

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

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

**Monday July 1, 2019
7:00 PM
REGULAR BOARD MEETING**

Located in the School Library

.....
MEETING AGENDA

CALL TO ORDER

PLEDGE OF ALLEGIANCE

ROLL CALL (ESTABLISH QUORUM)

HONORING ADULT VOLUNTEERS – Diane Bean and Glenda Hutton

CORRESPONDENCE TO THE BOARD

AGENDA REVISIONS

ADOPTION OF AGENDA

APPROVAL OF MINUTES

Regular Board Meeting-May 16, 2019

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. Board & Committee Reports – Robert Hutton

OLD BUSINESS

1.0 AASB Policy Updates for Articles 4 and 5 for 2nd and Final Reading-There will be a public hearing on these updates

NEW BUSINESS

2.0 Approval of the revised Actions of the 2016-2020 Hoonah City Schools Strategic Plan

2.1 Adoption of Board Self-Improvement and District Goals for 2019-2020

2.2 FY 2020 School Operating Fund Budget Revision

DISCUSSION ITEMS

- **Potential School Closure (State of Alaska Education Funding)**
- **Curriculum Review Cycle**
- **School Board Standing Committees**

PUBLIC COMMENTS (THREE-MINUTES PER SPEAKER)

COMMENTS FROM BOARD MEMBERS

FUTURE AGENDA ITEMS

ADJOURNMENT

NEXT MEETING DATES:

- **Regular Board Meeting-August 15, 2019**

Alaska State Law, 44.62.310 makes all school board meetings open to the public except the following excepted subject may be discussed in executive session if so determined by a majority vote of the government body:

- (1) matters, the immediate knowledge of which would clearly have an adverse effect on the finances of the public entity,
- (2) subjects, that tend to prejudice the reputation and character of any person, provided the person may request a public discussion,
- (3) matters which by law, municipal charter or ordinance are required to be confidential,
- (4) matters involving consideration of government records that by law are not subject to public disclosure.

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

May 16, 2019

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

SUPERINTENDENT/PRINCIPAL: Ralph Watkins

OTHERS PRESENT: Kelli Gretsinger, Recording Secretary, Amy Stevenson, Business Manager, Jeremiah Byers, Maintenance Director, Sally Dybdahl, Shawn McConnell, Pearl Miller, Marti Lee, Travis Lewis, Heather Powell, Jamie Erickson, and Veronica Dalton.

CALL TO ORDER: Robert Hutton called the meeting to order at 7:00 pm.

ROLL CALL: Four (4) Board Members were present at roll call, a quorum was established.

HONORING SCHOOL BOARD STUDENT REPRESENTATIVE ETHAN GRAY: Ethan Gray was presented with a plaque and thanked for serving the Board.

CORRESPONDENCE TO THE BOARD: Marti Lee had written a letter to the Board that she later read during Public Comments.

AGENDA REVISIONS: No revisions. (Dillon left the meeting until Admin Reports.)

ADOPTION OF AGENDA: Harold Houston, Grace Villarreal moved to adopt the agenda as presented. Heidi Jewell asked for all in favor to say, "Aye" Three present members said, "Aye." Approved by unanimous consent.

APPROVAL OF MINUTES: Grace Villarreal, Harold Houston made a motion to approve the minutes of Regular Board Meeting on April 18, 2019. Heidi Jewell asked for all in favor to say, "Aye" Three present members said, "Aye." Approved by unanimous consent.

(There was a 5-minute recess to see if Dillon Styers would return to the meeting.)

BOARD CALENDAR: Harold Houston would have liked to see dates for the Board Retreat on the June calendar. The tentative dates of June 14th and 15th were later confirmed.

PUBLIC COMMENTS (THREE MINUTE TIME LIMIT EACH):

Marti Lee – read a letter she wrote to the Board speaking against Gaming.

Pearl Miller – spoke about having a united Board and was in favor of Gaming.

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ADMINISTRATIVE REPORT:

- **Administrator Report – Ralph Watkins** gave a written attached report. He added that there has been a growth in MAPS testing. We went from being 58% proficient to 73%. This is with 89% of our students that tested. Ralph Watkins thanked teachers and classified staff for a good school year. There were interviews conducted for Ladonna’s position. Ralph is currently looking for a math teacher.
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DISCUSSION ITEMS:

- **Language Summit Travel – Heather Powell** explained to the Board the importance of her attending the Ho'oilina: Empowering our Traditions of Exploration Conference in Honolulu, Hawaii.

PUBLIC COMMENTS (THREE MINUTES PER SPEAKER):

- **Jamie Erickson** spoke about finding a solution to the mass leaving of teachers and was in favor of Gaming.
- **Travis Lewis** spoke about leaving teachers and would like to see improvement with this.

COMMENTS FROM THE BOARD:

- **Heidi Jewell** thanked all staff for wrapping up last day of school and hopes everyone has a good summer.
- **Grace Villarreal** commented on working together in order to stop losing teachers. She would like to see our teachers out more in the community.
- **Harold Houston** thanked staff and community members for coming. There were hard issues tonight. He appreciated others voicing their opinions and takes it to heart.

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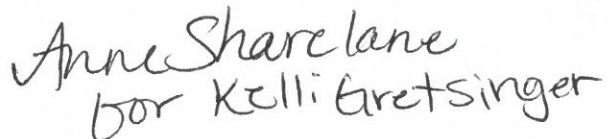
- **Policies**
- **Exempt Contract**
- **Budget Revision**
- **Quarterly Budget Meeting?**

ADJOURNMENT: Meeting adjourned at 8:50 pm.

Respectfully submitted,



Dillon Styers
Board Secretary



Kelli D Gretsing
School Board Secretary

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

Bob Hutton's Report
Board Self-Improvement Goal #1 for 2019-2020

My task: To contact similar districts in SE Alaska (Kake, Klawock, Metlakatla) to find out 1) what standing committees their boards have, 2) what their process is for developing their budgets (i.e workshops, etc.) and 3) whether they have a curriculum review policy.

During the week beginning June 24, I was able to obtain a response from Metlakatla and Klawock, but was unsuccessful getting my calls returned from either the president of the board or the superintendent in Kake.

In Klawock, Superintendent Jim Holien responded:

- 1) No standing committees.
- 2) Superintendent and business manager compose the budget and present it as information to the board
- 3) They have no formal review policy, and approach curriculum review "as needed."

In Metlakatla, Superintendent Taw Lindsey responded:

- 1) No standing committees
- 2) Superintendent & business manager compose the budget, which is then submitted to Community Outreach Resources for Education, Inc ("CORE") for feedback. CORE has a team of accountants and it provides services for small districts.
- 3) Regarding curriculum, they are overdue for a revamp, and they have partnered with Education Northwest and then plan to follow a regular schedule of review in board policy.

Points of Interest and Priority Issues with Vetoes

Budget Summary

Governor cut an additional \$424.4 million (All Funds) from budget making it a \$9.9 Billion-dollar budget

- \$312.6 million of UGF - **UGF is down to \$3.2 Billion**
- \$111.8 million of DGF, Other and Federal Funds

Public Safety (DPS, LAW, Public Defenders)

All of these cuts have an impact on the overall impact on Public Safety throughout the State.

- Public Defenders - \$399.7
 - Compromise in CC
- Law – (\$1,058.3)
 - Cut all additions in compromise in CC
- VPSO - \$3,000.0
 - Compromise in CC to keep VPSO funding
 - Reverse One-Time Transfer of Funding from the Village Public Safety Officers Program to Be Reversed in FY2021 Operating DPS Domestic Viol/Sexual Assault (250.0)
- Courts
 - Therapeutic Courts – Vetoed new Director added by Legislature (\$124.0)
 - Compromise in CC
 - Salary COLA increases
 - Brings the courts up to equal pay of other similar positions throughout the executive branch
- Nome Youth Facility - \$2 Million
 - Compromise in CC
 - Keeps youth closer to home

Vulnerable Alaskans (HSS)

Behavior Health Grants - \$6,100.0

Adult Dental Eliminated - \$27,004.5

Senior Benefits program Eliminated - \$20,786.1

Medicaid Reductions - \$50 Million

DOA

- Public Broadcast Reduction - \$2,716.6 (Commission, Radio and Television)
- OPA travel Reduction – \$91.9
 - Compromise in CC after learning that this agency needs to travel to investigate claims of abuse

DCCED

Alaska Legal Services fully defunded

- \$450.0 GF vetoed
- \$309.0 vetoed from the fund. Violation of state statute?

Education

- Defunds the following:
- All were a priority to the Legislature
 - Early Education Grants - \$1,200.0
 - Not to be mistaken for Pre-K Grants
 - Head Start Grants - \$6,853.
 - Parents as Teachers - \$474.7
 - Online with Libraries (OWL) – \$670.9
 - Live Homework - \$138.2

50% Cut to School Bond Debt & REAA payments

Vetoed - FY21 Forward Funding

DEC

Ocean Rangers Program Elimination - \$3,426.0 (NO UGF)

Fish & Game

- Surveys - Program Assessments - \$997.0
 - Compromise in CC
 - Wildlife Conservation
 - Matching Pittman Roberts Funds - \$300.0
 - Compromise in CC
 - Special Areas Management - \$140.0
 - Travel Reductions - \$523.0
 - Eliminated Habitat Director - \$202.0
 - Compromise in CC
 - Eliminated Subsistence Director - \$195.6
 - Compromise in CC
-

DNR

- Recorder's Office - \$200.0
 - Division of Agriculture Reduction - \$1,206.0
 - Brings the Division back to a level proposed in 2/13 budget
 - Hemp Industry Implementation – reflected in as a need in last year's hemp bill.
-

University

- \$130.3 million veto
-

Courts

- \$334.7 veto – punishing the courts for supporting abortion
 - He cut the amount equal to FY18 costs of abortion
-

