

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

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

Thursday September 19, 2019

7:00 PM

REGULAR BOARD MEETING

Located in the School Library

.....
MEETING AGENDA

CALL TO ORDER

PLEDGE OF ALLEGIANCE

ROLL CALL (ESTABLISH QUORUM)

CORRESPONDENCE TO THE BOARD

AGENDA REVISIONS

ADOPTION OF AGENDA

APPROVAL OF MINUTES

Regular Board Meeting-July 1, 2019

Special Board Meeting-July 26, 2019

Special Board Meeting- August 12, 2019

Special Board Meeting- August 27, 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. Grant Report - Norma Holmgaard, Written

D. Maintenance Report - Jeremiah Byers, Written

E. Board & Committee Reports - Robert Hutton, Oral

NEW BUSINESS

2.0 FY '19 Fund Balance Transfer

2.1 AASB Policy Updates to the 5000s, First Reading

2.2 AASB Policy Updates to the 6000s, First Reading

DISCUSSION ITEMS

- AASB Fall Conference
- Quarterly Work Session
- Standing Committees
- Recruitment and Retention of Qualified Staff
- Extra Duties Stipend for Certified Staff

PUBLIC COMMENTS (THREE-MINUTES PER SPEAKER)

COMMENTS FROM BOARD MEMBERS

FUTURE AGENDA ITEMS

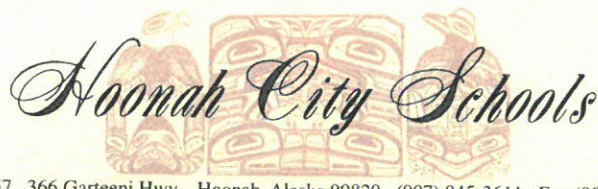
ADJOURNMENT

NEXT MEETING DATES:

- Regular Board Meeting-October 17, 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.



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

SIGN IN SHEET

Meeting: Regular Board Meeting Date: September 19, 2019

Public Comments

Name (please print)	Subject	Telephone Number
1. Sally Dybdahl	recruitment + Retention	(907) 209-9326
2.	of Qual. Staff	
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Public Comment and Communications

Name (please print)	Subject	Telephone Number
13. Paul Miller	Pre school - Custodial	957-4104
14. Janna Erickson	Bullying	723-4576
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		

Three minutes per speaker.

jamie.ericson30@yahoo.com

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

July 1, 2019

BOARD MEMBERS PRESENT: Heidi Jewell, Dillon Styers, Harold Houston, Robert Hutton, Grace Villarreal, absent excused

SUPERINTENDENT/PRINCIPAL: Ralph Watkins

OTHERS PRESENT: Amy Stevenson, Business Manager & Recording Secretary; Jeremiah Byers, Maintenance; Morgan Stevenson, Stan Savland, Glenda Hutton, Diane Bean (Wingfield), Rod Wingfield

CALL TO ORDER: Robert Hutton called the meeting to order at 7:07 pm.

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

HONORING ADULT VOLUNTEERS: Dillion Styers presented Glenda Hutton and Diane Bean certificates of appreciation for their volunteer work. Ralph Watkins spoke and expressed his appreciation of their work in the school.

CORRESPONDENCE TO THE BOARD: Robert Hutton has no correspondence.

AGENDA REVISIONS:

- Strike potential school closure from discussion items

ADOPTION OF AGENDA:

- Agenda as amended as presented is accepted by unanimous consent, **MOTION CARRIED.**

APPROVAL OF MINUTES:

- Minutes for May 16, 2019 as presented with not revisions are accepted by unanimous consent, **MOTION CARRIED.**

BOARD CALENDAR:

- Robert Hutton informs the Board and audience that the Hutton's will like to host a beginning of the year potluck picnic for all of the Board and staff of the school on August 10th.

PUBLIC COMMENTS (THREE MINUTE TIME LIMIT EACH):

- No public comments

ADMINISTRATIVE REPORT:

A. Administrator's Report – Ralph Watkins

- Written Report
- Update staffing-He continues to look for open positions. He has asked Renee Gray to sit for an interview with one candidate. If the candidate has a good interview, he will ask a Board member to sit in on another interview. No candidate for the math position as of yet. He is thinking we may have to attend the summer job fair in Anchorage. We are confident that everything is ready for the start of the school year. Robert asked about the playground that is supposed to be installed. Jeremiah informed the Board that Island Contractors were waiting on an answer on additional work to install pre-school playground equipment. Change order will be an additional cost of \$103,699 and additional 3 weeks of work and extend the work into the beginning of the school year. We do not have the fund and the equipment will have to be stored. Discussion continued on options for the installation of this equipment. Harold Houston asked Ralph what the strategy for staff retention is and he responded that one of the main keys is an informative onboarding. Harold commented that he would like to see a Board member attend the job fair if it is attended.

B. Business Office Report – Amy Stevenson

- Written Reports
- Updated the Board on the status of the impact aid review. We are crossing our finger that the updated source check forms will be approved and we can then update our FY 2020 application. If the application is declined then the State of Alaska will adjust the formula to reflect this change. Harold asked if we had received all of our City appropriations this year. He enquired if this was monies we could spend for FY 2020. Amy explained that the funds on the report were funds received for FY 2019 but there are funds available if needed to start the school year. He asked for the balance of the capital projects fund.

C. Maintenance Report – Jeremiah Byers

- Written report

D. Board Reports:

- Legislative report, Harold Houston – We need to get in and lobby for fund. He has been relying on the website and it looks like we have funds available to start the year. The legislature appears to be getting ready for a lawsuit, but there are fund available. Things are crazy right now. The Governor has vetoed many things. Early education has been vetoed.
- Robert's report is in written form. He was tasked with inquiring with like size district on standing committees for budget. He received no answer from Kake. Klawock has no standing committee. The superintendent and business manager proposes the budget as information to the Broad, and the Board acts on the presented budget. They have no formal committee for curriculum. They approach it as needed. Metlakatla has no standing committees. The

superintendent and business manager set the budget, and then send it to CORE for review the document for the District. As for a committee for curriculum review, they are in the process reviewing all of their curriculum. After that, this process will follow policy.

OLD BUSINESS

1.0 AASB Policy Updates for Articles 4 and 5 for 2nd and Final reading

M/S Dillion Styers, Harold Houston move that we put on the table for the second and final reading to following board policies as recommended by AASB and as they are listed in the board packet. Voice Vote: HJ yes, DS yes, HH Yes, RH Yes Passed by voice vote of four Yay's, **MOTION CARRIED.**

NEW BUSINESS

2.0 Approval of Revised "Action" of the 2016-2021 Hoonah City School Strategic Plan

M/S Heidi Jewell, Dillion Styers move that we adopt revised "Actions" for the FY 2016-2021 Hoonah City School strategic plan. Discussion: Ralph commented that we have meet out academic goals of the strategic plan through individual portfolios for student and use of PowerSchool. The next step is looking at each student's behavior and how that impact each student success. The State of Alaska has adopted a trauma informed frame work and schools in Alaska are adopting this. Bob commented that this will meld with the current goals. Voice Vote: HJ yes, DS yes, HH Yes, RH Yes Passed by voice vote of four Yay's, **MOTION CARRIED.**

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

M/S Dillion Styers, Harold Houston that we adopt the Board of Education self-improvement goals and the Board goals for the District for 2019-2020. Discussion: Harold asked when they would like to start these. Bob commented that this will be addressed in discussion. **MOTION CARRIED.** Voice Vote: HJ yes, DS yes, HH Yes, RH Yes Passed by voice vote of four Yay's, **MOTION CARRIED.**

2.2 Adoption of FY 20 School Operating Fund Budget Revision

M/S Heidi Jewell, Dillion Styers move that we approve the FY 2019/2020 School Operating Fund Budget Revision. Discussion: Heidi asked if the special board meeting that the City of Hoonah needed to have about this had happened. Amy informed her that no it had not. We are assuming that the City will approve this before July 15th before the budget is due to the State. Ralph informed the Board he has been in contact with the City Administrator. He has also spoken to the City council member about this and no one has raised any concerns. The Board asked Shawn McConnell's thoughts. He stated that it was his perspective that we had addressed all of the concerns of the Council. Ralph informed the Board and the audience that it would be a 4/5 split as the

students who were being targeted had move on to 4th grade. Heidi asked what the budget would look like without the 1% since we can only assume this will pass. Amy advised the Board that we would have to go back to our original budget that was Board approved. Shawn also commented on the increase of sales tax in the following years. Heidi asked what would happen if we submitted our original budget to the State and then did a budget revision. Amy informed the Board that she is assuming the State would give the District the foundation owed in the original budget. After the end of the year's audit, the State looks at the amounts of local contribution and corrects the formula to the correct numbers and either give additional funds or we pay them back funds owed. Voice Vote: HJ yes, DS yes, HH Yes, RH Yes Passed by voice vote of four Yay's, **MOTION CARRIED.**

DISCUSSION ITEMS:

- **Curriculum Review** – During the retreat the Board asked that this be put on the agenda. Ralph advised the Board that a normal cycle is every 4 years. Our cycle is different. We had not adopted curriculum in quite some time. Last year, we adopted a new reading curriculum and we are now in year 2. We are in year 4 of our Bridges Math adoption. We have had the curriculum for 4 years but we have only had a system of alignment for this for 1 year. We need an adopted science curriculum for elementary. Heidi asked if we are using Bridges math. Ralph informed the Board that we are supplementing online math for both elementary and secondary with Bridges. We have not adopted a social studies curriculum as the standards have not changed and the books we have were purchased in 2014 so they are pretty up-to-date. Curriculum review is a long process. He is in the process of creating a social studies map to align with reading so they can get social studies also. Bob asked if the Board agrees with the format presented by Ralph. Heidi comments that she thinks this would be good and it will be in writing so that if there is a turn over there is always information for the next person coming in. Harold thinks that there need to be a committee and he volunteers to be on the committee. Ralph again comments on the work involved and time needed.
- **Standing Committees** – Bob asks what standing committees if any would the Board like to see established. Also Bob asked if they would like address this now or defer this to next meeting. Heidi and Dillion would like to think about it some more. Harold stated that if we were going to defer this he would like everyone to think about a budget committee. Bob asked the Board if they would like this on discussion in August. He thinks is this is going to be a standing committee, it needs to be in policy as such. Everyone agrees to this.

