October 10, 2014

MEMORANDUM

To: Yupiit School Board Members
From: Norma Holmggaard, Superintendent
Re: October 16 Worksessions

10:30  ASPI School Ratings and Improvement Planning
Dr. Cheryl Thomas will review the FY’14 Alaska School Performance Index (ASPI) ratings for YSD Schools followed by a discussion of actions for the YSD District Improvement Plan.

11:15  Board Policy Review
Board Policies included in the Agenda for First Reading will be reviewed.

11:45  Seat B Candidate Interviews
Candidates who submitted letters of interest in Seat B vacated by Brian Henry will be interviewed.
Yupiit School District ADOPTED School Calendar 2014-2015 (Revised)

Due Date: July 1, 2014

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PHILOSOPHY

In accordance with state education policy, the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

The School Board is committed to providing a program of instruction which offers each child an opportunity to develop to the maximum of his/her individual capabilities. The Board believes that all students can succeed regardless of their race, background or ability. School staff shall embody this philosophy in all district programs and activities.

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

Legal Reference:
ALASKASTATUTES
14.03.015 State education policy
14.08.111 Duties
Philosophy-Goals-Objectives and Comprehensive Plans

GOALS FOR THE SCHOOL DISTRICT

The School Board is committed to excellence and self-evaluation and believes that the public schools exist to meet the needs of students, parents/guardians and other community members. It is, therefore, important that citizens may express their expectations of the schools. The Board encourages students, parents, teachers, and other community members to participate in educational planning for the district.

(cf. 0420 - School-Based Management)

The Board shall adopt written goals for the school district which reflect local needs. These goals shall be consistent with the District's Strategic Plan and Board policy, and statewide goals adopted by the State Board of Education. The Superintendent or Principal shall develop objectives for meeting these goals. The development and adoption of the budget shall be consistent with district goals and objectives.

(cf. 0000 - Concepts and Roles)
(cf. 0100 - Philosophy)
(cf. 3100 - Budget)

The Superintendent or Principal shall annually file with the State Department of Education and make available to the public a report which includes the adopted district goals and priorities, plans for achieving these goals and priorities, and the means of measuring the district's success in reaching its goals and priorities.

(cf. 0500 - Review and Evaluation)
(cf. 0510 - School District Report Card)

Legal Reference:
ALASKA STATUTES
14.03.120 Education planning
14.07.165 Duties

ALASKA ADMINISTRATIVE CODE
4 AAC 06.800 Goals and indicators
4 AAC Chapter 4 Statewide goals

Revised 12/14

YUPIIT SCHOOL DISTRICT
Revised 12/2014
Philosophy-Goals-Objectives and Comprehensive Plans

Vision for Student Learning

The Yupiit School District will empower all students to acquire the knowledge, skills, and insights necessary to live rewarding, productive lives, prepared to contribute to the global community. The Yupiit School District is comprised of diverse communities and is committed to being a district that is recognized for educational excellence and equity, providing a rigorous, innovative educational program that supports and challenges each student to achieve at a high level and graduate from high school prepared for the future.

The Yupiit School District believes that learning occurs when students are directly involved and invested in the discovery of their own knowledge as a partner with their teacher by engaging in meaningful learning experiences. This is facilitated through effective instruction. Effective instruction occurs through intentional planning, intentional teaching and intentional assessments to meet the individual learning needs and abilities of the student.

The Yupiit School District Board recognizes its responsibility to set high expectations for each student to learn, achieve and fulfill his/her potential. In addition to providing a basic education program as prescribed by the State of Alaska Board of Education, the Board believes that the district’s educational program must ensure that every student achieves high levels of success in a rigorous course of study that is designed to provide a skill set that will prepare our students for their future in a global setting.

In order to meet this vision the Board has established the following goals:

1. All students will graduate prepared for the future as high-achieving, creative thinking, life-long learners with the skills to be competitive in a constantly changing international environment. These students will possess:
   a. Competencies in the use of current technology to access and demonstrate new knowledge and skills
   b. Spoken and written skills, to communicate, effectively and appropriately, for a variety of purposes and audiences
   c. Experiences that foster self-expression and creativity
   d. Critical thinking, problem-solving skills
   e. The ability to work effectively and respectfully as a member of a diverse team

2. All educators will provide an effective educational program for students by:
   a. Ensuring consistent high-quality curricula and engaging learning experiences
   b. Ensuring instruction is effective and intentional to meet the learning needs of a diverse student population
   c. Using appropriate and timely assessments to improve learning and
   d. Providing immediate and effective interventions to support students

3. All learning environments will be safe, inviting, and respectful, in which:
   a. Parents, staff and students have positive perceptions of the learning environment
   b. Students feel a sense of belonging and connectedness with their school
   c. Students feel supported by all school personnel
   d. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices by developing skills and attitudes necessary for good mental, physical and emotional health
Vision for Student Learning

e. Every school focuses on helping students develop
f. Skills necessary for self-advocacy, self-direction, personal responsibility accountability and conflict resolution knowledge and skills necessary to become positive, productive members of society

g. Skills to make healthy choices about activities and lifelong goals
h. Every school fosters respect and appreciation for diversity
i. Students feel a sense of personal safety while at school and during school related activities.
j. Bullying is not tolerated.

This vision will be used to guide the board and all members of each school community in all of their duties.

(cf. 6143 - Courses of Study)
Legal Reference:
ALASKA STATUTES
14.03.015 State education policy

Revised: 12/2014
Nondiscrimination in District Programs and Activities

The School Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 5145.3 - Nondiscrimination)

District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities. The superintendent shall ensure that interested persons, including individuals with disabilities, can obtain information about the programs, facilities and activities available to them.

(cf. 0411 - Service Animals)
(cf. 6164.2 - Guidance Services)

The superintendent shall annually notify students and parents of the district's policy on nondiscrimination and related complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.6 - Notifications Required by Law) (cf. 6178 - Vocational Education)

Legal Reference:

ALASKA STATUTES
14.18.010 - 14.18.100 Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE
4 AAC 06.500 - 4 AAC 06.600 Prohibition of Gender or Race Discrimination

TITLE VI, CIVIL RIGHTS ACT OF 1964
TITLE IX, EDUCATION AMENDMENTS OF 1972
VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504 INDIVIDUALS WITH DISABILITIES EDUCATION ACT
AMERICANS WITH DISABILITIES ACT
AGE DISCRIMINATION IN EMPLOYMENT ACT

Revised 12/14
Philosophy-Goals-Objectives and Comprehensive Plans

Nondiscrimination in District Programs and Activities

Notice of Rights Under Section 504

The following rights are granted to students with disabilities, and their parents, by Section 504 of the Rehabilitation Act of 1973. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

As a parent of a student with disabilities, you have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disabling condition. If you are identified as a disabled parent you also have the right to ask for reasonable accommodations so that you may participate in the planning of your child’s educational program.

2. Have the school district advise you of your rights under federal law.

3. Receive notice with respect to identification, evaluation, or placement of your child.

4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school related activities.

5. Have your child educated in facilities and receive services comparable to those provided non-disabled students.

6. Have your child receive special education and related services if she/he is found to be eligible under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

7. Have evaluation, educational, and placement decisions made based on a variety of information sources, and by persons who know the student, the evaluation data, and placement options.

8. Have transportation provided to and from school if necessary to allow your child to take part in educational services.

9. Have your child be provided an equal opportunity to participate in non-academic and extra-curricular activities offered by the district.

10. Examine relevant records relating to decisions regarding your child’s identification, evaluation, educational program, and placement.

11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
12. A response from the school district to reasonable requests for explanations and interpretations of your child’s records.

13. Request amendment of your child’s educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child.

14. Request mediation or an impartial due process hearing related to decisions or actions regarding your child’s identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you.

15. File a local grievance.

The person in this district who is responsible for coordinating 504 compliance and identification procedures is: (local district to insert name, location and telephone number.)

*Revised 12/14*
SERVICE ANIMALS

The Board is committed to providing quality education to all students and ensuring full access to district programs, services and facilities by individuals with disabilities, including those requiring the use of a service animal. The district will comply with all applicable laws concerning the use of service animals on district property, in classrooms, at school functions, and in connection with district services.

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 1312.3 – Public Complaints Concerning Discrimination)
(cf. 4030 – Nondiscrimination in Employment)

Individuals with disabilities may be accompanied by a working service animal individually trained to do work or perform tasks for the benefit of the individual. The Superintendent or designee shall develop guidelines to implement this policy, including procedures for individuals to request the use of a service animal, proof of animal vaccination, and procedures for accommodating the use of the service animal when a student or staff member has a known allergy.

(cf. 1260 – Visits to the Schools)

It is the responsibility of the handler or the individual assisted by a service animal to ensure that the animal is identified as a service animal and to properly control and supervise the animal at all times while on district property. The district is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal’s need to relieve itself. The care and supervision of service animals for young children unable to care for or supervise the animal should be addressed on a case-by-case basis in the discretion of the building administrator.

Owners of service animals are liable for any harm or physical injury caused by the animal to other students, staff, or visitors. Owners of service animals may be required to pay for property damage caused by the animal to the same extent any individual would be charged for such damage.

(cf. 3515.4 – Recovery for Property Loss or Damage)
(cf. 6161.2 – Damaged or Lost Instructional Materials)
Philosophy-Goals-Objectives and Comprehensive Plans

SERVICE ANIMALS (continued)

A school administrator may ask that an individual with a disability remove a service animal from a school building or school function if the animal is out of control and the animal’s handler does not take effective action to control the animal, or if the animal is not housebroken. If the animal is properly excluded, the individual with a disability must still be permitted to participate in the service, program, or activity without the service animal.

No individual shall intentionally interfere with the use or assistance of a service animal by harassing or obstructing the service animal or its user.

“Service animal” includes those animals as identified in applicable state and federal laws and regulations. Service animal does not include an animal whose primary work or task is to provide emotional support, well-being, comfort, or companionship.

Legal Reference:

UNITED STATES CODE
42 U.S.C. 12101, et seq., Americans with Disabilities Act
29 U.S.C. 794, Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS
28 C.F.R. Part 35, Nondiscrimination on the Basis of Disability in State and Local Government Services
28 C.F.R. Part 41, Nondiscrimination on the Basis of Handicap in Federally Assisted Programs
29 C.F.R. Part 1630, Implementing the Equal Employment Provisions of the Americans with Disabilities Act

ALASKA STATUTES
Title 18, Chapter 80, Discriminatory Practices Prohibited
AS 11.76.130, Interference With Rights of Physically or Mentally Challenged Person

Added 2/11
COMMUNITY SCHOOL PROGRAM

The School Board recognizes the importance of extending the use of school facilities and equipment for purposes of providing educational, cultural, social, and recreational services to the citizens of the community. The Superintendent or Principal shall develop community school programs within the limits of available resources.

(cf. 1330 - Use of School Facilities) (cf. 1325 - Advertising and Promotion) (cf. 3100 - Budget) (cf. 3515 - Equipment)

Revised 1/04
REVIEW AND EVALUATION

The School Board recognizes that ongoing review and evaluation of district policies and programs are necessary if the Board is to be held accountable for the governance of the district. The Board accepts that being accountable includes a duty to explain to the public how district responsibilities are being met and will provide for such review and evaluation.

(cf. 0510 - School District Report Card)
(cf. 1312 - Complaints Concerning the Schools) (cf. 4115 - Personnel Evaluation)
(cf. 6190 - Evaluation of the Instructional Program) (cf. 9300 - Governance)
(cf. 9400 - Board Self-Evaluation)

Legal References:

ALASKA STATUTES
14.03.120 Education planning

YUPIIT SCHOOL DISTRICT
Adopted: 11/2006
Philosophy-Goals-Objectives and Comprehensive Plans

SCHOOL DISTRICT REPORT CARD

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

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

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

(cf. 0420 - School-Based Management/School Advisory Boards) (cf. 6190 - Evaluation of the Instructional Program)

Legal References:

ALASKASTATUTES
14.03.120 Education planning
ESEA, 20 USC §§ 6311, 6312 and 6316

Revised 12/14

Yupiit School District
Revised 12/2014
SCHOOL DISTRICT REPORT CARD

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

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

1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded; and for districts receiving Title I funds, the professional qualifications of teachers;

2. the number and percent of district students in the top and bottom quarter of standardized norm-referenced achievement examinations and the national percentile of the mean normal curve equivalent;

3. for districts receiving Title I funds, student academic achievement at the basic, proficient, and advanced levels on state assessments, disaggregated by subgroups:
   - economically disadvantaged students
   - students from each major racial and ethnic group
   - children with disabilities
   - LEP students
   - student gender
   - student’s migrant status

4. the number and percent of students tested who are in each of the proficiency categories for the state standards-based assessments in reading, writing, and math; and, for districts receiving Title I funds, the percent of students who were not tested (disaggregated by subgroup);

5. for high schools, the number and percent of students in the “pass” and “not pass” categories for the high school graduation qualifying exam;

6. a description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;

7. attendance, retention, dropout, and graduation rates, including the number and percent of students receiving a diploma under a waiver from the HSGQE; for districts receiving Title I funds, graduation rates should be disaggregated by subgroup;
8. the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;

9. the performance designation assigned the school under AS 14.03.123 and the methodology used to assign the performance designation, including the measures used and the relative weights;

10. a summary of student, parent, and community member comments on the school's performance, including the number of persons commenting;

11. for districts receiving Title I funds, the number and percentage of schools identified for school improvement; how long the schools have been so identified; and how students achieved on a statewide academic assessment compared to students in the state as a whole. 20 U.S.C. § 6311(h)(2). For each school served under Title I, the district must determine and publicize annually whether the school is making adequate yearly progress. 20 U.S. C. § 6316(a)(1)(C);

12. if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;

13. without disclosing personally identifiable information, the number and percentage of students in each school who take and successfully complete an alternative assessment program in reading, English, or mathematics; and the number and percentage of pupils in each school who successfully complete the alternative assessment program but who do not reach the state performance standards at the competency exam level in reading, English, or mathematics;

14. the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematic assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with disabilities and LEP students.

