

**HOONAH CITY SCHOOLS BOARD OF EDUCATION  
MISSION STATEMENT**

*To deliver a quality education that inspires and challenges all students to reach their full potential.*

**Thursday, April 18, 2019  
7:00 PM  
REGULAR BOARD MEETING**

**Located in the School Library**

.....  
**MEETING AGENDA**

**CALL TO ORDER**

**PLEDGE OF ALLEGIANCE**

**ROLL CALL (ESTABLISH QUORUM)**

**CORRESPONDENCE TO THE BOARD**

**AGENDA REVISIONS**

**ADOPTION OF AGENDA**

**APPROVAL OF MINUTES**

**BOARD CALENDAR**

**PUBLIC COMMENTS (THREE MINUTES PER SPEAKER)**

**ADMINISTRATIVE REPORTS**

- A. Administrator's Report – Ralph Watkins, Written**
- B. Business Office Report – Amy Stevenson, Written**
- C. Grant Director's Report – Norma Holmgaard, Written**
- D. Maintenance Report – Jeremiah Byers, Written**
- E. SPED Report – Sheryl Ross, Written**
- F. Board & Committee Reports – Robert Hutton**

**OLD BUSINESS**

**1.0 FY 2019/2020 School Operating Fund Budget 2<sup>nd</sup> and Final Reading**

**NEW BUSINESS**

**2.0 FY 2019/2020 School Calendar for 1<sup>st</sup> Reading**

**2.1 FY 2019/2020 MOAs SPEC Education and Itinerants**

**2.2 AASB Policy Updates for Articles 0, 1, and 3 for 1<sup>st</sup> Reading**

**DISCUSSION ITEMS:**

- Gaming as a supplement to the school budget**
- Board Workshop and Board Retreat – Dates, topics for agendas**

**PUBLIC COMMENTS (THREE MINUTES PER SPEAKER)**

**COMMENTS FROM BOARD MEMBERS**

**FUTURE AGENDA ITEMS**

**ADJOURNMENT**

**NEXT MEETING DATES:**

- Regular Board Meeting-May 16, 2019**

**HOONAH CITY SCHOOLS  
BOARD OF EDUCATION  
REGULAR BOARD MEETING**

**March 28, 2019**

**BOARD MEMBERS PRESENT:** Harold Houston, Heidi Jewell, Dillon Styers, Grace Villarreal, and Robert Hutton. Ethan Gray (Student Representative) was absent excused.

**SUPERINTENDENT/PRINCIPAL:** Ralph Watkins

**OTHERS PRESENT:** Kelli Gretsinger, Recording Secretary, Amy Stevenson, Business Manager, Sheryl Ross, SPED Director, Jeremiah Byers, Maintenance Director, Marti Lee, Clark Brown, Veronica Dalton, David Hay, Andy Gray, Tesh Miller, Wilma Davis, Pearl Miller, Jenny Miller, Eli Derenoff and Christina Carrick.

**CALL TO ORDER:** Robert Hutton called the meeting to order at 7:03pm.

**ROLL CALL:** Four (4) Board Members were present at roll call, a quorum was established. Harold Houston came to the meeting after roll call.

**HONORING TESH MILLER-GRAY:** Tesh Miller was honored for being the Paraprofessional for the Year for the State of Alaska. A slide show was shown and she was presented with an award from the School Board. Cake and juice was served.

**CORRESPONDENCE TO THE BOARD:** There were two letters sent out by the Board. Resolution #2 was sent out to the Legislators and AASB on March 8<sup>th</sup>. Harold Houston and Ralph's letter that explained the impact of the potential budgets to our school was also sent on March 8<sup>th</sup>.

**AGENDA REVISIONS:** No revisions.

**ADOPTION OF AGENDA:** Robert Hutton asked if there was any objection for adopting the Agenda. No objection. Approved by unanimous consent.

**APPROVAL OF MINUTES:** Robert Hutton asked if there was any objection to adopting the minutes. No objection. Approved by unanimous consent.

**BOARD CALENDAR:** There was an adjustment to the calendar that came out in the original packet. Ralph Watkins' travel to the Legislative Fly-In was in March not April. A corrected calendar was sent out in email to all board members and updated on the website.

## **PUBLIC COMMENTS (THREE MINUTE TIME LIMIT EACH):**

- Sally Dybdahl spoke about the playground. She thanked everyone that was ever involved with raising money for the playground.

## **ADMINISTRATIVE REPORT:**

- **Administrator Report – Ralph Watkins** gave a written attached report. He added that the Job Fair that he and Grace attended was a sad event. There weren't many districts hiring: 178 teachers attended the job fair and only 9 left with jobs. Ralph also went to the Legislative Fly-In in late March.
- **Business Office Report – Amy Stevenson** gave a written attached report.
- **Maintenance Report – Jeremiah Byers** gave a written attached report. Jeremiah added that he recently watched a Security Camera webinar. They sent a free demo camera to our school. The outside cameras will cost \$700 and the inside cameras cost \$500.
- **SPED Report – Sheryl Ross** gave a written attached report. Harold Houston asked how many paraprofessionals the district currently has. Sheryl replied there are 10.
- **Board Reports - Grace Villarreal** reported that she went up to Anchorage with Ralph for the Job Fair. A few of the people at the Job Fair were very interested in Hoonah. **Ralph Watkins** spoke about the Borough meeting he had attended.

## **NEW BUSINESS:**

### **1.0 First and Final Reading of BB9320: Changing meeting time to 7 pm.**

M/S Grace Villarreal, Harold Houston moved that we approve BB 9320 for First and Final Reading. Discussion: None. Robert Hutton asked if there was any objection to changing the meeting time to 7:00 pm. There was none. Passed by unanimous consent.

### **1.1 Purchase Approval of Preschool Playground Equipment (Pre-School Grant)**

M/S Heidi Jewell, Dillon Styers moved that we purchase the Preschool Playground Equipment using Preschool funds. Discussion: Grace Villarreal asked if all the playground equipment will be purchased at this time. Sheryl Ross explained that only the preschool equipment will be purchased with this preschool grant. Robert Hutton asked for all those in favor to say "Aye." All five board members said "Aye." Motion passes unanimously.

## **1.2 FY 2019/2020 School Operating Fund Budget 1<sup>st</sup> Reading**

M/S Heidi Jewell, Dillon Styers moved that we approve the FY 20 School Operating Fund Budget in the amount of \$2,979,558 for first reading. Robert Hutton asked for all those in favor to say “Aye.” All five board members said “Aye.” Motion passes unanimously.

## **1.3 FY 2019/2020 New Teacher Contracts**

M/S Dillon Styers, Heidi Jewell moved that the Board of Education offer the following teachers 2019/2020 teaching contracts:

- Carolyn Kramlich
- Rachel Priser
- Joan Martin
- Alexandria Tannehill-Smith
- Ben Mettling
- Natalia M. Bucher

Discussion: Harold Houston asked what the interview process for these teachers was like. Robert Hutton summed up what Ralph Watkins mentioned in his Admin Report. There were 37 applicants interviewed by a committee that included Ralph and four remaining teachers. Robert Hutton asked for all those in favor to say “Aye.” All five board members said “Aye.” Motion passes unanimously.

## **DISCUSSION ITEMS:**

- **Playground Bids:** Jeremiah Byers gave the Board an update on the Playground Bids. Covus Design (the company we had contracted with to provide us with a playground design and the architectural work) had given us an estimate on the cost of the playground that was significantly less than the bids we received. We only had two bids. He would like direction on where to go from here. We are required to go with the lowest bidder. The bids were advertised through the Juneau Empire. Robert Hutton asked there is a deadline when we have to let the lowest bidder know we have accepted it. Don with SERRC advised that we do it quickly because the bidders may find other work. M/S Robert Hutton, Dillon Styers move that we authorize the committee to go ahead and contract with Island Construction for base bid with Alternate 1 and also 2 if we can somehow find the money to do so. Robert Hutton asked for all those in favor to say “Aye”. Four board members said “Aye”. Robert Hutton asked for all those opposed to say, “Nay.” No member said, “Nay.” Motion carried. (Later, Heidi Jewell asked Kelli to record that she did not vote on this motion because it wasn’t an action item.)
- **Suggested Revisions for Draft Master Calendar of Annual District Activities:** Robert Hutton asked if there were any comments or concerns on the Draft Master Calendar of Annual District Activities. Harold Houston would like to see more specific dates to help support the District further. It was decided at the beginning of the school year more specific dates will be provided. Heidi would like to have



quarterly meetings with the Board and Superintendent so they all can become more unified.

- **April Regular Board Meeting Date:** The Regular Board Meeting date will remain on April 18, 2019.

**PUBLIC COMMENTS (THREE MINUTES PER SPEAKER):** No public comments.

**COMMENTS FROM THE BOARD:**

- **Heidi Jewell** struggled with making decisions on Discussion Items. She asked Kelli to record that she did not vote on the Playground Bid. Robert Hutton will discuss with her a resolution to this issue.

**FUTURE AGENDA ITEMS:**

- **MOA for SPED Itinerants**
- **Beginnings for AASB Policy Updates**
- **2<sup>nd</sup> and Final Reading of the Budget**
- **1<sup>st</sup> Reading of the School Calendar**

**EXECUTIVE SESSION:** Robert Hutton stated that no business will be acted upon after the Executive Session. Executive Session was entered at 8:18 pm. Gaveled out of executive session at 8:37 pm.