PUBLIC COMMENTS (THREE-MINUTES PER SPEAKER)

- No Public Comments

COMMENTS FROM BOARD MEMBERS:

- Harold Houston – It is refreshing to see more council member here at the meeting. He thanks Shawn and Stan for being her. He thanks Glenda and Jeremiah also for being there.

FUTURE AGENDA ITEMS:

- Teaching Contracts

ADJOURNMENT:

M/S Robert Hutton motion to adjourn. No objection. **MOTION CARRIED BY UNANIMOUS CONSENT.**

Meeting adjourned at 8:49 pm.

Respectfully submitted,



Dillon Styers
Board Secretary



Amy Stevenson
Business Manager

*Please note that an audio recording of this meeting is available to be listened to at the District office.

**HOONAH CITY SCHOOLS
SPECIAL BOARD MEETING**

**Friday, July 26, 2019
High School Staff Lounge
7:00 PM**

BOARD MEMBERS PRESENT: Grace Villarreal, Harold Houston, and Robert Hutton. Heidi Jewell and Dillion Styer are absent, excused.

SUPERINTENDENT: Ralph Watkins

OTHERS PRESENT: Amy Stevenson, Business Manager; Morgan Stevenson

CALL TO ORDER: Robert Hutton, Board President, called the meeting to order at 7:00 PM.

PLEDGE OF ALLEGIANCE

ROLL CALL: Three (3) Board Members were present at roll call, a quorum was established.

ADOPTION OF THE AGENDA: No revision and objections. Passed by unanimous consent.

SUPERINTENDENT REPORT: Yearly Calendar – Ralph presented his yearly calendar to the Board.

NEW BUSINESS:

1.0 M/S Grace Villarreal, Harold Houston to offer Heather Powell and 2019/2020 teaching contract. Voice Vote: HH – Yes, GV – Yes, RH – Yes, Passed with a voice vote of 3 Yay's, MOTION CARRIED.

2.0 1.1 M/S Grace Villarreal, Harold Houston to offer the following teachers 2019/2020 teaching contracts: Elena Swenson, Sylvia Lowery. Voice Vote: HH – Yes, GV – Yes, RH – Yes, Passed with a voice vote of 3 Yay's, MOTION CARRIED.

ADJOURNMENT: M/S Robert Hutton, Harold Houston moved to adjourn the meeting. No objection. Meeting adjourned at 7:05 PM.

Respectfully Submitted,



Dillon Styers
Board Secretary



Amy Stevenson
Business Manager/Recording Secretary

MINUTES OF SBM August 12, 2019

DILLON

(Recorded by Dillon Styers, Clerk)

Meeting convened at 7:04 pm

Roll Call: 5 Grace Villareal Here

1 Harold Houston Here

3 Heidi Jewell Here

4 Dillon Styers Here

2 Robert Hutton Here

Also present: Allen Clendaniel, DS

MOTION TO GO INTO EXECUTIVE SESSION

I move to go into executive with School District attorney under Attorney/Client Privilege for the purpose of receiving legal advice regarding alternatives to the current Administration And Superintendent/Principal configuration.

Motion Made By: Harold Houston

Motion Seconded By: Heidi Jewell

Voice Vote (Y/N): Harold Y Heidi Y Dillon Y Grace Y Bob Y

Time into executive session: 7:09

Time out of executive session: 8:00

Time of adjournment: 8:01

BS
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**HOONAH SCHOOL DISTRICT
SPECIAL BOARD MEETING**

**August 12, 2019
Room 405 – High School Staff Room
7:00 P.M.**

BOARD MEMBERS PRESENT: Harold Houston, Robert Hutton, Heidi Jewell, Dillon Styers, and Grace Villareal.

SUPERINTENDENT: Ralph Watkins

OTHERS PRESENT: Allen Clendaniel

CALL TO ORDER: All five (5) board members were present at roll call, a quorum was established.

EXECUTIVE SESSION

M/S Harold Houston, Heidi Jewell move to go into executive session with School District attorney under Attorney/Client Privilege for the purpose of receiving legal advice regarding alternatives to the current Administration and Business Office Configuration. Voice Vote: HH-Yes, RH-Yes, HJ-Yes, DS-Yes, GV-Yes. Motion carried.

Time into Executive Session: 7:09 P.M.

Time out of Executive Session: 8:00 P.M.

ADJOURNMENT: Robert Hutton asked if there was any objection to adjournment. No objection. Meeting adjourned at 8:01 P.M.

Respectfully Submitted,



Dillon Styers

Board Secretary

**HOONAH SCHOOL DISTRICT
SPECIAL BOARD MEETING**

**August 27, 2019
Room 405 – High School Staff Lounge
7:00 P.M.**

BOARD MEMBERS PRESENT: Heidi Jewell, Grace Villarreal, and Robert Hutton. Dillon Styers, Harold Houston were absent excused.

SUPERINTENDENT: Ralph Watkins

OTHERS PRESENT: Recording Secretary, Anne Sharclane,

CALL TO ORDER: Board President, Robert Hutton, called the meeting to order at 7:02 P.M.

ROLL CALL: Three (3) Board Members were present at roll call, a quorum was established.

NEW BUSINESS:

**1.0 HOONAH CITY SCHOOL DISTRICT FY 2021-2026 SIX-YEAR
CAPITAL IMPROVEMENT PLAN.**

M/S Heidi Jewell, Grave Villarreal move that we **ADOPT** the Hoonah City School District FY 2021-2026 Six-Year Capital Improvement Plan. Voice Vote: HJ-Yes, GV-Yes, and RH-Yes. Motion carried.

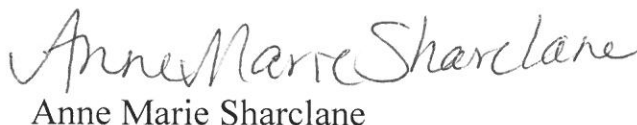
ADJOURNMENT: Robert Hutton asked if there was any objection to adjournment. No objection. Meeting adjourned at 7:03 P.M.

Respectfully Submitted,



Dillon Styers

Board Secretary



Anne Marie Sharclane

Anne Marie Sharclane

Recording Secretary

September

2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day	3	4	5	6	7
8	9 Early Release @ 2:30 Open House from 4-6:30	10	11	12	13	14
15	16	17	18	19 Regular Board Meeting @ 7:00	20	21
22	23	24	25 2019 Fall Conference	26	27	28
29	30 No School Teacher Inservice					

October

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 End of 1 st Qtr. Regular Board Mtg.	18 No School Teacher Work Day	19
20	21	22	23	24	25	26
27	28	29	30	31 Happy Halloween		School Carnival

September 19th 2019 School Board Superintendent Report

I will be presenting to the board on the items addressed in this report.

Count

As we begin our move into the count period our enrollment is holding at 130

New staff has been hired.

We started the year fully staffed. We add the following new teachers: Alexandria Tannehill-Smith-Science, Elena Swenson-Middle School Math/Culinary Arts, Rachel Priser- 2/3, Joan Martin- 4th, Ben Mettling- 5th, Sylvia Lowery- Special education secondary, Carolyn Kramlich- Sped Director/1/2 time Elementary Sped.

Additional staff needed

We are currently short 2 para-professionals to cover all of our special education students. We have posted for the positions and will be conducting interviews next week. We are also in need of a educational aid for regular education classroom support. We currently have 25 K/1 and 20 2/3 students we need to provide support for these teachers as they are teaching multi-grade classrooms. I have been working with the business office to look at ways to make this happen.

Testing

Our first round of MAPS testing is complete. Data will be shared at next board meeting. Preliminarily the results show are students are continuing to make positive growth.

Elective schedule

We are finishing our first week of our phase elective schedule. The schedule has been well received by students and teachers. The courses offered were:

- Robotics
- Woodshop
- Welding
- Culinary Arts
- Small engines
- Creative Writing
- STEAM Art
- Northwest Coast Art
- PE for Middle School and High School

Ordinance Change

As you know there has been a considerable amount of conversation in the community around the 1% ordinance change. Comments range from offering more activities for younger students to giving the excess money to the police department. We took the proactive step of issuing a statement that seemed to address some of the issues raised but I think more may need to be done prior to the vote. I would like to propose a community forum to provide an opportunity for community members to ask and have questions answered.

Upcoming events

September 24th-28th Superintendents Fall Conference September 25th-29th
September 30th Teacher in-service
October 17th End of Quarter 1

Special Education report

There will be a report from our special Education department at our next board meeting. If anyone has specific questions regarding special education please direct them to Carolyn Kramlich.