15. other indicators of school performance selected by the district or required by state regulation.

Revised 2/2010

Yupiit School District
Revised 2/2010
Note: Section 6316 of the No Child Left Behind Act requires districts receiving Title I funds to use state and local assessments or indicators to annually review the progress of each school receiving Title I funds to determine whether the school is making "adequate yearly progress" (AYP) as defined by the state. The State of Alaska has determined that it will access AYP for each school, district, and the statewide education system. AYP is measured by criteria set forth at 4 AAC 06.805, 06.810 and 06.812. These criteria include student performance on statewide assessments and graduation rate or school attendance. For a school or district to make AYP, all identified student groups (i.e., economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and English learners) must meet the statewide achievement goal; or the percentage of non-proficient students must be reduced by at least 10 percent with the group showing improvement on other academic indicators. At least 95 percent of each student group must participate in state assessments.

The School Board is committed to the successful performance of the District and its schools. The Superintendent shall implement the following requirements for schools that have not achieved adequate yearly progress as determined by the Department of Education and Early Development.

If any District school is identified for improvement, the Superintendent designee shall develop and implement a school improvement plan in accordance with federal and state law.

School Choice

Note: This section applies to only those students enrolled in a school that receives Title I funds and has been identified by the State Board of Education for school improvement, corrective action, or restructuring according to federal and state law. NCLB final regulations, effective November 2008, require school districts to notify parents at least 14 calendar days before the start of the next school year the option to transfer their children to another public school and the available school choices.

Note: A parent that elects to transfer his or her student under the school choice provisions is entitled to district-provided transportation to the transfer school. However, transportation is not required if the school is more than 50 miles from the student's home, or if the student's home and the school are not connected by road. 4 AAC 06.855.

Students attending a school that has failed to make adequately yearly progress for two or more consecutive years may transfer to another public school within the District, if any, that has not been identified for improvement. At least 14 calendar days before the start of the school year, parents will be notified of the option to transfer their children to another public school and the available school choices. If possible, the District will offer a choice of more than one school and will consider the parents' preferences among the schools offered. The District will not use lack of capacity to deny parents the option to transfer. The lowest-achieving students from low-income families will be given priority for school transfer. All students transferring are entitled to enroll in classes and activities in the same manner as all other students in the school.
A student who transfers to another school under this policy may remain at that school until the student completes the highest grade offered at the school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement. All notices provided to parents/guardians and transfer requests are governed by State and federal law.

If there are no District schools available into which a student may transfer, or District-provided transportation is unavailable, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area or offer supplemental educational services to qualifying students.

**Supplemental Educational Services**

| Note: Your district may not disclose to the public, absent parental consent, the identity of those students who are eligible for, or are receiving, supplemental services. |
| Note: The Department of Education and Early Development may waive, in whole or in part, the requirement that a district make available supplemental educational services if, at the request of the district, the Department determines that (1) none of the providers on the list approved by the Department makes those services available in the area serviced by the district or within a reasonable distance of that area; and (2) the district provides evidence that it is not otherwise able to make those services available. |

Students from qualifying low-income families shall be provided supplemental educational services as provided in federal and state law if they attend any District school that has been designated as Level 3 or higher by the Department. The District will provide annual notice to parents of the availability of supplemental educational services, explain its benefits and identify and describe the services of state-approved providers available within the district. The notice must be clear and concise, and easily distinguishable from other information sent to parents. Upon request, the District will assist parents in choosing a provider.

Supplemental educational services include tutoring and other high-quality research-based supplemental academic enrichment services. These services are in addition to instruction provided during the school day and should enable students to attain proficiency on assessments, as well as increased academic achievement.

The Superintendent shall [enter into/prepare for Board approval] a written agreement with each provider selected by a parent. The agreement shall be prepared in accordance with law.

| Note: The required terms of the agreement between the district and supplemental service provider are found at 4 AAC 06.860. Districts are advised to consult this regulation and confer with your attorney in preparing the written service agreements. |
Philosophy-Goals-Objectives and Comprehensive Plans

SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)

Website Notification

Note: NCLB final regulations, effective November 2008, require school districts to publish information on their websites regarding school choice and supplemental educational services. The following language sets forth the required information.

The Superintendent or designee, shall publish on the district’s website, and keep current, the following information:

1. The number of students eligible for and that participated in school choice;
2. The number of students eligible for and that participated in SES;
3. A list of approved SES providers that serve the district and the locations of their services;
4. A list of available schools for choice.

Legal Reference:

ALASKA STATUTE
14.03.123 School and District Accountability

ALASKA ADMINISTRATIVE CODE
4 AAC 06.800 - .899 School and District Accountability


Revised 12/14
PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

School Improvement Plan – Development, Approval and Implementation

The Superintendent shall designate the individual responsible to oversee development of the school improvement plan. The plan must be developed and provided to the District for approval within 90 days of the school’s notice of designation by the Department.

1. A. PLAN CONTENTS

Prepared in consultation with parents, school staff, and other interested persons, the plan should contain the following components:

1. **Duration.** The plan may cover a two-year period.

2. **Strategies.** The plan will incorporate scientifically-based strategies to strengthen the school’s core academic subjects and address the specific academic issues that lead to the designation.

3. **Policies.** The plan will implement policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all students demonstrate proficiency or better on state assessments by school year 2014-15.

4. **Funding.** The plan will provide for the school’s allocation and spending of at least 10% of the funding allocated to the school under Title I in order to provide the school’s teachers and principal with high-quality professional development that directly addresses the academic performance problem that caused the designation.

5. **Professional Development.** The plan will explain how the high-quality professional development will directly address the academic performance problem that caused the designation.

6. **Annual Objectives.** The plan will establish specific annual measurable objectives for continuous and substantial progress by all students collectively, and each subgroup of students, to ensure that all students demonstrate proficiency or better on state assessments by school year 2014-15.

7. **Parental Notice.** The plan will describe how written notice of the designation will be provided to the parents of each student enrolled in the school. To the extent practicable, the notice should be in a format and in a language that the parents can understand.

8. **Responsible Parties.** The plan will specify the respective responsibilities of the school, the district, and the Department of Education and Early Development in implementing the plan.
9. **Parental Involvement.** The plan will include strategies to promote effective parental involvement in the school.

10. **Extended Day Programs.** As appropriate, the plan will incorporate activities for students before and after school, during the summer, and during any extension of the school year.

11. **Teacher Mentoring.** The plan will incorporate a teacher mentoring program.

**B. PLAN APPROVAL**

Upon completion of the plan by the school, it will be submitted to the District for approval. The plan will be reviewed to determine if any modifications are necessary and to ensure compliance with the requirements of 4 AAC 06.845. Within 45 days of receipt of the school plan, the District must approve the plan for submission to the Department of Education and Early Development.

**C. PLAN IMPLEMENTATION**

The school shall implement the plan immediately upon District approval. Should the Department of Education and Early Development determine that changes in the plan will improve the performance or progress of students, the school will implement the changes required by the Department.

The District will ensure appropriate technical assistance to the school during development of the plan and throughout the plan’s duration. Technical assistance may be provided by the District, the Department, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

Technical assistance must be based on scientifically-based research and may include:

1. assistance in analyzing assessment data and other examples of student work in order to identify and develop solutions to problems in instruction, parental involvement and professional development, and plan implementation, including district- and school-level responsibilities under the plan.

2. assistance in identifying and implementing professional development and instructional strategies and methods that have proven effective, through scientifically-based research, in addressing the specific instructional issues that caused the school’s designation; and/or

3. assistance in analyzing and revising the school’s budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement and remove the school from its designation.
**District Improvement Plan – Development and Contents**

Within ninety (90) days of designation at Level 2 or higher, the District will develop a district improvement plan and submit it to the Department of Education and Early Development for approval.

Prepared in consultation with parents, school staff, and other interested persons, the plan should contain the following components:

1. **Duration.** The plan may cover a two-year period.

2. **Strategies.** The plan will incorporate scientifically-based strategies to strengthen the core academic program in the schools served by the District.

3. **Improvement Measures.** The plan will identify actions that have the greatest likelihood of improving student achievement on the state’s academic performance standards.

4. **Professional Development.** The plan will address professional development needs of the instructional staff.

5. **Goals.** The plan will include specific measurable achievement goals and targets for all students collectively and each subgroup of students.

6. **Needs Assessment.** The plan will address the fundamental teaching and learning needs in the schools of the District, and the specific academic problems of low-achieving students, including a determination of why the District’s prior plan failed to bring about increased student academic performance.

7. **Extended Day Programs.** As appropriate, the plan will incorporate activities for students before and after school, during the summer, and during any extension of the school year.

8. **Responsible Parties.** The plan will specify the respective responsibilities of the District and the Department of Education and Early Development in implementing the plan. The plan should specify any technical assistance to be provided by the Department.

9. **Parental Involvement.** The plan will include strategies to promote effective parental involvement in the District.

*Revised 12/2014*
Philosophy-Goals-Objectives And Comprehensive Plans

DISCONTINUATION OR CLOSURE OF SCHOOLS

Note: This optional policy complies with 4 AAC 05.090 establishing required procedures to be followed before a school can be permanently or temporarily closed.

The Board strives to maintain schools in local communities but recognizes that low student enrollment or other factors may necessitate temporary or permanent closure of a school. Board action to close a school will only occur after written notice to the affected families which will be provided at least 10 days prior to school closure, absent emergency circumstances that do not permit such notice.

Absent emergency circumstances, no school closure will occur until development and approval of a closure plan. The plan must provide for the continued educational services to all eligible students, including students with disabilities. The plan must address pupil transportation services, if applicable. Additionally, the plan should contain a schedule for providing compensatory services that may be required under state and federal laws for the education of students with disabilities. Finally, the plan will provide for reimbursement to the State of money already paid for the period of closure, unless the school year is extended. If the closure is temporary, the plan will identify steps for reopening the school.

Note: The Department of Education and Early Development must approve all permanent and non-emergency temporary school closures. Permanent school closure plans will be considered approved if the Department does not disapprove the plan within 90 days. 4 AAC 05.090(b). Temporary school closure plans must be submitted to the Department for approval at least ten days before the planned closure. 4 AAC 05.090(c).

The plan will be reviewed and approved by the Board at a public meeting. Following Board approval, the plan will be submitted to the Department of Education and Early Development for approval. The plan will not be executed until Department approval.

EMERGENCY CLOSURE DAYS

The [Superintendent/Chief School Administrator] may order one or more emergency closure days if conditions exist posing a threat to the health or safety of students, staff, or the community. To the extent practicable, the Superintendent shall consult with the Department of Education and Early Development and with federal and state health and safety agencies. In all cases of emergency closure, the Superintendent shall notify the Board and the Department of Education and Early Development, in writing, within 24 hours.
DISCONTINUATION OR CLOSURE OF SCHOOLS (continued)

Note: Under 4 AAC 05.090(h), a district may, on a form prescribed by the Department, apply to the Commissioner for approval to substitute an emergency closure day for a day in session or a day used for in-service training. The Commissioner may approve all, none, or some of the days the school was closed as emergency closure days, and require that the district replace the remaining days. In determining whether to approve, deny, or partially approve the request, the Commissioner will consider (1) the extent to which the district implemented a continuation of educational services plan during the closure; (2) the depth and quality of the educational services the district provided to students during the closure; (3) if the district had warning of the pending emergency, the extent to which the district used the warning to prepare for continuation of educational services specific to the pending emergency; (4) the communication with families of students to facilitate delivery of educational services during the emergency; (5) the nature and duration of the emergency; (6) whether teachers and administrators were in on-duty status working to deliver educational services during the emergency; (7) the academic needs of the students in the district; and (8) the public interest.

As soon as practicable after ordering an emergency closure, the Superintendent shall submit a modified calendar to the Department. The calendar will be modified using one or more of the following options:

1. If the original calendar provided for more than 180 days, reduce the number of days in session or days used for in-service training for the school, so the combined number of days in session and days used for in-service training under the modified calendar remains in compliance with state law (AS 14.03.030);

2. Designate emergency closure days in place of days in session or days used for in-service training if the emergency closure days have been approved by the Commissioner of Education;

3. Designate additional days that the school must be in session to replace school closure days that were not reduced under (1) of this subsection or approved as emergency closure days by the Commissioner.

(cf 6111 - School Calendar)

If a school is temporarily closed for disciplinary or safety reasons, the facility must remain closed for all purposes until the school is reopened.

Legal Reference (see next page):
DISCONTINUATION OR CLOSURE OF SCHOOLS (continued)

Legal Reference:

ALASKA STATUTES
14.03.030 School Term
14.33.120 School Disciplinary and Safety Program

ALASKA ADMINISTRATIVE CODE
4 AAC 05.090 Discontinuation or closure of schools

Revised 12/14
Students

RERAINT AND SECLUSION

BP 5142.3(a)

Note: The following policy is based upon 2012 guidelines issued by the United States Department of Education in its Restraint and Seclusion: Resource Document. Those guidelines discourage the use of restraint and seclusion in the schools except as necessary for the immediate protection of student or staff safety.

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

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

Physical Restraint

Physical restraint means the use of any mechanical or physical restriction that immobilizes or reduces the free movement of all or a portion of a student’s body. Physical restraint does not include briefly holding a student in order to calm or comfort or the use of contact that is reasonably necessary to safely escort a person from one area to another. Physical restraint also does not include the use of medical or therapeutic devices, including but not limited to, devices or protective gear designed to protect a student from injury due to falling, to achieve proper body position or balance, or to protect a student from self-injuring behavior if the use of that device or gear is documented in a student’s Individualized Education Program (IEP) or 504 plan.

Physical restraint is prohibited unless needed as an emergency intervention. A district employee may use reasonable and necessary physical restraint only if necessary to ensure the immediate safety of the employee, the student, or others. This includes protecting the student or others from physical injury; to obtain possession of weapons or other dangerous objects, including a controlled substance upon or within the control of the student; or to protect property from serious damage or destruction. To the extent possible without compromising safety, other interventions should be attempted prior to the use of restraint. Restraint must be limited to that necessary to address the emergency and should be discontinued when the situation is controlled.