Mental Health Capital Projects

- All projects Vetoed

- Deferred Maintenance and Accessibility Improvements – \$250.0
- Home Modification and Upgrades to Retain Housing – \$750.0
- Assistive Technology – \$500.0
- Alaska Housing Finance Corporation (AHFC) Beneficiary and Special Needs Housing – \$2,000.0
- AHFC Homeless Assistance Program – \$7,200.0
- Coordinated Transportation and Vehicles – \$1,000.0

Vetoes that Violate Statutes (or possible violations of statute)

- 1) Oceans Rangers
- 2) Renewable Energy from PCE Fund
- 3) Community Assistance
- 4) Alaska Legal Service - \$309.0 from the Civil Legal Fund
- 5) School Debt Bond & REAA payments
- 6) SDPR (Statutory Designed Program Receipts) for the Council on Arts
- 7) Debt and Other Obligations, Section 31(e)
 - a. Municipal Project debt

Points of Interest

- Vetoed both the Mt. Edgecumbe Pool maintenance (\$250.0) but also vetoed the re-appropriation for the pool as well
- FY20 community Assistance will not be impacted but the FY21 amount will be reduced based off the veto

HCS D Curriculum review cycle

Self Assessment Year 1

Conduct a needs assessment:

- Examine alignment of curriculum
- Analyze student performance data
- Research best practices
- Participate in professional development activities
- Review 21st century skills in context of content area
- Identify philosophy and goals
- Set content area student achievement goals

Goals Year 2

Define the formal curriculum:

- Identify Essential outcomes
- Develop assessments and proficiency levels
- Analyze state, and College Readiness standards
- Develop scope and sequence
- Identify grade-level/course learning goals
- Complete new course proposal (if necessary)
- Select academic vocabulary
- Review and choose instructional materials
- Choose instructional materials for adoption
- Prepare preliminary budget estimate
- Design multiple common formative assessments and rubrics in alignment with identified learning goals
- Backward design of units (include instructional technology, differentiation, 21st century skills, bilingual education strategies, scaffolding, interventions)
- Monitor instructional time available to teach and assess curriculum (curriculum mapping)
- Update standards-based report cards with revised grade-level learning goals

Implementation Year 3

- Purchase materials
- Plan out future financial implications
- Input revised curriculum into curriculum maps
- Present to Board of Education
- Provide necessary professional development for new materials
- Continue to monitor instructional time available to teach and assess learning goals

Monitor and Evaluate Year 4

- Track student progress on identified learning goals and intervene as necessary with class-wide interventions
- Evaluate and make adjustments as needed
- Utilize curriculum maps to design interdisciplinary instruction and units
- Continue to collaborate on integrating instructional technology and 21st century skills into units of study
- Monitor progress on identified content area student achievement goals
- Problem-solve and make necessary changes to keep curriculum operational and achieve goals

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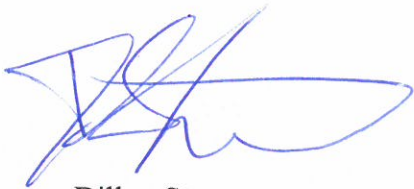
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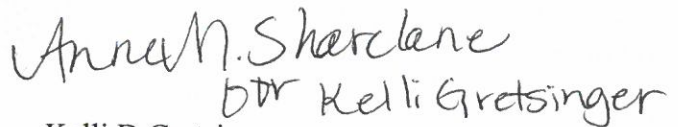
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ADJOURNMENT: Meeting adjourned at 8:50 pm.

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.

Hoonah City School District Board of Education Meetings

<u>Meeting Date</u>	<u>Packet Information Due</u>	<u>Packet Distributed*</u>
Aug 15, 2019	Aug 7, 2019	Aug 9, 2019
Sept 19, 2019	Sept 11, 2019	Sept 13, 2019
Oct 17, 2019	Oct 9, 2019	Oct 11, 2019
Nov 21, 2019	Nov 13, 2019	Nov 15, 2019
Dec 20, 2019	Dec 12, 2019	Dec 14, 2019
Jan 16, 2020	Jan 8, 2020	Jan 10, 2020
Feb 20, 2020	Feb 12, 2020	Feb 14, 2020
Mar 19, 2020	Mar 11, 2020	Mar 13, 2020
Apr 16, 2020	Apr 8, 2020	Apr 10, 2020
May 13, 2020	May 21, 2020	May 15, 2020
Jun 18, 2020	Jun 10, 2020	Jun 12, 2020

BB 9320 Regular Meetings

The School Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with the annual calendar of regular School Board meetings and shall be notified of any changes to the calendar.

The School Board shall schedule one regular meeting each month***. Unless changed by the School Board, regular meeting shall be held at 7:00 PM at the school. Notice of regular meeting shall be posted at least five (5) days prior to the meeting.

*Packets are posted at www.hoonahschools.org when distributed to the Board of Education.

**The Board of Education may opt to hold a budget work session in lieu of a board meeting in December.

***The Hoonah City School District Board of Education established the third Thursday of each month as the designated board meeting date.

June 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

EVENTS

- June 14 & 15 – Board Retreat
- June 21 – Summer Solstice
- June 30 – End of FY 2018/2019 school year.

July 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

EVENTS

- July 1 – Beginning of FY 2019/2020
- July 1 – Rescheduled Board Meeting
- July 18 -22 – Amy out for Training
- July 29 – Auditors arrive in Hoonah

August 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

EVENTS

- August 5 – New teachers first day
- August 7 – All teachers back to work
- August 9 – Classified Staff back to work.
- August 14 – Students first day
- August 15 – Regular School Board meeting



Superintendent's June Board Report

New school year

Much work as already begun on getting ready for the 19-20 school year. Student schedules, in-service agenda, Freshman orientation, middle school transition, Title 1 grant submission, inventory, maintenance, and other end of the year and start of the year priorities have begun or are completed.

Travel this summer

Thank you to the board for allowing the Trauma informed leadership team to travel on behalf of the board to continue in our professional development for the implementation of Trauma Informed practices in the district. We will learn and develop actions steps to ensure a sustainable implementation of these vital practices. The new secretary will be attending the Powerschool University training to get up to speed on the SIS to be ready for the start of the year.

Staffing

We are still trying to hire 1 remaining math positions. I will keep the board informed on my progress. If the city approves the change in ordinance for the 1% we will need to hire an additional elementary teacher

Calendar

Our district calendar has been approved by the state

I will be available for questions on this report

June 20, 2019

MEMORANDUM

TO: HCSD Board of Education

FROM: Amy Stevenson, Business Manager

RE: July Board Report

Current Information:

1. Extra-Curricular expenses sent to the City of Hoonah for May 2019.
2. FY 2020 School Budget - revised was submitted to the City of Hoonah on for the City Council approval and Mayor Byer's signature.
3. Deposits up to date.
4. Journal entries are up to date.
5. Audit prep
6. Payroll action forms are completed for next year's classified staff.
7. May breakfast/lunch counts and FFVP reimbursement is done and sent to DEED
8. Update of the Impact Aid FY 2020 Application. All of the children living in Tlingit and Haida LRH have been reported wrong for many years. During the 2020 Impact Aid field review the US Department of Education was questioning all of the Tlingit and Haida properties claimed, and are not accepting our FY 2020 application. These source check forms were redone onto the proper forms and sent to T & H Regional Housing for signatures since they are considered low rent housing that was funded by HUD. These were signed off and sent back to the US Department of Education. Robin, our contact there, was traveling for a couple of week. After a phone call to her about ten days ago, she assured me that as soon as she returned, she would review the documentation and let us know the outcome. I am hoping to have an answer for the Board if the FY 2020 Impact Aid application can be revised or not by the meeting date.
9. Processing the last of the end of the year payrolls for full time employees. Submitting TRS, PERS and taxes.
10. New DEED Per Pupil Expenditure Report done and submitted.

Next Steps:

1. The bank reconciliation for June needs to be done when bank statements are received.
2. Submit FY 2020 Operating Fund Budget to the State of Alaska by July 15th.
3. Deposits done as received
4. Filing
5. Continued audit prep. Our annual audit is scheduled for July 29th thru August 2nd. **The audit now is my primary focus so we can be ready for July 29th.**
6. New year's orders and invoices that have been piling up awaiting the new school year.
7. Setting up new files for FY 2020.
8. Work on destruction of old records per the State of Alaska's School District Model Records Retention and Disposition Schedule.

Hoonah City Schools
 Year to Date - 7/1/2018-6/30/2019
 Monthly Revenue Report

Account number	Account Description	Current Approved			YTD Revenue	Remaining Balance	Percentage Remaining
		Budget	YTD Encumb	YTD Revenue			
100-0000-10-40110	CITY APPROPRIATION	\$314,603.00	\$0.00	\$314,603.00	\$0.00	100.00%	
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	6,413.84	3,586.16	40.00%	
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	2,250,093.00	12,085.00	0.53%	
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)		
Report Total:		\$3,103,990.00	\$0.00	\$2,843,771.39	\$260,248.61	-86.87%	

Monthly Expense Report

Accounts summarized by Function	Current Budget			YTD Expenditures	Remaining Balance	Percent Remaining
	Current Budget	YTD Encumbrances	YTD Expenditures			
1100 REGULAR INSTRUCTION	\$1,083,656.00	\$0.00	\$912,351.56	\$171,304.44	15.80%	
2000 SPECIAL EDUCATION INSTRUCTION	631,471.00	239.94	567,032.20	64,198.86	10.16%	
2200 SPEC ED SUPPORT SVCS - STUDENTS	153,441.00	0.00	93,512.97	59,928.03	39.05%	
3500 SUPPORT SERVICES - INSTRUCTION	26,788.00	960.00	9,287.52	16,540.48	61.74%	
3510 SUPPORTING SERVICES-TECHNOLOGY	153,225.00	6,920.00	96,057.88	50,247.12	32.79%	
4000 SCHOOL ADMINISTRATION - PRINCIPAL	117,016.00	0.00	106,264.85	10,751.15	9.18%	
4500 SCHOOL ADMIN SUPPORT SVCS - PRINCIPAL	107,892.00	0.00	102,787.90	5,104.10	4.73%	
5100 DIST ADMIN - SUPERINTENDENT	136,642.00	359.96	115,418.63	20,863.41	15.26%	
5110 SCHOOL BOARD	49,472.00	0.00	26,540.60	22,931.40	46.35%	
5500 DISTRICT ADMINISTRATION SUPPORT SVCS	189,572.00	500.00	165,845.87	23,226.13	12.25%	
6000 OPERATIONS AND MAINTENANCE OF PLANT	404,815.00	11,355.00	339,668.54	53,791.46	13.28%	
9000 TRANSFER TO OTHER FUNDS	50,000.00	0.00	0.00	50,000.00	100.00%	
Report Total:	\$3,103,990.00	\$20,334.90	\$2,534,768.52	\$548,886.58	35.45%	