Sept 19, 2019

MEMORANDUM

TO: HCSD Board of Education

FROM: Amy Stevenson, Business Manager

RE: September Report

Current Information:

1. FY 2020 School Budget was submitted to the AK Department of Education & Early Learning before July 15 and was approved.
2. FY 2019 Audit was done and completed. We should have the official audit documents for the October board meeting. There were no finding.
3. AP Files set up
4. Payroll and HR files for new staff are competed
5. HCEA negotiations went well. We are still waiting for the HCEA Union to ratify the agreement.
6. Payroll is up to date.
7. Accounts payables and all orders are completed and up to date.
8. The 2020 Impact Aid updated: As you know the US Department of Education was questioning all of the Tlingit and Haida properties claimed on our impact aid, and are not accepting our FY 2020 application. Our contact, Robin and I spoke on Monday last week and it has been decided that we do not qualify for Impact Aid. This was a huge shock to me as the District has been reporting our children the same way for over 20 years. When our application was initially denied, Robin sent me new source check forms to fill out and submit for all Tlingit and Haida properties we have always claimed. These properties are HUD Housing and because of this I assumed they would be accepted. These were filled out and sent back, but it turns out they were not accepted. It has been determined that the land the houses sits on is not Federal land. We only have 4 students that do not fall under this category and qualify as they live in federal housing and their parents work for the federal government, Because of this, we do not have a certain percent of our students' eligible so the District does not qualify for Impact Aid. If it is the wish of the Board, I can continue to research this with the BIA Land Titles and Records Office. I have emailed Mindy with DEED and am awaiting her response to how this affects out foundation monies. The formula will be adjusted to account for no impact aid.

Next Steps:

1. The bank reconciliation for July and August needs to be done.
2. Deposits done as received
3. Filing
4. Journal entries as needed
5. Set up my financial board reports for FY 2020 when all budgets are known and in for grants.
6. Budget for general fund and grants put into our accounting software
7. August breakfast and lunch reimbursements to do.
8. Accounts payables as needed
9. Orders as needed
10. Work on destruction of old records per the State of Alaska's School District Model Records Retention and Disposition Schedule.

Hoonah City School District
 State and Federal Grant Report
 Hoonah Board of Education
 September 13, 2019
 Prepared by Norma Holmgaard

Early Learning

Department of Education Approved. This grant ended June 30, 2019

<u>Consolidated Grant Programs</u>	124,321.00
Title IA – Services for low socioeconomic students	115,922.00

- Hoonah City School District receives 94,849.00 in Title I A funds to provide supplemental programs for students in poverty who are also low achieving. Because the poverty level of the student population is above 40% Hoonah City Schools operates a “Schoolwide Program” which may serve the needs of all students.
- The Federal Programs Advisory Committee recommended that Title IA funds be used to support a continuing pre-kindergarten program due to the ending of the Early Learning Grant.
- Title funds support .20 FTE of a Certified appropriately endorsed Pre-K teacher, .50 FtE paraprofessional to work with the Pre-K Program and the accompanying benefits for these staff members.
- 500.00 of these funds are set aside to provide for emergency needs of children and families in transition (Homeless).
- 7% of the HCSD Grant Manager is funded from the Title I program.
- Title I A funds professional development such as Aimsweb training, Trauma Informed Schools, CHAMPS (school climate improvement) training in the Journeys reading program and the Bridges math program.
- Title I Funds will support the attendance of 7 teachers to the Effective Instruction/Response to Intervention Conference in January.
- Two staff members will train in the efficient use of Powerschool through the Title I program.
- Finally, the Grants Manager and the Business Manager will attend the spring Consolidated Plan Technical Assistance Training in March.
- Supplies and materials for the Pre-K program, parent engagement activities, and Federal Programs Advisory Committee meetings receive small amounts of funding through Title I.

- 7.35% of these grant funds go to indirect costs. These are costs incurred in the general operations of these programs such as business office expenses and overhead.

Hoonah City School District does have some carryover funding from FY19 that will support these programs. No school may carryover more than 10% of the original allocation.

Title II – Teacher Recruitment/Retention and Professional Development 18,399.00

- 10,000.00 of these funds were moved to Title IA to support the activities of that program.
- The remainder of Title IIA funds are used to pay for the 1000.00 signing bonus used to recruit quality teachers.

Title IV A – Innovation and Technology 11,073.00

- All of these funds were transferred to support the activities in Title IA.

Title VIB – Special Education Support 43,916.00

- Funds in this program provide .75 FTE of one intensive needs paraprofessional and the accompanying benefits package.
- These funds will also support the attendance of 3 special education staff to the Special Education Conference in the winter.
- Funds will also pay for the special education coordinator to attend the Sped Directors' meetings this year.
- There are some funds (2069.84) set aside for supplies and materials for the special education program.
- 3226.00 from this program go to indirect costs such as business office needs and overhead expenses.

Section 619 – Special Education Preschool Needs 1762.00

- All of these funds are used for the unique supplies and materials that may be needed for special services to preschool age children.

Federal Programs Advisory Committee

This Committee has not yet convened for the 2019-2020 term. The first meeting will be held in September or October.

Lingit Tundata'ani – Demonstration Grant 622,532.00

- Personnel funded through this grant include one Auntie (Carol Williams) one Uncle (Miguel Contreras), Vocational Teacher, Career Counselor, and 95% of the Grants Manager.
- Funds also pay for the related benefits such as health, retirement and unemployment for the above positions.
- Ms. Williams and Mr. Contreras will work in grades 2 through 7.
- In addition, funds cover Herb Shakely local artist, and welding and culinary arts Phase classes.
- Currently plans are underway to add a Tourism/Nail Tech program to the Phases.
- Funds are deallocated for monthly cultural activities for parents and community.
- Student trips funded include college visits, career exploration and job shadowing, and career profiles.
- Elder presenters and Elder mentors are funded through this project.
- The Radio Station equipment and archiving remains in the grant but no progress has been made on this activity as of yet.
- Supplies, materials and equipment for all programs are covered in this funding.
- 7.34 % of grant funds are designated for indirect costs.
- 77,000.00 provides funding for an outside evaluator. This will remain Claudia Dybdahl.

This grant was awarded to Hoonah City School District in the fall of 2017. Due to the lateness of the award, most of the activities did not get started that year. At this time there is a very large unspent balance that has not been used and is not designated. New activities may not be added to the program which severely limits use of these funds. It is likely the actual amount of funding in this program will be reduced by the United States Department of Education because of this large balance. The actual decision is not made yet and will be included in the next report.

September 2019

Maintenance Report

Since the last Board meeting I was a part of I have been working with Ralph and SERRC to ensure our CIP Application was ready to submit to the state to request funding for Boiler replacement and Reimbursement for the playground fixtures we had installed over the summer. This includes making sure the work order management system data is up to date, we updated our maintenance narrative, and that our heating logs were updated and provided.

We have the other playground equipment stored and have been in contact with Sitalines playground sales. They have a program where they will charge us for someone to come here and assist us with a community build. They said we would need about 8 people, an auger to dig the post holes, and concrete. Due to the time constraints and limited windows in which they were available and how they lined up with the work that was already taking place we decided to wait til next year.

I have been dealing with the playground installation and ensuring that the paperwork ends up where it needs to be and is filled out in a timely matter. Also I inspected the final completion and provided pictures of the completions to the architect. I am currently awaiting their acceptance of the final completion.

I have been kept busy keeping up with the Preventative maintenance routine work orders and the start up of the schools mechanical equipment.

The Compressor for the small walk in freezer was replaced at the end of august.

I had to use 10 days of sick leave which cuts into the available maintenance hours for the month so I am trying to balance catching up on work orders and keeping the facilities clean. This is nothing new, in our reporting submitted for the CIP projects mentioned earlier we had 1285.79 reported hours used out of only 1016.5 available for the last fiscal year. This takes time away from custodial duties and has a direct impact on the cleanliness and sanitation of the school facilities.

BP 3515.5 RESTRICTIONS ON SEX OFFENDERS ON CAMPUS

Prior to restricting any person accused of a sex offense from campus, the district shall verify that the person is actually listed on the Alaska Department of Public Safety Sex Offender/Child Kidnapper Registry.

Note: Alaska law does not prohibit sex offenders from entering school campuses. School districts may want to have a policy that prohibits non-parent sex offenders from coming onto school grounds and that puts reasonable procedures in place for sex offenders that are parents of students enrolled in district schools. The following policy was developed by the Kenai Peninsula Borough School District. It may be adapted or revised to reflect the needs of your district.

Recognizing that all students have the right to a public education in a safe and positive environment, the Board prohibits any sex offender from being on district property, except as authorized below. District property includes all land within the perimeter of the school site and all district buildings, structures, facilities, computer networks and systems, and school vehicles, whether owned or leased by the district, and the site of any school-sponsored activity.

(cf. 3515 - School Safety and Security)

(cf. 5030 - School Discipline and Safety)

(cf. 5137 - Positive School Climate)

Sex offenders are those convicted of a sex offense as defined in this or another state, or by federal law, and who are required to register as a sex offender under Alaska law or by court order. This policy also applies to those individuals convicted of child kidnapping who are required to register on the Alaska Department of Public Safety Sex Offender/Child Kidnapper Central Registry. This policy is not intended to impose a duty upon any district administrator or employee to review the Sex Offender/Child Kidnapper Central Registry to determine the presence of sex offenders in the community. This policy shall apply when district or school administrators are actually aware that a person in question is on the Registry.