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

Restraint may not be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support. The use of emergency restraint under this policy does not constitute corporal punishment.
Physical restraint must be implemented in a manner that protects the health and safety of the student and others. Restraint may not prevent or restrict the student from breathing or speaking nor may it restrict circulation. Prone or supine restraint, which occurs when the student is placed on his or her stomach or back, is expressly prohibited. A student’s well-being must be monitored during restraint through the use of continuous visual supervision.

Seclusion

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

Seclusion of a student is prohibited unless needed as an emergency response to protect the employee, the student, or others from physical injury; to prevent the use of a weapon, other dangerous object, or controlled substance; or to protect property from serious damage or destruction.

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

Seclusion should be employed only when less restrictive interventions have been determined to be ineffective or inappropriate for maintaining safety. Seclusion should last only as long as necessary to resolve the actual risk of danger or harm, to allow the student at risk to compose him or herself and return to the educational environment, or while awaiting the arrival of law enforcement or crisis intervention personnel. Seclusion should never be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support.

While in a seclusion setting, a student must be continuously observed by an adult both visually and aurally for the entire period. Students must be provided necessities such as restroom breaks and food and water as needed. Any signs of medical distress should be immediately addressed. Seclusion must be sensitive to any particular vulnerabilities of the student and to the student’s developmental level.
Students

RESTRraint and Seclusion (continued)  BP  5142.3(c)

Students with Disabilities

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

(cf. 6159 – Individualized Education Program)

Reporting/Notification Requirements

The parent/guardian of a student who has been physically restrained or secluded shall be notified as soon as reasonably possible.

Instances of physical restraint or seclusion shall be documented, including the nature of the emergency necessitating such use and the length of time of the restraint or seclusion.

Training

The Superintendent or designee shall provide for appropriate training of staff members regarding this policy; the use of positive support interventions, classroom management techniques, and skills to de-escalate student behavior; the safe use of restraint or seclusion in emergency situations; and procedures for documentation and parent contact. The form of training may vary depending upon the staff member’s role and the instructional setting.

Policy Not Applicable to Law Enforcement

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

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

Legal Reference (see next page)
Legal Reference:

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

ALASKA STATUTES
11.81.430 Justification, use of force, special relationships
11.81.900 Definitions
14.03.078 Report
14.30.180-.350 Education for Exceptional Children
14.33.120-.140 School disciplinary and safety program

ALASKA ADMINISTRATIVE CODE
4 AAC 06.172 Reporting of school disciplinary and safety programs
4 AAC 06.200-.270 Safe schools
4 AAC 06.230 Reporting
4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities
4 AAC 52.010-.990 Education for exceptional children

Added 3/2013
Hello my name is Lillian Alexie. I am interested in seat B. I have served as a Regional School board member before although I ran for the School board seat I don’t think I will win the seat. Thank you for your time.

Lillian M. Alexie
P.O. Box 73
Akiachak, Alaska - 99551-

# 824-4671 - Cell: 825-2230
10/06/2014

RE: Letter of Interest

Yupiit School District Regional School Board:

- I, Peter Evon, am submitting this letter of interest regarding the open Regional School Board Section 1, Seat B located here in Akiachak. I would like to be considered for the position when interviews are conducted during your next RSB meeting scheduled for October 16th.

- I was raised here in Akiachak and attended Akiachak Elementary School before it burned down. I attended and graduated from Akiachak High School in 2001. I have previously been a Summer School teacher aide while attending college, and am the current Head Wrestling coach and Girls Basketball coach at Akiachak School. I have two young children currently attending Akiachak School with another scheduled to enroll in Kindergarten next school year. I also organize and manage the adult open gym activities for the community. So I am very involved and am familiar with the daily educational and extra-curricular activities that occur at the School year-round.

- I previously worked for Wells Fargo Bank throughout Alaska for seven years holding various positions as I was promoted within the company, and became Branch Manager after only 1 ½ years with the company. This employment gave me a wide range of experience that would be pertinent to this board seat including management of federal grant funds, familiarity with YSD bank accounts that are currently held with my former employer Wells Fargo Bank, and general oversight of day-to-day activities. I am currently the Environmental Director for Akiachak Native Community and have held the position for over a year now. This position has given me more insight on the management of federal grant funding, and the specific needs of the community.

- I previously served as President and Member of the Bristol Bay Chamber of Commerce for two years during my time in Naknek with Wells Fargo Bank. I believe the experiences from my professional and personal life will be an asset to the YSD Regional School Board and I thank you for your consideration.

Peter H. Evon
907-545-4660
Regional Board Members

Willie Kasayulie, Chairman
Samuel George, Treasurer
Brian Henry, Secretary

Ivan M. Ivan, Vice Chairman
Moses Owen, Board Member
Noah Andrew, Board Member
Peter Napoka JR, Board Member

Committee Meetings and Work-sessions

10:30 AM  -  (ASPI) Alaska Schools Performance Index
-  District Improvement Planning
11:15 AM  -  Board Policy
11:45 AM  -  Board Member Interviews

Agenda (beginning at 12:45 PM)

Regional Board of Education Meeting

LOCATION: Akiachak  DATE: October 16, 2014

I.  Call to Order
II. Roll Call
III. Invocation
IV. Oath of Office:
   A. Oath of Office
   B. Reorganization of the Board:
      1. Chairman
      2. Vice Chairman
      3. Secretary
      4. Treasurer
V.  Recognition of Guests
VI. Approval of Agenda
VII. Approval of Minutes
     A. September 19, 2014
VIII. Correspondence
IX. Reports:
   A. Progress Report on Internal System Improvement - DBMS
   B. School Reports
      1. Akiachak
      2. Akiak
      3. Tuluksak
   C. Superintendent’s Report
   D. Curriculum, Instruction, Assessment
   E. Maintenance
   F. Special Education
   G. Grants Report
   H. IT Service’s Report
X. Business and Finance
XI. Strategic Plan
XII. Action Items
   A. Resignation
   B. New Hires
   C. Board Meeting Location
   D. Appointment of Seat B Member
   E. Akiachak Senior Trip
XIII. First Reading of Policies:
   A. 1st Reading of BP 0100; BP 0200; BP 0210; BP 0410 (a); E 0410 (a); E 0410 (b);
      BP 0411 (a); BP 0411 (b); BP 0430; BP 0500; BP 0510; AR 0510 (a); BP 0520 (a);
      BP 0520 (c); AR 0520 (a); AR 0520 (b); AR 0520 (c); BP 0530 (c); and BP 5142.3
      (a) (b) (c) (d)
XIV. Board Activities
XV. Travel: AASB Annual Convention
XVI. Executive Session
XVII. Information
XVIII. Public Comments:
XIX. Board Comments
XX. Next Meeting Regular Meeting:
XXI. Adjournment
Minutes of the Yupiit School District
Regional Board of Education

Held: September 18, 2014  
Village: Akiachak, Alaska

| Committee Meeting & Work-session | 11:00 AM – Yupiit School District Board provided recommendations and considerations for developing the annual calendar for FY2015.  
11:30 AM – The School Board Members discussed the AASB Resolutions for FY2014. |
| Call to Order | Chairman Willie Kasayulie called the regular meeting of the Regional School Board to order at 1:05 PM. |
| Roll Call | Present  
Willie Kasayulie, Chairman  
Ivan Ivan, Vice Chairman  
Samuel George, Treasurer  
Noah Andrew, Secretary  
Moses Owen, Board Member  
Peter Napoka, Board Member  

Also Present:  
Norma Holmgaard, Superintendent  
Joanne Slats, Business Manager  
James Hartz, Maintenance Director  
Bonnie James, Recording Secretary |
| Absent | Brain Henry, Board Member |
| Invocation | III. Invocation: Moses Owen rendered the invocation. |
| Recognition of Guests | IV. Recognition of Guests: |
| Approval of Agenda | V. Approval of Agenda: |
### Approval of Minutes

Motion by Sam George, Seconded by Moses Owen to accept the agenda with additions of XI. H. Tuluksak Teacher Housing Design. Motion was passed unanimously.

### VI. Approval of Minutes:

- **A. July 17, 2014**
- **B. August 21, 2014**

Motion by Ivan Ivan, Seconded by Sam George to approve the Regular Board minutes for July 17, 2014 and August 21, 2014 with correction for August 21, 2014 minutes to excuse Sam George. Motion carried.

### VII. Correspondence:

- **Bud get not approved – 69.6% on Instruction**
  - Alaska Department of Education rejected the Yupiit School District budget for FY2015 for failure to meet the requirement to spend 70% on student instruction. Yupiit School District’s budget utilized 69.6% for instructional purposes. The waiver request was already submitted to Alaska Department of Education.

### VIII. Reports:

- **A. Progress Report on Internal System Improvement – DBMS**
  - Board member Moses Owen requested that a brief summary accompany this document in the future.
- **B. School Reports:**
  1. Akiachak
  2. Akiak
  3. Tuluksak
- **C. Superintendent’s Report**
- **D. Curriculum, Instruction, Assessment**
- **E. Maintenance**
- **F. Special Education and Grants Report**

### Recess

Chairman Willie Kasayulie called for recess at 2:00 PM
Reconvened at 2:15 PM

### IX. Business and Finance:

- **A. Business Manager’s Report**
- **B. CFO’s Report**

### X. Strategic Plan Update:

- **Career Pathways** – The Counselors met with Rayna Hartz and discussed developing a Yupiit School District Career Pathways K-12 Plan of Service and the Vocational and Technical Education Opportunities for Yupiit School District. Rayna Hartz and Diane George are developing a timeline for this project.
- **Effective Operations** – The financial report is enclosed and the DBMS report regarding progress on improvement to our internal systems of control for HR and Finance. The Board will review the Yupiit School District audit in early November.
- **Involving Elders** – The Schools continue discussing plans to involve Elders more in daily schooling.
### Continue – Strategic Plan

**Yupik Curriculum** - The new grant partnership with LYSD partnered with the Yupiit School District Targeted Resource Grant will be providing access to culturally appropriate resources and professional development for teachers and paraprofessionals.

**Strategic Plan Review** – Jerry Covey will be in Akiachak October 27, 2014 to facilitate the review and modification of the Yupiit School District Strategic Plan.

### Action Items

**XI. Action Items:**

- **A. Approval of New Hires**
  Superintendent Norma Holmgaard presented for approval the hires for Perry Duncan, Long-Term Sub in Akiachak (20 days); Helena Napoka, Tuluksak Head Cook; Hannah Peter, Tuluksak Special Ed Aide; Chelsea Kasayulie, Site Tech Intern for Akiachak, excluding Martina Andrew, Tuluksak Cook’s Helper. Motion carried and passed.

  Motion by Sam George, Seconded by Ivan Ivan to approve the new hires as presented. Motion carried.

- **B. Approval of Resignations**
  Superintendent Norma Holmgaard presented for approval the resignations for Ruth Liskey, Tuluksak Head Cook effective 8-25-14 and Ida D. Wassilie, Early Literacy Aide, effective 9-8-14.

  Motion by Sam George, Seconded by Moses Owen to approve the resignations as presented. Motion carried.

  Superintendent Norma Holmgaard requested that the Yupiit School District Board accept the resignation of Board Member Brian Henry, effective immediately.

  Motion by Sam George, Seconded by Peter Napoka to approve the resignation for Brian Henry. Motion carried.

- **C. Approval of Speech Pathologist Services – MOA**
  Superintendent Norma Holmgaard presented for approval the MOA for Kevin Bellflower, Speech Pathologist at the approximate amount of $37,380.00.

  Motion by Sam George, Seconded by Moses Owen approving the MOA as presented. Motion carried and passed.

- **D. Authorization of Copier Purchase**
  Superintendent Norma Holmgaard presented for approval the purchase of (3) Konica/Minolta C654a copiers for Schools and Konica/Minolta 454e for the District Office as recommendation by CFO, Lucienne Smith.

  Motion by Ivan Ivan, Seconded by Moses Owen approving the purchase of copiers for the Schools and for the District Office as presented. Motion carried and passed.
<table>
<thead>
<tr>
<th>Continue – Action Items</th>
<th>E. Approval of FY2015 Calendar Change</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Superintendent Norma Holmggaard presented for approval a revision to the Yupiit School District’s FY2015 Calendar, moving the January 22, 2015 in-service day to Monday, November 3rd, 2014.</td>
</tr>
<tr>
<td></td>
<td>Motion by Sam George, Seconded by Noah Andrew to approve the proposed revision to the Yupiit School District’s FY2015 Calendar as presented. Motion carried.</td>
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<th>F. AASB Resolutions</th>
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<tbody>
<tr>
<td></td>
<td>After reviewing and discussing the AASB Resolutions during the morning worksession, the Regional School made a:</td>
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<td></td>
<td>Motion by Moses Owen, Seconded by Sam George supporting the AASB Resolutions 1.3; 1.4; 2.2; 2.15; 2.24; 2.33; 2.39; 5.14; 5.16; excluding 3.22 with clarification and 3.25. Motion carried and passed.</td>
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<th>G. Sale of Steambath House</th>
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<tbody>
<tr>
<td></td>
<td>Superintendent Norma Holmggaard requested the Board approve the sale of the Steam Bath House currently sitting behind the District Office and also requesting that the Board set a minimum bid for this building.</td>
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<td></td>
<td>Motion by Sam George, Seconded by Peter Napoka accepting the minimum bid of $500.00 for the Steam Bath House. Motion carried.</td>
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<th>H. Teacher Housing Design for Tuluksak</th>
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<td></td>
<td>Superintendent Norma Holmggaard requested approval of the Cold Climate Housing Research Center (CCHRC) proposal for the expenditure of funds for 35% of the design cost ($15,374.95) for the Tuluksak Teacher Housing Project.</td>
</tr>
<tr>
<td></td>
<td>Motion by Sam George, Seconded by Noah Andrew approving the 35% of design cost which is $15,374.95 with Cold Climate Housing Research Center (CCHRC). Motion carried.</td>
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<tr>
<th>Board Activities</th>
<th>XII. Board Activities: October 27, 2014 – Strategic Plan Review with Jerry Covey. Several Board Members are not available on this date. Superintendent Holmggaard will research alternate dates.</th>
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<tbody>
<tr>
<td>Travel</td>
<td>XIII. Travel:</td>
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<tr>
<td>Executive Session</td>
<td>XIV. Executive Session</td>
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<tr>
<td>Information</td>
<td>XV. Information</td>
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<tr>
<td>Public Comment</td>
<td>XVI. Public Comments</td>
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<tr>
<td>Board Comments</td>
<td>XVII. Board Comments</td>
</tr>
<tr>
<td>Next Meeting</td>
<td>XVIII. Date and Place of Next Meeting: October 16, 2014</td>
</tr>
<tr>
<td>Regular Meeting</td>
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</tbody>
</table>
XIX. **Adjournment:** Motion by Sam George, Seconded by Ivan Ivan to adjourn the meeting at 3:15 PM
At 4:56 PM.