**ADJOURNMENT:** Meeting adjourned at 8:38 pm.

**Respectfully submitted,**

Dillon Styers  
Board Secretary

Kelli D Gretsinger  
School Board Secretary

\*Please note that the audio recording of this meeting is available for listening in the District Office.

# April

# 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Testing	2 Testing	3 Testing	4 Testing	5 Testing	6
7	8	9	10 Testing M/S	11 Parent/Teacher Conferences Testing M/S	12 Parent/Teacher Conferences M/S Volleyball (JNU)	13 M/S Volleyball (JNU)
14	15 AD/Superintendent Meeting (Petersburg) Testing Elementary	16 AD/Superintendent Meeting (Petersburg) Testing Elementary Public Meeting – Glacier Bay National Park Service	17 Testing Elementary	18 Regular Board Meeting 7:00 PM Testing Elementary	19 Testing Elementary	20
21	22	23	24	25 Inservice Day	26 Inservice Day	27
28	29	30 Activities Banquet				

# May

# 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Annual Ku.éex' Alumni Gym 10:00 am	4 Jr/Sr Prom
5	6 Elementary Beach Day	7 Senior Last Day	8	9 MS/HS Academic Awards	10 Graduation Night Class of 2019	11
12	13	14 Field Day	15 8 <sup>th</sup> Grade Promotion	16 Last Day of School Regular Board Meeting	17 Teacher Work Day (Last Day for Teachers)	18
19	20	21	22	23	24	25
26	27 Memorial Day	28	29	30	31	

April 18th Regular School Board Meeting  
Superintendent/Principal Board Report

Since our last board meeting in March here are a few things that have been taking place in support of our district's strategic plan

**Legislative update**

Public Input Shapes Legislature's Budget. The legislative fly in paid huge dividends with reshaping the conversation around school finance. During the fly in several Senators and House Representatives came and spoke and listened to what we had to say about the impact of the Governor's proposed budget on education. Collectively the superintendents came with a unified message that change the conversation away from mis-information to factual information about school funding. The impact of this messaging was evident in the legislator's actions. House Finance Committee Subcommittees wrapped up their public testimony on the proposed FY20 budget. The public comment period was the most transparent and inclusive seen in many years. Finance Committee members "took the show on the road" to hear from citizens in Juneau, Ketchikan, Mat-Su, Bethel, Kenai, Anchorage, and Sitka. Additionally, testimony was taken several days from the House Finance Committee room in Juneau both in person and through teleconference.

The Subcommittee recommendations have been forwarded to the Finance Committee. House Finance has incorporated the recommendations into a substitute for HB 39. Education changes include:

- Forward funding of the foundation formula and pupil transportation for FY21;
- Removing the governor's repeal language for the \$30 million in one-time education funding for FY20 (the \$30 million remains appropriated for FY20);
- Funding for school bond debt reimbursement at \$99.8 million;
- Funding for the REAA program at \$39.3 million;
- Accepting the governor's repeal of the \$19.5 million for the curriculum pilot project (SB 104 from the 30th legislature)

**Goal 3: Employee Development**

**Goal 3: Student Learning**

**Objective:** To make every employee feel valued and increase their capacity to make a difference

**Objective:** Meet every student's individual learning needs

**Activity:** Trauma informed Schools Training Report

We are continuing pursue the implementation of Trauma Informed Practices. This research driven approach to school practices, policies, and procedures we are looking to provide ample training for those that will lead this implementation. April 25<sup>th</sup>-26<sup>th</sup> we will be holding a staff in-service with AASB to look at what that implementation will look like and what our first steps should be. Board members are welcome to participate. This is still part of my report as I would like to know for planning purposes who of the board would like to attend.



**Goal 2: Stakeholder satisfaction****Objective: Improve communication with all stakeholders**

Activity: First reading of the proposed 2019-2020 school academic and elective calendars. The calendar was developed in concert with remaining staff members. Each staff member and the opportunity to review and make recommendations for the calendar's content.

**Goal 2: Stakeholder satisfaction****Objective: Improve communication with all stakeholders****Activity: Borough Formation Committee**

As a member of the committee I am using that role to advocate for the school district when it comes to funding in the developing budget. Right now the budget includes funding the district to the cap \$800,000. The intent is to restore many of the programs that have been lost due to shrinking revenue. In this role I am able to share the research around the importance of programs and initiatives. The committee is excited about the opportunity to see many of these things return.

**Activity: Meeting with Chris about gaming**

At the direction of the Board I met with Chris who explained the workings of how gaming would work for our district. In the meeting were myself, Amy Stevenson, Robert Hutton, and Grace Villarreal. It's pretty strait forward. As a district we would seek out an operator which is a for profit entity. (In the state of Alaska only not for profits can conduct gaming) The operator when chosen would then draft a contract with the district and conduct gaming activities on its behalf. Activities include but are not limited to: pull tabs, raffles, and bingo. The district would receive a percentage of the operators adjusted net profits. The percentage varies depending on the gaming activity. Pull tabs net a 30% return. I asked if she knew of any school districts that participated in gaming through and operator and she did not. The data could not be queried that way. I have a call out to other superintendents to see if they do and the response from their communities. At the time of this report I had not had any replies.

**Goal 1: Student Learning****Objective: Produce an increasing graduation rate.****Activity: Monitor student growth through data collection**

PEAKS Testing is underway. We had a successful testing week for secondary. At the time of this report elementary students had not tested. Data from peaks will be available during our September board meeting.

**Goal 3: Employee Development****Objective: Educate employees on local and tribal culture****Action 3: Scheduling an in-service for new teachers**

Last year as part of teacher in-service we work with Huna Totem to provide information to for incoming staff on the history of our community and the Tlingit people. They shared stories, answered questions, and engaged the staff in an examination of their own culture. This was well received by the staff and Huna Totem. We want to continue this effort of acclimating our new teachers to our community. We have planed another in-service for next years staff. Board members are welcomed to participate.

**Upcoming Travel:**

April 14<sup>th</sup>-16<sup>th</sup> AD meeting in Petersburg. Adam Gretsinger will be attending as well. Superintendents were asked to attend as a discussion about revamping how athletics are done in SE is on the agenda.

June 18<sup>th</sup>-21<sup>st</sup> Trauma Informed School Conference. Attending: Renee Gray, Laura Jett, Natalia Bucher,

April 12, 2019

## MEMORANDUM

TO: HCSD Board of Education

FROM: Amy Stevenson, Business Manager

RE: April Board Report

### **Current Information:**

1. Extra-Curricular expenses sent to the City of Hoonah for March 2019.
2. Continued work on different budget scenarios for the City of Hoonah for the Borough formation committee when they are requested.
3. Deposits up to date.
4. Journal entries are up to date.
5. March bank statement is reconciled.
6. March breakfast/lunch and FFVP reimbursement is done and sent to DEED
7. All but one 3<sup>rd</sup> quarter grants reimbursements have been submitted.
8. 3<sup>rd</sup> quarter Form 941 and ESD have been submitted for payroll.
9. The 2020 Impact Aid Field review was submitted and we are awaiting the response from this.
10. Exempt contracts are completed but we are waiting until May to put them before the Board just in case we receive news from the State on cuts to our budget.

### **Next Steps:**

1. Deposits done as received
2. Continued working on FY 20 school calendar
3. Filing
4. Continued audit prep for the last three quarters.
5. Work on destruction of old records per the State of Alaska's School District Model Records Retention and Disposition Schedule.
6. Beginning the process of closing out the FY 19 school year
7. Beginning setting up files for FY 20 school year.



**Hoonah City Schools**  
**Year to Date - 7/1/2018-3/31/2019**

**Monthly Revenue Report**

Account number	Account Description	Current Approved Budget	YTD Encumb	YTD Revenue	Remaining Balance	Percentage Remaining
100-0000-10-40110	CITY APPROPRIATION	\$314,603.00	\$0.00	\$200,000.00	\$114,603.00	36.42%
100-0000-10-40120	CITY - IN-KIND SERVICES	29,391.00	0.00	0.00	29,391.00	100.00%
100-0000-10-40300	AVAILABLE FUND BALANCE	151,931.00	0.00	0.00	151,931.00	100.00%
100-0000-10-40300	EARNINGS ON INVESTMENTS	1,500.00	0.00	392.42	1,107.58	73.83%
100-0000-10-40400	OTHER LOCAL REVENUE	10,000.00	0.00	5,956.65	4,043.35	40.43%
100-0000-10-40470	E-RATE REVENUE	33,600.00	0.00	0.00	33,600.00	100.00%
100-0000-20-40510	STATE FOUNDATION	2,262,178.00	0.00	1,734,246.00	527,932.00	23.33%
100-0000-20-40556	TRS ON-BEHALF RELIEF	155,726.00	0.00	0.00	155,726.00	100.00%
100-0000-20-40557	PERS ON-BEHALF RELIEF	26,078.00	0.00	0.00	26,078.00	100.00%
100-0000-20-40940	QUALITY SCHOOLS	6,858.00	0.00	6,858.00	0.00	0.00%
100-0000-30-41090	PRIOR YR PL81-874	0.00	0.00	55,877.55	-55,847.55	
100-0000-30-41100	PUBLIC LAW 81-874	112,125.00	0.00	209,533.58	-97,408.58	-86.87%
Report Total:		\$3,103,990.00	\$0.00	\$2,212,864.20	\$891,155.80	