~~The school principal and/or Superintendent shall have the discretion to refuse permission to be on school property if it is reasonably believed that the person's presence on school property would be inappropriate or a danger to others, provided such permission shall not be unreasonably withheld.~~

~~At all times, the school administrator shall endeavor to protect the privacy of an offender's child.~~

Sex Offenders Who Do Not Have Children Enrolled in the District

A sex offender or child kidnapper who does not have a child enrolled in the district is prohibited from entering district property except:

1. When he/she is a qualified voter and is coming upon district property, before or after normal school hours, solely for purpose of casting a vote; or
2. To attend an open meeting held outside the student instructional day.

Parent/Guardian Sex Offenders

A parent/guardian sex offender or child kidnapper who has a child attending a district school is prohibited from entering district property, except in the following instances:

1. When he/she is a qualified voter and is coming upon district property, before or after normal school hours, solely for purpose of casting a vote;
2. To attend an open meeting held outside the student instructional day; or
3. With the Superintendent or school administrator's prior approval, under the procedures set forth below:
 - a. to pick up or drop off his/her own child at the school where the child is enrolled;
 - b. to attend a parent-teacher conference or other meeting with faculty or staff to discuss the child's progress or other educational needs of the child;
 - c. under other special circumstances, on a case-by-case basis, for which the school administrator has given written consent.

In no event will entrance onto district property be allowed if prohibited by court order.

Procedures for Prior Approval

A parent/guardian sex offender or child kidnapper who comes onto school property to pick up or drop off his/her child(ren) needs to make specific arrangements in advance with the school administrator. These arrangements are to be approved by the Superintendent. The parent/guardian can only transport his/her own child(ren).

If a parent/guardian sex offender or child kidnapper wishes to come on to school property for another reason (e.g. parent-teacher conferences, student performances), he/she shall only do so under the following conditions:

- he/she must notify the principal of the school at least 48 hours in advance of the activity and obtain consent prior to coming onto district property;
- if consent is granted, the school administrator will assign an individual(s) to accompany the parent while on district property;
- he/she must report to the office, come only for the specific activity, cooperate with district supervision, and leave school property promptly upon the conclusion of the activity; and

- he/she must abide by all other terms and conditions of the school administration.

The school principal and/or Superintendent shall have the discretion to refuse permission if it is reasonably believed that the parent/guardian's presence on school property would be inappropriate or a danger to others, provided such permission shall not be unreasonably withheld.

At all times, the school administrator shall endeavor to protect the privacy of the offender's child.

(cf. 5021 - Noncustodial Parents)

Electronic Communications

The Board prohibits electronic communications between sex offenders and students. A parent/guardian sex offender/child kidnapper may not communicate electronically with a student other than his/her own child while the student is on district property. A non-parent sex offender/child kidnapper may not communicate electronically with any student while the student is on district property. "Communicate electronically" means actual *or attempted* communication by electronic means, including, but not limited to, phone, email, text, instant messaging, social networks, web postings, web contacts, computer, fax, or photographs.

Student Sex Offenders

The Superintendent or designee shall determine the appropriate placement for student sex offenders, except those identified as having a disability. When determining educational placement, including placement in an alternative educational setting, the Superintendent or designee shall consider such factors as the safety and health of other students and staff. The Superintendent or designee shall develop written procedures for managing each student sex offender in the district. The student's plan shall specify requirements for supervision and whether or not the student is permitted to attend school-sponsored or school-related activities outside of the instructional day.

If a student subject to this policy is a student with disabilities, he/she will be provided educational services in compliance with federal and state law.

Contractors

Any outside contractor with whom the district contracts, and whose employees or agents may have contact with students, is prohibited from sending any employee or agent who is a sex offender/child kidnapper to any district property. The contractor shall certify in writing the contractor's knowledge and understanding of this policy.

Violations of this Policy

The district will contact law enforcement when a sex offender/child kidnapper violates this policy and will immediately revoke any privileges granted to the individual under this policy.

Legal Reference:

ALASKA STATUTES

12.63.010-.020 *Registration of sex offenders and related requirements;
Duration of sex offender or child kidnapper duty to register*

12.63.100(5) *Registration of Sex Offenders - Definitions*

*Added 2/11
Revised 7/19*

Association of Alaska School Boards

9/92

BP 5141.42 PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS

Purpose

The District is committed to protecting children from inappropriate conduct by adults, including school staff and volunteers. The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children. This policy applies to all district staff and volunteers. For purposes of this policy and its administrative regulation, the terms "district staff," "staff member(s)," and "staff" also includes volunteers.

General Standards

Maintain professional boundaries: The board expects all staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries with students.

The interactions and relationships between district staff and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the district's educational mission.

District staff will not intrude on a student's physical and/or emotional boundaries unless the intrusion is necessary to serve a bona fide health, safety, or educational purpose. An educational purpose is one that relates to the staff member's duties as an educator. Additionally, staff members are expected to avoid any appearance of impropriety in their conduct when interacting with students.

Report violations of professional boundaries: Whenever a staff member observes another staff member engaging in inappropriate boundary invasions with a student, they must report what they have observed to administration. ***When in doubt, report it out.***

Preexisting, outside relationships with students: The board recognizes that staff may have familial and pre-existing social relationships with parents/guardians/caretakers of students and students. This could create dual relationships with students. Staff members should use sound professional judgment when they have a dual relationship with students to avoid violating this policy. In all such relationships staff should avoid any appearance of impropriety with any student and any appearance of favoritism toward any student.

Staff members shall pro-actively discuss dual relationship circumstances with their building administrator or supervisor. Regardless of any preexisting relationship with students outside of work, when on the job as an educator, staff shall abide by this policy and its accompanying administrative regulations.

Use of technology: The board supports the use of technology to communicate for educational purposes. However, unless the student is the staff member's own child, staff are prohibited from communicating privately with students on-line or from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally recognized professional standards.

Staff whose conduct violates this policy may face disciplinary and/or termination consistent with the district's policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

Training: The Superintendent or Superintendent's designee will develop staff training relating to this policy, including protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

(cf. [4131](#) – Staff development)

(cf. [5131.43](#) – Harassment, intimidation and bullying)

(cf. [5137](#) – Positive school climate)

(cf. [5141.4](#) – Child abuse and neglect)

(cf. [6161.4](#) – Internet)

cf. [6161.5](#) – Web sites)

ALASKA STATUTES

[11.61.120](#) Harassment in the second degree

[14.08.111](#) Duties

[14.14.090](#) Duties of School Boards

[14.30.355](#) Sexual abuse and sexual assault awareness and prevention

[14.30.360](#) Curriculum (health and safety education)

[14.33.200](#) Harassment, intimidation and bullying

[14.33.210](#) Reporting of incidents of harassment, intimidation and bullying

[14.33.220](#) Reporting no reprisals

[14.33.240](#) Immunity from suit

[14.33.250](#) Definitions

[47.14.300](#) Multidisciplinary Child protection teams

[47.17.010](#) Child protection

[47.17.020](#) Persons required to report

[47.17.022](#) Training

AR 5141.42 PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS

Boundary Invasions

School employees and volunteers are professionally and ethically obligated to maintain professional boundaries with students when working in an educator's professional role. Staff is defined as school employees and volunteers. In any staff-student relationship, staff is expected to maintain professional boundaries with students and avoid any boundary invasion which does not have a legitimate health, safety, or educational reason.

Schools must pay attention to boundary invasions and unprofessionalism because inappropriate boundary invasions by staff can morph into sexual grooming of students. If there is no legitimate health, safety, or educational reason for such boundary invasions, such boundary invasions are unwise and prohibited. Curtailing inappropriate boundary invasions reduces the opportunity for sexual grooming.

Inappropriate Boundary Invasion Examples

Examples of possible inappropriate boundary invasions by staff members include, but are not limited to, the following:

Taking an undue interest in a Particular Student:

1. Having a "special friend or a "special relationship" with a particular student.
2. Favoring certain students by giving them special privileges.
3. Favoring certain students, inviting them to come to the classroom at non-class times.
4. Getting a particular student out of class to visit the teacher during the teacher's prep period.
5. Engaging in peer-like behavior with students including rough-housing.

Using poor judgment in relation to a particular student:

6. Allowing a particular student to get away with inappropriate behavior.
7. Being alone with the student behind closed doors at school.
8. Giving gifts or money to the student.
9. Being overly "touchy" with certain students.
10. Touching students for no educational or health reason.
11. Giving students rides in the educator's personal vehicle, especially alone.
12. Frequent electronic communication or phone contacts with a particular student.

Becoming involved in the student's private life:

13. Talking to the student about the educator's personal problems.
14. Talking to the student about the student's personal problems to the extent that the adult becomes a confidant of the student when it is not the adult's job role to do so.
15. Initiating or extending contact with students beyond the school day in a private or non-group setting.

16. Taking a particular student on personal outings, away from protective adults.
17. Using email, text-messaging, instant messaging, or social networking to discuss personal topics or interests with students.

Not respecting normal boundaries:

18. Invading the student's physical privacy_ (*i.e.*, walking in on the student in the bathroom).
19. Inviting students to the educator's home.
20. Visiting the student's home.
21. Asking the student to keep certain things secret from his/her parents.

Sexually related conduct:

22. Engaging in sex talk with students (sexual innuendo, sexual banter, or sexual jokes).
23. Talking with a student about sexual topics that are not related to a specific curriculum.
24. Showing pornography to the student.
25. Hugging, kissing, or other affectionate physical contact with a student.

Reporting Violations and Administrative Follow Up

Reporting: Staff members must promptly report to the principal or administrative supervisor of any employee or volunteer suspected of engaging in inappropriate boundary invasions they become aware. Do not inform the employee or volunteer suspected of engaging in appropriate boundary invasions that a report has been made.