Net YTD-Revenue Minus Expense Total: **\$309,002.87**

Grants Year to Date - 7/1/2018-5/30/2019

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	89,686.77	150,313.23	62.63%
263-0000-20-41810	Fund 263 TITLE I PART A	118,417.40	0.00	44,847.97	73,569.43	62.12%
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	5,638.78	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	31,451.49	10,988.51	25.89%
359-0000-30-41300	Fund 359 JOHNSON O'MALLEY FY 18	36,366.00	0.00	12,946.74	23,419.74	64.40%
367-0000-30-40180	Fund 367 LINGIT TUNDATA'AN	1,127,499.00	0.00	306,244.29	821,254.29	72.83%
369-0000-10-40400	Fund 369 STEPS Partnership w/ AASB	193,500.00	0.00	9,859.42	183,640.58	94.90%
393-0000-10-40400	Fund 393 ANEP Cultural Approach Local Re	13,426.00	0.00	13,426.00	0.00	0.00%
393-0000-30-40180	Fund 393 ANEP CULTURAL APPROACH TO L	196,921.00	0.00	192,978.48	3,942.52	2.00%
Report Total:		\$2,118,131.18	\$0.00	\$716,725.74	\$1,401,624.50	

Monthly Expense Report

Expenditures summarized by Grants	Current Budget	YTD Expenditur	YTD Encumb	Remaining Balance	Percent Remaining
Fund 202 SPED PART B, TITLE VIB	\$83,528.14	\$31,145.56	\$0.00	\$52,382.58	62.71%
Fund 203 PRESCHOOL DISABLED	3,116.56	1,986.38	0.00	1,130.18	36.26%
Fund 245 PRE-ELEMENTARY DEV	240,000.00	127,313.29	61,866.94	50,819.77	21.17%
Fund 263 TITLE I PART A	118,417.40	63,879.60	198.00	54,339.80	45.88%
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 VI, Indian Education	42,440.00	36,569.49	0.00	5,870.51	13.83%
Fund 359 JOHNSON O'MALLEY	36,366.00	31,395.25	0.00	4,970.75	13.66%
Fund 367 LINGIT TUNDATA'AN	1,127,499.00	374,810.23	1,345.29	751,343.48	66.63%
Fund 369 STEPS	193,500.00	20,197.12	0.00	173,302.88	89.56%
Fund 393 ANEP CULTURAL APPROACH TO LEARNING	210,347.00	205,144.95	0.00	5,202.05	2.47%
Report Total:	\$2,118,395.18	\$905,370.79	\$63,410.23	\$1,149,729.24	

Net YTD-Rev Minus Expense Total:

-\$188,645.05

ACTION

DISCUSSION

TOPIC: AASB Policy Updates for Articles 4 and 5 for 2nd and Final Reading

Background

Annual updates to AASB Board Policy.

Recommendation

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

BP 4119.41 (a), BP 4119.41 (b),
BP 4112.61,
BP 4020 (a), BP 4020 (b), BP 4020(c),
BP 4119.25,
BP 4313.1,
BP 4132,
BP 5124,
BP 5030 (a), BP 5030 (b), BP 5030 (c), BP 5030 (d), BP 5030 (e),
BP 5040 (a), BP 5040 (b), BP 5040 (c), BP 5040 (d), BP 5040 (e), BP 5040 (f),
BP 5131 (a), BP 5131 (b), BP 5131 (c), BP 5131 (d),
BP 5132,
BP 5137,
and BP 5147.

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Personnel

ALL PERSONNEL

BP 4119.41(a)

EMPLOYEES WITH INFECTIOUS DISEASE

The School Board desires to promote the health of district students and staff in order to reduce absenteeism and enhance employee and student performance. The Superintendent or designee shall develop strategies to prevent the outbreak or spread of infectious diseases at district schools.

(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 5113 - Absences and Excuses)

An infectious disease is one that is caused by a microorganism and is potentially transmittable to another individual, whether through airborne transmission, bloodborne transmission, skin-to-skin contact, foodborne transmission, or other casual or noncasual means. A communicable infectious disease, such as influenza or chicken pox, is contagious and can be readily transmitted by infectious bacteria or viral organisms.

To the extent required by law, job applicants shall be required to provide evidence that they are free of tuberculosis or any other communicable infectious disease prior to beginning employment.

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

To prevent the outbreak or spread of infectious diseases, the Superintendent or designee may provide infection prevention supplies and information to employees, including information about recommended vaccinations. Employees also shall observe universal precautions to avoid contact with potentially infectious blood or other bodily fluids.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 4131 - Staff Development)
(cf. 4231/4331 - Staff Development)

Plans for addressing a communicable infectious disease outbreak, including, but not limited to, plans for addressing employee shortages during such an outbreak, shall be included in the district's emergency preparedness plan.

(cf. 6114 - Emergencies and Disaster Preparedness Plan)
(cf. 5112.2 - Exclusions from Attendance)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.31 - Immunizations)

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable infectious disease.

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Personnel

ALL PERSONNEL

BP 4119.41(b)

EMPLOYEES WITH INFECTIOUS DISEASE

Nondiscrimination/Reasonable Accommodation

The district shall not discriminate against any employee or job applicant who has an infectious disease and is a qualifying individual with a disability under the Americans with Disabilities Act, Section 504 of the Federal Rehabilitation Act, or Alaska's Nondiscrimination in Employment Act.

Upon request, any qualified person with a disability shall be provided reasonable accommodation to perform the essential duties of his/her position in accordance with the criteria and processes described by law.

(cf. 4030 - Nondiscrimination in Employment)

Confidentiality

The Board and the Superintendent or designee shall ensure that employee rights to confidentiality are strictly observed. The district shall disclose medical record information only to the extent required or permitted by law. The medical records of any employee with a disabling infectious disease shall be held in strict confidence.

(cf. 4040 - Use and Disclosure of Employee Medical Information)

Legal References:

UNITED STATES CODE

Americans with Disabilities Act, 42 U.S.C. 12010, et seq.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, et seq.

CODE OF FEDERAL REGULATIONS, TITLE 17

17 C.F.R. 2500 Reportable diseases and conditions

17 C.F.R. 2508 Reporting of communicable diseases; duty of schools

ALASKA ADMINISTRATIVE CODE

4 AAC 06.140 AIDS in school personnel

4 AAC 06.150 Confidentiality of AIDS information

Adoption Date: 3/2019

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Personnel

9/92

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Personnel

All Personnel

EMPLOYMENT REFERENCES

BP 4112.61

The School Board desires to provide information about district employees to prospective employers to the extent that such information is factual and does not violate an employee's privacy rights.

The Superintendent or designee is responsible for processing ~~shall process~~ all requests for references, letters of recommendation, or information about employee performance, including the causes or reasons for separation regarding all district employees other than the Superintendent. ~~No other staff member should make statements concerning a separated employee's performance or the reason(s) why any individual has left district employment.~~

References which are not secured through the Superintendent or designee reflect the personal views or opinions of the author and do not reflect the views of the District.

(cf. 4112.6 - Personnel Files)

(cf. 4117.5 - Termination Agreements)

Legal References:

ALASKA STATUTES

AS 09.65.160 Job References

Revised Date: ~~08/20/13~~ 08/20/2019

AASB POLICY REFERENCE MANUAL 9/92

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Personnel

All Personnel

DRUG, TOBACCO, AND ALCOHOL-FREE WORKPLACE

BP 4020(a)

The School Board believes that the maintenance of drug, tobacco, and alcohol-free workplaces is essential to school and district operations. No employee shall unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any alcoholic beverage, drug or controlled substance before, during or after school hours at school or in any other district workplace.

For purposes of this policy, "drug" is defined to include, but is not limited to, marijuana or cannabis, in any form; synthetic marijuana or cannabis, in any form; synthetic variations of controlled substances, in any form; prescription medication for which a valid prescription has not been obtained, which is used in amounts in excess of prescribed dosages, or which is used for purposes other than as prescribed, and prescription drugs distributed or dispensed to any person other than the prescription holder.

"Controlled substance" is defined to include any substance identified by federal or state law as controlled.

For the purpose of this policy, "Tobacco" is defined to include any non FDA approved tobacco or nicotine, lighted or unlighted cigarette, electronic cigarette, vape or vaping device, cigar, pipe, bidi, clove cigarette, dissolvable nicotine strips, liquid tobacco or nicotine, and any other smokeless tobacco product, also known as spit tobacco, dip, chew, and snuff, in any form.

In the interest of the health and safety of students and employees, it is a violation of this policy for students, staff, parents, visitors, contractors and all others to use, distribute or sell tobacco, any non FDA approved tobacco or nicotine delivery products or devices including but not limited to, cigarettes, cigars, dip, hookah pens, e-cigarettes, and dissolvable nicotine products on District premises, at school-sponsored activities on or off District premises and in District-owned, rented or leased vehicles.

Tobacco possession is prohibited for all district students and visiting students, as well as for all other visitors under the age of 19.

Tobacco and marijuana advertising is prohibited in all school-sponsored publications, in all school buildings, and at all school-sponsored events. District acceptance of gifts or funds from the tobacco and marijuana industries is similarly prohibited. Personnel shall not wear clothing depicting tobacco, alcohol, drugs, or controlled substances, and shall not display such items or related slogans on their vehicles, through signage or otherwise, while the vehicle is on District property or at a school sponsored event.

