

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, October 17, 2019

7:00 PM - REGULAR BOARD MEETING

Located in the School Library

.....
MEETING AGENDA

CALL TO ORDER

PLEDGE OF ALLEGIANCE

OATH OF OFFICE-New Board Member

REORGANIZATION OF THE BOARD

ROLL CALL (ESTABLISH QUORUM)

CORRESPONDENCE TO THE BOARD

AGENDA REVISIONS

ADOPTION OF AGENDA

APPROVAL OF MINUTES

Regular Board Meeting-September 19, 2019

BOARD CALENDAR

PUBLIC COMMENTS (THREE MINUTES PER SPEAKER)

ADMINISTRATIVE REPORTS

**A. Administrator's Report - Ralph Watkins, Written
Report on Academic Progress - MAP Assessment**

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

OLD BUSINESS:

**1.0 AASB Policy Updates for Articles 5 & 6, second and final reading.
(There will be a Public Hearing on these updates)**

NEW BUSINESS:

2.0 Approval of Classified Employees Negotiated Agreement

2.1 FYI 19 Annual Financial Report

2.2 MOA Roadrunner Educational Consulting

2.3 MOA Heather Powell STEPS

DISCUSSION ITEMS:

- **Board Self-Improvement Goal #2**
- **Standing Committee(s)**
- **Policy Adoption Process**
- **Annual Board Handbook Update**

PUBLIC COMMENTS (THREE MINUTES PER SPEAKER)

COMMENTS FROM BOARD MEMBERS

FUTURE AGENDA ITEMS

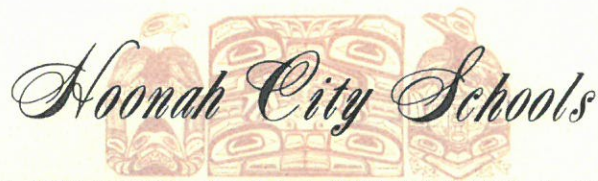
ADJOURNMENT

NEXT MEETING DATES:

- **Regular Board Meeting-November 21, 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: October 17, 2019

Public Comments

Name (please print)	Subject	Telephone Number
1. Idg Jo	student issue	
2. Heidi Jewell	stipends	
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

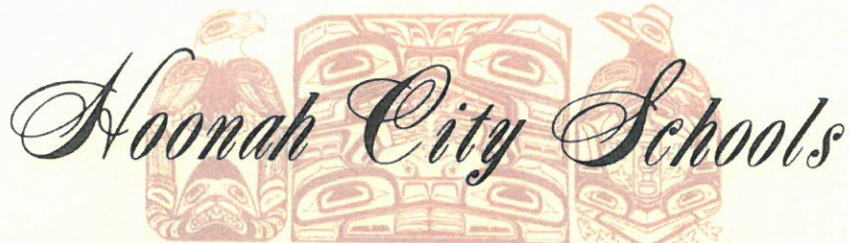
Public Comment and Communications

Name (please print)	Subject	Telephone Number
13. Heidi Jewell		
14. Janna Encksa		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		

Three minutes per speaker.

REORGANIZATION OF THE BOARD*


1. We will have open nominations from the floor. Candidates for each office will be nominated, and then the election will take place before continuing to the next office. Nominations and elections will occur in this order:
 - a. President
 - b. Vice President
 - c. Secretary/Clerk
2. It is not necessary to be recognized by the chair for a board member to nominate someone.
3. Nominations need not be seconded, but it is not out of order to do so.
4. A member may nominate herself or himself.
5. A member can rise and decline his or her nomination during the nomination process.
6. A motion to close the nominations will not be necessary, as the chair will ensure that there are no further nominations. The chair will state "Hearing no further nominations, nomination for [name of office] are closed."
7. Voting for officers will be held for each separate office by closed ballot. Closed ballot allows for write-in votes.
8. Our administrative assistant will provide the ballots, collect the ballots, count the votes for each candidate and announce the number of votes for each. The chair will announce the election results, i.e. identify the person who has been elected to that particular office.
9. Following the elections of all three officers, the newly-elected president shall chair the remainder of the meeting.