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member may be engaging in conduct that violates this policy or procedure.

Administrative Follow Up: The administrator to whom a boundary invasion concern is initially reported must document the concern and promptly provide a copy of that documentation to the Superintendent or Superintendent's designee. The Superintendent or Superintendent's designee shall see to it that (a) the alleged conduct is investigated, (b) any students involved are protected, (c) parents are informed, (d) where appropriate Office of Children's Services (OCS) and/or law enforcement are contacted, and (e) where appropriate, remedial and/or disciplinary action is taken.

Reporting Sexual Abuse

A.S. 47.17.020 and Board Policy require that persons who are mandatory reporters who, in the performance of their occupational duties have reasonable cause to suspect that a child has suffered harm as a result of **child abuse** or **neglect**, shall immediately report the harm to OCS or to a peace officer if OCS cannot be reached and immediate action is necessary for the well-being of the child. If there is reasonable cause to suspect sexual abuse, a report must be promptly made to OCS.

Any situation where a school employee or volunteer is believed to have engaged in sexual abuse of a student should also be reported to law enforcement.

Disciplinary Action

Staff violations of this policy may result in disciplinary action up to and including dismissal.

Training

Staff (including volunteers) will receive training on professional boundaries, inappropriate boundary invasions, and the relationship of inappropriate boundary invasions to sexual grooming. Such training shall take place at least every three years. All new employees and volunteers will receive such training within three months of employment or service. Such training will cover the information included in the training handout, E 5141.42-1, "School Guidelines for Preventing Sexual Abuse Against Students."

Dissemination of Policy and Reporting Protocols

This policy and procedure will be included on the district website and in all employee, student, and volunteer handbooks.

E 5141.42-1 SCHOOL EMPLOYEE TRAINING HANDOUT

School Guidelines for Preventing Sexual Abuse against Students¹

I. Introduction

These guidelines are aimed at assisting school employees in protecting students from sexual misconduct by other school employees. The key to prevention is for each employee to report behaviors which put students at risk for sexual misconduct. The principles identified in this handout are based on what sex offender treatment providers identify as the most effective way of protecting students from sexual abuse in the schools: (1) being able to identify “risk behaviors,” (2) reporting such “risk behaviors” to administration, and (3) follow-up by administration.

Sexual abuse of students by a small number of school employees causes disproportionate harm to children, families, schools, and the public’s perceptions of and confidence in public education. It is every educator’s responsibility to understand how offenders typically engage in sexual misconduct in schools and to know what to report and to whom reports should be made regarding conduct that constitutes “risk behaviors.”

The purposes of these Guidelines are:

- (1) To inform school employees about how sexual offenders prey on children so that with timely reporting, such misconduct may be prevented in our schools;
- (2) To provide a checklist of “risk behaviors” which may be sexual grooming and need to be reported; and
- (3) To provide additional Guidelines for practices that will protect students from sexual abuse by providing educators the tools to stop potential grooming behaviors.

II. Basic Principles

Professionalism is the Best Protection

While educators need to establish good relationships with students in order to teach them, educators must not rely upon students to meet their own social needs. If an educator relies on a student to meet the educator’s social needs, their relationship is not a professional relationship. Nor is it a true friendship since

educator-student relationship is by its very nature, not an equal or even relationship.

The relationship between educator and student is a relationship of trust where the educator has power over the student, making it inappropriate and unprofessional for the educator to try and meet his/her social needs through that relationship. While good relationships with students are very important for the education process that does not mean that the educator may become personal friends with his/her students. Failure to follow this basic principle of professionalism can result in an educator fitting the profile of someone attempting to engage in sexual misconduct with students, even if that is not the educator's intent.

At the same time, a sound and trusting relationship with students is often necessary to advance educational goals. To strike an appropriate balance an educator must consider whether s/he is attempting to have personal needs met through the relationship, or to have a peer-to-peer or "special relationship" with a student. The educator is the adult and is responsible for establishing professional boundaries.

Even in small villages where everyone knows everyone and school employees may be related to some of their students, these principles of professional relationships with students apply whenever educators are on the job.

"Grabbers" and "Groomers"

Sexual predator experts have identified two types of sexual predators of children based on their basic approach —"grabbers" and "groomers." (Carla van Dam, Ph.D., *Identifying Child Molesters* (2001).), In schools, "grabbers" usually victimize young children. Although "groomers" may also be involved with young children, nearly all offenders in schools who victimize teens youth are groomers.

What social scientists tell us about sexual grooming reveals that **other educators are the key to stopping sexual misconduct against students.**

Unless a child reports misconduct, it is easier to notice risk behaviors which might be sexual grooming than it is to see signs that a student is being molested by a "grabber." These guidelines address preventing sexual grooming by preventing inappropriate boundary invasion risk behaviors.

Dealing with Groomers

How sexual grooming works: Grooming is the process by which much of the serious sexual misconduct against children occurs in schools. An adult befriends a child, creating a connection with the child, a special relationship, lowering the

child's natural inhibitions in order to eventually take advantage of the child sexually. In the education context, sexual abusers often target students who are passive or needy and then engage in personal boundary invasion behaviors that are increasingly invasive of the child's boundaries. The child gets used to the boundary invasions and their increasing intrusiveness, and starts to accept them as normal. Eventually, when the student's inhibitions are down, sexual misconduct may occur. Commonly the child may even blame him/herself for what happened.

Student victim profile: Students who become victims are often in special need of adult attention, and at first may find the special relationship with the educator to be grounding and centering. They end up trusting the educator, feel that they are personal friends with the educator, allow the boundary invasions because they are friends, and then if something inappropriate happens, may end up blaming themselves. The victim can also be a relative of the abuser or a friend of the abuser's children.

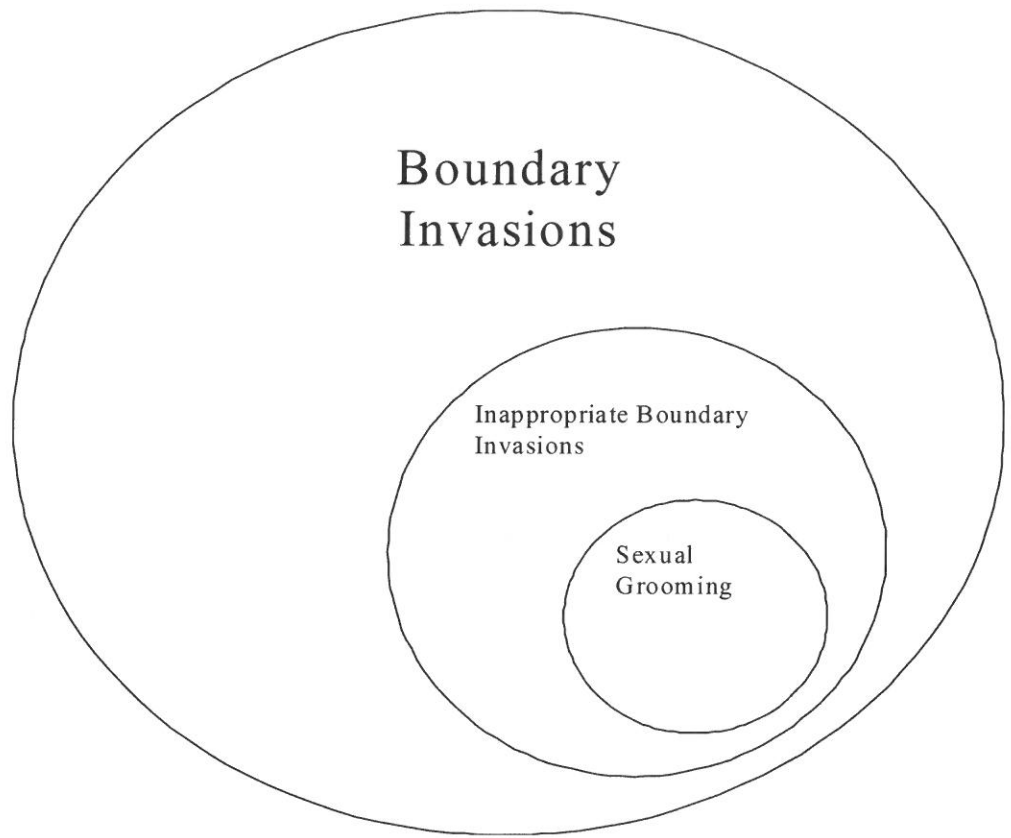
Principles Which Are the Key to How Educators Can Stop Sexual Grooming and Thereby Most Sexual Molestations

1. Sexual molesters may victimize children either by "grabbing" or "grooming" children. (Carla van Dam, Ph.D., *Identifying Child Molesters* (2001).)
2. The majority of educators who sexually molest students accomplish their molestations through the sexual grooming process.
3. Sexual grooming of students begins with and is accomplished by a process of increasingly invasive ***inappropriate boundary invasions***.

Therefore:

4. If we ***stop inappropriate boundary invasions***, we can prevent most molestations by educators.

Venn Diagram Showing Relationship of Grooming to Boundary Invasions



E 5141.42-2 ADMINISTRATIVE RESPONSE CHECKLIST

This checklist identifies proactive, best practices and subjects to consider in addressing situations in which a school employee has been accused of inappropriate boundaries or sexual misconduct involving a student.

Overall duties: A school district has three duties in relation to allegations of such misconduct. First, **protect any students** involved. Second, **investigate** the allegations. And third, **take action** after the investigation where appropriate. There may be many moving parts to the school district's response to the allegations. It is best that district administration is guided through the process by an attorney with an understanding of how school districts should respond to such situations.