~~For the purpose of this policy, "tobacco" is defined to include any non FDA approved tobacco or nicotine, lighted or unlighted cigarette, electronic cigarette, cigar, pipe, bidi, clove cigarette, dissolvable nicotine strips, and any other smokeless tobacco product, also known as spit tobacco, dip, chew, and snuff, in any form.~~

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Personnel

All Personnel

DRUG, TOBACCO, AND ALCOHOL-FREE WORKPLACE

BP 4020(b)

The Superintendent or designee shall:

1. Publish and give to each employee a notification of the above prohibitions. The notification shall specify the actions that will be taken against employees who violate these prohibitions. The notification shall also state that as a condition of employment, the employee will abide by the terms of this policy and notify the employer, within five days, of any criminal drug or alcohol statute conviction which he/she receives for a violation occurring in the workplace.

For the purpose of this policy, "conviction" shall mean a finding of guilt, including a plea of nolo contendere, or imposition of sentence, or both, by any judicial body charged to determine violations of federal or state criminal drug or alcohol statutes.

2. Establish a drug, tobacco and alcohol-free awareness program to inform employees about:
 - a. The dangers and costs of drug, tobacco, and alcohol abuse in the workplace.
 - b. The district policy of maintaining drug, tobacco, and alcohol-free workplaces.
 - c. Any available drug, tobacco, and alcohol counseling, rehabilitation, and employee assistance programs, including the free Alaska Tobacco Quitline, and
 - d. The penalties that may be imposed on employees for drug, tobacco, and alcohol abuse violations.
3. Notify the appropriate federal granting or contracting agencies within ten days after receiving notification, from an employee or otherwise, of any conviction for a violation occurring in the workplace.
4. Initiate disciplinary action within 30 days after receiving notice of a conviction for a violation in the workplace from an employee or otherwise. Such action shall be consistent with state and federal law, the appropriate employment contract, the applicable collective bargaining agreement, and district policy and practices.
5. Make a good faith effort to maintain a drug and alcohol-free workplaces throughout the district.

In taking disciplinary action, the Board ~~shall require~~ termination when termination is required by law. When termination is not required by law, the Superintendent or designee~~Board~~ shall ~~either~~ take disciplinary action, up to and including termination, or shall require the employee to satisfactorily participate and complete a drug assistance or rehabilitation program approved by a federal, state or local health, law enforcement or other appropriate agency, or a combination of both discipline and mandatory assistance program. ~~The Board's Discipline~~ decisions shall be made in accordance with relevant state and federal laws, employment contracts, collective bargaining agreements, and district policies and practices.

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Personnel

All Personnel

DRUG, TOBACCO, AND ALCOHOL-FREE WORKPLACE

BP 4020(c)

Nothing in this policy shall prohibit the District from conducting its own investigation or from taking appropriate disciplinary action even in the absence of a conviction.

(cf. 3514 - Safety)

(cf. 4117.4 - Dismissal)

(cf. 4118 Dismissal/Suspension/Disciplinary Action)

(cf. 4159 - Employee Assistance Programs)

(cf. 4158/4358 - Employee Security)

(cf. 4218.1 - Drug and Alcohol Testing for School Bus Drivers)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

UNITED STATES CODE

THE DRUG-FREE WORKPLACE ACT OF 1988, 41 U.S.C. Ch. 81

DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENT OF 1986, as amended,

UNITED STATES CODE, 20 U.S.C. 7111

CONTROLLED SUBSTANCES ACT, 21 U.S.C. 801

CODE OF FEDERAL REGULATIONS

21 CFR 1300 - 1316

ALASKA STATUTES

17.38, The Regulation of Marijuana

17.38.220, Employers, Driving, Minors, and Control of Property

11.71.010-090, Controlled Substances

Revised Date: 09/17/143/2019

AASB POLICY REFERENCE MANUAL9/92

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Personnel

All Personnel

POLITICAL ACTIVITIES OF EMPLOYEES

BP 4119.25

The School Board believes that district employees have an obligation to prevent the improper use of school time, materials or facilities for political or partisan campaign purposes. The Superintendent or designee shall regulate political activities on school property during the instructional day. Employees are prohibited from engaging in any activity in the presence of students during performance of the employee's duties, where the activity is designed or intended to promote, further, or assert a position on any voting issue, board issue, or collective bargaining issue. This prohibition does not apply to classroom instruction that is part of the approved curriculum.

The Board respects the right of school employees to engage in political activities on their own time. When engaging in political activities, employees shall make it clear that they are acting as individuals and not as representatives of the district.

Nothing in the policy shall prevent the District or Board from disseminating factual information regarding school bond projects.

(cf. 4119.21 - Code of Ethics)

Legal References:

ALASKA STATUTES

- 14.03.090 *Sectarian or denominational doctrines prohibited*
- 14.20.095 *Right to comment and criticize not to be restricted*
- 14.20.370-.510 *Professional Teaching Practices Act*

ALASKA ADMINISTRATIVE CODE

- 4 AAC 06.135 *Use of school funds in elections*
- 20 AAC 10.010-10.900 *Professional Teaching Practices Commission*

Revised 3/2019

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Personnel

Management and Supervisory Personnel

BP 4313.1

LOAD/SCHEDULING/HOURS OF EMPLOYMENT

The School Board designates, in accordance with law, salaried positions which are exempt from overtime. Persons holding these positions work whatever hours are necessary in order to fulfill their assignments. Their positions are set apart from other positions by virtue of the duties, flexibility of hours, salary, benefit structure and authority which they entail.

Employees in exempt positions shall not be subject to salary deductions for absences of less than a day.

Legal Reference:

UNITED STATES CODE

Fair Labor Standards Act 29 U.S.C. 201-216

CODE OF FEDERAL REGULATIONS

Department of Labor Relations 29 C.F.R. Parts 511-800

Revised 3/2019

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Personnel

ALL PERSONNEL

BP 4132

PUBLICATION OR CREATION OF MATERIALS

The School Board recognizes the importance of creating a work environment that encourages employee innovation in creating and developing high-quality materials to improve student achievement and the efficiency of district operations.

(cf. 4119.21/4219.21/4319.21 – Code of Ethics)

(cf. 6162.6 - Use of Copyrighted Materials)

The Superintendent or designee shall oversee the development of instructional materials, computer programs, and other copyrightable materials by employees, independent contractors, and consultants. An employee, independent contractor, or consultant shall notify the Superintendent or designee of his/her intent to publish or register a work developed in whole or in part within the scope of his/her employment.

Instructional materials, computer programs, and other copyrightable materials developed by an employee within the scope of his/her employment shall be the property of the district.

(cf. 3523 – E-mail)

(cf. 4040 - Employee Use of District Information Technology)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 – Library/Media Centers)

If an employee has developed copyrightable material during both work and non-working hours, and the work was within the scope of his/her employment, the Superintendent or designee shall negotiate a contract with the employee to protect the district's right as to the ownership or partial ownership of the copyright.

(cf. 3312 - Contracts)

The Superintendent or designee shall ensure that any contract with an independent contractor or consultant contains a provision specifying the district's right to ownership of the copyright of any work produced by the contractor or consultant for the district.

The Superintendent or designee may secure copyrights in the name of the district for all copyrightable works developed by the district. All royalties or revenues from these copyrights shall be used for the benefit of the district.

Legal Reference: (See next page)

UNITED STATES CODE

17 U.S.C. 101-122 Subject matter and scope of copyright

17 U.S.C. 201 Copyright ownership and transfer

Adoption Date: 3/19

AASB POLICY REFERENCE MANUAL

9/92

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Students

COMMUNICATION WITH PARENTS/GUARDIANS

BP 5124

Because parental involvement contributes greatly to student achievement and conduct, and school-family partnerships result in improved outcomes for students, the School Board encourages two-way communication channels between school and home that are frequent, effective, and reliable. Communication methods may be tailored to family and school staff needs and may include classroom visits, parent-teacher conferences, class newsletters, mail, telephone, home visits, and school visits by parents/guardians. School staff are encouraged to learn about supportive family structures, and, if appropriate, to seek parent/guardian approval for additional family members or caregivers to be included in communications throughout the year.

School staff are encouraged to participate in community and cultural activities in order to better understand and relate to the community in which they teach.

Schools are encouraged to offer training on effective and positive family/school communication.

School staff should regularly assess the effectiveness of communication and adjust communication strategies to best meet the needs of students and their families.

(cf. 1250 - Visits to the School)

(cf. 6020 - Parent Involvement)

School staff are encouraged to communicate with families to celebrate and note the progress of each student. As part of this communication, teachers shall send progress reports and other data relating student welfare, academic and social success, and results of standardized testing. Communication should occur at regular intervals to establish a cohesive support structure for students, families and school staff.

The School Board and staff shall encourage parents/guardians to communicate any concerns to school staff and their teacher.

(cf. 5113 - Absences and Excuses)

(cf. 5121 - Grades/Evaluation of Student Achievement)(cf. 5145.6 - Notifications Required by Law)

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)

(cf. 6162.5 - Research/Standardized Testing)

Revised ~~1/04~~3/2019

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

SCHOOL DISCIPLINE AND SAFETY

BP 5030(a)

Note: Each school district must have in place a school disciplinary and safety program. AS 14.33.110-.140. The purpose of the program is to implement community standards of school behavior that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community; and to protect and support teachers who enforce standards of student behavior and safety in the classroom. Effective October 2014, the program must be made available to students, parents, legal guardians, and the public, and must include written policies and procedures consistent with standards for use of restraint and seclusion, outlined in AS 14.33.125. The Every Student Succeeds Act requires states to implement a system of school safety assessment. Under ESSA, districts are required to offer a school choice option in two instances: (1) when a student attends a "persistently dangerous school," or (2) when a student has been the victim of a violent criminal offense. Alaska's implementation of these federal mandates is found at 4 AAC 06 in newly added Article 2, Safe Schools.