**Monthly Expense Report**

Accounts summarized by Function	YTD			Remaining		Percent Remaining
	Current Budget	Encombrances	YTD Expenditures	Balance		
1100 REGULAR INSTRUCTION	\$1,083,656.00	\$0.00	\$664,291.39	\$419,364.61		38.69%
2000 SPECIAL EDUCATION INSTRUCTION	\$631,471.00	\$239.94	\$459,654.57	\$171,576.49		27.17%
2200 SPEC ED SUPPORT SVCS - STUDENTS	\$153,441.00	\$353.10	\$72,705.33	\$80,382.57		52.38%
3500 SUPPORT SERVICES - INSTRUCTION	\$30,288.00	\$1,048.92	\$8,669.70	\$20,569.38		67.91%
3510 SUPPORTING SERVICES-TECHNOLOGY	\$153,225.00	\$7,009.65	\$90,774.99	\$55,440.36		36.18%
4000 SCHOOL ADMINISTRATION - PRINCIPAL	\$115,804.00	\$740.07	\$81,060.43	\$34,003.50		29.36%
4500 SCHOOL ADMIN SUPPORT SVCS - PRINCIPAL	\$107,892.00	\$0.00	\$81,753.64	\$26,138.36		24.22%
5100 DIST ADMIN - SUPERINTENDENT	\$134,354.00	\$359.96	\$88,094.80	\$45,899.24		34.16%
5110 SCHOOL BOARD	\$49,472.00	\$0.00	\$21,509.31	\$27,962.69		56.52%
5500 DISTRICT ADMINISTRATION SUPPORT SVCS	\$189,572.00	\$0.00	\$142,289.58	\$47,282.42		24.94%
6000 OPERATIONS AND MAINTENANCE OF PLANT	\$404,815.00	\$0.00	\$282,864.12	\$121,950.88		30.12%
9000 TRANSFER TO OTHER FUNDS	50,000.00	0.00	0.00	50,000.00		100.00%
Report Total:	\$3,103,990.00	\$9,751.64	\$1,993,667.86	\$1,100,570.50		35.45%

**Net YTD-Revenue Minus Expense Total:      \$219,196.34**

**Hoonah City Schools**  
**Grants Year to Date - 7/1/2018-3/31/2019**  
**Monthly Revenue Report**

Account number	Grants	Current Approved Budget	YTD Encumb	YTD Revenue	Remaining Balance	Percentage Remaining
202-0000-20-41810	Fund 202 SPED PART B, TITLE VIB	\$83,528.14	\$0.00	\$2,355.66	\$81,172.48	97.17%
203-0000-20-41810	Fund 203 PRESCHOOL DISABLED	3,116.56	0.00	0.00	3,116.56	100.00%
245-0000-20-40900	Fund 245 PRE-ELEMENTARY DEV	240,000.00	0.00	57,365.81	182,634.19	76.09%
263-0000-20-41810	Fund 263 TITLE I PART A	118,417.40	0.00	35,883.13	82,534.27	69.69%
278-0000-20-41810	Fund 278 TITLE II PART A	8,770.00	0.00	7,870.62	899.38	10.25%
280-0000-10-40400	Fund 280 Cult. Resp Schools - Local Revenue	1,000.00	0.00	0.00	1,000.00	100.00%
280-0000-31-41400	Fund 280 Culturally Responsive Schools	10,627.00	0.00	4,943.22	5,683.78	53.48%
282-0000-31-41400	Fund 282 Culturally Responsive Schools FY 18	42,669.00	0.00	0.00	42,669.00	100.00%
350-0000-30-41300	Fund 350 Johnson O'Malley Old Grant	115.08	0.00	115.08	0.00	0.00%
351-0000-30-40180	Fund 351 Title VI, Indian Education	42,176.00	0.00	19,280.84	23,159.16	54.56%
359-0000-30-41300	Fund 359 JOHNSON O'MALLEY FY 18	33,220.00	0.00	0.00	0.00	100.00%
367-0000-30-40180	Fund 367 LINGIT TUNDATA'AN	1,127,499.00	0.00	203,975.72	923,523.28	81.90%
369-0000-10-40400	Fund 369 STEPS Partnership w/ AASB	295,391.00	0.00	0.00	0.00	100.00%
393-0000-10-40400	Fund 393 ANEP Cultural Approach Local Revenue	13,426.00	0.00	13,426.00	0.00	0.00%
393-0000-30-40180	Fund 393 ANEP CULTURAL APPROACH TO LEARNING	196,921.00	0.00	175,201.91	21,719.09	11.02%
Report Total:		\$2,216,876.18	\$0.00	\$520,417.99	\$1,368,066.19	

**Monthly Expense Report**

Expenditures summarized by Grants				Percent	
	Current Budget	YTD Expenditu	YTD Encumb	Remaining Balance	Remaining
Fund 202 SPED PART B, TITLE VIB	\$83,528.14	\$22,049.65	\$0.00	\$61,478.49	73.60%
Fund 203 PRESCHOOL DISABLED	3,116.56	0.00	0.00	3,116.56	100.00%
Fund 245 PRE-ELEMENTARY DEV	240,000.00	93,677.57	68,844.73	77,477.70	32.28%
Fund 263 TITLE I PART A	118,417.40	46,508.49	0.00	71,908.91	60.72%
Fund 278 TITLE II PART A	8,770.00	7,870.62	0.00	899.38	10.25%
Fund 280 Culturally Responsive Schools	11,627.00	4,943.22	0.00	6,683.78	57.48%
Fund 282 Culturally Responsive Schools FY 18	42,669.00	0.00	0.00	42,669.00	100.00%
Fund 350 Johnson O'Malley Old Grant	115.08	115.08	0.00	115.08	0.00%
Fund 351 Title VII, Indian Education	42,440.00	41,451.49	0.00	988.51	2.32%
Fund 359 JOHNSON O'MALLEY	36,366.00	14,376.05	0.00	21,989.95	60.46%
Fund 367 LINGIT TUNDATA'AN	1,127,499.00	312,856.16	1,806.44	812,836.40	72.09%
Fund 369 STEPS	295,391.00	12,560.21	0.00	282,833.79	96.00%
Fund 393 ANEP CULTURAL APPROACH TO LEARNING	210,347.00	195,356.28	0.00	14,990.72	7.12%
Report Total:	\$2,220,286.18	\$751,764.82	\$70,651.17	\$1,397,988.27	

**Net YTD-Rev Minus Expense Total:**

**-\$231,346.83**

Hoonah City School District  
 State and Federal Grant Report  
 Hoonah Board of Education  
 April 11, 2019

Prepared by Norma Holmgaard

#### State Grant Programs

<u>Early Learning</u>	240,000.00
Department of Education Approved.	

This program continues to support the Pre-K program. At this time there is no indication if the Legislature will open this program again for applications. I will continue to advocate for it as I hope you will communicate with your elected officials as well.

#### Consolidated Grant Programs 109,061.00

On Tuesday and Wednesday, April 9<sup>th</sup> and 10<sup>th</sup> I attended the Consolidated Grant training sponsored by the Alaska Department of Education on behalf of Hoonah City School District. It appears that grant funds will remain stable for the FY'320 school year.

ESSA, the Every Student Succeeds Act did add a couple of new components for grant applicants such as evidence of Tribal Consultation and an MOA with the Office of Children's Services on behalf of foster children.

An area gaining very close scrutiny is the concept of "supplement vs. supplant." This means that activities and programs previously funded through general education funds cannot be included in Consolidated Grant Program funds. We will be vigilant not to cross this line.

#### Federal Programs Advisory Committee

The Federal Programs Advisory Committee will hold its last meeting in early May. At this meeting the Advisory Committee will make recommendations for programs and activities to be funded from the Consolidated Grants. These recommendations will include professional development priorities.

#### Lingit Tundata'ani – Demonstration Grant

Hoonah City School District has been notified that the Federal Grant Manager for this program has been changed for the third time. We continue to be in communication with the US Education Department to ensure full compliance.

ON Friday, April 12, Claudia Dybdahl will be at Hoonah City School. Claudia is the contracted grant evaluator. A performance report is due on June 12 which will arrive quickly. Claudia will be meeting grant staff and collect data showing the effectiveness of our programs.

The Aunties and Uncles program has made progress but continues to struggle with full implementation. This will be a priority focus for FY'20.

## April Maintenance Report

Received a quote from a distributor for the security cameras. I will include that with report

The compressor for the smaller walk in freezer went out I am in the process of procuring costs that include shipping as that will be a big part of the cost.

Ordered the replacement parts for the existing playground.

We have awarded the playground construction to Island contractors. The protest period past without any protests. We set the work to be done over the summer so they cannot start until after school gets out.

I feel it would be worth looking into putting a door back between the Erickson building and the foyer.

The deck heading into the Erickson building needs some repairs due to water damage.

I have been doing my PM's and have them written down but now need to enter them into the data system.

We have what was deemed by the clinic as a "massive influenza outbreak" and the other custodian has fallen ill.

I have started looking into how much gravel we will need to do some landscaping behind the school. Just enough to eliminate some of the differences in elevation between the covered area and the gravel and the sidewalks and the gravel.