__________________________                  ___________________
              Secretary                                                        Date
October 10, 2014

MEMORANDUM

To: Yupiit School Board
From: Norma Holmggaard, Superintendent
Re: Correspondence

No correspondence has been received at this time.
October 10, 2014

MEMORANDUM

To: Yupiit School Board

From: Norma Holmgaard, Superintendent

Re: Reports

The following reports are for your information only.
Douglas Business Management Services
PO Box 2345
Soldotna, AK  99669
douglas.melody@gmail.com

Yupiit School Board of Education
Recommendations
October 8, 2014

PROJECT UPDATE
I will be at YSD October 15 – 25, 2014; this trip will include discussions and planning for the FY15 budget revision, FY16 enrollment projection, development of the FY16 budget calendar, review of HR processes and YSD utility contracts.

It is my understanding that the Board prefers a shorter report than presented in the past. Therefore, I have noted recommendations in this report with plans to respond to any questions the Board may have about them at the October 16, 2014 Board Meeting.

IT IS RECOMMENDED THAT:

**Business Office:**
1. Begin the FY15 budget revision process as soon as possible
2. Develop and implement a plan to sell excess school property or see that certain items are properly destroyed.
3. Negotiate multi-year utility contracts (the FY15 Tuluksak Water Contract should be finalized ASAP)
4. Continue secretary training to support full implementation of the Power School and Black Mountain software processes

**Human Resources:**
1. Create FY16 staffing sheets as soon as possible
2. Create a working calendar of annual tasks

**Travel:**
1. Establish a standard travel schedule with Renfro
2. Ensure travel requests are processed timely and accurately

**Information Technology:**
1. Hire Akiak and Tuluksak IT intern positions or determine an alternate plan to meet the needs of these schools
2. Contract for review and recommendations pertinent to YSD telecommunications rooms, related software systems, and back-up systems
3. Continue development of the District’s website focused on it being the YSD ‘go to’ spot for all YSD materials and information for all employees, the Board, and public
4. Procure a reliable email system to replace First Class
5. Determine a back-up system to protect YSD electronic equipment against the substandard electricity delivery YSD experiences

**Student Nutrition:**
1. Implement the Primero Edge software supported by the Department of Education and Early Development by mid-year
2. Ensure Bob Eason is available to visit YSD again later in the year for ongoing training and to assist with the Primero Edge software implementation as appropriate
3. Finalize the Power School food service module implementation, to count student meals, by the end of October 2014.

**Maintenance:**
1. Ensure School Dude training occurs for all pertinent staff targeting system efficiency
2. Begin planning for FY16 summer maintenance program for budget development

**Administration:**
1. Review and update employee handbooks (consider creating one handbook with separate sections for certificated and classified staff where appropriate)
2. Develop FY16 budget criteria in October 2014
3. Finalize termination of the Akiachak housing units no longer needed to house YSD employees

**Board of Education:**
1. Ensure travel arrangements have been finalized for Board travel to November AASB conference
2. Establish meeting schedule for the Policy Committee to review FY15 Board Policy section review targeting one section at a time.
3. Establish strategic planning meeting date
Akiachak Huskies Board Report: Husky Highlights

Local Area School Board Meetings (LASB):

September 31st Meeting:

- Highlighted the progress of the school – school goals, attendance, enrollment, credit recovery and professional development progress for teachers.
- Watched Akiachak student respect video – created for the Character Word of the Month

School Events:

- Akiachak students have been selected to attend conferences in Anchorage and other locations for students to participate in leadership opportunities, culinary arts, welding, heavy equipment operations and the Youth and Elder Conference.
- Two Akiachak Cross Country Runners represented the community and the school well in Anchorage on October 2, 2014.
- Men’s and Women’s Basketball League has begun – wonderful community builder.
- Professional Development In-Service Day went well. Teachers were provided training in Everyday Math, Kagan Cooperative Learning, CHAMPS, and Alaska Career Communication Information System.
- Akiachak Volleyball Tournament will be held on October 10th and 11th.
- Akiachak School Student Character Word of the Month – Responsibility

School News:

- 92.7 KHKY Radio Station is in the initial process of applying for a FCC License to broadcast for educational purposes.
- Perry Duncan service as a long-term substitute was greatly appreciated. Mr. Duncan has had nothing but wonderful things to say about the school, students and the community.
- Akiachak School is in the search for a 3rd or 4th grade teacher. Due to high enrollment an additional teacher is needed to ensure the academic success of our students.
- Harry White, Akiachak’s instructional coach is very pleased with the progress of the teachers and students. Mr. White has complimented the structures and the process that are in place within the school. We will continue to monitor the structures and processes to ensure the success of our students.
- Attendance Check-Up Communication Letters have been sent home for parents to be informed of any potential attendance problems.
- Ms. Bertha Phillip has completed parent scheduling for the Parent-Teacher Conference in October.
- The Akiachak Staff is currently in the process of planning for a Halloween Bash!
• Willy Burns has completed student credit checks and updating student career pathways portfolios, this is to ensure continued future success in students’ career exploration.
• Guidance lessons have started throughout the elementary level to focus on social skills and bully prevention.
• 3rd and 4th grade classes have individual classrooms to maximize academic success.
October School Board Report

**Students:** Student behavior is improving throughout the school. Discipline referrals are declining and the number of students participating in after-school rewards activity for classroom effort is increasing.

**Activities:** October 4th the High School girls basketball team held a cake walk fundraiser followed by a student lock-in for 7-12th grade students. There was great participation and the students behaved very well. Open gym is held 3-hours nightly with the exception of Sunday and Wednesday (church days). The Gym List is serving as an effective motivator for both attendance and classroom effort.

**LASB** has met twice and plans to meet on the second Tuesday of each month (when scheduling permits). The October meeting will take place on Monday, October 13th, due to scheduling conflicts on Tuesday the 14th.

**Academic/PLC:** The staff have been working on implementation of SLOs. We have examined the teacher evaluation process and revisited the proper use of lesson plans. The MAP testing results are being evaluated. Ways to improve academic achievement through community involvement are being explored.

**Recent Changes:** A list of 15 students to participate in a Check In Check Out program has been compiled and three potential mentors have been identified. The goal of the program is to provide a positive influence and some accountability to students who could benefit from positive interactions the most.

**Upcoming Events:** Parent –Teacher Conferences are scheduled for October 21st and 22nd. The volleyball team has a match in Achiachuck on October 10th/11th.

The staff continues to work well as a team in promoting the academic and social skills/abilities of the student body. Thank you for your support.

Sincerely,

**Charles V Burns**

Charles V Burns
Principal
Akiak School
Tuluksak School—Principal’s Report
Dr. Paul E. Thomas, Jr.—Oct. 7, 2014

1. **Climate**—I have received many compliments from people in the village as well as from individuals who are itinerant staff members concerning our climate. All of them tell me that it is much more positive than before. My staff and I try to keep things upbeat.

2. **Organization & PLC Committee meetings**—Our leadership committees are currently working on the STEPP plan. Our 1st base committee is working on items that deal with discipline. Our 2nd base committee is working on items that deal with Student Learning Objectives. Our 3rd base committee is working on items that deal with cultural and community objectives. Bob Thompson our SOSS coach has been very instrumental in helping us work through the process. Our PLC committees for the month of October will be working with the STEPP process.

3. **Cultural commitment**—Our School and Community Liaison, Mo Napoka, has found it difficult to get Elders to speak before our students. However, we have about 4 to 5 Elders who come in and eat breakfast or lunch with our students on a daily basis. We certainly appreciate them coming in. At times they will even help in calming a student down. The high school students really enjoy Andy Cook’s class on Alaska Wilderness. Students have really enjoyed his class, even though it is the first class in the morning.

4. **L.A.S.B.**—Moses Peter was the only candidate for the LASB election. Unless a write-in candidate garners more votes he should be the winner. Our LASB meeting in September was very good. Norma was there and I know that our LASB appreciated her being there. She added a lot to our meeting.

5. **Discipline and CHAMPS**—I believe our teachers have been doing a good job of using CHAMPS in their classroom. We have some students who are still having discipline problems but it doesn’t seem as bad as when we started this year. We have fewer suspensions this year then we did last year. Let’s hope this trend continues.

6. **Classrooms & Attendance**—Our classrooms are student friendly and inviting to our students. I am very pleased with the lessons that our teachers are presenting to our students. My biggest concern is the lack of attendance. We are attempting to turn that around by offering prizes to students who have perfect attendance. We will have a drawing each week through the month of October. Each week we will have a drawing from the list of perfect attendance students from K-2, 3-5, 6-8, and 9-12. Then we will have a drawing from one of the four grade level winners. The winner’s parent will receive a $10 gift certificate of gas or possibly groceries. We hope this helps our attendance.
7. **Thanksgiving Meal for the entire village of Tuluksak**—Our teachers will be putting together a Thanksgiving Meal on Wednesday, November 26 at noon. In order to pay for the meal our teachers are holding a couple of fundraisers. Our first fundraiser was last Friday night, October 3. The teachers made and sold pizzas. Our revenue was $586, that did not include taking out the expense for the pizzas. The teachers not only contributed their time and effort but also they bought several pizzas as well. We are trying to earn @ $2000 in order to pay for the meal. We will be having another pizza night later this month.

8. At the end of the month we will have our **traditional Halloween Carnival**. This year our carnival will fall on Friday which is also Halloween. We know our community will show up in droves. It will be a fun night for everyone.

9. Varsity sports start at Tuluksak this month as well. Our **mixed six volleyball team** begins its season. Our coaches are two teachers, Vicky Anthony and Joshua Gifford. Go Wolverines!!!!

10. **Parent Teacher conferences as well as report cards are coming up!!!** It is hard to believe that one-fourth of the school year will be behind us after this week. We will be looking forward to meeting the parents.

Sincerely,

Dr. Paul E. Thomas, Jr.--Principal
October 10, 2014

MEMORANDUM

To: YSD School Board
From: Norma Holmgaard, Superintendent
Re: School Board Report

Attendance and Learning
Research on student learning and attendance has verified that in order to show one year’s growth in learning in one school year, students must attend school at least 90% of the time. The YSD attendance rate is less than this. Increasing student attendance will make significant improvements in student achievement.

CEAAC Update
The recent CEAAC meeting was held in Fairbanks on October 1, 2014. New members included NEA Alaska. CEAAC activities are growing with a focus on teacher retention needs and a close scrutiny of Legislative Studies. CEAAC Executive Director Wohlforth is recommending that the organization consider finding a full time Executive Director due to the increase in priorities.

Superintendents’ Meeting
Many legislators spoke to the superintendents at the fall meeting. These included Governor Parnell and Senator Begich. Senator Murkowski taped a message for the group as well. It is not likely we will see any changes or reauthorization of the ESEA legislation this year because it is an election year. It also seems unlikely there will be any change in the BSA here in Alaska beyond what was done during the last legislative session. It is likely that the foundation formula will undergo some changes and rural districts need to watch this closely. CEAAC personnel are also watching as this unfolds.

Also speaking were Senator John Coghill, Senator Pete Kelley, and Senator Click Bishop. They clearly want to see results in the form of student achievement from the recent BSA increases.

Analysis of Technology Infrastructure
We are investigating the possibility of contracting with a technology agency to do a thorough analysis of our technology infrastructure including our internet, email and phone systems to diagnose connectivity and bandwidth issues. Funds have been earmarked in the Alaska Native Education Grant for this purpose. We are in conversations with DRS, GCI and SERRC regarding this work. We are hoping to get this analysis completed yet this fall and plan for the necessary fixes to YSD connectivity issues.
Trainings for staff:

- Mandated State training—via online certification courses (i.e., Blood Borne Pathogens), directed by Cheryl Thomas. For all staff, district-wide. Has been collected from sites.
- MAP testing completed, led by Clare Robyt.
- Follow up date for READ 180 pursued. Suggested date is Saturday, Jan 10. Teacher surveys concerning the September 6 training were very positive, with teachers requesting the January follow-up training.
- Sept 19-20—math training, K-12 on programs Every Day Math and Carnegie. Presenter was Pat McDonald. Friday was an overview of both. Saturday was a hands-on manipulatives with Every Day Math, 10-3:00 at Akiachak School. Teacher surveys were very positive, with teachers requesting a Jan-Feb follow-up training. However, Pat McDonald is uncertain whether she can return at that time or not.
- October—Wednesdays. Training on AMP high-stakes state test. Trainer: Cheryl Thomas, assisted by Len Fabich. Purpose: to learn the computer operations that students must manipulate, for example, creating charts/graphs, dragging and dropping. The plan is to begin with an overview on the VTC, followed by site-to-site visits.
- November 10-14—PEAK training. PEAK instructor Laurie Strong will be visiting classrooms, accompanied by SOSS coach Harry White (to district office) and Clare Robyt (to sites), to observe and coach instructional strategies. On Friday, Nov 14, Laurie will present (via VTC) instructional strategies to grades K-5. Another presenter (either Harry or a PEAK’s trained YSD teacher) will train grades 6-12.
- November 15—CPR/First Aid certification. YKHC instructor will train 3-4 staff from each site on CPR and First Aid. This is required by State, as of this October. Time and location: 8-4:00 at Akiachak School.
- Step Up to Writing coach is in the works for teacher training, as soon as approved and arrangements solidified.
January 22-26 is RTI Conference that certified staff will be attending. By end of October Cheryl will have reservations made for the district.