The School Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. The School Board seeks to ensure that students, regardless of ethnicity, race, disability, religious or cultural preference, gender identity, sexual orientation or socioeconomic background, do not disproportionately experience suspension, expulsion or other disciplinary actions. An effective school discipline and safety program is necessary to ensure a safe and conductive learning environment free of disruptions. The School Board shall adopt, and the Superintendent or designee shall implement and maintain, an effective, trauma-informed and culturally responsive school discipline and safety program. The discipline and safety program should reflect community and cultural values resulting in standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, teachers, elders, school administrators, and advisory school boards in each community.

- (cf. 1230 – Citizen Advisory Committees)*
- (cf. 1410 - Interagency Cooperation for Student and Staff Safety)*
- (cf. 4158 –Employee Security)*
- (cf. 5131 – Conduct)*
- (cf. 5131.1 – Bus Conduct)*
- (cf. 5131.4 – Campus Disturbances)*
- (cf. 5131.41 – Violent and Aggressive Conduct)*
- (cf. 5131.42 – Threats of Violence)*
- (cf. 5131.43 – Harassment, Intimidation and Bullying)*
- (cf. 5131.5 – Vandalism, Threats, and Graffiti)*
- (cf. 5131.6 – Alcohol and Other Drugs)*
- (cf. 5131.62 – Tobacco)*
- (cf. 5131.63 – Performance Enhancing Drugs)*
- (cf. 5131.7 – Weapons & Dangerous Instruments)*
- (cf. 5131.9 – Academic Honesty)*
- (cf. 5132 – Dress and Grooming)*
- (cf. 5136 – Gangs)*
- (cf. 5137 – Positive School Climate)*
- (cf. 5141.51- At-Risk Youth)*
- (cf. 5142.2 – School Safety Patrol)*
- (cf. 5142.3 – Restraint and Seclusion)*
- (cf. 5144 – Discipline)*
- (cf. 5144.1 – Suspension and Expulsion)*
- (cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))*
- (cf. 5145.11 – Questioning and Apprehension)*
- (cf. 5145.12 – Search and Seizure)*
- (cf. 5145.5 – Nondiscrimination)*

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(b)

- (cf. 5145.5 – Harassment)
- (cf. 5145.7 – Sexual Harassment)
- (cf. 5147 – Dropout prevention)
- (cf. 6159- Individualized Education Program)
- (cf. 6164.2 – Guidance and Counseling Services)
- (cf. 6164.4 – Child Find)
- (cf. 6164.5 – Student Study Teams)
- (cf. 6172 – Special Education)

Note: School districts must adopt policies for implementing a student conflict resolution strategy. The strategy must provide for the nonviolent resolution or mediation of conflicts, and procedures for reporting and resolving conflicts. AS 14.33.120(a)(7). A district's school disciplinary and safety program must provide for a student conflict resolution strategy.

Providing young people with knowledge and skills to settle disputes peacefully is a critical component of an effective disciplinary and safety program. Students who possess skills in negotiation, mediation, and consensus decision making are able to explore peaceful solutions to conflict and to resolve these conflicts in a nonviolent manner. The district will work to build students self-regulation skills, incorporating preventative and restorative practices to minimize the need for discipline and maximize instructional time for every student. The district will also establish these practices and seek to address or reduce disproportionate treatment or use of punitive school discipline based on racial or economic disparities.-

The Superintendent or designee shall implement and maintain a conflict resolution strategy for district students. The strategy will provide conflict resolution education and resources to students to learn skills in the nonviolent resolution and mediation of conflicts. Restorative or corrective practices place relationship building with students and families at the center. These can include conferences with students and their parents/guardians; use of student study teams or other intervention-related teams; enrollment in a program teaching social/emotional behavior, intensive and intentional relationship building with students and family, participation in a restorative justice program or restorative circles; and positive behavior support approaches. ~~The strategy should identify and teach effective approaches for students to follow in reporting and resolving conflicts.~~

Note: Effective October 2014, districts must include in the school disciplinary and safety program written policies and procedures consistent with standards for use of restraint and seclusion. The following language incorporates this requirement.

The district recognizes that a key component of its school disciplinary and safety program involves appropriate staff response when student behavior impacts on the safety of that student or others. The district prohibits the use of physical restraint and seclusion except in emergency situations as outlined in law and policy. The Superintendent or designee shall provide professional development or supports as necessary to assist staff to offer consistent classroom management skills, model skills for students, and implement effective relationship building and disciplinary techniques, eliminating unconscious bias. This includes establishing collaborative relationships with parents/guardians.-

(cf. 5142.3 – Restraint and Seclusion)

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

Note: AS 14.33.120 requires the discipline and safety program to have procedures for periodic revision and review. 4 AAC 07.050 requires that a district's student rights and responsibilities policies be reviewed at least once every three years. The following language utilizes a maximum three-year duration for the review process.

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(c)

Not less than once every three years, the district's discipline and safety program shall be reviewed and revised if appropriate. The review process shall make available the opportunity for collaborative input by students, parents, guardians, staff, and advisory school boards in each community. Policies reflecting standards of student behavior, including those identifying prohibited student conduct and penalties, should be reviewed to determine consistency with community standards, including the basic requirements for respect and honesty.

(cf. 9310 – Policy Manual)

(cf. 9311 – School Board Policies)

(cf. 9313 – Administrative Regulations)

Note: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district's disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Effective October 2014, the district is to annually report, not later than June 30, the total number of incidents involving the restraint or seclusion of a student as required by AS 14.33.125 and 4 AAC 06.175 (see BP 5142.3). The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.120, 14.33.210, 4 AAC 06.172 and 4 AAC 06.250.

The district will submit annual reports to the Department of Education and Early Development, as required by law. These reports will permit assessment of the district's School Discipline and Safety program.

The School Board will review annually disciplinary action data to understand conduct and discipline of specific disaggregated groups of students. The School Board and district administrators will periodically review research on effective practices to proactively create trauma informed environments and culturally responsive discipline practices. Results of the review will be used to determine how to incorporate new practices and strategies into district policies and practices.

Note: One of the purposes of the school disciplinary and safety program is to protect and support teachers who enforce standards of student behavior and safety in the classroom. AS 14.33.110(3). The law provides that a teacher, teacher's assistant, a principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. It is recommended that a district desiring to take disciplinary action against a staff member for unreasonable or unlawful enforcement of student discipline should contact legal counsel. Finally, school employees are also protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140 and the No Child Left Behind Act.

The School Board desires to give all administrators, teachers, and other employees the authority, knowledge and skills they need to effectively implement ~~and enforce~~ the discipline and safety program of the district. Personnel should adhere to lines of primary responsibility and district adopted protocols so that appropriate decision-making may take place at various levels in accordance with School Board policy and administrative regulations. In fulfilling duties and

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

responsibilities in student discipline and safety, all employees shall comply with School Board policies, administrative regulations, and local, state, and federal laws. ~~Employees will not be formally disciplined for enforcement of student discipline and safety rules so long as the enforcement is reasonable, lawful, and in compliance with School Board policies and administrative regulations.~~

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(d)

(cf. 2110 – Organization Chart/Lines of Responsibility)

(cf. 4158 – Employee Security)

(cf. 5144 – Discipline)

(cf. 4119.21 -- Code of Ethics)

(cf. 4119.3 – Duties of Personnel)

Note: On July 15 of each year, the Department of Education and Early Development will determine the safety status of the schools in the state. The Department will designate a school as safe, at-risk, or persistently dangerous. A district that has a school identified as persistently dangerous must provide notice within 10 days to all parents of students who attend the school that the school has been designated as persistently dangerous and that the parent has 30 days to request that the district transfer the student to a safe school within the district. A transfer must occur within 30 days of a transfer request. A district that has only one public school of the appropriate grade level is not required to create a second public school in order to offer a transfer option. Additionally, within 10 days of an incident in which a student is a victim of a violent criminal offense at school, a district shall notify the parents of the student that they may have their student transferred. If a parent requests a transfer, the district shall provide the transfer within 30 days. A student shall be eligible for a transfer if substantial evidence indicates that the student was a victim of a violent criminal offense on the grounds of the school attended by the student. If a district refuses to offer to transfer a student whom the student's parent believes was the victim of a violent criminal offense, the parent may, within 30 days of the refusal, appeal to the Commissioner of Education. Again, a district that has only one public school of the appropriate grade level is not required to create an additional public school in order to provide the option to transfer. A violent criminal offense does not have to be the subject of a criminal charge, and includes incidents that would establish the elements of the following violent criminal offenses: (1) an offense against the person under the Alaska Criminal Code, AS 11.41.100-11.41.530; (2) recruiting a gang member in the first degree, AS 11.61.160; and (3) misconduct involving weapons in the first degree, AS 11.61.195. A parent who has exercised the parent's option to transfer a student may have the student remain in the receiving school until the student completes the highest grade level offered by that school. A district that is required to offer a student a transfer to a safe school, but that does not contain a safe school of an appropriate grade level, must offer to transfer the student to the parent's choice of any school designated at Level 2 or higher under 4 AAC 06.835 and work with the parent to identify other suitable educational opportunities for the student, including transfer to another district or attending a statewide correspondence school. 4 AAC 06.200-.270.

The School Board further desires to give all students no matter their ethnicity, race, gender or gender identification, sexual orientation or socioeconomic status, the opportunity to learn in an environment in which they feel safe. Should any school be identified as persistently dangerous under state law, students attending that school will be provided the opportunity to transfer to the parent's choice of one of two or more safe schools within the district. Informed parental choice will be facilitated by timely notice of the meaning of the persistently dangerous designation and the intervention steps the district plans to utilize to make the school safe. Additionally, any student who is the victim of a violent criminal offense that occurred on the grounds of the student's school will be provided the opportunity to transfer, consistent with state law.