The size of the problem: There are big problems and little problems with employees ignoring professional boundaries. Be cautious. What looks like a little problem may be the tip of the iceberg of an even bigger problem. There may be a pattern of other boundary invasions that school employees are not aware of.

When there are allegations of something that appears minor, it may be appropriate to have site administration do any investigation. It may also be appropriate to forego placing the employee in question on administrative leave. Outside help may be called in at any point. If it becomes apparent that the problem is a bigger problem, District Office should be consulted.

The checklist below may assist in determining whether the problem is a big problem or little problem in consultation with an attorney, superintendent, insurance person, and site administrator.

First Day Checklist

1. **First notice:** When a site or District Office administrator hears of an allegation that an employee has engaged in inappropriate boundary invasions or sexual misconduct with a student that administrator should promptly do the following:
 - a. Do not immediately investigate. Others will do that. **Obtain specific information about what is alleged from the person making the initial report** when that person makes the initial report. (Write down the information.)
 - b. Do not immediately inform the employee whose conduct is in question. Others will do that.
 - c. Without delay, **report the allegations to the Superintendent or designee.**

- d. Other than meeting mandatory reporting duties, administrator reporting the situation should **hold off doing** anything after this, unless instructed, other than **seeing to it that the student is protected**. There may be other steps site administration is asked to take, like taking part in placing an employee on administrative leave.
2. **Mandatory reporting and discussion with law enforcement** has either occurred or occurs. (A.S. 47.17.020 and Board Policy 5141.4) When appropriate make a report to Office of Children's Services (OCS) and/or law enforcement. If sexual misconduct involving touching is alleged, law enforcement should be called. Document these conversations.
 - Inform law enforcement that the employee will be placed on administrative leave by the end of the day, if that is to occur. They may want to speak with the employee first.
 - Also let law enforcement know you need to report to the parent. They may ask you to hold off to allow them to make the contact.
3. **Contact insurance.** Many insurers will want to take part in any investigation and in some circumstances will pay for the investigation.
4. **Contact legal counsel.** This may be a person insurance puts you in contact with.
5. **Teleconference call to plan response:** This call would include the attorney who will be guiding the school district through the process, the Superintendent, possibly the insurance person, and the administrator who received the initial notice of the allegations. The purpose is to plan the school district's response to the allegations and assure that each person knows their role. Depending on the situation, the following items might be discussed:
 - a. Discuss **investigation**:
 - 1) Identify who will investigate. With big problems and potential big problems, an outside investigator is preferred where feasible.
 - 2) Preliminarily, identify people who should be interviewed.
 - 3) Gather records for the investigator to review including board policies and procedures, professional boundaries training records for the employee, site administrator's notes of the initial report, and the personnel file of the employee in question, including any prior discipline.
 - b. Review the collective bargaining agreement governing employment of each employee whose conduct is at issue to determine whether there are any applicable requirements.

Definitions

Inappropriate: “Inappropriate” in conjunction with “inappropriate boundary invasions” means conduct which under the totality of the circumstances does not have valid and bona fide educational, health, or safety reasons.

Boundary invasions: Boundary invasions are situations where the educator does not respect the student’s personal physical and psychological boundaries. In predatory situations, the boundary invasions become increasingly invasive, with the student becoming used to the invasions and allowing increasing invasions to occur. Not all boundary invasions are inappropriate, and not all inappropriate boundary invasions result in sexual misconduct with students.² However, inappropriate

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1. Being alone with the student behind closed doors at school.
 2. Giving gifts or money to the student.
 3. Being overly “touchy” with certain students.
 4. Touching students for no educational or health reason.
 5. Giving students rides in the educator’s personal vehicle, especially alone.
 6. Frequent electronic communication or phone contacts with a particular student.

Becoming Involved in the Student’s Private Life:

7. Talking to the student about the educator’s personal problems.
8. Talking to the student about the student’s personal problems to the extent that the adult becomes a confidant of the student when it is not the adult’s job role to do so.
9. Initiating or extending contact with students beyond the school day in a private or non-group setting.
10. Taking a particular student on personal outings, away from protective adults.
11. Using e-mail, text-messaging, instant messaging, or social networking to discuss personal topics or interests with students.

Not Respecting Normal Boundaries:

18. Invading the student’s physical privacy (e.g., walking in on the student in the bathroom).
19. Inviting students to the educator’s home.
20. Visiting the student’s home.
21. Asking the student to keep certain things secret from his/her parents.

Sexually Related Conduct:

22. Engaging in sex talk with students (sexual innuendo, sexual banter, or sexual jokes).
23. Talking with a student about sexual topics that are not related to a specific curriculum.
24. Showing pornography to the student.
25. Hugging, kissing, touching, or other affectionate physical contact with a student.

Boundary invasions are something which other adults may become aware of. Since inappropriate boundary invasions may be the only clue by which other adults could detect that an educator-student relationship may be headed in the wrong direction, it is important for educators to avoid inappropriate boundary invasions and for administration to address them promptly with the educator when they occur.

Whether boundary invasion behaviors have “questionable educational benefit” can be determined by examining the relationship established by the educator with the student to see whether that relationship moved from being professional to becoming personal.

Possible “inappropriate boundary invasion” (*i.e.*, “risk behaviors,” are behaviors which show that a risky relationship is being established and may include:

Inappropriate Boundary Invasions

The following are “risk behaviors” which might be sexual grooming.

Taking an Undue Interest in a Particular Student:

1. Having a “special” friend or a “special relationship” with a particular student.
2. Favoring certain students by giving them special privileges.
3. Favoring certain students, inviting them to come to the classroom at non-class times.
4. Getting a particular student out of class to visit the teacher during the teacher’s prep period.
5. Engaging in peer-like behavior with students including rough-housing.

Using Poor Judgment in Relation to a Particular Student:

6. Allowing a particular student to get away with inappropriate behavior.
7. Being alone with the student behind closed doors at school.
8. Giving gifts or money to the student.
9. Being overly “touchy” with certain students.
10. Touching students for no educational or health reason.
11. Giving students rides in the educator’s personal vehicle, especially alone.
12. Frequent electronic communication or phone contacts with a particular student.

Becoming Involved in the Student’s Private Life:

13. Talking to the student about the educator’s personal problems.
 14. Talking to the student about the student’s personal problems to the extent that the adult becomes a confidant of the student when it is not the adult’s job role to do so.
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15. Initiating or extending contact with students beyond the school day in a private or non-group setting.
16. Taking a particular student on personal outings, away from protective adults.
17. Using e-mail, text-messaging, instant messaging, or social networking to discuss personal topics or interests with students.

Not Respecting Normal Boundaries:

18. Invading the student's physical privacy (*e.g.*, walking in on the student in the bathroom).
19. Inviting students to the educator's home.
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21. Asking the student to keep certain things secret from his/her parents.

Sexually Related Conduct:

22. Engaging in sex talk with students (sexual innuendo, sexual banter, or sexual jokes).
23. Talking with a student about sexual topics that are not related to a specific curriculum.
24. Showing pornography to the student.
25. Hugging, kissing, touching, or other affectionate physical contact with a student.
- 26.

Small Communities

In small communities it is more likely that people working in the schools will already know students before they become students. Children in the community may be friends of the family or part of the educator's extended family. The child may be the educator's babysitter, someone who is hired to do chores, and someone often seen at community events. The educator may belong to the same community organizations as the child, be an elder, the child's uncle, aunt, cousin, or best friend's parent.

These Guidelines recognize the realities of small communities where everyone knows everyone and people who grew up in the community have close ties and blood relationships with a large segment of the community.

The additional guidance for small communities is:

- 1) Even if the child is a relative, professional boundaries are to be observed at school or when the educator is on the job (in his/her role as an educator).
- 2) If students come to the educator's home, it should be to visit the educator's children, not the educator, unless the visit is arranged by the parent (*e.g.*, the child might be staying with the educator and his/her family while the parent is in the hospital).

- 3) The parent of the child visiting the educator's home should be aware that the child is there. If there is any ambiguity about whether the parent of the visiting child knows where that child is, it is up to the educator to so inform the parent.
- 4) If children visit the educator's home on more than an occasional basis, the educator should inform the school principal and explain the circumstances.
- 5) Regardless of contacts outside of school, it is still inappropriate for the educator to engage in a peer-to-peer behaviors with a student unless the educator is the child's parent.

III. Additional Guidelines

In addition to avoiding inappropriate boundary invasions with students at school:

1. Classroom doors should have windows.
2. Windows should not be covered except in school lockdown situations.
3. Educators should not be meeting in private with students to "mentor" or "counsel" the student unless that is the educator's official role in the school.
4. If a student needs counseling, non-counselor educators should send the student to the counselor or person whose role it would be to help the child. If there is no such person, then administration should consult with the District Office.
5. When an educator meets alone with a student, the door should be open unless it is a counselor or administrator meeting with a student. The counselor's or administrator's door should have a window on it which is not covered.
6. When dealing with a child's toileting accident, two adults should assist the child.
7. Do not initiate hugs with students.