In addition, teachers were mailed webinar training opportunities that exist throughout the school year, so they can enrich their instruction.

Supplies for staff:

- Textbooks and materials were ordered for classrooms and were in the hands of teachers by end of September.

State reports and training:

- Cheryl and Diane George completed the District Report Card. Placing it in the website and providing parents with the information is the next step.
- Cheryl and Clare attended the WIDA ELP test training in Anchorage on Oct 8 & 9.
- Cheryl will be attending the November District Test Coordinator’s training; Len Fabrich may be joining.
- The ELL WIDA Standards Workshop is November 17-18. Arrangements need to be made.
- ASDN webinar and other webinars, including DTC (district test coordinator), ELL, and WorkKeys have been visited by Cheryl.
- Major gear up is occurring for WorkKeys, AMP (Alaska’s Measure of Progress), and ELP (English Language Proficiency).
## Maintenance & Capital Improvement

### Timeline:

<table>
<thead>
<tr>
<th>Tasks In Progress</th>
<th>Winterization of facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire alarm systems: Yukon Fire site visit</td>
<td></td>
</tr>
<tr>
<td>Akiak – annunciator panel has been removed as it was outdated and can't be replaced. Yukon fire located a new one and brought the entire system back online. Maintenance staff were trained on operating the current system</td>
<td></td>
</tr>
<tr>
<td>Akiachak – Re-booted the fire alarm system and the annunciator in the main panel. The system is back online. Maintenance staff received training in operating the system</td>
<td></td>
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</tbody>
</table>

### Jim attended Residential Endorsement class

### Tasks To Be Completed

| Glycol for school boilers in Akiak and Tuluksak was slated to be delivered by barge the end of September new schedule for delivery is now by mid October |
| Tuluksak's fuel is contaminated as a result of old tanks, which also contributes to frequent power failures in the school and teacher housing |

### Recommendations

### Budget Considerations

### NOTES
To: The YSD Board of Education  
From: Diane George, Assistant Superintendent  
Re: October 2014 Board Report  
Date: October 7, 2014

Federal Programs/Special Education:

The districts Title III bilingual plan of service was revised this fall. I received an email from the DEED informing us that the plan of service was approved. It is in effect until June 2016.

I have been working with Bonnie to complete the Certified Staff Accounting data file due to DEED by October 15, 2014. This will be uploaded and completely submitted before the October 15 deadline. This is the first of two reports submitted annually in which the highly qualified status of each teacher is reported. We will have the opportunity to update this information in April.

I conducted an in-service for the special education paraprofessionals on September 19, 2014. The training was intended to meet the State requirement of 6 hours of training annually for all paraprofessionals working with students with disabilities. We were fortunate that the special education teachers were also able to join us. They worked collaboratively with the paraprofessionals throughout the day. I am planning to provide follow-up training in November and January.

I attended Alternate Assessment (AA) mentor training on October 6, 7, and 8. The Alternate Assessment is intended for students with significant cognitive disabilities. There are many changes to the Alternate Assessment beginning this school year. One important change is that the assessment will be online. The expectation of all Alternate Assessment mentors is that we will train the special education teachers in the administration of the Alternate Assessment. Currently we have 6 students in the district who are eligible for the AA.
### Strategic Plan Connections:

1. INVOLVING ELDERS
2. YUP’IK CURRICULUM
3. CAREER PATHWAYS
4. EFFECTIVE OPERATIONS

<table>
<thead>
<tr>
<th>Code</th>
<th>Activity</th>
<th>Details</th>
<th>Participating Site(s)</th>
<th>Date(s)</th>
<th>Strategic Plan</th>
</tr>
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<tr>
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<tr>
<td></td>
<td><strong>Training</strong></td>
<td></td>
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<tr>
<td>ANE</td>
<td>ANE Conference in Juneau</td>
<td>Mandatory Director’s Meeting in Juneau (Facebook page created for all ANE projects)</td>
<td>Rayna Hartz</td>
<td>9/16/14 – 9/17/14</td>
<td>4</td>
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<tr>
<td>ANE &amp; Carl Perkins</td>
<td>AACTE Conference in Anchorage</td>
<td>Ak Assoc of Career and Technical Education</td>
<td>Rayna Hartz, John Hill</td>
<td>1/20/14 – 10/22/14</td>
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<tr>
<td>ANE</td>
<td>Edmentum</td>
<td>ABE/GED staff training in PLATO Edmentum</td>
<td>All</td>
<td>9/20/14</td>
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<tr>
<td></td>
<td><strong>Events (Scheduling)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ANE</td>
<td>VTE Phase Go Green (Anchorage)</td>
<td>Sustainable Energy practices, Grades 9-12</td>
<td>All</td>
<td>10/6/14 – 10/11/14</td>
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<tr>
<td>ANE</td>
<td>VTE Phase Culinary Arts (Anchorage)</td>
<td>Food-safe certification, Grades 9-12</td>
<td>All</td>
<td>10/20/14 – 10/31-14</td>
<td>3</td>
</tr>
<tr>
<td>MSC - JOM</td>
<td>Youth/Elders Conference (Anchorage)</td>
<td>One elder and two students per site (and two chaperones)</td>
<td>All</td>
<td>1/20/14 – 10/22/14</td>
<td>1, 3</td>
</tr>
<tr>
<td>ANE</td>
<td>Kuspuk NCCER Carpentry (Aniak)</td>
<td>EXCEL camp: Carpentry. One student from each site.</td>
<td>All</td>
<td>10/04/14 – 10/17/14</td>
<td>3, 4</td>
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<tr>
<td></td>
<td><strong>Misc</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>MEL</td>
<td>Literacy centers providing services</td>
<td>Early Literacy offered to parents and 3-4 year olds in the evenings</td>
<td>All</td>
<td>Mon, Tue, Wed and Thurs evenings</td>
<td>2, 4</td>
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<tr>
<td>ANE</td>
<td>ABE (Adult Basic Education)/GED</td>
<td>18 students enrolled in Akiachak</td>
<td>All</td>
<td>Mon, Tue, Wed and Thurs evenings</td>
<td>3, 4</td>
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<tr>
<td></td>
<td><strong>Meetings</strong></td>
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<tr>
<td>ANE</td>
<td>Sharon Anderson</td>
<td>GPRA Grant Evaluation. Sharon Anderson on site</td>
<td>AKI, TLT, KKI</td>
<td>28 Sept - 5 Oct</td>
<td>4</td>
</tr>
<tr>
<td>ANE</td>
<td>All-Staff Meeting with Sharon Anderson</td>
<td>GPRA data collection</td>
<td>AKI, TLT, KKI</td>
<td>10/4/14</td>
<td>4</td>
</tr>
</tbody>
</table>

**ANEP Grantee Facebook Page:**
https://www.facebook.com/aneprgrantee
Quarterly Report to the Board on IT Services
July - August 2014
Educational Services of Alaska

Provided 31 days of onsite support and 61 days of monitored offsite support.

Site Tech Intern Update: Akiachak’s Site Tech Intern has been hired. Advertising for Akiak and Tuluksak still continues.

Staff Development Update: Staff development was provided for Powerschool to the teachers. Len starting on October 20, 2014 will provide the Site Tech Interns training onsite.

District Website Update: Removed need for username and password to view all pages of the district website. Updates are being made on a weekly basis.

Internet Provider Update: GCI is struggling to provide consistent Internet and email communication. We will be assigned a new program manager from GCI. E-rate will not pay for email services in the future; we are currently researching to migrate to a more reliable system.

Network Topology Update: ANE grant be used to provide an analysis of our current network. This information will allow us to clean out legacy equipment in the telecommunication, which should assist with overheating issues.

Examples of work provided:

Evaluated if the district should put in for the free computers that Senator Lisa Murkowski. Since the computers would be shipped without an operating system therefore, it would have been cost prohibitive to get them working properly on the current network.

Recommended a computer configuration for the new Superintendent and created the requisition.

Lobbied for and sent the below message as a Public Opinion Message, POM to our Senators and Congressman

“School websites are the gateway of modern school communication – vital to parent engagement, online learning and emergency communication. If the FCC cuts funding for school website hosting, schools across the nation will have their websites unplugged due to funding shortfalls or be forced to cut staffing or other educational programs. This will hurt local schools, students and families.

In response to concerns from the educational community over losing their websites, the FCC Chairman has suggested that schools can simply switch to “free” website services. But parents and educators know there is no such thing as a free lunch. These services need to be funded somehow and they usually do so through the mining of private student data and advertising. That’s a non-starter for most schools. According to a recent national survey on E-rate, most school administrators consider so-called free website services unacceptable due to serious concerns over data security, student privacy, and advertising, among others.”

Placed 2014/2015 Calendar onto the District website
Trouble shot mail delivery failure to forward on FirstClass system. Found that GCI tech was able to change settings on the profile to fix it.

Worked with staff that any time a file was discarded their finder was asking for a passcode. Found that there was a permissions mismatch between the account and the files. Boot into Recovery, Open Terminal from the Utilities menu, Type reset password and hit return, Select your hard drive, Select your user, Click the Reset Home Folder permissions and ACLs button, then Restart out of Recovery.

Posted FY15 payroll schedule on the website

Updated position vacancies on the website to reflect Akiak 7th grade position filled.

Posted the 2012-1023 district report card to the website and created a link to the state AMO report for each district.

Akiachak principal was over his FirstClass memory storage limit. GCI was contacted to increase the storage limit of all principals.

Proactively seeing speed duplex issue on the interface for our Akiak CPE router at the school. Interface was 10 FULL hard set. This has been fixed by setting hard setting to AUTO AUTO, NEG at 100 FULL. Errors though have quit streaming in.

Example of Outage Report
Site(s) Affected: Akiachak school
Start Date/Time of Outage: 07/05/2014 1524
End Date/Time of Outage: 07/05/2014 1712
Duration: 1 Hour 48 Minutes
Services Affected: All Services
Reason for Outage: Commercial power outage.

Worked on Powerschool data so lunchroom is ready to go to take lunch counts (using a laptop).

Post FY15 calendar home page of the public section of the website.

Assist district office staff on how to put multiple applications on their large screen.

Revamped the TR (travel request) form and posted it to the district website.

Converted the old CIP application to Word

Had GCI move the FirstClass server to Anchorage.
TO: Regional Board of Education

THRU: Norma Holmgaard, Superintendent

FROM: JoAnne Slats, Business Manager

DATE: October 7, 2014

SUBJECT: Task and Updates

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**Business Office Staff**

The semi-monthly and monthly payroll registers have been reviewed each month and we have uploaded the Direct Deposits for each payroll, and reviewed the semi-monthly Accounts Payable (Vendor) check registers and payments. On September 19 the secretaries were trained to access Black Mountain to access the budget report for their principals. Julie and I went through the required information that is need to process payroll, accounts payable/receivable. Norma and Ina also stressed the importance of accurate data entry to Power School.

Bonnie and I have been working on the Certified and Classified Staff Data report for FY 2015, it should be ready to submit by October 10. *The information provided in the staffing reports is used for many statistical reports, including the Summary of Alaska’s Public School Districts’ Report Card to the Public and the Federal Common Core of Data. Additionally, it’s used to cross check information with EED’s Teacher Certification Unit, and to assist EED with special requests from the legislature and other state agencies.*

The Alaska Retirement and Benefits (PERS & TRS) is hosting the Employer Conference training in Juneau October 8-10 Julie will be attending the training.

**Food Service**

YSD’s National School Lunch Program (NSLP) was approved for this fiscal year. The NSLP is a federally assisted meal program operating in public and nonprofit private and residential childcare institutions. They reimburse us for providing nutritionally balanced, free lunches to children each day. NSLP here in Akiachak is scheduled for review later part of January.

Last week I traveled to Palmer to attend the Certified Food Protection Managers VTE workshop. We are required to have at least one CFPM certified to operate our School meals. Our food orders are being ordered monthly for each site to prevent overstock and damage.

**Enrollment**

The enrollment period for which the District receives its Foundation funding for the current year began September 29th and continues thru Friday, October 24th. Currently the count is higher than that projected – we hope this continues to the end of the count period.
Date: October 15, 2014

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 October 15, 2014

**GENERAL FUND**

<table>
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<th></th>
<th>Budget</th>
<th>YTD Actual</th>
<th>Difference</th>
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<tbody>
<tr>
<td>REVENUE:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>State Revenue*</td>
<td>$ 8,610,382</td>
<td>$ 2,099,888</td>
<td>$(6,510,494)</td>
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<tr>
<td>Federal Revenue</td>
<td>4,402,148</td>
<td>93,620</td>
<td>$(4,308,528)</td>
</tr>
<tr>
<td>Local Revenue</td>
<td>15,000</td>
<td>4,029</td>
<td>$(10,971)</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$ 13,027,530</td>
<td>$ 2,197,538</td>
<td>$(10,829,992)</td>
</tr>
</tbody>
</table>

|                        |          |             |            |
| EXPENDITURES:          |          |             |            |
| Regular Instruction    | $ 4,432,119 | $ 212,963  | $ 4,219,156 |
| Vocational Education   | -        | -           | -          |
| Special Education Instruction | 1,126,025 | 44,857      | 1,081,168  |
| Special Education Support | 105,638 | 18,003      | 87,635     |
| Support Services Students | 359,821 | 23,134      | 336,687    |
| Support Services Instruction | 1,709,100 | 344,580      | 1,364,520  |
| School Administration  | 488,583  | 35,388      | 453,195    |
| **Total Instruction (70% Target)** | $ 8,221,286 | $ 678,926  | 7,542,360 |

|                        |          |             |            |
| School Administration Support | 167,957 | 8,972      | 158,985    |
| Board of Education       | 175,082 | 32,305     | 142,777    |
| Office of the Superintendent | 308,485 | 42,507      | 265,978    |
| District Administration Support | 545,531 | 184,050     | 361,481    |
| Operations and Maintenance* | 2,852,549 | 1,234,944 | 1,617,605  |
| Student Activities       | 206,640 | 7,319      | 199,321    |
| **Total Instructional Support (30% target)** | $ 4,256,244 | $ 1,510,098 | 2,746,146 |

|                        |          |             |            |
| Other Financing Uses (Transfers to Other Funds) | 550,000 | -          | 550,000    |
| **Total Expenditures**  | $ 13,027,530 | $ 2,189,024 | $ 10,838,506 |

| Net General Fund        | $         | $ 8,514    | $ (8,514)  |

Percentage of Instructional Expenditures $ 65.89% $ 31.01%

* The District budgeted approximately $78K less in State revenue (Foundation and HB 278 - $42M) than what was signed by the Governor. Of that $78K - we have expended $6K to bring the District's HVAC system to code, and we continue to have Maintenance items surface that were not budgeted (i.e., Tuluksak electrical wiring to teacher housing, Tuluksak Water & Sewer lagoon project, an increase in the Akiachak Electric Contract)
We have just passed the 1st Quarter hurdle of FY 2015. One of the tasks that the Board has charged me with is training the new Business Manager through the end of December 2014. Below are areas of which we are working together and areas that she has mastered. There are many tasks that are new to her, but some that she is familiar with and taking the next step in her supervisory role.