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

SCHOOL BOARD MEMBER OATH OF OFFICE
HOONAH CITY SCHOOL BOARD OF EDUCATION

I, Amy Courtney, do solemnly affirm that I will defend and support the Constitution of the United States, the Constitution of the State of Alaska, and the Charter and Ordinances of the City of Hoonah, and that I will honestly, faithfully, and impartially discharge my duties as a member of the Hoonah City School Board to the best of my ability.




Amy Courtney

10-19-19

Date

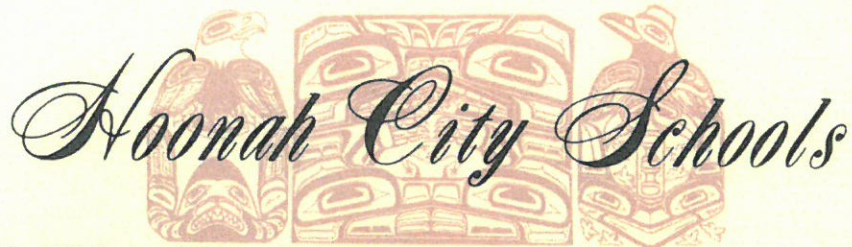
ATTEST:



Robert Hutton
School Board President

10/17/19

Date



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

SCHOOL BOARD MEMBER OATH OF OFFICE

HOONAH CITY SCHOOL BOARD OF EDUCATION

I, Liyah Jewell, do solemnly affirm that I will defend and support the Constitution of the United States, the Constitution of the State of Alaska, and the Charter and Ordinances of the City of Hoonah, and that I will honestly, faithfully, and impartially discharge my duties as a member of the Hoonah City School Board to the best of my ability.

Liyah Jewell

Liyah Jewell

10-17-2019

Date

ATTEST:

Harold Houston

Harold Houston
School Board President

10/17/2019

Date

To Whom It May Concern:

I am currently the lead teacher and PLC leader at Hoonah Elementary School. I am also the Assessment Coordinator. As the assessment coordinator I get test materials ready for Aimsweb testing, I help roster students, so they can be tested. I also troubleshoot with teachers while in the process of testing. I help make sure the Aimsweb test runs smoothly for both teachers and students. I am the elementary staff trainer in how to use Aimsweb. I am also the Lexia Administrator. I put many hours into training each year in order to help staff use Lexia as an intervention tool and as a growth tool. I take what I learn and train teachers on how to use Lexia to its full extent in the classroom. I set up all Lexia accounts for both students and teachers. I recently coordinated for a Lexia trainer to come to Hoonah and train our staff. I am the point of contact for all things technical and non-technical for the elementary side of the school. Although I enjoy doing all of these things. I feel that it is fair that I am reasonably compensated for the time and energy that I expend and will continue to expend. I am asking for a stipend between \$1500-\$2000.

Thank you for your consideration in this matter,

Christina Carrick
Preschool, K/1 Teacher
PLC Leader
Elementary Assessment Coordinator

**HOONAH CITY SCHOOLS
BOARD OF EDUCATION
REGULAR BOARD MEETING
September 19, 2019**

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

SUPERINTENDENT/PRINCIPAL PRESENT: Ralph Watkins

OTHERS PRESENT: Anne Sharclane, Recording Secretary; Amy Stevenson Business Manager; Jeremiah Byers, Maintenance, Tesh Gray, Pearl Miller, Veronica Dalton, Sally Dybdahl, Jenny Miller, Jamie Erickson

CALL TO ORDER: Robert Hutton called the meeting to order at 7:10 pm.

ROLL CALL: All five (5) Board Members were present at roll call, a quorum was established.

CORRESPONDENCE TO THE BOARD: Robert Hutton has no correspondence.

AGENDA REVISIONS:

- No agenda revisions

ADOPTION OF AGENDA

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

APPROVAL OF MINUTES

- Minutes for July 21, 2019, July 26, 2019, August 12, 2019, August 27, 2019 as presented with no revisions are accepted by unanimous consent, **MOTION CARRIED.**

BOARD CALENDAR

- Robert Hutton adds AASB 66th Annual Conference to the November Board Calendar.

PUBLIC COMMENTS (THREE MINUTE TIME LIMIT EACH):

- Sally Dybdahl speaks on "Recruitment & Retention of Qualified Staff".