**Macker Tek Ltd.**

501 Silverside Rd. Ste. 105  
Wilmington, DE, 19809-1376  
Ph: 866-646-3131

**Bill To:** Jeremiah Byers

Hoonah City School District  
PO Box 157  
Hoonah, AK, 99829

**Ship To:**

Hoonah City School District  
366 Garteen Highway  
Hoonah, AK, 99829

# Quote

Date: April 1, 2019  
Quote # 2019-1933

Salesperson	Shipping	Shipping Terms	Payment	Due Date
Gary Woitzik ext 1010	TBD		TBD	

Qty	Item #	Description	MSRP	Discount	Unit Price	Line Total
14.00	D30-HW	Verkada D30 Indoor Camera with 30 Day Retention	\$ 699.00	30.00%	\$ 489.30	\$ 6,850.20
10.00	D50-HW	Verkada D50 Outdoor Camera with 30 Day Retention	\$ 899.00	30.00%	\$ 629.30	\$ 6,293.00
24.00	LIC-3Y	Verkada 3 Year Camera License	\$ 399.00	30.00%	\$ 279.30	\$ 6,703.20
1.00	Shipping	Shipping to End User			\$ 206.54	\$ 206.54

\*\*Pricing Valid Unti April 30, 2019\*\*

Quotation prepared by: \_\_\_\_\_

This is a quotation on the goods named, subject to the conditions noted below:  
(1) Reserve any conditions pertaining to these prices and any additional terms of the agreement.  
You may want to include contingencies that will affect the quotation.)

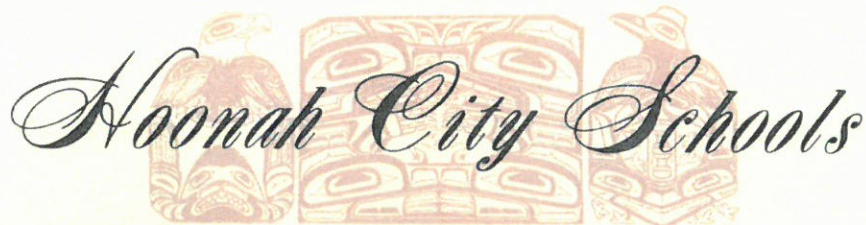
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Total USD \$ 20,052.94

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P.O. Box 157 366 Garteeni Hwy. Hoonah, Alaska 99829 (907) 945-3611 Fax (907) 945-3492

April 2019

Special Education Report to the Hoonah School District Board

Dear Hoonah City School Board and Superintendent Ralph Watkins,

**Action Items:**

**Requesting board to approve the MOAs for the special service providers:**

- a. Kaye Lawson, OTR, M. ED.
- b. Doug Wesson, ED. School Psychologist
- c. Shannon Robels, M.A. CCC-SLP with Alaska's Midnight Sun Therapy Services, owner Chelsea Wilburn-McCarthy, M.A. CCC-SLP Speech-Language Pathologist.
- d. Working out contracts here still for a PT with Alaska's Midnight Sun Therapy Services (to be submitted).

**In Process: End of Year**

- Ongoing direct services in reading, mathematics, and speech, and pre-k social language groups.
- OT and Speech Path are coming in for Qtr. 4 reports next week.
- Special Education DO Filing to be completed in April and May.
- Excel worksheets for the new sped teachers about students' needs, schedules, student artifacts, functional behavior assessments, behavior plans, 504s, and related services.
- The PEAKS Alternate Assessment/DLM will be given to students next week.
- We are down to four more IEPs! Next jobs: organizing student equipment and resource rooms.
- The special services team is developing sped staff schedules to help facilitate our new sped teacher's transition.
- We are setting up ESY, Extended School Year for six-weeks this summer for special education students who may regress if not provided services. Thirteen students will benefit from our summer program with Tesh Miller-Gray and one other staff member.
- We were gifted iPads, a docking station, keyboards, headphones, iPad protector covers, and coding equipment for special education from Donorschoose.org. TechOps will be here this month to set up the iPads for Fall:

**"STEAM AHEAD for SPED"**

**THE BULK OF THIS DONATION CAME FROM:**

[Daina Holmberg](#) from Austin, TX gave to [STEAM for AHEAD for SpEd!](#).

"Good luck, Hoonah students in Ms. Ross' class! When I lived in Alaska I learn so much from my trips to Hoonah and the many loggers I met from Hoonah! And Governor Frank (and his wife Nancy) Murkowski also loved Hoonah and Hoonah has a special place in my heart. Good luck and study hard! The future of Alaska needs you!"

My last day is May 22. On behalf of the sped team, thank you for the privilege to serve our students and families in this public service arena. Warmest Regards, Sheryl Ross for the Team



AGENDA ITEM     Old Business 1.0

  ✓   ACTION

      DISCUSSION

TOPIC: FY 20 School Operating Fund Budget for 2<sup>nd</sup> and Final Reading

Background

The attached budget cover memo describes this board agenda item. There were no changes made.

Recommendation

I move that we approve the FY 20 School Operating Fund Budget in the amount of \$2,979,558 for first reading.

April 12, 2019

## **MEMORANDUM**

TO: Hoonah Board of Education

THRU: Ralph Watkins, Superintendent/Principal

FROM: Amy Stevenson, Business Manager

RE: FY20 Preliminary Budget – School Operating Fund

### **PURPOSE**

Per AS 14.14.060, the Hoonah City School District (HCSD) Board of Education is required to approve a balanced budget that is then transmitted to the City of Hoonah by May 1<sup>st</sup>. This budget must then be submitted to the Department of Education and Early Development by July 15<sup>th</sup> annually.

The preliminary draft budget has been developed for recommendations from the Board of Education, staff, and community members on ways to reduce projected expenditures to match projected revenue. The revenue budget total is: \$2,879,558 minus the expenditure budget total of \$2,947,561 = a deficit of \$68,003.

Just a reminder for everyone, at the beginning of FY 19, we had a fund balance of \$172,293. In January, due to a decrease in revenue and an increase in expenditures, a revision to the FY 19 budget was approved by the Board of Education using \$151,931 of the fund balance leaving \$20,363 remaining in fund balance. Therefore, using fund balance to balance the FY 20 budget is not an option.

The attached budget recaps are an integral part of this budget memo.

### **PERTINENT INFORMATION - OPERATING FUND**

The budget work session tonight is to solicit suggestions to address the HCSD budget challenges. The public and staff are encouraged to continue providing input to the administration and to the Board of Education throughout this budget season.

#### **Revenue Budget**

The FY 20 enrollment projections is based on 115 students generating \$2,307,550 which is \$45,372 more than FY 19 foundation revenue.

The FY 20 required minimum local effort in the funding formula is \$215,990; whereas the maximum amount the City of Hoonah may contribute is \$809,260.

The FY 20 budget goal is to operate within the available revenue; therefore, the hope is to not use any fund balance or to transfer from other funds to balance operational costs.

## Expenditure Budget

Staffing: The FY 20 draft budget decreases teachers to 8 regular instructional teachers, 1.5 special education teachers, a half time sped director, a half-time principal, a half-time superintendent, a full time business manager, a 10-month accounting clerk/administrative assistant, a new school secretary, 1.5 custodians, and a half-time maintenance director (the other half of this person's day will include custodial duties.)

Classified staff are status quo with their number of days budgeted as follows based on a teacher's contract year of 190 days.

Para-professionals	179 days per year
School Secretary	220 days per year
Custodian	244 days per year
Maintenance Director	260 days per year
Accounting Clerk	205 days per year
Business Manager	260 days per year

Administration will remain status quo: Superintendent/principal

Benefits: Health care has been budgeted with a projected 8 % increase.

Other Expenditure Budget Categories: All other budgets have been included in the FY 20 draft budget on a status quo basis from the FY 19 revised budget except water/sewer/garbage. This category was increased to reflect the new rates as of January 2019.

### FY 20 Draft Budget Expenditure Function Changes Relative to the FY 19 Budget Revision are:

<u>Function Description</u>	<u>Budget Change</u>	<u>Amount</u>
100 Regular Instruction	Salary Schedule and step increases for returning staff. Reduction of 2 teachers.	(\$114,867)
200 Special Education	1.5 special education and projected salary & benefits	\$ 8,109
220 Special Education Support	.5 special education director and projected salary and benefits	(\$ 24,505)
400 School Administration	Increased benefits to reflect 8% projected increase to health benefits	\$ 1,453
450 School Adm. Support Staff	Salary and benefits for secretary as a classified employee.	(\$ 41,703)
510 District Administration	Increased benefits to reflect 8% projected increase to health benefits	\$ 1,453
550 District Adm. Support Staff	Step and projected benefit increases	\$ 7,160
600 Operations & Maintenance	Step and projected benefit increases, water, sewer, and garbage rate increase	\$ 6,471
	Total Expenditure Changes	<u>(\$156,429)</u>

### **LEGISLATIVE SESSION**

As you know, the Alaska Legislature is in session wrestling with the Governor's budget along with the State of Alaska's financial challenges. At this time, it appears there will be a reduction to the funding formula. The Governor's budget reflects a 22 % cut to the funding formula. The projected cut to our funding if the Governor's budget is approved will be -\$506,224.00. If that occurs, then the situation facing the Board of Education will be impossible.

### **FOOD SERVICE AND PUPIL ACTIVITY FUNDS**

These funds have been budgeted status quo based on the FY 19 budget revision.

### **RECOMMENDATION**

The administration recommends efforts be taken to increase student enrollment as a measure to close the budget deficit.