Accounting Software - Use of the Black Mountain software to do the Business Manager job well - she knows how to navigate in and around the various modules and she is very adept at questioning when something doesn’t look right. She will continue to learn all aspects of the software in order to assist in doing her job as efficiently as possible.

The bank reconciliation process is in the training stage and she will have completed and balanced to begin the year, then she will complete the next two months and current. This process was delayed this year due to the new software implementation.

Instructional Waiver Letter – Although I drafted the 70% instructional waiver letter, it will be reviewed in detail with the Business Manager so she knows how to look at the expenditures and see what is the cause of not being able to meet the 70%. Should she ever be required to write one of these again on behalf of the administration she will have the necessary background.

Payroll - She has reviewed the past 3 payrolls before sending to me. She has mastered what to look for, calculations that need to occur randomly just to insure the software is calculating what it should be, and checking the leave and accounts to insure the payroll expenses are affecting the accounts accurately.

Grant Reimbursements - This month we will complete the FY2015’s first quarter grant reimbursements on the Alaska Department of Education’s Grant Management System (GMS). The process will become a little more involved as the end of the year nears, but the initial understanding of how the grant reimbursement works for YSD special revenue funds will be complete.

FY 2015 Budget Revision – Once the enrollment count has concluded we will work together on revising the budget and presenting to the board.
October 10, 2014

MEMORANDUM

To: Yupiit School Board
From: Norma Holmgaard, Superintendent
Re: Strategic Plan Update

The DBMS report outlines the progress on the internal systems improvement for the district.

Mrs. Hartz’s report includes several opportunities for youth and Elders to learn together through attendance at the Youth and Elders’ Conference.

Mrs. Hartz and Mrs. George continue to work with the counselors to develop K-12 career pathways and opportunities for career exploration.

A Materials Developer position has been posted to develop culturally relevant materials and lessons for the Yupiit School District. This person will work with other districts in the region to gather materials and align them with grade level learning. They will also gather locally developed materials and secure the necessary releases for publication and distribution.

The Yupiit School Board will need to identify a date when they can review and update the YSD Strategic Plan with other local leaders. Dates suggested at the last meeting were not available for everyone.
MEMORANDUM

To: Yupiit School Board

From: Norma Holmgaard, Superintendent

Re: Approval of Resignation

The Administration recommends the approval of the resignation of Keisha Moses, Akiachak School Bilingual Aide effective September 30, 2014.
Keisha Moses  
P.O Box 51037 Akiachak, Ak 99551

9-30-14

Chris Barr  
Principal  
Yupiit School District  
Akiachak, AK

Dear Mr. Barr,
I regret to inform you that I would like to tender my resignation as a Bilingual Teacher Aide effective from 9-30-14.

I made this decision, because of personal issues. It’s been a great pleasure working with the students of Akiachak and an awesome experience for me. I wish you find someone who is at least better than I am.

If there is anything else I can do for you before I leave, please let me know.

Thank You.

Bilingual Teacher Aide,

Keisha Moses  
Keisha Moses
October 10< 2014

MEMORANDUM

To: Yupiit School Board
From: Norma Holmgaard, Superintendent
Re: Recommendations for New Hires

The Administrations requests your approval to hire the following:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susie Lott</td>
<td>Cook’s Helper</td>
<td>Akiak School</td>
</tr>
<tr>
<td>Margaret Nicolai</td>
<td>Cook’s Helper</td>
<td>Tuluksak School</td>
</tr>
</tbody>
</table>

Akiak School  
P.O. Box 227  
Akiak, Alaska 99552  
Tel. (907) 765-4800

Akiachak School  
P.O. Box 51190  
Akiachak, Alaska 99551  
Tel. (907) 825-3616

Tuluksak School  
P.O. Box 115  
Tuluksak, Alaska 99679  
Tel. (907) 695-5625
October 10, 2014

MEMORANDUM

To: Yupiit School Board
From: Norma Holmgaard, Superintendent
Re: Public Board Meetings in Tuluksak and Akiak

In an effort to include the communities of Akiak and Tuluksak in the discussion of the FY’16 Yupiit School District Budget it is recommended that the March School Board meeting be changed to Thursday, March 12 and be scheduled in Akiak and that the April 16 School Board meeting be held in Tuluksak.

The 3rd Thursday in March (March 19) which would be the normally scheduled meeting is during spring break and many people would be out of the village and not able to attend a meeting on this date.

Thank you for your consideration of this recommendation.
October 10, 2014

MEMORANDUM

To: Yupiit School Board
From: Norma Holmgaard, Superintendent
Re: Appointment of Seat B Member

The Regional Board will need to appoint a member to fill the Regional School Board Section I, Seat B, located in Akiachak.
October 10, 2014

MEMORANUM

To: Yupiit School Board

From: Norma Holmgaard, Superintendent

Re: Akiachak School Senior Trip Request

The Administration recommends the Board’s approval of the May 2015 Akiachak School Senior Trip.
To The Local School Board of Akiachak, Regional School Board of YSD, and Super Intendant YSD:

The Akiachak graduating class of 2015 is requesting the permission of the above for the privilege on going on a Senior Trip. The Senior class of 2015 currently consist of ten students, four girls and six boys; Stephanie Andreanoff, Alison Alexie, Asisalyn Jackson, Payton Paine, Andrew Hawk, Jason Pasitmak, Terence Nose, Terrance Ekanrak, Robert Nose Jr, and Jon Phillip. In addition to the graduating seniors attending the trip would be the Senior Sponsor, Barron Sample and a female chaperone Ashley Savage. The seniors of 2015 have chosen to go to Los Angeles.

The dates that the senior trip would occur have been selected to be May 14, 2015 through May 27, 2015. These dates had been selected for several reasons. First, the trip had to occur after the school year was completed for both students and staff. The students understand the emphasis on school attendance and minimizing absences due to school related trips. Also the students realized that for the staff chaperones the need to be able to complete their end of the year responsibilities as teachers. Second, It allows the seniors to maximize on cheaper ticket prices and increases the availability of events and activities that are seasonally open to become available. The last reason was that it allows for the students to continue to fund raise to the last day to support the planned activities.

The goals of the trip are two fold. The most obvious is that this is a trip to reward the students for their hard work and dedication through school and through all the fund raising that has been occurring over the years. It is a celebration of the culmination of one aspect of their life and the beginning of another stage in their life. The second goal of the trip is to increase the cultural awareness of the students to life in a major urban area, to the arts (music, dance, performances), food, and the historical and cultural legacy of the L.A. area on the American identity.

With those goals in mind, the seniors were looking at events and places in L.A. to meet both of these criteria. Not all dates have been set since it is still early for many venues to post their hours. And the students have the hope that one of the major L.A. basketball teams will make it to the finals so that games would become an option for them. As we get closer to the dates and the ticket purchasing a final schedule would be available.

Tentative events and descriptions are as follows:
Travel days (allow one day at the beginning and the end for just traveling)
Disneyland Park (mainly a children’s park but is so iconic in American culture that it is a must see)
Disneyland California Adventure Park (an amusement park more for older kids)
Knott’s Berry Farm (an amusement park that is themed more to a state fair setting)
Medieval Times Dinner Show (Live action show of medieval life, food, and combat located near the Knott’s Berry Farm park)
Universal Studios (Theme park based on the movies) dinner will be at the Hard Rock Café.

Dinner Detective Murder Mystery Show (live action play performed while audience eats, we will pay a little extra to get one of our students included in the play)

LA Zoo

Venice Beach (an iconic beach in both film and in the attractions that are there)

Six Flags Magic Mountain (an amusement park)

Six Flags Hurricane Harbor (a waterpark open after May 24th)

Staple’s Center (depending on if the Lakers or Clippers make it to the finals).

Pirate Dinner Adventure (a live action dinner show based on pirates)

SeaWorld (theme park and Aquariums)

The Price is Right (we will try and get on to a live taping of the show)

Trip down to Hollywood, Chinatown, and Koreatown in LA

Concert (still searching for live concert performance)

Underwood Family Farms (local farm that allows for picking of produce)

Several down days to relax, shop, use the pool, or go to the movies

For attendance in the Senior trip, there are several conditions the students had to meet. First, the students have to graduate by the time the trip occurs. This means that school attendance and grades must be kept up. Second, the students must actively and fully engage in fund raising activities to support the class. The students have a senior code of conduct in which they are to sign.

For the staff in attendance, they were chosen based on level of support, having a driver’s licenses, and a credit card just in case of unexpected circumstances. The student’s selected their female chaperone.

The total numbers allow for one 12-passenger van and for two hotel room suites (one female room and one male room). Currently I am considering the Anaheim Marriott Suites due to is central locality to most events, larger rooms, and a nicer area to stay.

As the sponsor I am going to ask that the seniors keep a journal of events. The idea is that they turn this activity into a way of keeping and highlighting memories, but also share it with others. It will help others later on decide if this is something they want to do, or places to go and visit. It will include writing, pictures, audio and even souvenirs.

At this point we are asking for permission to go on the trip to Los Angeles during the selected dates beginning on May 14th, 2015. Permission would allow us to order tickets at a lower price (pdf sales) saving overall money and the required amount needed per student and to begin booking hotels and event tickets.

We want to thank you for your support of the Class of 2015.

Sincerely,

Barron Sample
Senior Sponsor

Class of 2015

Enclosed Akiachak High School Senior Class Contract of Conduct and Code of Conduct
Akiachak High School

Senior Class Contract of Conduct

Student Name _____________________________ Date _____________________________

As a senior and student leader/role model at Akiachak High School, I understand that I have a responsibility to ensure that the overall school culture/climate remains positive and focuses on academic success. I also, have the privilege to participate in the following school-sponsored senior activities:

1. Junior/Senior Banquet
2. Graduation Ceremony
3. Senior Trip to Los Angeles/Disneyland
4. Any other school-sponsored senior activity

As a condition to participate in any of the above activities, I understand that I must meet the following requirements:

1. I must meet the attendance requirements set by the School Board policy
2. I must graduate with a High School Diploma or a Certificate of Completion
3. I must actively participate in fund-raising activities to help contribute to the payment of auxiliary activities

Senior Class Trip – 2015

Code of Conduct

Each senior going on the trip to Los Angeles must sign this policy. Failure to sign this code of conduct will result in not being able to participate. The code of conduct will be in effect for the entirety of the trip.

Because of the honor associated with being able to participate in this event, all senior members are expected to represent Akiachak High School in a positive way at all times. Seniors are expected to adhere to the rules and regulations as stated in the student handbook and refrain from any conduct which is unbecoming to Akiachak High School and the individual. This applies to the use of, sale of, providing of:

➢ Intoxicating beverages
➢ Tobacco in any form
➢ Drugs, controlled substances, or counterfeit or look alike substances
➢ Other unbecoming conduct, I.E., any conduct which could be in violation of any federal, state or local law or ordinances as a misdemeanor or felony, or related misconduct which discredits the Akiachak High School (Example: Minor in Possession).

Any student that fails to follow the rules and regulations as stated in Yupiit School District discipline code, while on the senior trip, will face discipline as spelled out in the Yupiit School District Parent/Student Handbook. Serious infractions could result in immediate return from the trip and forfeiture of all remaining activities and funds designated for the use of the Senior class of 2015, along with any legal repercussions that follow the infractions.

The signatures below attest to my understanding and acceptance of the provisions.

Student Signature _____________________________ Date _____________________________

Parent/Guardian Signature _____________________________ Date _____________________________
October 10, 2014

MEMORANDUM

To: Yupiit School Board
From: Norma Holmggaard, Superintendent
Re: First Reading of Policies

The attached policies are presented for the first reading before approval.
PHILOSOPHY

In accordance with state education policy, the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

The School Board is committed to providing a program of instruction which offers each child an opportunity to develop to the maximum of his/her individual capabilities. The Board believes that all students can succeed regardless of their race, background or ability. School staff shall embody this philosophy in all district programs and activities.

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

Legal Reference:

ALASKASTATUTES
14.03.015 State education policy
14.08.111 Duties
Philosophy-Goals-Objectives and Comprehensive Plans

GOALS FOR THE SCHOOL DISTRICT

The School Board is committed to excellence and self-evaluation and believes that the public schools exist to meet the needs of students, parents/guardians and other community members. It is, therefore, important that citizens may express their expectations of the schools. The Board encourages students, parents, teachers, and other community members to participate in educational planning for the district.

(cf. 0420 - School-Based Management)

The Board shall adopt written goals for the school district which reflect local needs. These goals shall be consistent with the District’s Strategic Plan and Board policy, and statewide goals adopted by the State Board of Education. The Superintendent or Principal shall develop objectives for meeting these goals. The development and adoption of the budget shall be consistent with district goals and objectives.

(cf. 0000 - Concepts and Roles)
(cf. 0100 - Philosophy)
(cf. 3100 - Budget)

The Superintendent or Principal shall annually file with the State Department of Education and make available to the public a report which includes the adopted district goals and priorities, plans for achieving these goals and priorities, and the means of measuring the district’s success in reaching its goals and priorities.