ADMINISTRATIVE REPORT:

A. Chief Administrator's Report - Ralph Watkins

- Written report

B. Business Office Report - Amy Stevenson

- Written report

C. Grant Report – Norma Holmgaard

- Written Report

D. Maintenance Report – Jeremiah Byers

- Written Report

E. Board & Committee Reports – Robert Hutton

- Heidi Jewell has no report from HIA
- Ralph gives Legislative update on behalf of Harold Houston
- Dillon Styers has no report. Ralph reports that there will be student rep. posting on Monday and they will go to the Youth Leadership Conference in Anchorage.
- Robert Hutton gave a report on the HIA housing summit.

NEW Business

2.0 Approval of FY '19 Fund Balance Transfer

M/S Heidi Jewell, Grace Villarreal move that we approve the transfer of \$200,000 to Fund 516-Capital Project, Playground Fund. Discussion: Harold Houston asks question. Heidi Jewell makes comment. Voice Vote: HH yes, RH yes, HJ yes, DS yes, GV yes. Passed by voice vote of five Yay's, **MOTION CARRIED**

2.1 AASB Policy Updates for Articles 5 for 1st Reading

M/S Heidi Jewell, Grace Villarreal we move that we lay on the table the language changes to BP 3515.5 and the new policy BP 5141.42 for first reading. Roll Call Voice Vote: Representative Preferential Vote. HH yes, RH yes, HJ yes, DS yes, GV yes. Passed by voice vote of five Yay's, **MOTION CARRIED**

2.2 AASB Policy Updates for Articles 6 for 1st Reading

M/S Heidi Jewell, Dillon Styers we move that we lay on the table for first reading the following policies that contain changes as recommended by AASB for first reading: BP 6115, BP 6141.3, BP 6142.4, BP 6142.5, BP 6143. Voice Vote: Representative Preferential Vote. HH yes, RH yes, HJ yes, DS yes, GV yes. Passed by voice vote of five Yay's, **MOTION CARRIED**

DISCUSSION ITEMS

- **AASB Annual Conference**
The 66th Annual Conference is scheduled for 11/07/19.
- **Quarterly Work Session**
The board discussed their 2nd self-improvement goal. Holding budget workshops, curriculum workshops, and a grants workshop were mentioned

- **Standing Committees**

Budget committee

- **Recruitment and Retention of Qualified Staff**

Ralph offers contracts for tenured teachers in February. Non-tenured contracts are offered in March. The idea of offering tenured teachers their contracts in January was mentioned. The budget for the next fiscal year is one reason mentioned why contracts are offered in February/March.

- **Extra Duties Stipend for Certified Staff**

The teachers should have this in their Negotiated Agreement.

PUBLIC COMMENTS (THREE-MINUTES)

- Pearl Miller expressed the need for more maintenance staff.
- Jamie Erickson expressed her concern on some recent bullying that has been going on.

COMMENTS FROM BOARD

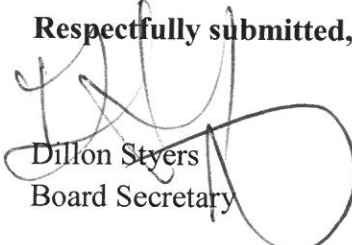
- Grace Villarreal thanked Sally for her comments.
- Heidi Jewell thanked Jamie Erickson for her concerns.
- Harold Houston also thanked Jaime for speaking on bullying.

FUTURE AGENDA ITEMS:

- Andrew Lee basketball camp
- Classified Negotiated Agreement
- Article Readings
- MAP Test Scores

ADJOURNMENT: Meeting adjourned at 8:55 pm.

Respectfully submitted,



Dillon Styers
Board Secretary



Anne Sharclane
Anne Sharclane
School Board Secretary

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

October

2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8 School Picture Day	9	10	11	12
13	14	15	16	17	18	19
				End of 1 st Qtr.	No School	
20	21	22	23	Regular Board Meeting	Teacher Work Day	
			Principal Roundtable 6:00 – 8:00 pm	24	25	26
27	28	29	30	Happy Halloween		School Carnival
				31		

November

2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
				AASB 66 th Annual Conference		
10	11	12	13	14	15	16
	Veteran's Day Program					
17	18	19	20	21	22	23
				Regular Board Meeting		
24	25	26	27	28	29	30
				No School Happy Thanksgiving	No School	

Superintendent's School Board Report October 17th

GOAL 1: Student Learning OBJECTIVE 1

Meet every student's individual learning needs.