Hoonah City School District  
FY20 Budget Draft[illegible]



















AGENDA ITEM New Business 2.0

  ✓   ACTION

      DISCUSSION

TOPIC: APPROVAL of the 2019-2020 SCHOOL CALENDAR for 1<sup>st</sup> Reading

Background

The Superintendent or designee shall prepare for the Board's approval a School Calendar.

Recommendation

I move that we approve the proposed 2019-2020 School Calendar for 1<sup>st</sup> reading.

# DRAFT Board Approved Academic School Calendar 2019-2020

Due Date: July 1, 2019

District Name: HOONAH CITY SCHOOL DISTRICT

School: HOONAH ELEMENTARY, JR/SR HIGH SCHOOL

Approved By: Ralph Watkins

Title: SUPERINTENDENT

KEY		Aug-19							Sep-19							Oct-19												
C	School Closes	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S						
E	End of Quarter					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						
H	Legal Holiday								H									I										
I	Inservice Day	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12						
PT	Parent-Teacher Conf		NT	NT	I	I	I																					
NT	New Teacher Orientation	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19						
S	Last day Seniors		W	W	O															E	W							
G	Graduation	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26						
O	School Opens																											
S	Saturday School	25	26	27	28	29	30	31	29	30						27	28	29	30	31								
T	Testing																											
V	Vacation Day																											
W	Teacher Workday																											
M	Minimun Days	# of Inservice Days:4							# of Inservice Days: 0							# of Inservice Days: 1												
		# of Student Days: 13							# of Student Days: 20							# of Student Days: 21												
		# of Teacher Days: 18							# of Teacher Days: 21							# of Teacher Days: 23												
Nov-19								Dec-19							Jan-20							Feb-20						
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# of Inservice Days:							# of Inservice Days: 0							# of Inservice Days 3							# of Inservice Days:							
# of Student Days: 19							# of Student Days: 14							# of Student Days: 17							# of Student Days: 20							
# of Teacher Days: 21							# of Teacher Days 16							# of Teacher Days: 21							# of Teacher Days: 20							
Mar-20							Apr-20							May-20							Jun-20							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	Th	F	S	S	M	T	W	T	F	S	
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29	30	31					26	27	28	29	30			24	25	26	27	28	28	30	28	29	30	31				
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# of Inservice Days:							# of Inservice Days: 2							# of Inservice Days:							# of Inservice Days:							
# of Student Days: 16							# of Student Days: 20							# of Student Days: 10							# of Student Days:							
# of Teacher Days: 17							# of Teacher Days: 22							# of Teacher Days: 11							# of Teacher Days:							
169 total of student days							9 total of inservice days							snow days will come out of inservice							total of 6 legal holidays							
190 total of teacher days							6 total of work days																					
total of ? parent/teacher conference days																												

	<u>Teacher</u> <u>Days</u>	<u>Student</u> <u>Days</u>
Aug	18	13
Sept	21	20
Oct	23	21
Nov	21	19
Dec	16	14
Jan	21	17
Feb	20	20
March	17	16
April	22	20
May	11	10
	190	170



AGENDA ITEM New Business 2.1

  ✓   ACTION

       DISCUSSION

TOPIC: Memorandum of Agreement for the 2019/2020 School Year

Background

The Hoonah School District contracts out services to access expertise in specialty areas, and provide contracts on a project basis.

Status

Administration has identified the additional following consultant is needed to address student needs for the 2019/2020 school year:

Recommendation

I move that we approve the Memorandum of Agreement for:

- Chelsea Wilburn, Alaska's Midnight Sun Therapy Services, LLC
- Kaye Lawson, OTR, M Ed
- Doug Wessen, Rainforest Mediation and Consultation

for the 2019/2020 school year.

AGENDA ITEM New Business 2.2

  ✓   ACTION

       DISCUSSION

**TOPIC: AASB Policy Updates for Articles 0, 1, and 3 for 1<sup>st</sup> Reading**

Background

**Annual updates to AASB Board Policy.**

Recommendation

I move that we put on the table for the first reading the following board policies as recommended by AASB:

BP 0100, BP 1000, BP 1260, BP 1311, BP 1312, BP & AR 1312.1, BP 1312.2, BP 1312.3, BP 1330, BP 1400, and BP 3550.

## AASB POLICY REFERENCE MANUAL UPDATE SERVICE

## 2018-2019 UPDATE

## INSTRUCTION SHEET

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

This Update includes numerous policies that reflect the work of AASB, in cooperation with other agencies, to incorporate trauma-informed and culturally responsive educational practices.

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

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
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**ARTICLE 0, Series 0000 – Philosophy-Goals-Objectives and Comprehensive Plans**

<b>BP 0100</b>	Yes	<u>PHILOSOPHY</u>  Language has been added to include culturally responsive education as a component of the district’s educational philosophy. New language also includes the goal of the district to understand and support healing, and to implement an equitable and nondiscriminatory educational system that is culturally responsive, student centered, trauma sensitive, and done in collaboration with the community.
<b>BP 0410</b>	No	<u>NONDISCRIMINATION</u>  Minor language changes have been made to this policy to reflect equitable opportunity and to incorporate the elimination of disproportional impacts. These changes do not reflect substantive changes to the meaning or purpose of the policy.
<b>BP 0420</b>	Yes	<u>SCHOOL-BASED MANAGEMENT/SITE COUNCILS</u>  Language has been added to incorporate culturally responsive decision making to improve student achievement. Further, language has been added recognizing that site councils may be utilized to address the unique cultural and traditional needs of individual schools.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
<b><u>ARTICLE 1, Series 1000 – Community Relations</u></b>		
<b>BP 1000</b>	Yes	<p><b><u>CONCEPTS AND ROLES</u></b></p> <p>Language has been added recognizing the responsibility of other organizations, Native tribes, and government in the responsibility for the welfare and safety of youth.</p> <p>The legal reference section has been updated to add a citation to the Elementary and Secondary Education Act.</p>
<b>BP 1260</b>	Yes	<p><b><u>VISITS TO THE SCHOOLS</u></b></p> <p>Language has been added providing for wide dissemination in the community of announcements of open houses and other school events. Language has also been added that visitors will demonstrate appropriate conduct and comply with all school policies. Finally, language has been added requiring posting of visiting procedures in readily available locations such as the district website or parent newsletters.</p>
<b>BP 1311</b>	Yes	<p><b><u>PARTICIPATION IN COMMUNITY LIFE</u></b></p> <p><i>*** New Policy ***</i></p> <p>This new policy implements culturally responsive educational practices by encouraging community involvement in student education, understanding and respecting community values, and encouraging staff participation in community activities. The policy also contains communication goals for district communications with the public.</p>
<b>BP 1312</b>	Yes	<p><b><u>PUBLIC COMPLAINTS CONCERNING THE SCHOOLS</u></b></p> <p>Language has been added requiring the district's response to complaints to be culturally responsive and free of discrimination and bias. Further, the policy explains that culturally responsive processes improve community relations and student success.</p>
<b>BP/AR 1312.1</b>	Yes (policy)	<p><b><u>PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL</u></b></p> <p>Language has been added to the policy identifying a response process for public complaints, and explaining that complaints will be resolved in a fair and nondiscriminatory manner. Language has also been added to include Advisory School Board members.</p> <p>Language has been added to the AR requiring a nondiscriminatory complaint process and providing support for complainants in accessing the complaint process. Language has also been added that</p>

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 1312.2	Yes	<p>School Board members should not obtain information about a complaint except through the complaint process.</p> <p><u>PUBLIC COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS</u></p> <p>The policy has been revised to reflect that instructional materials should be free from cultural biases or perspectives that promote discrimination or disparity. Instead, instructional materials should be culturally responsive and support students' cultural identity and knowledge. Language has also been added clarifying the complaint process regarding instructional materials.</p>
BP 1312.3	Yes	<p><u>PUBLIC COMPLAINTS CONCERNING DISCRIMINATION</u></p> <p>Language has been added that students shall not experience discrimination in suspension, expulsion, or other disciplinary action. Further, educational opportunities and courses shall be provided in a nondiscriminatory manner.</p>
BP/AR 1330	No	<p><u>USE OF SCHOOL FACILITIES</u></p> <p>Optional language has been added encouraging community elders to visit the schools in order to support continued learning opportunities between generations.</p> <p>Optional language has been added to the AR addressing use of District equipment by members of the community.</p>
BP 1400	Yes	<p><u>RELATIONS BETWEEN OTHER GOVERNMENTAL AGENCIES AND THE SCHOOLS</u></p> <p>If applicable to your district, language has been added recognizing the role of tribal government in meeting the needs of tribal students, and including tribal governments as cooperative resources.</p> <p>For all districts, language has been added that the district will make available to parents information about shared and cooperative services so that students have maximum opportunities. Further, language has been added recognizing that cooperative agencies may share working agreements in order to expedite programs and services.</p>
<b><u>ARTICLE 3, Series 3000 – Business and Noninstructional Operations</u></b>		
BP 3541.1	Yes	<p><u>SCHOOL RELATED TRIPS</u></p> <p>If applicable to your district, language has been added that covers transportation by private vehicle other than an automobile, including board, ATV, or snow machine. The language requires prior approval, requires that the operator be registered with the district, that the</p>



REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 3550	Yes	<p>operator be issued safety and emergency information, and that the operator abide by all safety requirements and limitations of the vehicle. Parent permission is required for student transport and minimum liability insurance is also required.</p> <p><u>FOOD SERVICE</u></p> <p>Several goals have been added regarding the food program: encouraging cultural and subsistence foods if available and in compliance with the food program; recognizing foods can build cultural connectedness; reducing food waste; assessing common eating habits to establish appropriate meal and snack times; food safety plans for subsistence foods donated to the school; and including subsistence foods within the food pyramid.</p>
<b><u>ARTICLE 4, Series 4000 – Personnel</u></b>		
BP 4000	Yes	<p><u>ALL PERSONNEL, CONCEPTS AND ROLES</u></p> <p>In order to better implement culturally responsive educational practices, language has been added encouraging local community and cultural orientation for teachers that are new to the community. Further, new language approves professional development opportunities in the areas of culturally responsive and trauma informed teaching practices. Finally, the community has been included as a contributor to the district's personnel policies.</p>
BP 4020	Yes	<p><u>DRUG, TOBACCO AND ALCOHOL-FREE WORKPLACE</u></p> <p>Language was added to clarify that marijuana is a prohibited drug under a district's drug-free workplace policy.</p> <p>Although state law (AS 17.38) authorizes the use of marijuana under certain conditions, this law also recognizes that employers can prohibit the use, consumption, possession, transfer, display, transportation, sale, or growing of marijuana in the workplace. AS 17.38.120(a). Further, as recipient of federal funds, a district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, sale, distribution, or possession of marijuana. For purposes of a district's policy and legal obligations, marijuana is prohibited.</p> <p>A definition of "drug" was added to include marijuana, synthetic drugs, and prescription drugs that are being misused.</p> <p>Language was added prohibiting staff from displaying or promoting prohibited substances while at work via slogans on their clothing or signage on their vehicles.</p> <p>Finally, the language governing discipline was revised to more</p>

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 4112.61	Yes	<p>accurately reflect current disciplinary practices regarding consideration of treatment options. The language was also revised to clarify that the Superintendent or designee, rather than the Board, is responsible for discipline decisions.</p> <p><u>EMPLOYMENT REFERENCES</u></p> <p>Language prohibiting non-designated employees from providing employment references has been removed. However, the policy continues to convey the expectation that the Superintendent or designee is responsible for providing reference information on behalf of a district. Language has been added that references not secured through this process, i.e., provided directly by a supervisor, reflect the personal views of the author and not the views of the District. The addition of this language provides some protection to the District in the event that a non-sanctioned job reference is intentionally false or malicious.</p>
BP 4119.25	Yes	<p><u>POLITICAL ACTIVITIES OF EMPLOYEES</u></p> <p>Additional language has been added concerning prohibited activities during an employee's duty day. Language has also been added that the prohibitions of the policy are not applicable to classroom instruction that is part of the approved curriculum. Finally, language has been added that clarifies the ability of a district and board to disseminate factual information regarding bond projects.</p>
BP 4119.41	Yes	<p><u>EMPLOYEES WITH INFECTIOUS DISEASE</u></p> <p>It is recommended that the existing policy be replaced with this new policy. The new policy reflects current obligations with regard to infectious disease and eliminates the requirement for written reports as to reasonable accommodations regarding individuals with infectious disease. The new policy more clearly focuses on the goal of preventing the outbreak and spread of infectious disease.</p>
BP 4132	Yes	<p><u>PUBLICATION OR CREATION OF MATERIALS</u></p> <p>It is recommended that the existing policy be replaced with this new policy. The new policy reflects legal standards for the copyright and ownership of materials prepared by an employee within the course and scope of employment.</p>
BP 4313.1	Yes	<p><u>LOAD/SCHEDULING/HOURS OF EMPLOYMENT</u></p> <p>Language was added reflecting the requirement of the Fair Labor Standards Act that exempt employees are not subject to salary deductions for absences of less than a day.</p>

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
<b><u>ARTICLE 5, Series 5000 - Students</u></b>		
<b>BP 5030</b>	Yes	<p><b><u>SCHOOL DISCIPLINE AND SAFETY</u></b></p> <p>Language has been added that discipline practices shall not be discriminatory. Further, the discipline program shall be trauma-informed and culturally responsive and shall reflect community and cultural values. Finally, elders have been added to the group of people making contributions to the discipline and safety standards.</p>
<b>BP 5040</b>	Yes	<p><b><u>NUTRITION</u></b></p> <p>As appropriate to your district, language has been added encouraging student subsistence activities; providing for practice of harvesting skills; including as part of curricula intergenerational knowledge on local foods, harvesting, hunting, and gardening.</p>
<b>BP 5124</b>	Yes	<p><b><u>COMMUNICATION WITH PARENTS/GUARDIANS</u></b></p> <p>Language has been added identifying additional benefits of parental involvement and communication. Staff are encouraged to learn about supportive family structures within the home and, if appropriate, seek parental consent to communicate with additional family members. To foster culturally responsive education, staff are encouraged to participate in community events. Schools are encouraged to offer staff training on effective communication and to assess current practices and adjust them as needed to increase effectiveness. Finally, staff communication with parents may include not only academic progress but other positive aspects of the student, including welfare and social success.</p>
<b>BP 5131</b>	Yes	<p><b><u>STUDENT CONDUCT</u></b></p> <p>Disciplinary practices and procedures have been added that support student attendance at school. These include: trauma-informed and supportive approaches; building skills for self-management; monitoring discipline outcomes to ensure nondiscrimination; incorporating culturally responsive models and practices; limiting suspensions in favor of other forms of correction; focusing on relationship building with students and families; and professional development opportunities. In addition, language has been added that the School Board will analyze discipline data and the Board and administration will research effective practices on trauma informed environments and incorporate them into district practice.</p>

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 5132	Yes	<p><u>DRESS AND GROOMING</u></p> <p>Language has been added with the goal of limiting student removals due to dress and grooming violations. This includes a designated staff member to meet with students and families who do not understand or believe they cannot meet the dress and grooming requirements; suggesting corrective action rather than discipline for a first offense; and maintaining alternative clothing at the school site that students may temporarily access in lieu of being sent home.</p>
BP 5137	Yes	<p><u>POSITIVE SCHOOL CLIMATE</u></p> <p>Language has been added identifying the role of a positive school climate in student success, requiring that staff maintain such a climate, and identifying cultural responsiveness, social and emotional supports, and trauma informed practices, among others, as critical components of a positive school climate. Language has also been added encouraging annual review of school climate and supporting professional development.</p>
BP 5147	Yes	<p><u>DROPOUT PREVENTION</u></p> <p>Language has been added that the district will analyze dropout data to identify and correct any disproportionality. New language has also been added regarding students who have experienced trauma and efforts to be made by the district to prevent dropout of these students, utilizing trauma-informed, evidence-based approaches.</p>
<b><u>ARTICLE 6, Series 6000 - Instruction</u></b>		
BP 6115	Yes	<p><u>CEREMONIES AND OBSERVANCES</u></p> <p>Language has been added to incorporate culturally responsive educational practices, including the use of indigenous language by students in ceremonial exercises such as the Pledge of Allegiance. The policy now also approves the recognition/observation of local ceremonies to celebrate local cultures and traditions, so long as doing so does not contravene federal law. Finally, the policy contains a place-holder for School Boards to identify specific events, people, traditions, or cultures to be celebrated in the schools.</p>

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 6141.3	Yes	<p><u>CULTURALLY RESPONSIVE EDUCATION</u></p> <p>Language has been added recognizing Alaska's indigenous peoples. Language has also been added regarding the benefits of culturally responsive education in improving student outcomes. The Superintendent is directed to develop guidance on how to best serve the student population while considering cultural needs, including language instruction and access to cultural content.</p>
BP 6142.4	Yes	<p><u>COMMUNITY SERVICE</u></p> <p>Language has been added identifying the benefit of student volunteer service in gaining an understanding of local culture and in reinforcing community cultural values.</p>
BP 6142.5	Yes	<p><u>ENVIRONMENTAL EDUCATION</u></p> <p>In order to incorporate culturally responsive practices, language has been added recognizing the value to students of local knowledge about the immediate environment. Further, schools are encouraged to consider ways to incorporate cultural knowledge and practices that promote the sound use of natural resources.</p>
BP 6143	Yes	<p><u>COURSES OF STUDY</u></p> <p>Language has been added that encourages the development of courses that combine place-based and culturally relevant learning. Language has also been added that permits the development of courses of study as tracks that take into account student interests, such as Career and Technical Education or college readiness. Finally, language has been added that courses of study at all levels should be personalized, student-centered learning that is culturally responsive.</p>
<b><u>ARTICLE 8, Series 8000 – Advisory School Boards</u></b>		
BP 8000	Yes	<p><u>CONCEPTS AND ROLES</u></p> <p>Language has been added that advisory school boards will support the mission and goals of the district by communicating feedback and recommendations to the regional board.</p>



WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED  
**Philosophy-Goals-Objectives and Comprehensive Plans**

## PHILOSOPHY

BP 0100

Note: The following paragraph reflects state education policy as stated in AS 14.03.015, enacted by Chapter 173, SLA 1990.

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.

Note: The following sample language augments state policy and may be revised or deleted as deemed appropriate.

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 School Board believes that all students can succeed regardless of their race, background or ability. Furthermore, the School Board believes that a culturally responsive education in which District staff practice a high level of cultural proficiency will honor and positively influence the opportunity for students of all cultures to become successful individuals, exemplifying positive values and improving communities and the world. School staff shall embody this philosophy in all district programs and activities.