(cf. 0500 - Review and Evaluation)
(cf. 0510 - School District Report Card)

Legal Reference:
ALASKA STATUTES
14.03.120 Education planning
14.07.165 Duties

ALASKA ADMINISTRATIVE CODE
4 AAC 06.800 Goals and indicators
4 AAC Chapter 4 Statewide goals

Revised 12/14
Vision for Student Learning

The Yupiit School District will empower all students to acquire the knowledge, skills, and insights necessary to live rewarding, productive lives, prepared to contribute to the global community. The Yupiit School District is comprised of diverse communities and is committed to being a district that is recognized for educational excellence and equity, providing a rigorous, innovative educational program that supports and challenges each student to achieve at a high level and graduate from high school prepared for the future.

The Yupiit School District believes that learning occurs when students are directly involved and invested in the discovery of their own knowledge as a partner with their teacher by engaging in meaningful learning experiences. This is facilitated through effective instruction. Effective instruction occurs through intentional planning, intentional teaching and intentional assessments to meet the individual learning needs and abilities of the student.

The Yupiit School District Board recognizes its responsibility to set high expectations for each student to learn, achieve and fulfill his/her potential. In addition to providing a basic education program as prescribed by the State of Alaska Board of Education, the Board believes that the district’s educational program must ensure that every student achieves high levels of success in a rigorous course of study that is designed to provide a skill set that will prepare our students for their future in a global setting.

In order to meet this vision the Board has established the following goals:

1. All students will graduate prepared for the future as high-achieving, creative thinking, life-long learners with the skills to be competitive in a constantly changing international environment. These students will possess:
   a. Competencies in the use of current technology to access and demonstrate new knowledge and skills
   b. Spoken and written skills, to communicate, effectively and appropriately, for a variety of purposes and audiences
   c. Experiences that foster self-expression and creativity
   d. Critical thinking, problem-solving skills
   e. The ability to work effectively and respectfully as a member of a diverse team

2. All educators will provide an effective educational program for students by:
   a. Ensuring consistent high-quality curricula and engaging learning experiences
   b. Ensuring instruction is effective and intentional to meet the learning needs of a diverse student population
   c. Using appropriate and timely assessments to improve learning and
   d. Providing immediate and effective interventions to support students

3. All learning environments will be safe, inviting, and respectful, in which:
   a. Parents, staff and students have positive perceptions of the learning environment
   b. Students feel a sense of belonging and connectedness with their school
   c. Students feel supported by all school personnel
   d. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices by developing skills and attitudes necessary for good mental, physical and emotional health
Philosophy-Goals-Objectives and Comprehensive Plans

Vision for Student Learning

e. Every school focuses on helping students develop
f. Skills necessary for self-advocacy, self-direction, personal responsibility accountability and conflict resolution knowledge and skills necessary to become positive, productive members of society

g. Skills to make healthy choices about activities and lifelong goals
h. Every school fosters respect and appreciation for diversity
i. Students feel a sense of personal safety while at school and during school related activities.
j. Bullying is not tolerated.

This vision will be used to guide the board and all members of each school community in all of their duties.

(cf. 6143 - Courses of Study)

Legal Reference:
ALASKA STATUTES
14.03.015 State education policy

Revised: 12/2014

Yupiit School District
Revised 12/2014
Philosophy-Goals-Objectives and Comprehensive Plans

Nondiscrimination in District Programs and Activities

The School Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 5145.3 - Nondiscrimination)

District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities. The superintendent shall ensure that interested persons, including individuals with disabilities, can obtain information about the programs, facilities and activities available to them.

(cf. 0411 - Service Animals)
(cf. 6164.2 - Guidance Services)

The superintendent shall annually notify students and parents of the district's policy on nondiscrimination and related complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.6 - Notifications Required by Law) (cf. 6178 - Vocational Education)

Legal Reference:
ALASKA STATUTES
14.18.010 - 14.18.100 Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE
4 AAC 06.500 - 4 AAC 06.600 Prohibition of Gender or Race Discrimination

TITLE VI, CIVIL RIGHTS ACT of 1964
TITLE IX, EDUCATION AMENDMENTS OF 1972
VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504 INDIVIDUALS WITH DISABILITIES EDUCATION ACT
AMERICANS WITH DISABILITIES ACT
AGE DISCRIMINATION IN EMPLOYMENT ACT

Revised 12/14

Yupiit School District
Revised 12/2014
Nondiscrimination in District Programs and Activities

Notice of Rights Under Section 504

The following rights are granted to students with disabilities, and their parents, by Section 504 of the Rehabilitation Act of 1973. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

As a parent of a student with disabilities, you have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disabling condition. If you are identified as a disabled parent you also have the right to ask for reasonable accommodations so that you may participate in the planning of your child's educational program.

2. Have the school district advise you of your rights under federal law.

3. Receive notice with respect to identification, evaluation, or placement of your child.

4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school related activities.

5. Have your child educated in facilities and receive services comparable to those provided non-disabled students.

6. Have your child receive special education and related services if she/he is found to be eligible under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

7. Have evaluation, educational, and placement decisions made based on a variety of information sources, and by persons who know the student, the evaluation data, and placement options.

8. Have transportation provided to and from school if necessary to allow your child to take part in educational services.

9. Have your child be provided an equal opportunity to participate in non-academic and extra-curricular activities offered by the district.

10. Examine relevant records relating to decisions regarding your child’s identification, evaluation, educational program, and placement.

11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
12. A response from the school district to reasonable requests for explanations and interpretations of your child’s records.

13. Request amendment of your child’s educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child.

14. Request mediation or an impartial due process hearing related to decisions or actions regarding your child’s identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you.

15. File a local grievance.

The person in this district who is responsible for coordinating 504 compliance and identification procedures is: (local district to insert name, location and telephone number.)
SERVICE ANIMALS

The Board is committed to providing quality education to all students and ensuring full access to district programs, services and facilities by individuals with disabilities, including those requiring the use of a service animal. The district will comply with all applicable laws concerning the use of service animals on district property, in classrooms, at school functions, and in connection with district services.

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 1312.3 – Public Complaints Concerning Discrimination)
(cf. 4030 – Nondiscrimination in Employment)

Individuals with disabilities may be accompanied by a working service animal individually trained to do work or perform tasks for the benefit of the individual. The Superintendent or designee shall develop guidelines to implement this policy, including procedures for individuals to request the use of a service animal, proof of animal vaccination, and procedures for accommodating the use of the service animal when a student or staff member has a known allergy.

(cf. 1260 – Visits to the Schools)

It is the responsibility of the handler or the individual assisted by a service animal to ensure that the animal is identified as a service animal and to properly control and supervise the animal at all times while on district property. The district is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal’s need to relieve itself. The care and supervision of service animals for young children unable to care for or supervise the animal should be addressed on a case-by-case basis in the discretion of the building administrator.

Owners of service animals are liable for any harm or physical injury caused by the animal to other students, staff, or visitors. Owners of service animals may be required to pay for property damage caused by the animal to the same extent any individual would be charged for such damage.

(cf. 3515.4 – Recovery for Property Loss or Damage)
(cf. 6161.2 – Damaged or Lost Instructional Materials)
A school administrator may ask that an individual with a disability remove a service animal from a school building or school function if the animal is out of control and the animal’s handler does not take effective action to control the animal, or if the animal is not housebroken. If the animal is properly excluded, the individual with a disability must still be permitted to participate in the service, program, or activity without the service animal.

No individual shall intentionally interfere with the use or assistance of a service animal by harassing or obstructing the service animal or its user.

“Service animal” includes those animals as identified in applicable state and federal laws and regulations. Service animal does not include an animal whose primary work or task is to provide emotional support, well-being, comfort, or companionship.

Legal Reference:

UNITED STATES CODE
42 U.S.C. 12101, et seq., Americans with Disabilities Act
29 U.S.C. 794, Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS
28 C.F.R. Part 35, Nondiscrimination on the Basis of Disability in State and Local Government Services
28 C.F.R. Part 41, Nondiscrimination on the Basis of Handicap in Federally Assisted Programs
29 C.F.R. Part 1630, Implementing the Equal Employment Provisions of the Americans with Disabilities Act

ALASKA STATUTES
Title 18, Chapter 80, Discriminatory Practices Prohibited
AS 11.76.130, Interference With Rights of Physically or Mentally Challenged Person

Added 2/11
COMMUNITY SCHOOL PROGRAM

The School Board recognizes the importance of extending the use of school facilities and equipment for purposes of providing educational, cultural, social, and recreational services to the citizens of the community. The Superintendent or Principal shall develop community school programs within the limits of available resources.

(cf. 1330 - Use of School Facilities) (cf. 1325 - Advertising and Promotion) (cf. 3100 - Budget) (cf. 3515 - Equipment)

Revised 1/04
REVIEW AND EVALUATION

The School Board recognizes that ongoing review and evaluation of district policies and programs are necessary if the Board is to be held accountable for the governance of the district. The Board accepts that being accountable includes a duty to explain to the public how district responsibilities are being met and will provide for such review and evaluation.

(cf. 0510 - School District Report Card)
(cf. 1312 - Complaints Concerning the Schools) (cf. 4115 - Personnel Evaluation)
(cf. 6190 - Evaluation of the Instructional Program) (cf. 9300 - Governance)
(cf. 9400 - Board Self-Evaluation)

Legal References:
ALASKA STATUTES
14.03.120 Education planning

YUPIT SCHOOL DISTRICT
Adopted: 11/2006
Philosophy-Goals-Objectives and Comprehensive Plans

SCHOOL DISTRICT REPORT CARD

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

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

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

(cf. 0420 - School-Based Management/School Advisory Boards) (cf. 6190 - Evaluation of the Instructional Program)

Legal References:
ALASKASTATUTES
14.03.120 Education planning
ESEA, 20 USC §§ 6311, 6312 and 6316

Revised 12/14
Philosophy-Goals-Objectives and Comprehensive Plans  

SCHOOL DISTRICT REPORT CARD

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

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

1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded; and for districts receiving Title I funds, the professional qualifications of teachers;

2. the number and percent of district students in the top and bottom quarter of standardized norm-referenced achievement examinations and the national percentile of the mean normal curve equivalent;

3. for districts receiving Title I funds, student academic achievement at the basic, proficient, and advanced levels on state assessments, disaggregated by subgroups:
   - economically disadvantaged students
   - students from each major racial and ethnic group
   - children with disabilities
   - LEP students
   - student gender
   - student's migrant status

4. the number and percent of students tested who are in each of the proficiency categories for the state standards-based assessments in reading, writing, and math; and, for districts receiving Title I funds, the percent of students who were not tested (disaggregated by subgroup);

5. for high schools, the number and percent of students in the “pass” and “not pass” categories for the high school graduation qualifying exam;

6. a description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;

7. attendance, retention, dropout, and graduation rates, including the number and percent of students receiving a diploma under a waiver from the HSGQE; for districts receiving Title I funds, graduation rates should be disaggregated by subgroup;
8. the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;

9. the performance designation assigned the school under AS 14.03.123 and the methodology used to assign the performance designation, including the measures used and the relative weights;

10. a summary of student, parent, and community member comments on the school's performance, including the number of persons commenting;

11. for districts receiving Title I funds, the number and percentage of schools identified for school improvement; how long the schools have been so identified; and how students achieved on a statewide academic assessment compared to students in the state as a whole. 20 U.S.C. § 6311(h)(2). For each school served under Title I, the district must determine and publicize annually whether the school is making adequate yearly progress. 20 U.S. C. § 6316(a)(1)(C);

12. if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;

13. without disclosing personally identifiable information, the number and percentage of students in each school who take and successfully complete an alternative assessment program in reading, English, or mathematics; and the number and percentage of pupils in each school who successfully complete the alternative assessment program but who do not reach the state performance standards at the competency exam level in reading, English, or mathematics;

14. the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematic assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with disabilities and LEP students.

15. other indicators of school performance selected by the district or required by state regulation.
Philosophy-Goals-Objectives and Comprehensive Plans  

SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

Note: Section 6316 of the No Child Left Behind Act requires districts receiving Title I funds to use state and local assessments or indicators to annually review the progress of each school receiving Title I funds to determine whether the school is making "adequate yearly progress" (AYP) as defined by the state. The State of Alaska has determined that it will access AYP for each school, district, and the statewide education system. AYP is measured by criteria set forth at 4 AAC 06.805, 06.810 and 06.812. These criteria include student performance on statewide assessments and graduation rate or school attendance. For a school or district to make AYP, all identified student groups (i.e., economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and English learners) must meet the statewide achievement goal; or the percentage of non-proficient students must be reduced by at least 10 percent with the group showing improvement on other academic indicators. At least 95 percent of each student group must participate in state assessments.

The School Board is committed to the successful performance of the District and its schools. The Superintendent shall implement the following requirements for schools that have not achieved adequate yearly progress as determined by the Department of Education and Early Development.

If any District school is identified for improvement, the Superintendent designee shall develop and implement a school improvement plan in accordance with federal and state law.

School Choice

Note: This section applies to only those students enrolled in a school that receives Title I funds and has been identified by the State Board of Education for school improvement, corrective action, or restructuring according to federal and state law. NCLB final regulations, effective November 2008, require school districts to notify parents at least 14 calendar days before the start of the next school year the option to transfer their children to another public school and the available school choices.

Note: A parent that elects to transfer his or her student under the school choice provisions is entitled to district-provided transportation to the transfer school. However, transportation is not required if the school is more than 50 miles from the student's home, or if the student's home and the school are not connected by road. 4 AAC 06.855.

Students attending a school that has failed to make adequately yearly progress for two or more consecutive years may transfer to another public school within the District, if any, that has not been identified for improvement. At least 14 calendar days before the start of the school year, parents will be notified of the option to transfer their children to another public school and the available school choices. If possible, the District will offer a choice of more than one school and will consider the parents' preferences among the schools offered. The District will not use lack of capacity to deny parents the option to transfer. The lowest-achieving students from low-income families will be given priority for school transfer. All students transferring are entitled to enroll in classes and activities in the same manner as all other students in the school.
A student who transfers to another school under this policy may remain at that school until the student completes the highest grade offered at the school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement. All notices provided to parents/guardians and transfer requests are governed by State and federal law.