Action: 1. Build a 9-12 schedule that is culturally supported and matriculates through 12th grade or the first year of post- secondary training.

We are happy to bring back our variable term schedule with its wide variety of elective choices for our students. This year's electives include; Drivers Education, Robotics, Northwest Coast Arts, Small Engines, Construction Technology, Culinary Arts, Creative Writing, Health, College Classes, and Art. Additional classes will be added during semester 2. These classes provide our students a wonderful opportunity to explore their educational options academically, as well as career goals. Students can also choose from our wide selection of online core courses and complete graduation requirement.

GOAL 1: Student Learning
OBJECTIVE 2

Produce an increasing graduation rate: Goal 100%.

Action; 2. Monitor student growth goal through data collection

Our students continue to make gains in their academic growth as measured by standardized assessments. See attached graph. (There will also be a presentation of the data)

GOAL 1: Student Learning
OBJECTIVE 2

Produce an increasing graduation rate: Goal 100%.

Action: Expand learning opportunities for high school students.

There is more exciting news to share. Partnering with two other communities Hoonah is part of a five-year grant that will facilitate hiring a fulltime music teacher. After a long hiatus our district now has the ability to bring music back into the school. More information will follow on this exciting opportunity. (See attached grant award document)

GOAL 1: Student Learning
OBJECTIVE 2

Produce an increasing graduation rate: Goal 100%.

Action: Expand learning opportunities for high school students.

Curriculum review cycle. Our first curriculum cycle will focus on a K-12 science adoption. I have contacted 3 vendors and am waiting on their white papers and samples. I have reached out to staff to develop a curriculum review team. The curriculum will focus on the Next Generation Science Standards which are currently being reviewed for adoption by the state of Alaska.

GOAL 5: Student Support OBJECTIVE 1

Meet every student's individual Social and Emotional Needs using a Trauma Informed Approach

Action: All school staff members have a baseline understanding of trauma and its impact on students and staff and what it means to be a trauma-

As part of our district implementation plan for trauma responsive the district is providing staff with a series of online resources to help them learn more about trauma-informed interventions. The program of professional learning is designed to provide staff with strategies to better understand, help and connect with your most challenging students. This is part of our year- long staff professional development program. Click the link to access the Trauma-Informed Online Academy. www.educationalimpact.info/trauma/

GOAL 5: Student Support

OBJECTIVE 1

Meet every student's individual Social and Emotional Needs using a Trauma Informed Approach.

Action; develop a comprehensive plan to address bullying and other related issues

At the request of the Board I contacted Andy Lee and arranged for him to come to Hoonah next week to meet with our Trauma team and community members to develop a comprehensive, long term, school-wide plan. He is scheduled to arrive at the end of October. We have not solidified a date.

GOAL 2: Stakeholder Satisfaction

OBJECTIVE 1

Improve communication with all stakeholders.

Action: 2. Develop an External Communication Plan that includes public and social media and an instant message alert system.

To improve access to district information Hoonah City School has launched its own app. You can download the app for both Apple and Google devices. Just search for Hoonah City School District. Take time to explore this new tool. You can connect to power school, view school lunch menus and more.

Sincerely,
Ralph M. Watkins
Superintendent
Hoonah City School District

October 11, 2019

MEMORANDUM

TO: HCS D Board of Education
FROM: Amy Stevenson, Business Manager
RE: October Report

Current Information:

1. Submitted FY 2018-2019 Educator evaluation worksheet to the DEED by Oct 1st
2. Submitted First Day Certified Staff Vacancy to DEED
3. Submitted Fall 2019 Certified Staff Accounting on Oct 15th
4. Submitted Fall 2019 Classified Staff Accounting on Oct 15th.
5. Submitted FY 20 School Verification form to DEED
6. July and August bank reconciliation complete
7. Accounts payables up to date.
8. Orders are up to date.
9. Payrolls for Certified and Classified for 9/30 were processed. Oct 15th classified processed.
10. 1st quarter grants reimbursements were completed.
11. Form 941 and ESD reporting done.