Legal Reference (see next page)

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(e)

Legal Reference:

UNITED STATES CODE

20 U.S.C. §§ 1400, et seq. *Individuals with Disabilities Education Act*
Every Student Succeeds Act, PL 114-95 (2015)

ALASKA STATUTES

11.81.430 *Justification, use of force, special relationships*
11.81.900 *Definitions*
14.03.078 *Report*
14.03.160 *Suspension or expulsion of students for possessing weapons*
14.30.045 *Grounds for suspension or denial of admission*
14.30.180-.350 *Education for Exceptional Children*
14.33.120-.140 *School disciplinary and safety program*
14.33.210 *Reporting of incidents of harassment, intimidation or bullying*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.060 *Suspension or denial of admission*
4 AAC 06.172 *Reporting of school disciplinary and safety programs*
4 AAC 06.175 *Reporting restraint and seclusion incidents.*
4 AAC 06.200-.270 *Safe schools*
4 AAC 06.250 *Reporting*
4 AAC 07.010-4 AAC 07.900 *Student rights and responsibilities*
4 AAC 52.010-.990 *Education for exceptional children*
20 AAC 10.020 *Code of ethics and teaching standards*

Revised 3/~~2017~~2019

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (a)

Note: This policy was developed by the State of Alaska Obesity Prevention and Control Program and the Alaska Department of Education & Early Development Child Nutrition Program and meets all federal requirements for Local School Wellness Policies. It is intended to provide a framework for developing a wellness policy. The policy adopted by your School Board must be developed with the involvement of the identified advisory group discussed in Section A.

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore the School District will provide environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating, ~~and~~ physical, and subsistence activity.

The School Board understands that:

- (a) Teaching about food and nutrition should support students in both the local community and other community contexts.
- (b) Traditional knowledge of food and harvesting teaches values and skills to all Alaskan students.
- (c) Food nutrition should link students positively to their cultures and ways of life in Alaska or countries of origin.
- (d) Tribal governments and tribal members have extensive indigenous nutrition, scientific, resource management, and legal knowledge about harvesting foods.
- (e) Offering subsistence and local food harvesting opportunities contributes to nutritional health, but also supports cultural identity, improved physical and mental health, and deepens students understanding of an ecosystem.
- (f) Familiar and cultural foods can create cultural safety and contribute to a positive learning environment.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education, ~~and~~ school meal, and local food programs.

(cf. 1020 – Youth Services)

A. Planning and Periodic Review by Stakeholders

The school district and when appropriate individual schools within the district will create or work with an existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The school district will permit and encourage the participation of students, parents, food service personnel, School Board members, school administrators, school health professionals, physical education teachers, local SNAP-Ed coordinators and other interested community members in the advisory group. The district will promote opportunities to participate in the advisory group at least once a year through parent and stakeholder communication, which may include newsletters, public announcements, web-postings, parent communication, etc.

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

STUDENT NUTRITION AND PHYSICAL ACTIVITY

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WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (b)

The school district will provide the advisory group with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies and nutrition and physical activity goals. Goals will be based on available scientific evidence for improving school nutrition and physical activity programs. Goals and progress toward achievement will be presented to the School Board on an annual basis.

School districts will add in a pathway during planning to submit a local foods nutritional plan and an opportunity to determine how donated local foods can meet with occupational health and safety regulations.

(cf. 1000 – Concepts and Roles)

B. Nutrition

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. (7 C.F.R. Parts 210 and 220) To the extent practicable, all schools in the district will participate in available federal school meal programs.

All other foods and beverages made available on school campus (including, but not limited to vending, franchise vendors, concessions, a la carte, student stores, classroom parties, fundraising, and foods and beverages that are not for sale) during the school day, between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day, shall meet nutritional requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School. For the purpose of this policy, the school campus is defined as all property under the jurisdiction of the school district that is accessible to students.

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

Traditional cultural foods may be exempted from the nutritional requirements when offered free of charge and for educational purposes. Traditional cultural foods offered for sale or as a part of the school breakfast or lunch program must meet nutritional requirements.

Foods and beverages will not be offered as a reward for students' performance or behavior.

Schools will provide free potable water in the place where meals are served and elsewhere throughout the school buildings.

When practicable, Alaska farm and fish products will be utilized in meals and snacks.

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (c)

Schools will encourage all students to participate in federal school meal programs and protect the identity of students who eat free and reduced priced meals.

Schools will encourage all students to eat healthy and nutritious meals within the school dining environment and will, to the extent practicable, involve students in menu planning.

To the extent practicable, schools will schedule lunch as close to the middle of the school day as possible. Schools are encouraged to provide opportunities for mid-morning or mid-afternoon healthy snack breaks.

Schools will limit food and beverage marketing on campus to the promotion of foods and beverages that meet the National School Lunch Act, Nutritional Guidelines for All Foods Sold in Schools.

Schools will work to provide age-appropriate nutrition education as part of the health and physical education curricula that respects and integrates the cultural practices of students. Schools will provide opportunities for students to practice nutrition and harvesting skills; is integrated into core subjects, and provides opportunities for students to practice skills and apply knowledge both inside and outside the school setting. The District will seek to provide evidence-based nutrition education curricula and intergenerational knowledge on local foods that fosters lifelong healthy eating behaviors integrated into comprehensive school health education.

To the extent practicable:

- (a) Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.
- (b) Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators, local advisory group, and teachers.
- (c) Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, on field trips, cafeterias, outreach programs and other school-based activities.
- (d) Nutrition education shall be taught by a certified/licensed health education teacher, and should include input and guest instruction by a locally endorsed Elder or culture bearer.
- (e) Schools will strive to establish or support opportunities to learn about local plants, harvesting, hunting and gardening to an instructional garden within nutrition education and the core curriculum that provides students with experiences in planting, harvesting, preparing, serving and tasting healthy, nutritious and Alaskan foods.

(cf. 0210 – Goals for Student Learning)

(cf. 3550 – Food Service)

(cf. 3551 – Food Service Operations)

(cf. 3552 – Regular Lunch Program)

(cf. 3553 – Free and Reduced Price Meals)

(cf. 3554 – Other Food Sales)

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (d)

C. Mandatory Physical Activity

Pursuant to AS 14.30.360, a district shall establish guidelines for schools in the district to provide opportunities during each full school day for students in grades kindergarten through 8 for a minimum of 90 percent of the daily amount of physical activity recommended for children and adolescents in the physical activity guides by the Centers for Disease Control and Prevention. The time provided for physical activity may involve physical education classes and unstructured physical activity, such as recess. The district shall adopt guidelines that allow students to be excused from physical activity due to medical and health and safety reasons, such as inclement weather.

Note: Section D: Physical Activity and Section E: Physical Education are optional policies that provide physical education and physical activity goals that meet the requirements of state and federal law. The District's policies may differ from Sections D and E provided the policies meet the requirements of AS 14.30.360, as described in Section C: Mandatory Physical Activity Guidelines.

D. Physical Activity

All students in grades kindergarten through eight will be provided with at least 54 minutes each day of physical activity. This time may be accumulated throughout the school day and may include physical education, recess and classroom based activities. Whenever possible, all students shall be given opportunities for physical activity through a range of programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Elementary students will be

provided at least 20 minutes each day of structured, active recess. Classroom based physical activity is encouraged and counts toward the 54 minute requirement as long as it does not replace recess.

When practicable, recess shall be scheduled before lunch periods and take place outdoors.

Indoor and outdoor facilities shall be available so that physical activity is safe and not dependent on the weather. Physical activity equipment shall be age- appropriate, inviting, and available in sufficient quantities for all students to be active. Equipment shall be inspected regularly (at least weekly) for safety and replaced when needed.

Using physical activity as punishment, or withholding physical activity/physical education time as a means of discipline, is prohibited.

The district/school will promote strategies/events designed to generate interest in and support active transport to school (walking school busses, 'bicycle trains' Walk/Bike to School Day, Safe Routes to School Programs).

Schools are encouraged to negotiate mutually acceptable and fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

(cf. 1330 – Community use of school facilities)

E. Physical Education

Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (e)

To the extent practicable, all schools will provide daily physical education opportunities for all students. All elementary students will be provided at least:

Option 1: the National Association for Sport and Physical Education (NASPE) recommendation of 150 minutes of physical education per week, for the entire school year.

Option 2: ___ minutes (determined by district capacity) of physical education per week, for the entire school year.

Middle and high school students shall be provided at least:

Option 1: the National Association for Sport and Physical Education (NASPE) recommendation of 225 minutes of physical education per week, for the entire school year.

Option 2: ___ minutes (determined by district capacity) of physical education per week, for the entire school year.

All elementary and middle-school students will be required to participate in physical education for all years of enrollment in school. All high school students shall be required to participate in physical education for one full year. Physical education shall be exclusive of health education and shall be available for all four years of high school. Each district/school will adopt a physical education curriculum that aligns with the Alaska State Standards for Physical Education for grades K-12, with grade level benchmarks. The curriculum shall be reviewed in accordance with the regular curriculum review and adoption schedule of the District.

F. Communication with Parents

The district/school will regularly, at least annually, inform and update the public, including students, parents, and the community, about the content, implementation of, and progress towards goals in this policy. Parents will be actively notified through email or other notification processes and provided access to this policy and all subsequent reports and updates.

The district must make available to the public the wellness policy, including any updates to and about the wellness policy, at least annually. The district must also make available the 3 year assessment described in Section G, including progress toward meeting the goals of the policy.

The district/school will support the efforts of parents to provide a healthy diet and daily physical activity for their children. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards. The district will provide parents & the public with information on healthy foods that meet the requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School, and ideas for policy compliant foods for vending, concessions, a la carte, student stores, classroom parties and fundraising activities

The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support the efforts of parents to provide their children with opportunities to be physically active outside of school. Such

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

supports will include sharing information through a website, newsletter, or other take-home

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (f)

materials, special events, or physical education homework.