8. ***The following forms of behavior are not appropriate and should be reported immediately to administration:***

- a. Private text-messaging, social media contacts, other private electronic communication, or phone calls, unless the child is an immediate family member;
- b. full frontal hugs, lengthy hugs;
- c. kisses;
- d. holding children over three years old on the lap;
- e. touching any child anywhere below the waist [except for toileting or diapering with younger children, helping younger children with their footwear, or in organized games like softball where one might tag the other person out].
- f. showing inappropriate affection;
- g. occupying a bed with a child or youth;
- h. being in the same hotel room with a student other than an immediate family member;
- i. touching knees or legs of children or youth;
- j. wrestling with children or youth, unless coaching wrestling;
- k. tickling children or youth;
- l. piggyback rides;
- m. massages, shoulder rubs, neck rubs, etc.;
- n. comments or compliments relating to a youth's body;
- o. snapping bras, giving wedgies, or similar touch on underwear;
- p. giving gifts or money to individual children or youth;
- q. Visits to the child's home to visit the child or visits by the child to the educator's home to visit the educator.

9. Coaching:

When coaching sports, it is occasionally necessary for a coach to touch a player to demonstrate various positions or moves. Coaches should discuss this necessity with players and their parents at the beginning of the year/season, and explain that anyone uncomfortable with that should let him/her know privately, or inform another adult who can inform the coach. Students' privacy should be protected.

- Opposite gender wrestling coaches should not be demonstrating holds on
- a. opposite gender wrestlers unless to demonstrate wrestling moves, and only when there has been a meeting at the beginning of the year with parents where the wrestler and parents agree whom the child would feel comfortable doing the demonstrating. Parents should be allowed to attend wrestling practices if they wish.

- b. In track, if there is a need to have a runner lift his or her hips in the starting blocks, this can be accomplished without touching by using a cell phone (preferably the student's) to show the deficiency in the position. A side view would be used.
- c. In basketball, an opposite gender coach should discuss with opposite gender players that s/he may need to touch them in demonstrating various moves in the game and that anyone uncomfortable with that should let him/her know privately, or inform another adult who can inform the coach. The student's privacy should be protected.
- d. If there is touching involved in coaching other sports, similar principles should be applied.
- e. If possible, having two coaches at practices is desirable.
- f. If there is touching involved in coaching other sports, similar principles should be applied.
- g. If possible, having two coaches at practices is desirable.

IV. What Should Happen

When you are aware of inappropriate boundary invasions by another educator, Board Policy 5141.42 and professional ethics require you to report the matter to administration. What administration does next will depend on the situation, though the first step is to contact the District Office for guidance. If the boundary invasions are inappropriate, reminding the employee of appropriate professional boundaries and/or verbal or written reprimands may occur. In situations where an employee continues to engage in inappropriate boundary invasions, progressive discipline up to and including termination may be warranted. In situations where sexual abuse may have occurred, law enforcement and Office of Children's Services (OCS) will be contacted; a full investigation should be conducted; and depending on the results of the investigation, the employee could be terminated. In situations involving sexual abuse of a student, loss of credentialing, and possible criminal conviction could also result.

In any case involving suspected abuse, mandatory child abuse reporting obligations must be met.

Staff Member Duties

The staff member's role in preventing sexual abuse of students is two-fold: first, to avoid engaging in risk behaviors which could be mistaken for boundary

invasion or grooming behaviors; and second, to report situations where such behaviors by other employees take place.

1. Do not engage in inappropriate boundary invasion behaviors described above or behaviors like them. Keep your interactions with students at school and at school related events on a professional level.
2. Refer students who need emotional or other support to appropriately trained staff such as counselors or school psychologists. In small or remote communities, where appropriately trained staff may not be available, consult with District Office leadership for workable alternatives. Staff can be caring while maintaining an appropriate level of professional decorum.
2. *Report the Boundary Invasion:* If a staff member observes any adult engaging in the behaviors described above with students, or other behaviors which raise concerns, the staff member must:
 - a. **WHEN IN DOUBT, REPORT IT OUT!** Inform your principal or the appropriate person at the District Office at your earliest opportunity.³ Do not wait or mull things over or attempt to determine for yourself whether the behavior you have observed has a plausible, innocent explanation. You may not be aware of or understand the entire situation, and allowing the conduct to continue could be harmful for both the staff member and students.
 - b. DO NOT confront or discuss the matter with the adult.
 - c. Do not inform the person of your concern, unless it is a situation where immediate intervention is necessary to protect a child.
 - d. **Maintain confidentiality.** Failure to do so may impede official investigations, foster untrue rumors, or violate privacy. You owe a legal duty of confidentiality to students on matters which a reasonable person would want to remain confidential.
 - e. Follow rules for mandatory reporting of child abuse and/or sexual abuse to law enforcement and/or Office of Children's Services.
 - f. Document who you notified, where and when and what you reported for your own records.

What if the Person Is a Friend?

If the person engaging in the boundary invasion or misconduct is your friend, it is still necessary to report the conduct to administration in order to protect students, yourself, and your friend. Sometimes an employee ends up getting too close to a student without originally intending anything sexual. Eventually an opportunity may present itself for something unprofessional to occur, and the employee may make a career-ending mistake which harms the student, the student's family, the employee's family, and the employee. Reporting boundary invasions to administration early on helps to prevent such problems from developing.

- c. Determine whether the employee will be placed on **administrative leave**. If it seems that you are dealing with sexual misconduct or a pattern of inappropriate boundary invasions, administrative leave may be warranted. If it seems you are dealing with a minor, isolated incident, it may be a little problem that you are dealing with.
 - 1) When placing an employee on administrative leave, **secure the employee's work-space and district technology** simultaneously with placing the employee on leave. Lock the employee out of the district's email system. Isolate and preserve any school computers the employee uses.
- d. **Mandatory reporting:** Verify that OCS and/law enforcement have been notified where such notification is appropriate.
- e. **Inform the parent:** Determine who will **contact the parent or parents** and when that will happen.
 - 1) If the parent is unaware of the situation, it should be done immediately. If the parent is aware of the situation, someone should be reporting back to the parent to inform them of the process that is being followed so the parent knows what to expect.
 - 2) In addition to informing the parent of the allegations, inform the parent of what measures are being taken to protect the child.
 - 3) In situations where sexual misconduct may have occurred, the superintendent and site principal should meet with the parent to go through what is known, what is being done, and to answer any questions the parent may have. As part of this discussion, let the parent know that the District would pay for **psychological counseling** for the child up to a certain dollar amount if counseling is something the parent wishes to pursue. Also inform the parents that the results of the investigation will be provided to them. (Document this in a confirming letter to the parent.)
- f. Prepare to respond to any media inquiries.
- g. Discuss response to staff or community questions which may arise.

6. Contact the parent.

7. Administrative leave

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Instruction

MULTICULTURAL-CULTURALLY RESPONSIVE EDUCATION

BP 6141.3

Note: The following optional policy may be revised or deleted as needed. A.S. 14.20.020 requires multicultural training for issuance of teaching certificates. A.S. 14.20.035 gives preference in hiring persons with training or experience in cultures represented in the student population.

The School Board recognizes that America has always been a multicultural society composed of diverse peoples who came here from all parts of the globe and are indigenous to these lands. Many regions of Alaska are still predominately composed of Alaska's indigenous peoples. Public schools are the most common shared experience for most Americans and Alaskans, and it is appropriate that schools the job of the schools to accurately reflect and respond to the needs and the contributions of all ethnic groups that comprise the student body and staff

The School Board recognizes that a culturally responsive education that is effectively implemented through culturally proficient instruction can provide the maximum opportunity students to attain academic and social success. Culturally responsive teaching practices can assist educators in bridging differences in language, heritage, ethnicity, socio-economic status, trauma history and ability.

School staff and students must learn to respect and work cooperatively with persons of all backgrounds. Culturally proficient and responsive instruction will promote student recognition should help students realize of the value of individual differences as well as the human dignity and worth common to all people.

The Superintendent or designee shall develop guidance on how to best serve the needs of the student population. The cultural needs of student are an important consideration in policies on curriculum and materials, onboarding and orientation, school climate, language instruction, and access to cultural content.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5137 - Positive School Climate)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6174 - Bilingual-Bicultural Education)

Legal Reference:

ALASKA STATUTES

14.20.020 Requirements for issuance of certificate
14.20.035 Evaluation of training and experience

Revised 3/2019

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Instruction

CEREMONIES AND OBSERVANCES

BP 6115

PATRIOTIC EXERCISES

Note: By state law, the Pledge of Allegiance must be recited daily. AS 14.03.130. A person/student is permitted to recite the salute to the flag or to maintain a respectful silence.

The School Board encourages activities that instill pride in our country, state, borough, town or village. The Pledge of Allegiance shall be recited or patriotic exercises conducted each day. The Board encourages students and staff to recite the Pledge of Allegiance in their indigenous language if they desire.

The District respects the legal right of individuals not to participate in the salute to the flag for personal reasons. An individual not participating in the salute to the flag must maintain a respectful silence.

The School Board recognizes the potential importance and relevance of local ceremonies in addition to the Pledge of Allegiance. With Board approval, and provided that such ceremonies do not contravene state or federal law, the Board encourages such local ceremonies as a way of celebrating and recognizing place and local culture as an important part of the educational day.

(cf. 5145.2 – Freedom of Speech/Expression)

(cf. 6141.2 – Recognition of Religious Beliefs and Customs)

(cf. 6141.3 – Multicultural Education)

SPECIAL DAYS AND EVENTS

District schools shall commemorate special days, events in accordance with law. Schools are encouraged to recognize days and events of local historical and cultural importance.

District schools shall be closed in observance of Labor Day, Thanksgiving Day and the day after, Christmas Day, New-Year's Day, Memorial Day, and the Fourth of July.

Holidays which fall on a Sunday shall be observed the following Monday. Holidays that fall on a Saturday shall be observed on the preceding Friday.