Next Steps:

1. The bank reconciliation for September needs to be done.
2. After the HCEA negotiated is accepted by the Board, I will calculate the increases in wages and add this to the next payroll.
3. New report called Per Pupil Expenditure Report due Nov 15th for DEED
4. Fall Oasis Report due November 9th. Student count dates were from Sept 30 thru Oct 25th.
5. Work on a budget revision
6. Deposits done as received
7. Filing
8. Payrolls as scheduled
9. Journal entries as needed
10. Set up my Grant financial board reports for FY 2020 when all budgets are known and in for grants.
11. Budgets for grants put into our accounting software
12. September breakfast and lunch reimbursements to do.
13. Accounts payables as needed
14. Orders as needed
15. Work on destruction of old records per the State of Alaska's School District Model Records Retention and Disposition Schedule.

October 2019 Maintenance Report

Italicized text is my notes

Then I went through the provided slideshows and included relevant information in regular text.

Anchorage School District- Talking about the earth quake response.

- *The importance of desk sizing was brought up, the occupants of the building hid under the desks during the earthquakes.*
- *Emergency Preparedness*
 - *Plans should be made to deal with potential disasters(we only practice fire drills)*
 - *Earthquake*
 - *Tsunami*
 - *Active shooter*
- *They mentioned a tier 1 seismic activity inspection*
 - *§ ASCE 41-13 Tier 1 Screening as an evaluation tool and as a guideline to develop the conceptual seismic strengthening scheme. The recommended strengthening scheme provides rehabilitation of the seismic resisting system and mitigation of nonstructural hazards to a Life Safety Performance Level.*
- *Ready.Alaska.gov could be a resource for us to prepare plans for other plans*
- *Lessons they shared*
 - *Every dollar spent on mitigation, is money well spent.*
 - *§ Include seismic resiliency upgrades with your capital projects. By knowing where your weak points are, address them when you replace the roof, upgrade the lighting etc.*
 - *§ Knowing your trouble areas can help you priorities when you have limited resources. You will know where to send your structural engineers first!*
 - *Be aware that walls or penetrations added after original construction may be a weak point that's not necessarily structural but still a hazard*
 - *When upgrading your facilities remove abandoned systems.(we have some left over piping a conduit from previous remodels but most of the ducting and air handling unit components seem to have been removed.)*
 - *Secure shelving, appliances and cabinets using anti tip devices*
 - *They mentioned earth quake shut off valves for natural gas piping(we don't have natural gas but some kind of earthquake shut off from the day tanks would probably worth looking into)*
 - *Air quality was a major concern during the recovery phase.*
 - *Stick to FEMA guidelines and take pictures and document everything in order to qualify for disaster relief.*
 - *Know and track insurance coverage related to repairs*
 - *Be prepared to submit proof of our legal responsibility for the facility*
 - *Be prepared to submit your maintenance records for proof that the facility was regularly maintained.*

- Continue using your same systems and procedures to track work done in the event of an emergency as you would during regular days.
- Create detailed work orders and use images and specific details to be as thorough as possible
- *My take away*
 - *The maintenance department was the main driving factor in the quick return to normal operation.*
 - *They were prepared for this event prior to its occurrence which allowed them to act quickly and limit damage expenses.*
 - *It would be beneficial for our district to expand our disaster preparation drills.*

Preparedness

- *This portion was mostly about preparing for you and your family surviving in the event of an emergency,*
 - *Mentioned making evacuation plans for yourself and your family at home.*
 - *Have at least 1 week of food and water ready to grab and go for each member of your family, also remember to have supplies ready for pets.*
 - *Bring tools medication eyeglasses and games and toys.*
 - *Make time with your family to create a family emergency plan.*
 -
- *It was mentioned that there is a department of homeland security website that has information regarding emergency preparedness for public facilities.*

Moving the needle 1%- Tim Mearig DEED

- *If we all continually improve things by 1%(or as much as we can) they will continually get better.*
- *Find ways to measure productivity and find ways to improve.*

University of Washington presentation on using green chemicals.