(cf. 6020 – Parent Involvement)

G. Monitoring, Compliance and Evaluation

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies and administrative regulations. Administrative regulations may be developed to ensure that information will be gathered to assist the School Board and district in evaluating implementation of these policies and to ensure that necessary documentation is maintained in preparation for the triennial administrative review conducted by Child Nutrition Programs, Department of Education & Early Development.

The Superintendent or designee will designate one or more persons to be responsible for ensuring that each school within the district complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with district nutrition and physical activity goals.

The School Board will receive an annual summary report on district-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the district nutrition and physical activity goals, based on input from the schools within the district. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel, and will be made available to the public.

The district must conduct an assessment of wellness policy every 3 years, at a minimum. The assessment must determine: compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy. The policy must be updated as appropriate.

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 and 220, National School Lunch Program and Breakfast Program

FEDERAL REGISTER

Nutrition Standards for All Foods Sold in Schools (“Smart Snacks in School”), Vol. 78, No. 125, Part II, Department of Agriculture (2013)

ALASKA STATUTES

AS 14.30.360 Health education curriculum; physical activity guidelines

Revised 3/2017-2019

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

CONDUCT

BP 5131(a)

Note: Under the federal Every Student Succeeds Act, districts must take steps to ensure student discipline and safety. School districts must identify the creation and maintenance of safe and disciplined classrooms as a high priority for district and school staff. district- and school-level safety and discipline policies and regulations should be revised, and district resources distributed as necessary, to reflect the high level of importance the district attaches to this objective. School districts are to develop clear standards for student conduct that are designed to ensure that the environment within each district school and classroom supports student learning. Consequences for violating these standards must be identified, as well as the procedures that school staff, families, and students must follow in order to resolve problems as they develop.

Note: 4 AAC 07.010 - 4 AAC 07.900 **mandates** the School Board adopt policies on student rights and responsibilities; distribute and instruct students regarding these policies, and review these policies every three years. At a minimum, the policies must address routine discipline case procedure and chronic or serious discipline case procedure.

The School Board believes that student academic success depends upon students being physically present at school. Accordingly, the Board desires to reduce the time students spend away from the classroom and school learning environment due to misconduct. In order to facilitate this goal and increase outcomes for students:

The district shall use trauma-informed and supportive approaches to student behavior that create clear expectations with staff, students and families.

The district will pro-actively provide structures to cooperatively and independently manage behavior, and to build skills for self-management throughout the school day.

The district will monitor, address, and ensure that students do not disproportionately experience suspension, expulsion or other disciplinary actions due to race, ethnicity, disability, religious or cultural preference, gender identity, sexual orientation or socioeconomic background.

The district will work to build students' self-regulation skills, incorporating preventative and restorative practices to minimize the need for discipline and maximize instructional time for every student.

The district will incorporate culturally responsive models, school wide management, and classroom practices that build student skills, strengthen relationships, and keep students in the classroom.

In-school and out-of-school suspension should not be imposed unless other means of correction have failed to bring about proper conduct, or in circumstances where the student's presence poses a danger to persons or property or substantial disruption to the educational environment.

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Students

CONDUCT (continued)

BP 5131(b)

The district will incorporate restorative or corrective practices that focus on relationship building with students and families. These can include conferences with students and their parents/guardians; use of student study teams or other intervention-related teams; enrollment in a program teaching social/emotional behavior; intensive and intentional relationship building with students and family; participation in a restorative justice program or restorative circles; and positive behavior support approaches.

The Superintendent or designee shall provide professional development or supports as necessary to assist staff to offer consistent classroom management skills, to model skills for students, to establish collaborative relationships with parents/guardians, and to implement effective relationship building and disciplinary techniques, all while eliminating unconscious bias.

Clear standards for student conduct, classroom expectations, and resolving conflict will be established to ensure that the environment within each district school and classroom supports student learning. The Superintendent or designee, in consultation with staff, parents, students, and the community, shall establish student conduct expectations and identify consequences for violations. In addition, the Superintendent or designee, in consultation with staff, parents, students, and the community, shall develop procedures that school staff, families, and students must follow in order to resolve problems as they develop.

The District shall distribute and instruct students regarding these policies, and review these policies every three years. At a minimum, the policies must address routine discipline case procedure and chronic or serious discipline case procedure.

The School Board believes that all students have the right to a public education in a positive environment free from disruptions which interfere with teaching and learning activities. In order to promote an atmosphere conducive to learning, it is imperative that the School Board, parents/guardians, students, teachers and the administration be cognizant of their responsibilities related to student conduct.

School Board

The School Board is responsible for prescribing rules for the government and discipline of the schools under its jurisdiction. Consequences for misconduct will be fair and developmentally appropriate in light of the circumstances. The School Board holds the certificated personnel responsible for the proper conduct and control of students under their charge within the behavioral guidelines established by the School Board in conjunction with the administration. ~~The School Board shall provide all reasonable support to certificated personnel with respect to student conduct and discipline.~~

The School Board will review and analyze disciplinary action data to understand conduct and discipline outcomes of specific groups of students and families.

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Students

CONDUCT (continued)

BP 5131(c)

The School Board and administrators will review research on effective practices to pro-actively create trauma informed environments and determine how to incorporate into district policies and practice.

Superintendent

The Superintendent or designee shall establish the necessary procedures to implement and enforce the School Board's discipline policy. He/she shall notify the parents/guardians of all students of the availability of the district's policy and procedures related to conduct and discipline.

School Principal

The school principal shall initiate and enforce a set of school rules, in keeping with district policy and regulation, which facilitate effective learning and promote attitudes and habits of good citizenship.

The principal or designee shall provide instruction to students regarding their rights and responsibilities.

The principal shall support the classroom teacher in his/her efforts to promote improved and acceptable behavior in students.

Teachers

Appropriate classroom behavior allows teachers to communicate more effectively with students. Teachers shall conduct a well-planned effective classroom program and initiate and enforce a set of classroom regulations that facilitate effective learning.

Teachers shall cooperate with administrators and other classroom teachers in enforcing general school rules and appropriate campus behavior.

Parents/Guardians

Parents/guardians are expected to comply with the laws governing the conduct and education of their children. They shall also be expected to cooperate with school authorities regarding the behavior of their children. Parents/guardians may be held liable for misconduct of their children to the extent provided by law.

Students

Students shall be properly instructed in the rules and regulations pertaining to acceptable conduct as set by the School Board. All students shall comply with the regulations of the school district,

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

comply with the course of study and submit to the authority of the teachers and administration of the schools.

CONDUCT (continued)

BP 5131(d)

Students should have the freedom and be encouraged to express their individuality in any way as long as their conduct does not infringe upon the freedom of other students or interfere with the instructional program.

(cf. 5145.2 - Freedom of Speech/Expression)

Students who violate the law or the rules and regulations of the school district may be subject to the transfer to alternative programs, discipline, suspension, or expulsion.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension/Expulsion/Due Process)

Legal Reference:

ALASKA STATUTES

14.33.110 - .140 Required school disciplinary and safety program

ALASKA ADMINISTRATIVE CODE

4 AAC 07.010 - 4 AAC 07.900 Student Rights and Responsibilities

UNITED STATES CODE

Every Student Succeeds Act, P.L. 114-95 (2015)

Goss v. Lopez, 419 U.S. 565 (1975)

Revised 3/~~2017~~2019

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Students

AASB POLICY REFERENCE MANUAL
9/92

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

DRESS AND GROOMING

BP 5132

The School Board believes that appropriate dress and grooming contribute to a productive learning environment. ~~This policy serves to set expectations for The Board expects students to give proper attention to~~ personal cleanliness and ~~to wear clothinges~~ that are suitable for the school activities in which they participate. Students have the right to make individual choices from a wide range of clothing and grooming styles, ~~but they must that do~~ not present a health or safety hazard or cause an undue distraction which would interfere with the educational process.

The school is a partner in ensuring that each student understands and can successfully meet the dress code and grooming standards. Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A designated staff member will be available to meet with students and families who do not understand the expectations of this policy or who believe they cannot meet the dress and grooming requirements.

(cf. 4119.22 - Dress and Grooming (staff))

(cf. 5145.2 - Freedom of Speech/Expression)

~~Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised.~~ A student who violates the dress code shall be subject to ~~appropriate corrective or~~ disciplinary action. Corrective action should be considered for first offenses unless, in the judgement of the principal or designee, circumstances indicate that disciplinary action is appropriate.

(cf. 5144 - Discipline)

Note: The following optional language permits schools to provide temporary alternative clothing in order to assist students in completing the school day.

Schools may choose to have temporary alternative clothing available that will permit a student in violation of the dress code to remain at school for the remainder of the school day, subject to the approval of the principal or designee.

Legal Reference:

Breese v. Smith, 501 P. 2d 159 (Alaska 1979)

Revised 9/9/2019

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

POSITIVE SCHOOL CLIMATE

BP 5137

Note: This optional policy endorses positive steps to create a positive school climate, which is linked to student achievement. All parts of this sample may be modified as desired.

Research indicates that student achievement is often higher in schools with a positive climate. The School Board expects that all school staff will contribute to a positive and welcoming climate in each school. This encourages staff to have positive interactions and relationships with students. A positive school climate includes a safe, culturally responsive, supportive, and, which is reflected through safe, well-managed classrooms and school environment. common areas, clearly stated high expectations about individual responsibility, and whose Teachers and staff should consistently acknowledge all students and fairly address student's behavior.

School Climate refers to the social and environmental factors that contribute to students' experience of, and attitude towards, their school. School climate is related to how well students feel connected with others at their school and how comfortable the school setting is for them as a student and for their family. Without a positive school climate, students are unlikely to see their school as a place they feel welcomed, challenged and nurtured. The Board recognizes that students experiencing a positive school climate are more likely to achieve success both academically and socially. The District should implement practices that support a positive school environment. These may include: appropriate expectations that are implemented in a nondiscriminatory manner, social and emotional supports, trauma informed practices, culturally responsive education and supports, community and family relationship supports, a positive peer climate, caring adult relationships, a school safety program, and opportunities for student involvement.