### Understanding and Supporting Healing

Intergenerational healing and racial equity are necessary to create successful outcomes for students and stronger, healthier communities. This involves recognition of the needs, resources, and contributions of students, families, cultures, and community, as well as the educational system made up of administrators, staff, teachers, the school board, and the land and structures comprising the public school system. Healing supports should be designed to have the following impacts: correct injustice and other wrongs, accurately represent history, educate educators to ensure an accurate understanding of history and protocols, establish schools as a Native place and community, orient and welcome people to the land and place, create and implement healing in policies and partnerships, and integrate ceremony and protocol. Healing supports are intended to make reparations and new experiences within the educational setting.

The School Board strives to support all students to succeed by creating conditions for learning, teaching, and partnering in the schools. The District's policies and regulations should be considered, adopted, and implemented to further equity and nondiscrimination, cultural safety and responsiveness, student-centered learning and teaching, restorative or trauma sensitive practices, and collaboration with community.

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

Legal Reference:

ALASKA STATUTES  
14.03.015 State Education Policy  
14.08.111 Duties

Revised 3/2019

## AASB POLICY REFERENCE MANUAL

9/92

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## CONCEPTS AND ROLES

BP 1000

The School Board recognizes that local, regional, national, and international organizations, Alaska Native tribes, and all levels of government share its concerns and responsibility for the welfare, health and safety of our youth.

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

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

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

*(cf. 1100 – Communication With The Public)*

*Legal Reference:*

Alaska Statutes  
14.03.120 Education Planning

Elementary and Secondary Education Act of 1965, as amended, Title VII, Part A, Subpart 1; 20 U.S.C.  
7421-7429, 7491-7492

Revised 9/983/2019

## VISITS TO THE SCHOOLS

BP 1260

The School Board encourages parents/guardians and interested members of the community to visit the schools ~~and view the educational program to learn about, observe, or partner in educational and extracurricular programs.~~ The Superintendent or designee shall invite parents/guardians and the community to open house activities, specific volunteer roles, and other special events. Announcements of these events shall have wide dissemination in the community.

*(cf. 1110 – Media Relations)*

Visitors are encouraged to demonstrate the highest standard of conduct and courtesy to help create positive learning environments and to comply with all policies within the school.

The Superintendent or designee shall establish procedures to facilitate visits during regular school days and register all visitors at the school office when entering school grounds. Procedures for school visits will be posted in readily available locations such as the district website and in parent newsletters.

*(cf. 0411 – Service Animals)*

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

*(cf. 3515 – School Safety and Security)*

*(cf. 3515.2 – Intruders on Campus)*

*Revised ~~2/4/19~~ 2/4/19*



## PARTICIPATION IN COMMUNITY LIFE

BP 1311

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

The Board believes the school and community should work as a unified whole in the process of educating students enrolled in the District. Understanding community values and priorities are important to the ongoing success of the educational program. Staff members should be respectful of community values in their contacts with the community.

*(cf. 5137 - Positive School Climate)*

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

*(cf. 6141.3 – Culturally Responsive Education)*

The quality of a school program is related to staff understanding of local culture and traditions, parents' wishes for their children, and public understanding of the District's goals and methods for education. Strong school-community relationships require cooperative development and maintenance of efficient two-way channels of communication between the school and the community. This communication should be fostered through dialogue, input, and feedback.

District communications with the public should meet the following goals:

- (1) inform the public about the work of the schools;
- (2) improve the partnership of parents and teachers in meeting the educational needs of students;
- (3) develop awareness of the importance of culture in education;
- (4) integrate the home, school, and community in improving educational opportunities;
- (5) clarify the aims, objectives, and work of the school;
- (6) make school facilities and personnel available for community use, within limits set by the Board; and
- (7) make use of community resources in carrying out the educational program.

*(cf. 5124 –Communication with Parents/Guardians)*

The School Board encourages affiliation of school personnel with community organizations having missions consistent with that of the District, and encourages participation of school staff in appropriate community activities and projects.

*(cf. 6145.5 – Organizations/Associations)*

Added 3/2019

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED

Community Relations

**PUBLIC COMPLAINTS CONCERNING THE SCHOOLS**

BP 1312

The School Board believes that ~~the~~ quality ~~of the~~ educational program ~~can improve is~~ dependent upon a strong relationship with its communities. The School Board further believes that improved student success results when the district listens to complaints, considers differences of opinion, and resolves disagreements through an established, objective and culturally responsive process.

The Board encourages complainants to resolve problems early and informally whenever possible. The School Board expects that all district staff who respond to complaints and resolve problems will do so in a manner that is culturally responsive and is not influenced by discrimination or biases. If a problem remains unresolved, the individual should submit a formal complaint as early as possible in accordance with appropriate district procedures. District procedures shall be readily accessible to the public and if needed, should be available in languages which parents use and understand.

Individual Board members do not have authority to resolve complaints. If approached directly with a complaint, however, School Board members should also demonstrate cultural responsiveness while listening to the complaint and ~~show their concern providing assistance~~ by referring the complainant to the Superintendent or designee so that the problem may receive proper consideration and due process.

(cf. 1312.1 – Public Complaints Concerning School Personnel)

(cf. 1312.2 – Public Complaints Concerning Instructional Materials)

(cf. 1312.3 – Public Complaints Concerning Discrimination)

Note: Pursuant to 4 AAC 52.500, any person may file a complaint with the Department of Education alleging a violation of state regulations governing education for exceptional children.

*Legal Reference:*

ALASKA STATUTES

14.18.100 Remedies (Sex or Race Discrimination)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.560 – 06.580 Violations; Prohibition Against Sex Discrimination

4 AAC 52.500 – 52.629 Procedural Safeguards; Education for Exceptional Children

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE VII, CIVIL RIGHTS ACT OF 1964, 42 U.S.C. 2000 et. seq. (Ch. 21)

TITLE IX, EDUCATION AMENDMENTS OF 1972

SECTION 504, REHABILITATION ACT OF 1973

34 CODE OF FEDERAL REGULATIONS

200.74 and Part 300

GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1221 et. seq., especially:

FAMILY EDUCATIONAL RIGHTS AND PRIVACY RIGHTS ACT, 20 U.S.C. 1232g

Revised ~~9/97~~3/2019

AASB POLICY REFERENCE MANUAL



## **PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL**

BP 1312.1

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

The District will respond to complaints concerning school personnel, investigate as appropriate, and take action as may be necessary or advisable to resolve the concern. Complaints should follow the complaint filing and resolution process set forth in administrative regulation.

The process for complaints concerning school personnel will be administered in a fair and nondiscriminatory manner on behalf of both the complainant and the personnel involved.

~~(cf. 1250 - Visits to the School)~~

(cf. 1312 - Public Complaints Concerning the Schools)

(cf. 4112.6 - Personnel Records)

(cf. 9323 - Meeting Conduct)

Note: When public complaints include allegations of child abuse, it is imperative that school officials consult BP 5141.4 - Child Abuse and Neglect (Reporting Procedures). Though a district may implement its complaint procedures in such cases, the duty to report suspected child abuse comes first. We encourage school districts to rely on the child protective agencies for resolving these complaints and determining if the child abuse report is unfounded. The following language is optional.

**~~OPTION 1:~~** This policy shall not apply when a public complaint involves accusations of child abuse. When a school employee is ~~accused~~ of child abuse, it shall be investigated by proper authorities in accordance with child abuse laws.

**~~OPTION 2:~~** ~~When public complaints involve accusations of child abuse, the provisions of this policy and regulation shall be implemented only after the child abuse reporting requirements specified in law have been fulfilled~~

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

Legal Reference:

ALASKA STATUTES

44.62.310 Government meetings public

Revised ~~9/97~~3/2019



**PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL**

AR1312.1(a)

Note: The following optional regulation may be revised or deleted in light of district needs and collective bargaining obligations.

The School Board seeks to ensure that complaints by the public are addressed equitably, regardless of ethnicity, race, disability, gender identity, sexual orientation, religious or cultural preferences, familial status, or socioeconomic background, of the complainant or the personnel at issue. In order to promote fair and constructive communication, the following procedures shall govern the resolution of complaints. Every effort should be made to resolve a complaint at the earliest possible stage. ~~Complaints concerning school personnel should be made directly by the complainant to the person against whom the complaint is lodged. Parents/guardians~~ Individuals are encouraged to attempt to ~~orally~~ verbally resolve concerns with the staff member ~~personally~~ directly.

In order to ensure fair and equitable access to the complaint process, the district may assist a complainant in the complaint process and resolution efforts. Assistance can include, but is not limited to, cultural support, age appropriate support, and disability accommodation that will assist complainants with oral and written communications related to the complaint and resolution processes.

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

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

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

If the complaint remains unresolved after review by the principal or the immediate supervisor, the principal shall refer the written complaint, together with a report and analysis of the situation, to the Superintendent or designee. Complainants should consider and accept the Superintendent or designee's decision as final.

**PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL**

AR1312.1(b)

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

Except when a complaint is directed against the Superintendent or designee, no party to a complaint may address the School Board, either in closed or open session, unless the School Board has received the Superintendent or designee's written report concerning the complaint. School Board members shall make every effort to not prejudice themselves by listening to or discussing the matter of the complaint with any other School Board members, staff, students or public prior to receiving the Superintendent's report and formally meeting as a Board on the issue.