Furthermore, the Hoonah School Board of Education specifically recognizes the cultural, civic and instructional importance of the Annual Heritage Celebration Ku.e'ex', Elizabeth Peratrovich Day, and Native American Month, and encourages the involvement of school staff and students in celebrating these events.

(cf. 6111 – School Calendar)

Legal Reference (see next page):

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Instruction

Legal Reference:

ALASKA STATUTES

14.03.050 – School Holidays

14.03.130 – Display of Flag and Pledge of Allegiance

41.15.900 – Observance of Arbor Day

West Virginia State Board of Education, et al. v. Burnette, et al. 319 U.S. 624 (1943)

Banks v. Board of Public Instruction, 314 F. Supp. 285

Hanover v. Northrup, 325 F Supp. 170

| ~~Revised 09/2000~~ Revised 3/2019

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Instruction

COMMUNITY SERVICE

BP 6142.4

Note: The following optional policy recognizes volunteer work experience as part of the curriculum.

The School Board desires that all students develop a sense of social responsibility and encourages opportunities for students to perform volunteer duties in the community. The School Board believes that students may gain a better understanding of local culture through volunteer service and that they will have the opportunity to reinforce cultural values that support community wellbeing. The School Board also believes that volunteer service can help students gain self-esteem, reinforce skills, discover career options and learn the value of volunteer work. Community service can motivate students to learn by relating the curriculum to the needs of the community at large and reinforcing community cultural values.

The Superintendent or designee may develop with staff, parents/guardians and community organizations a community service course that reinforces the student's educational curriculum and provides opportunities for student volunteers to meet community needs and understand the community cultural impacts. The Superintendent or designee may authorize community service credit that may be applied towards high school graduation.

Parents/guardians of student volunteers shall receive information about the community service program and its benefits for both the community and the student.

(cf. 1240 - Volunteers)

Revised 3/2019

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Instruction

COURSES OF STUDY

BP 6143(a)

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

ALL SCHOOLS

The School Board recognizes that a student's cultural and personal identity are integral in engaging a student in effective and productive learning. The School Board supports and encourages the development of courses of study that provide an opportunity to combine place-based and culturally relevant learning while meeting the necessary state and district standards. All students must have relevant and engaging coursework that prepares them to be productive citizens and provides them with skills and opportunity for post-secondary college or career choices. The courses of study beginning in primary school through high school are recognized as a continuum.

ELEMENTARY SCHOOLS

The School Board shall adopt a course of study for elementary grades aligned with state performance and content standards, and which sufficiently prepares district students for the required high school course of study. The elementary course of study should include culturally responsive and place-based instruction and materials that incorporate strategies and frameworks for personalized, student-centered learning.

SECONDARY SCHOOLS

The School Board shall adopt courses of study designed to meet student needs and to ~~conform~~ with satisfy district and state graduation requirements. Courses will also be adopted that meet And the requirements for admission to post-secondary programs, schools whether Career Technical Education or college. Courses of study shall be integrated where appropriate and provide students the opportunity to attain skills for entry-level employment upon graduation from high school. The secondary school courses of study should include culturally responsive and place-based instruction and materials that incorporate strategies and frameworks for personalized, student-centered learning.

(cf. 6141 – Curriculum Development and Evaluation)

(cf. 6146.1 – High School Graduation Requirements)

(cf. 6184 – Virtual/Online Courses)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

05.080 School Curriculum and Personnel

4 AAC 06.075 High School Graduation Requirements

Revised 9/01 Revised 1/04 Revised 3/2019

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Instruction

AASB POLICY REFERENCE MANUAL
9/92

ENVIRONMENTAL EDUCATION

BP 6142.5

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

The School Board recognizes that the schools play a crucial role in educating students on environmental issues and preparing them to be the stewards of their natural resources. The quality of life in future generations will depend upon our students' willingness and ability to solve today's environmental problems and prevent new ones from developing.

The School Board also acknowledges that local communities may have intrinsic local knowledge of their immediate environment that is often contained and passed on through local cultural traditions and practices. Students can benefit greatly by understanding the link between local human culture, the environment, and ecosystems that have sustained their people.

Therefore, the Board desires to foster attitudes of personal responsibility toward the environment and provide students with the knowledge and skills needed to make decisions involving the environment and its resources. Students should understand basic ecological principles and appreciate the interrelated nature of living processes, the effect of human activities on ecological relationships, and the interdependence of humanity and nature.

School and classroom activities should encourage students to recycle, conserve natural resources, use biodegradable materials when possible, and dispose of wastes in an environmentally sound way. Additionally, schools may consider ways to incorporate cultural knowledge and practices that promote sound, responsible uses of natural resources. Culturally sensitive environmental husbandry may help to ensure the opportunity for future generations to exist with and utilize their environment appropriately.

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

Students may increase their understanding of science and the interdependence of living things through the study of endangered species in local habitats and through participation in projects related to this study.

(cf. 6141 – Curriculum Development and Evaluation)

Revised 2/13/2019

AASB POLICY REFERENCE MANUAL UPDATE SERVICE

2018-2019 UPDATE

INSTRUCTION SHEET

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

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

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

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

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

REPLACE/ADD

FORMAL
ADOPTION
REQUIRED

DESCRIPTION

ARTICLE 1, Series 1000 – Community Relations

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

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

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

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

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

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

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

AGENDA ITEM: New Business 1.0 FY 19 Fund Balance Transfer

 ACTION

 DISCUSSION

TOPIC: FY 2019 Fund Balance Transfer

Background:

At the end of the fiscal year, the amount of the District's revenue versus expenditures cannot exceed 10% of the total revenue remaining in the budget for that year. This is based on the difference in fund balance minus the amounts reserved for inventories, encumbrances and impact aid designated for FY 20. If this amount, which is our unreserved fund balance, is more the 10%, then the District will be required to return the monies to the State.

This year, our unreserved fund balance was over 10% again due to good fiscal management in all aspects of the school and food service. It is our recommendation that the Board approves a transfer of \$200,000 to Fund 516-Capital Projects, Playground Fund.

Recommendation:

I move that we approve the transfer of \$200,000 to Fund 516-Capital Project, Playground Fund.

HOONAH CITY SCHOOL DISTRICT

Statement of Compliance - AS 14.17.505

Year Ended June 30, 2019

				<u>School Operating Fund</u>		
				<u>Reserved</u>	<u>Unreserved</u>	
				<u>Fund</u>	<u>Fund</u>	<u>Total</u>
				<u>Balance</u>		
Reserved:						
Inventory	\$	5,959		-		5,959
Encumbrances		10,453		-		10,453
Impact Aid		224,474		-		224,474
Unreserved - undesignated		-		426,435		426,435
Total fund balance	\$	<u>240,886</u>		<u>426,435</u>		<u>667,321</u>

Unreserved fund balance as a percentage of current year expenditures:

$$\frac{\text{Unreserved fund balance}}{\text{Current year expenditures}} = \frac{426,435}{2,873,679} = \underline{\underline{14.84\%}}$$

This Statement of Compliance is prepared in accordance with the regulation specified in AS 14.17.505 which is another basis of accounting other than generally accepted accounting principles.

AGENDA ITEM New Business 2.1 & 2.2

ACTION

DISCUSSION

TOPIC: AASB Policy Updates for Articles 5 and 6 for 1st Reading

Background

Annual updates to AASB Board Policy.

Recommendation

AASB has recommended language changes to BP 3515.5 Restrictions on Sex Offenders on Campus in order to be compliant with a recent Alaska Supreme Court ruling on the ability of districts to bar sex offenders from campus. Additional (red-line) changes to our current policy have brought it in line with AASB's wording.

In addition, AASB has recommended the following additions to our policy manual as it relates to protecting children from inappropriate conduct by adults, including school staff and volunteers. The purpose of these additions is to provide all staff, students, volunteers and community members with information about their role in protecting children.

I move that we lay on the table the language changes to BP 3515.5 and the new policy BP 5141.42 for first reading.

BP 5141.42 Professional Boundaries of Staff with Students
AR 5141.42 Professional Boundaries of Staff with Students
E 5141.42-1 School Employee Training Handout
E 5141.42-2 Administrative Responses Checklist

I move that we lay on the table for first reading the following policies that contain changes as recommended by AASB:

BP 6115 Ceremonies and Observances
BP 6141.3 Culturally Responsive Education
BP 6142.4 Community Service
BP 6142.5 Environmental Education
BP 6143 Course of Study

Hoonah City School Policy Adoption Process

FIRST MEETING

Move/Second to accept policy or policies in first reading.

Statement to the public: The purpose of this first reading is to put the policies on the table, and does not imply an adoption by the board of these policies at this time. These policies will be available to the public in the district office until the next regular monthly meeting, at which time there will be a public hearing.

Statement to the Board: If there is no objection, I will dispense with reading each policy aloud. (If there is objection, clarify which policy or policies they wish to have read, and read them.)

Vote to accept policy or policies in first reading

SECOND MEETING

Move/Second to accept policies in second reading.

Close the public meeting and hold a public hearing.

After the public hearing, reconvene the meeting and ask board members whether there are any policies that individual board members wish to pull in order to revise the language and act on separately. (No motion required)

Hold a vote to accept all of those policies that have not been pulled.

Move/Second/Vote to accept in second reading individual policies that were pulled by board member request, with amended wording.

THIRD MEETING

Move/Second/Vote to accept in third reading those policies that were pulled and amended in the second meeting.

NOTE: This process to be explained in advance to the board and to the public at first reading

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
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.