The Superintendent or designee may implement and support strength-based activities such as Social Emotional Learning (SEL) efforts, youth leadership initiatives, family involvement in schools, and community service projects.

All members of the school community, including staff, students, administrators, school board members and visitors, are expected to serve as role models by demonstrating positive attitudes, cultural sensitivity, and respect to students and staff members. Staff shall use effective classroom management strategies to foster positive social interactions among students, and encourage and recognize activities that foster a positive school climate.

The Superintendent or designee will administer the School Climate and Connectedness Survey on a regular basis, share results with the school board, staff, students and the community, and commit to improving school climate and connectedness ratings.

(cf. 6141.3 - Multicultural Education)

(cf. 6142.4 - Community Service)

The schools shall not tolerate any form of harassment, intimidation, or bullying that would interfere with there being a positive school climate. Students, staff, administrators and school board members who engage in these acts shall be subject to appropriate disciplinary procedures.

(cf. 5131.4 - Campus Disturbances)

(cf. 5131.43 - Harassment, Intimidation and Bullying)

(00879798)

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

(cf. 5144 - Discipline)

POSITIVE SCHOOL CLIMATE

BP 5137

Legal Reference (see next page): ALASKA STATUTES
bullying policy Revised 03/20122019

14.33.200 Harassment, intimidation and

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

DROPOUT PREVENTION

BP 5147

Note: The following optional policy may be revised or deleted as needed.

The School Board is deeply concerned about the many students who leave school without graduating. The Board particularly desires to provide a learning environment conducive to keeping in school those "high-risk" students who are susceptible to frequent absenteeism, truancy, or tardiness, or who have the potential to drop out because of pregnancy or marriage, financial needs, dislike of school, classes, or teachers, lack of basic skills, disciplinary problems, low self-esteem, emotional or physical problems, or feelings of alienation.

The Board sees every student as a valuable individual to be carefully nurtured and equipped to become a productive citizen.

The Board will review data to understand if there is a disproportional dropout rate of students by race, gender, and economic status. The Board will take action to address and resolve any disproportionality.

The Board recognizes that children who have experienced trauma drop out of school at a significantly higher rate than those who have not experienced trauma. The symptoms of traumatic stress can impact on educational success due to risk factors such as learning challenges, low academic achievement, emotional disturbance, disengagement, and/or truancy. To support the needs of students experiencing trauma, and the needs of all students who may be at risk of dropping out, the District will provide universal and selected evidence-based approaches to create safe, trauma informed, and culturally safe climates and practices. The District will work to identify those students with increased risk for not completing high school in order to provide additional supports, which may include referrals for external services available to support the student or the student's family

Because children all differ, variations of pace, topic and activity are needed to challenge and interest them. Besides seeking continual improvement in the quality and relevancy of our educational programs, the Board encourages the use of appropriate evidence-based dropout prevention strategies at all age and grade levels.

The Board directs the Superintendent to implement this policy with parental and community involvement.

(cf. 5131.6 - Drugs, Alcohol and Tobacco)

(cf. 5141.51 - At-risk Youths)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5113 - Absences and Excuses)

AGENDA ITEM New Business 2.0

ACTION

DISCUSSION

TOPIC: Approval of revised “Actions” of the 2016-2021 Hoonah City Schools Strategic Plan.

Status

Administration has revised the Actions in the FY 2016-2021 Hoonah City Schools Strategic Plan.

Recommendation

I move that we adopt a revised “Actions” for the FY 2016-2021 Hoonah City Schools Strategic Plan.

Key Objective	Action Steps	Timeframe	Lead/Team	Resources Have/Need	Benchmarks of Success
Leaders have articulated a commitment to adopting a trauma sensitive approach.	<ul style="list-style-type: none"> -Attend Trauma Sensitive School conference -Review Alaska Framework for Trauma informed schools -Attend National Conference on Trauma Informed Schools 	June 2019-April 2019	Ralph Watkins Renee Gray Lora Jett Natalia Bucher Marti Lee Ben Mettling	<ul style="list-style-type: none"> -AASB Staff in-service -Time set aside for meeting 	Leaders have developed and implemented a communication plan for informing staff about plans for integrating a trauma-sensitive approach.
Resources have been allocated to support the adoption of a trauma sensitive approach	Create budget that includes resources for training and implementation	<ul style="list-style-type: none"> -Title 1 budget June 2019 -STEPS budget June 2019-August 2021 	Norma Holmgaard Ralph Watkins	None	
All school staff members have a baseline understanding of trauma and its impact on students and staff and what it means to be a trauma-sensitive school.	All staff members attend the initial AASB Trauma Informed Schools Framework review and discussion	August 2019	-Michelle Byers AASB Staff Patrick Sidmore	Understanding Trauma and Its Impact e-resource, slide presentation and activity packet; Building Trauma Sensitive Schools online module and Facilitation Guide	<ul style="list-style-type: none"> -All school staff members have completed the Understanding Trauma and Its Impact e-resource and the Building Trauma-Sensitive Schools online module. -Staff member has attended the AASB presentation of the Alaska Framework for Trauma informed schools

Key Objective	Action Steps	Timeframe	Lead/Team	Resources Have/Need	Benchmarks of Success
<p>The school has a formal multidisciplinary trauma sensitive work group that includes student and family voices and is supported by the leadership.</p>	<p>-Invite members to be part of the multidisciplinary trauma sensitive work group -Schedule meeting to outline the work of this group</p>	<p>August 1-September 30</p>	<p>Ralph Watkins Renee Gray Lora Jett Natalia Bucher</p>		
<p>The school is ready to adopt a trauma-sensitive approach.</p>		<p>This is a yearlong implementation. We will establish benchmarks along the way to full implementation</p>	<p>Ralph Watkins Renee Gray Lora Jett Natalia Bucher Marti Lee Ben Mettling</p>	<p>Work Group Question Guide to Assess School Readiness for Change; Staff Survey to Assess School Readiness for Change</p>	<p>-School leaders have affirmed to staff their commitment to adopting trauma sensitivity schoolwide. -The majority of school staff expresses feeling motivated to adopt a trauma-sensitive approach.</p>

AGENDA ITEM New Business 2.1

 √ ACTION

 DISCUSSION

TOPIC: Adoption of Board Self-Improvement Goal and District Goals for FY 2019-2020

Background

On June 14 and 15, a Board retreat was held and self-improvement goals were set for the Board. The Board also set Board goals for the District.

Status

See attached posters

Recommendation

I move that we adopt the Board of Education self-improvement goals and the Board goals for the District for 2019-2020.

**Hoonah City Schools Board of Education
Board Goals for the District**

2019-2020



I.

The board will work with the administration to develop and implement a 6-year curriculum review plan for the district.

II.

The board will work with administration to adopt a plan for recruitment and retention of qualified staff.

III.

The quarterly principal roundtables will be reinstated.

Hoonah City Schools Board of Education Self-Improvement Goals

2019-2020

I.

The board will investigate committee work to determine if there are standing committees that should be outlined in policy.

II.

The board will hold at least one work session per quarter to educate themselves when necessary. Potential topics include budget, curriculum parent involvement, policies and grants.

AGENDA ITEM New Business 2.2

 √ ACTION

 DISCUSSION

TOPIC: Adoption of FY 20 School Operating Fund Budget Revision

Background

In June, a special City Council meeting was held to approve a revision of the ordinance that pertains to the 1% sales tax for student activities.

Status

At the request of the City Administrator, a budget revision was drafted to move the 1% sales tax that is given to the school district into the general fund. This requires a budget revision as the Board approved our FY 2020 school operating fund budget in April as we are required to present to the City of Hoonah by May 1st for City Council approval. The FY 2019/2020 School Operating Fund Budget must be submitted to the Department of Education by July 15, 2019

Changes in the Revised Budget:

Revenue:

At the request of the City an additional amount of \$291,000 was added to local contribution. Because of this, the formula in which the State calculated how much foundation is given to the school changed increase State revenue in the foundation program to increase by \$14,938. This is due to the percentage of Impact aid State of Alaska gets instead of the district. In our case that percent decrease from 51.22% to 35.58%.

In addition to both of those increases, the City asked to have part of the remaining 1% revenue left after deducting the student activities budget be used for an additional Elementary teacher to break the 2/3 classroom into separate classes. This additional certified staff member changed the TRS-On-Behalf amount. This amount increased by \$19,344.

The total increase in Revenue was: \$325,282.00

Expenditures:

Estimated Salary - \$77,381

Estimated Benefits - \$49,556

Support Services Supply Budget - \$9,474, I put this here but it can be moved into different categories if needed.

Operations & Maintenance of Plant – An additional \$3,350 into the heating fuel category and an additional \$3,350 into the electricity category.

Student Activities Budget - \$182,171

The total increase in Expenditures was \$325,282.00

Recommendation

I move that we approve the Revised FY 2019/2020 School Operating Fund Budget.

Hoonah City School District
 FY20 Budget Draft Revision

	Student Enrollment	112.95 Act ADM	115 EST ADM						
	OPERATING FUND								
		Adopted	Draft						
		FY 19	FY 20						
		Budget	Budget		Difference				
	REVENUE		Revision						
1	City Contribution	314,603	606,990		292,387				
2	City Contribution - In Kind	29,391	33,253		3,862				
3	City Contribution - Pupil Activities								
4	Earnings on Investments	1,500	1,500		-				
5	Other	10,000	6,138		(3,862)				
6	Rentals								
7	Leases								
8	E Rate Revenues	33,600	33,600		-				
9	State Revenue: Foundation Program	2,262,178	2,322,488		60,310				
10	State Revenue: Quality Schools Grant	6,858	6,941		83				
11	State Contribution: On Behalf TRS	155,726	155,747		21				
12	State Contribution: On Behalf PERS	26,078	26,058		(20)				
13	State Broadband Assistance								
14	Federal Revenue: Impact Aid	112,125	112,125		-				
15	Use of Fund Balance	151,931			(151,931)				
16	Total Revenue	3,103,990	3,304,840		200,850				