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

*(cf. 9321 - Executive Sessions)*

Note: The district should make sure that complaints heard in executive session are indeed complaints against an employee, not against district practice or procedures.
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*Revised 3/2019*



WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED  
Community Relations

## **PUBLIC COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS** BP 1312.2

The School Board takes great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students, their parents/guardians, or other district residents. The School Board shall strive to adopt instructional materials that refrain from cultural biases or perspectives that promote discrimination or socioeconomic disparity based on race, ethnicity, religious or cultural beliefs, disability, familial status, sexual identification or sexual orientation. The school board will strive, when possible, to incorporate culturally responsive materials and materials that support students' cultural identity and local knowledge.

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

The Superintendent or designee shall establish procedures which will permit ~~proper~~the equitable and transparent consideration of any complaints against the use of any instructional materials, including textbooks, supplementary textbooks, library books, and other instructional materials and equipment.

*(cf. 1312.3 - Public Complaint Concerning Discrimination)*

The School Board ~~believes expects and trusts~~ that the Superintendent and staff are well qualified to consider complaints concerning instructional materials. ~~Complainants are advised to consider and accept~~The Superintendent or designee's decision as is the final response from the district administration. However, if the complainant finds the decision of the Superintendent or designee unsatisfactory, he/she may request that the matter be placed on the agenda of a regular School Board meeting. The request shall be made in writing and addressed to the President of the Board of Education as well as the Superintendent or designee.

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

*(cf. 6144 - Controversial Issues)*

*Revised 9/923/2019*

## PUBLIC COMPLAINTS CONCERNING DISCRIMINATION

BP 1312.3(a)

Note: 4 AAC 06.560 mandates that the district adopt and make available to the public written grievance procedures for violations of A.S. 14.18 or 4 AAC 06.500 - 4 AAC 06.600, governing sex and race discrimination. The following sample policy and regulations should be revised as deemed appropriate within the parameters of law.

The School Board recognizes that the district has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. Furthermore, the School Board seeks to ensure that students, regardless of ethnicity, race, religion, disability, gender identity, sexual orientation or socioeconomic background, do not disproportionately experience suspension, expulsion, other disciplinary actions, nor any form of discrimination. The School District will ensure that opportunities and courses are offered and accessible to all students in a fair manner and without discrimination. The Superintendent or designee shall establish procedures to investigate and seek to resolve complaints alleging unlawful discrimination related to educational programs and activities.

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

*(cf. 1340 - Access to District Records)*

*(cf. 4112.6 - Personnel Records)*

*(cf. 5125 - Student Records)*

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

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

*(cf. 1213.1 - Complaints Concerning School Personnel)*

*(cf. 1213.2 - Complaints Concerning Instructional Materials)*

*(cf. 5141.4 - Child Abuse and Neglect (Reporting Procedures))*

*Legal Reference: (See next page)*



**PUBLIC COMPLAINTS CONCERNING DISCRIMINATION**

BP 1312.3(b)

*Legal Reference:*

ALASKA STATUTES

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

ALASKA ADMINISTRATIVE CODE

4 AAC 06.510 *Discrimination in hiring practices.*  
4 AAC 06.560 - 06.580 *Violations; Prohibition Against Sex Discrimination*  
4 AAC 52.500 - 52.629 *Procedural Safeguards; Education for Exceptional Children*

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE VII, CIVIL RIGHTS ACT OF 1964

TITLE IX, EDUCATION AMENDMENTS OF 1972

SECTION 504, REHABILITATION ACT OF 1973

34 CODE OF FEDERAL REGULATIONS

200.74 and Part 300

GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1221 *et seq.*, especially:

FAMILY EDUCATIONAL RIGHTS AND PRIVACY RIGHTS ACT, 20 U.S.C. 1232g

CIVIL RIGHTS RESTORATION ACT

20 U.S.C. 1683 *et seq.*

VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504

29 U.S.C. 791 *et seq.*

AGE DISCRIMINATION IN EMPLOYMENT ACT

29 U.S.C. 621 *et seq.*

VIETNAM ERA VETERANS ACT

38 U.S.C. 2011 *et seq.*

AMERICANS WITH DISABILITIES ACT

42 U.S.C. 12101 *et seq.*

Revised ~~9/97~~3/2019

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

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

The School believes that the schools belong to the citizens of the community and that community use of the school facilities fosters understanding and support for school programs.

(Optional: The School Board recognizes that when schools encourage and welcome community elders during and after the school day, this supports continued learning opportunities between youth and older generations.)

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

(cf. 0100 – Philosophy)

(cf. 0430 – Community School Program)

(cf. 6145.5 – Organizations/Associations)

*Legal Reference:*

ALASKA STATUTES

04.16.080 – Sales or consumption at school events

14.03.100 – Use of school facilities

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

UNITED STATES CODE

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

*Revised 3/2015*

## RELATIONS BETWEEN OTHER GOVERNMENTAL AGENCIES AND THE SCHOOLS

The School Board recognizes that agencies at all levels of government share its concern and responsibility for the welfare, health and safety of our youth. The Board further recognizes that tribal governments are committed to meeting the needs of tribal students within the district. The Board and staff shall take every opportunity to work cooperatively with these agencies for the benefit of our students.

(cf. 1020 – Youth Services)  
(cf. 9140 – Board Representatives)  
(cf. 9311 – Board Policies)

The Superintendent or designee shall initiate and maintain good working cooperative relationships with representatives of other public agencies, tribal governments, or tribal government educational proxies in order to help our schools and students make use of the resources which governmental agencies can provide. The Superintendent or designee shall ensure that agreements with other agencies which involve the exchange of funds or reciprocal services are executed in writing so that roles and responsibilities are clearly defined. The District shall make information available to parents/guardians about shared or cooperative services so that students may benefit to the fullest extent. Agreements may be shared among agencies to prevent duplicative efforts and to expedite cooperative programs and services.

(cf. 3312 – Contracts)

### Legal Reference:

#### ALASKA STATUTES

03.20.100 Farm-to-school program  
14.12.150 – 14.12.170 Regional Resource Centers  
47.10.093 Disclosure of agency records.  
47.10.090 Court records  
47.12.310 Agency records

Revised 2/13/2019



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

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

The Board believes that:

1. Foods and beverages available on school premises should contribute to the nutritional well-being of students and meet the nutritional criteria of the National School Lunch and Breakfast Programs and current U.S. Dietary Guidelines for Americans.
2. Foods can help students and families to feel comfortable in the school. To further this, the District may include cultural and subsistence foods if available and if they can be served in compliance with school safety and nutritional programs.
- 2-3. Foods and beverages available should be considered as carefully as other educational support materials and can serve to build cultural connectedness for students.
- 3-4. Foods and beverages should be prepared in ways which will appeal to students while retaining nutritive quality.
5. To further Alaskan values, food and beverages should be prepared and served in ways that reduce waste.
- 4-6. Food should be served in quantities appropriate to the needs of students at their age level and served in as pleasant and relaxed an atmosphere as possible, with adequate time for students to eat.
- 5-7. Schools are encouraged to assess common eating habits and eating times to establish appropriate meal and snack times.
- 6-8. Foods grown in the state provide nutritional, environmental, and economic benefits and should be utilized in the district's food service program to the extent feasible.
9. The District and its schools will have food safety plans and written guidance for procuring, receiving, and preparing subsistence foods harvested and donated to the school.
10. The District will include subsistence foods within food pyramids as a part of the nutritional and dietary guidelines for Americans.

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

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

**FOOD SERVICE (continued)**

BP 3550(b)

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

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

*(cf. 4131 – Staff Development)*

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

*(cf. 3554 – Other Food Sales)*

*(cf. 5040 – Student Nutrition and Physical Activity)*

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

*Legal Reference:*

UNITED STATES CODE

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

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

CODE OF FEDERAL REGULATIONS

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

FEDERAL REGISTER

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

*Revised 3/2016*



**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES** BP 0410(a)

Note: District policies must assure equal opportunities and nondiscrimination as required by federal and state law. Discrimination in education programs and activities is prohibited by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, the Individuals with Disabilities Education Act and the Americans with Disabilities Act. The Office for Civil Rights of the U.S. Department of Education has authority to enforce these laws in all programs and activities that receive federal funds. AS 14.18.010-.100 prohibit discrimination on the basis of gender and race. AS 14.18.090 provides that the State Board shall withhold state funds from districts determined to be out of compliance with state nondiscrimination laws and measures ordered to remedy the situation have been ineffective.

The School Board is committed to equalequitable 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 and disproportional impacts are eliminated in all district activities.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.3 - Nondiscrimination)

(cf. 4161,4 - Family and Medical Leave)

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)

Note: Federal regulations (45 CFR, Section 86.9) require federal aid recipients to take "continuing steps" to notify applicants for admission, students and parents that, in compliance with Title IX, they do not discriminate on the basis of gender in their educational programs or activities. Title VI mandates that prior to the beginning of each school year, recipients of federal funds advise students, parents and the general public that all vocational opportunities will be offered without regard to race, color, national origin, gender or disability. Pursuant to Title VI, if the district serves a community of limited-English speaking persons, the notification must also be published in the language of that community and include a statement that lack of English skills will not be a barrier to participation in vocational education programs.

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 (see next page)*

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED  
Philosophy-Goals-Objectives and Comprehensive Plans

Philosophy-Goals-Objectives and Comprehensive Plans

**NONDISCRIMINATION IN DISTRICT PROGRAMS  
AND ACTIVITIES (continued)**

BP 0410(b)

*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*

UNITED STATES CODE

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

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

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

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

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

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

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