If there are no District schools available into which a student may transfer, or District-provided transportation is unavailable, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area or offer supplemental educational services to qualifying students.

**Supplemental Educational Services**

| Note: Your district may not disclose to the public, absent parental consent, the identity of those students who are eligible for, or are receiving, supplemental services. |

| Note: The Department of Education and Early Development may waive, in whole or in part, the requirement that a district make available supplemental educational services if, at the request of the district, the Department determines that (1) none of the providers on the list approved by the Department makes those services available in the area serviced by the district or within a reasonable distance of that area; and (2) the district provides evidence that it is not otherwise able to make those services available. |

Students from qualifying low-income families shall be provided supplemental educational services as provided in federal and state law if they attend any District school that has been designated as Level 3 or higher by the Department. The District will provide annual notice to parents of the availability of supplemental educational services, explain its benefits and identify and describe the services of state-approved providers available within the district. The notice must be clear and concise, and easily distinguishable from other information sent to parents. Upon request, the District will assist parents in choosing a provider.

Supplemental educational services include tutoring and other high-quality research-based supplemental academic enrichment services. These services are in addition to instruction provided during the school day and should enable students to attain proficiency on assessments, as well as increased academic achievement.

The Superintendent shall [enter into/prepare for Board approval] a written agreement with each provider selected by a parent. The agreement shall be prepared in accordance with law.

| Note: The required terms of the agreement between the district and supplemental service provider are found at 4 AAC 06.860. Districts are advised to consult this regulation and confer with your attorney in preparing the written service agreements. |
SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)

Website Notification

Note: NCLB final regulations, effective November 2008, require school districts to publish information on their websites regarding school choice and supplemental educational services. The following language sets forth the required information.

The Superintendent or designee, shall publish on the district’s website, and keep current, the following information:

1. The number of students eligible for and that participated in school choice;
2. The number of students eligible for and that participated in SES;
3. A list of approved SES providers that serve the district and the locations of their services;
4. A list of available schools for choice.

Legal Reference:

ALASKA STATUTE
14.03.123 School and District Accountability

ALASKA ADMINISTRATIVE CODE
4 AAC 06.800 - 0.899 School and District Accountability


Revised 12/14
PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

School Improvement Plan – Development, Approval and Implementation

The Superintendent shall designate the individual responsible to oversee development of the school improvement plan. The plan must be developed and provided to the District for approval within 90 days of the school’s notice of designation by the Department.

1. A. PLAN CONTENTS

Prepared in consultation with parents, school staff, and other interested persons, the plan should contain the following components:

1. Duration. The plan may cover a two-year period.

2. Strategies. The plan will incorporate scientifically-based strategies to strengthen the school’s core academic subjects and address the specific academic issues that lead to the designation.

3. Policies. The plan will implement policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all students demonstrate proficiency or better on state assessments by school year 2014-15.

4. Funding. The plan will provide for the school’s allocation and spending of at least 10% of the funding allocated to the school under Title I in order to provide the school’s teachers and principal with high-quality professional development that directly addresses the academic performance problem that caused the designation.

5. Professional Development. The plan will explain how the high-quality professional development will directly address the academic performance problem that caused the designation.

6. Annual Objectives. The plan will establish specific annual measurable objectives for continuous and substantial progress by all students collectively, and each subgroup of students, to ensure that all students demonstrate proficiency or better on state assessments by school year 2014-15.

7. Parental Notice. The plan will describe how written notice of the designation will be provided to the parents of each student enrolled in the school. To the extent practicable, the notice should be in a format and in a language that the parents can understand.

8. Responsible Parties. The plan will specify the respective responsibilities of the school, the district, and the Department of Education and Early Development in implementing the plan.
9. **Parental Involvement.** The plan will include strategies to promote effective parental involvement in the school.

10. **Extended Day Programs.** As appropriate, the plan will incorporate activities for students before and after school, during the summer, and during any extension of the school year.

11. **Teacher Mentoring.** The plan will incorporate a teacher mentoring program.

**B. PLAN APPROVAL**

Upon completion of the plan by the school, it will be submitted to the District for approval. The plan will be reviewed to determine if any modifications are necessary and to ensure compliance with the requirements of 4 AAC 06.845. Within 45 days of receipt of the school plan, the District must approve the plan for submission to the Department of Education and Early Development.

**C. PLAN IMPLEMENTATION**

The school shall implement the plan immediately upon District approval. Should the Department of Education and Early Development determine that changes in the plan will improve the performance or progress of students, the school will implement the changes required by the Department.

The District will ensure appropriate technical assistance to the school during development of the plan and throughout the plan’s duration. Technical assistance may be provided by the District, the Department, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

Technical assistance must be based on scientifically-based research and may include:

1. assistance in analyzing assessment data and other examples of student work in order to identify and develop solutions to problems in instruction, parental involvement and professional development, and plan implementation, including district- and school-level responsibilities under the plan.

2. assistance in identifying and implementing professional development and instructional strategies and methods that have proven effective, through scientifically-based research, in addressing the specific instructional issues that caused the school’s designation; and/or

3. assistance in analyzing and revising the school’s budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement and remove the school from its designation.
District Improvement Plan – Development and Contents

Within ninety (90) days of designation at Level 2 or higher, the District will develop a district improvement plan and submit it to the Department of Education and Early Development for approval.

Prepared in consultation with parents, school staff, and other interested persons, the plan should contain the following components:

1. **Duration.** The plan may cover a two-year period.

2. **Strategies.** The plan will incorporate scientifically-based strategies to strengthen the core academic program in the schools served by the District.

3. **Improvement Measures.** The plan will identify actions that have the greatest likelihood of improving student achievement on the state’s academic performance standards.

4. **Professional Development.** The plan will address professional development needs of the instructional staff.

5. **Goals.** The plan will include specific measurable achievement goals and targets for all students collectively and each subgroup of students.

6. **Needs Assessment.** The plan will address the fundamental teaching and learning needs in the schools of the District, and the specific academic problems of low-achieving students, including a determination of why the District’s prior plan failed to bring about increased student academic performance.

7. **Extended Day Programs.** As appropriate, the plan will incorporate activities for students before and after school, during the summer, and during any extension of the school year.

8. **Responsible Parties.** The plan will specify the respective responsibilities of the District and the Department of Education and Early Development in implementing the plan. The plan should specify any technical assistance to be provided by the Department.

9. **Parental Involvement.** The plan will include strategies to promote effective parental involvement in the District.

*Revised 12/2014*
The Board strives to maintain schools in local communities but recognizes that low student enrollment or other factors may necessitate temporary or permanent closure of a school. Board action to close a school will only occur after written notice to the affected families which will be provided at least 10 days prior to school closure, absent emergency circumstances that do not permit such notice.

Absent emergency circumstances, no school closure will occur until development and approval of a closure plan. The plan must provide for the continued educational services to all eligible students, including students with disabilities. The plan must address pupil transportation services, if applicable. Additionally, the plan should contain a schedule for providing compensatory services that may be required under state and federal laws for the education of students with disabilities. Finally, the plan will provide for reimbursement to the State of money already paid for the period of closure, unless the school year is extended. If the closure is temporary, the plan will identify steps for reopening the school.

The plan will be reviewed and approved by the Board at a public meeting. Following Board approval, the plan will be submitted to the Department of Education and Early Development for approval. The plan will not be executed until Department approval.

**EMERGENCY CLOSURE DAYS**

The [Superintendent/Chief School Administrator] may order one or more emergency closure days if conditions exist posing a threat to the health or safety of students, staff, or the community. To the extent practicable, the Superintendent shall consult with the Department of Education and Early Development and with federal and state health and safety agencies. In all cases of emergency closure, the Superintendent shall notify the Board and the Department of Education and Early Development, in writing, within 24 hours.
DISCONTINUATION OR CLOSURE OF SCHOOLS (continued)

Note: Under 4 AAC 05.090(h), a district may, on a form prescribed by the Department, apply to the Commissioner for approval to substitute an emergency closure day for a day in session or a day used for in-service training. The Commissioner may approve all, none, or some of the days the school was closed as emergency closure days, and require that the district replace the remaining days. In determining whether to approve, deny, or partially approve the request, the Commissioner will consider (1) the extent to which the district implemented a continuation of educational services plan during the closure; (2) the depth and quality of the educational services the district provided to students during the closure; (3) if the district had warning of the pending emergency, the extent to which the district used the warning to prepare for continuation of educational services specific to the pending emergency; (4) the communication with families of students to facilitate delivery of educational services during the emergency; (5) the nature and duration of the emergency; (6) whether teachers and administrators were in on-duty status working to deliver educational services during the emergency; (7) the academic needs of the students in the district; and (8) the public interest.

As soon as practicable after ordering an emergency closure, the Superintendent shall submit a modified calendar to the Department. The calendar will be modified using one or more of the following options:

(1) if the original calendar provided for more than 180 days, reduce the number of days in session or days used for in-service training for the school, so the combined number of days in session and days used for in-service training under the modified calendar remains in compliance with state law (AS 14.03.030);

(2) designate emergency closure days in place of days in session or days used for in-service training if the emergency closure days have been approved by the Commissioner of Education;

(3) designate additional days that the school must be in session to replace school closure days that were not reduced under (1) of this subsection or approved as emergency closure days by the Commissioner.

(cf 6111 - School Calendar)

If a school is temporarily closed for disciplinary or safety reasons, the facility must remain closed for all purposes until the school is reopened.

Legal Reference (see next page):
DISCONTINUATION OR CLOSURE OF SCHOOLS (continued)

Legal Reference:

ALASKA STATUTES
14.03.030 School Term
14.33.120 School Disciplinary and Safety Program

ALASKA ADMINISTRATIVE CODE
4 AAC 05.090 Discontinuation or closure of schools

Revised 12/14
The Board believes that a safe educational environment is necessary for learning and understands there are times when student behavior may impact on the safety of that student or others. To the maximum extent appropriate, the safety and welfare of students and staff should be secured through positive behavioral interventions. The use of physical restraint and seclusion is prohibited except in emergency situations as set forth below.

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

**Physical Restraint**

Physical restraint means the use of any mechanical or physical restriction that immobilizes or reduces the free movement of all or a portion of a student’s body. Physical restraint does not include briefly holding a student in order to calm or comfort or the use of contact that is reasonably necessary to safely escort a person from one area to another. Physical restraint also does not include the use of medical or therapeutic devices, including but not limited to, devices or protective gear designed to protect a student from injury due to falling, to achieve proper body position or balance, or to protect a student from self-injuring behavior if the use of that device or gear is documented in a student’s Individualized Education Program (IEP) or 504 plan.

Physical restraint is prohibited unless needed as an emergency intervention. A district employee may use reasonable and necessary physical restraint only if necessary to ensure the immediate safety of the employee, the student, or others. This includes protecting the student or others from physical injury; to obtain possession of weapons or other dangerous objects, including a controlled substance upon or within the control of the student; or to protect property from serious damage or destruction. To the extent possible without compromising safety, other interventions should be attempted prior to the use of restraint. Restraint must be limited to that necessary to address the emergency and should be discontinued when the situation is controlled.

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

Restraint may not be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support. The use of emergency restraint under this policy does not constitute corporal punishment.
Physical restraint must be implemented in a manner that protects the health and safety of the student and others. Restraint may not prevent or restrict the student from breathing or speaking nor may it restrict circulation. Prone or supine restraint, which occurs when the student is placed on his or her stomach or back, is expressly prohibited. A student’s well-being must be monitored during restraint through the use of continuous visual supervision.

Seclusion

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

Seclusion of a student is prohibited unless needed as an emergency response to protect the employee, the student, or others from physical injury; to prevent the use of a weapon, other dangerous object, or controlled substance; or to protect property from serious damage or destruction.

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

Seclusion should be employed only when less restrictive interventions have been determined to be ineffective or inappropriate for maintaining safety. Seclusion should last only as long as necessary to resolve the actual risk of danger or harm, to allow the student at risk to compose him or herself and return to the educational environment, or while awaiting the arrival of law enforcement or crisis intervention personnel. Seclusion should never be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support.

While in a seclusion setting, a student must be continuously observed by an adult both visually and aurally for the entire period. Students must be provided necessities such as restroom breaks and food and water as needed. Any signs of medical distress should be immediately addressed. Seclusion must be sensitive to any particular vulnerabilities of the student and to the student’s developmental level.
Students

RESTRAINT AND SECLUSION (continued) BP 5142.3(c)

Students with Disabilities

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

(cf. 6159 – Individualized Education Program)

Reporting/Notification Requirements

The parent/guardian of a student who has been physically restrained or secluded shall be notified as soon as reasonably possible.

Instances of physical restraint or seclusion shall be documented, including the nature of the emergency necessitating such use and the length of time of the restraint or seclusion.

Training

The Superintendent or designee shall provide for appropriate training of staff members regarding this policy; the use of positive support interventions, classroom management techniques, and skills to de-escalate student behavior; the safe use of restraint or seclusion in emergency situations; and procedures for documentation and parent contact. The form of training may vary depending upon the staff member’s role and the instructional setting.

Policy Not Applicable to Law Enforcement

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

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

Legal Reference (see next page)
Students

RESTRAINT AND SECLUSION (continued) BP 5142.3(d)

Legal Reference:

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

ALASKA STATUTES
11.81.430 Justification, use of force, special relationships
11.81.900 Definitions
14.03.078 Report
14.30.180-350 Education for Exceptional Children
14.33.120-.140 School disciplinary and safety program

ALASKA ADMINISTRATIVE CODE
4 AAC 06.172 Reporting of school disciplinary and safety programs
4 AAC 06.200-.270 Safe schools
4 AAC 06.230 Reporting
4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities
4 AAC 52.010-.990 Education for exceptional children

Added 3/2013

Yupiit School District
REVISED 3/2013