- *Use Chemhat.org to find risks associated with chemicals.*
 - *Use the CAS number if provided because some chemicals have multiple names.*
- *They were saying to make sure all products have the green seal label.*
 - *It was mentioned that a lot of times these safer chemicals are not as effective and often require more work.*
- *Cleaning chemicals can be related to asthma and other breathing related issues.*
- *It is important to do as much cleaning as possible without the use of chemicals*
- *When cleaning chemicals are used it is extremely important to precisely follow the directions, and only to use them for their intended purpose.*
- *The green seal chemicals are generally more expensive and less effective all though they are safer for the cleaning staff and all others exposed to the cleaned areas.*

- DFE is a similar stamp, but for disinfectants, stating that the product meets certain health requirements.
- Zizzo vandal remover is a citrus based vandal remover that had good reviews from the other attendees.

From green cleaning in schools slideshow

- Staff and students deserve to work and learn in a safe and healthy school environment, and they can, since safer cleaning products and methods exist.
 - Work-related asthma in California
 - 1 in 5 work related asthma cases were in or previously had been in a cleaning position when they were diagnosed
 - 4 of 5 work related asthma cases did not clean but were around during cleaning of after cleaning just happened.
 - It is difficult to determine exactly how many cases of asthma are work related.
 - It's not studied as much as it should because most research focuses on carcinogens
 - Benefits of switching
 - Negative effects from cleaning chemicals
 - can lower productivity among workers, and cause more sick days
 - protects custodians, staff, children
 - improves indoor air quality
 - reduces environmental harm
 - won't cause cancer impact reproductive health
 - some are safer for asthma.
 - Cleaning products, work-related asthma, and health
 - Health effects of cleaning products
 - Causing asthma and making it worse
 - Irritating skin, eyes, nose, throat, causing headaches
 - Disrupting or acting like hormones
 - Causing cancer
 - Reproductive health effects.
 - Cleaning for Asthma-Safe Schools
 - Common cleaning products with breathing and other negative effects are
 - Bleach
 - Acid cleaners
 - Disinfectants
 - Carpet cleaner
 - Floor stripper
 - Ammonia
 - Graffiti removers

- Be careful for greenwashing(when products claim to be green but don't only have green chemicals.)
- Green chemicals should also be supplemented with green cleaning products
 - Abrasive floor pads.
 - To make up for what the chemicals do while you mop
 - Carpet extractors to routinely pull moisture and dirt build up in carpets to prevent mold and reduce the need for shampooing with chemicals
 - Steam cleaning equipment
 - Can be used to kill germs and remove some hard to clean messes
 - HEPA vacuum
 - Expensive
 - Keeps dust particles out of the air while vacuuming increasing IAQ
 - Microfiber
 - We use this
- Cleaning has no scent
- Air fresheners and scent equipment is a risk for breathing related illnesses.
- Asthma safer cleaning
 - Disinfect only when necessary
 - Blood borne pathogens present
 - Bathrooms
 - Cafeterias
 - Small Child care areas(they mentioned changing areas and at ages where kids are likely to put hands in their mouth)
 - Kitchens
 - Never disinfect floors
 - Never mix chemicals with hot water.

StineBough Company-AHU Supplier

- They supply AHU components and claim to have specs on many older model AHU systems.
- They claim that if they can't help you find the parts you need they will make sure to set you up with someone who can.
- They can get coils or manufacture them to fit any specs
- Continue PM schedule related to air handling units.

Tremco-logistic company

- They did a roofing and building envelope presentation
 - For only the price of travel and labor time they will come test for any heat loss occurring throughout the facilities.
 - They will come inspect the roof and quote us to make any necessary repairs as well as train us in the application of any repairs they make so we can make our own in the future.

- *Test indoor air quality and help find any causes for poor air quality and assist in making the necessary repairs.*

Pacwest(I am going to request cost for them to come to our facilities and figure out what our filter supply cost would be if we went through them to get our filters.

- Air filter retailer and manufacturer.
 - *Introduced us to panel filters*
 - *More efficient filter with 100 percent of air filtered.*
 - *The filters we use have cardboard perimeters which allow some air to get through between filters and when moisture is introduced to the filter(often through the outside air damper) the filters can become soft and sag allowing more air to pass through. This isn't an issue I have encountered yet but many of the other districts expressed experiencing these issues.*
 - *They said they would come measure out AHU's and get us on a shipping schedule so we would only get the Filters we need when we are getting ready to change them.*
 - *Instead of having to order filters in bulk we would get boxes shipped and labeled by each AHU area at intervals that coincide with the lifespan of the filters. A whole wall of the maintenance custodial supplies is taken up by air handling unit filters.*
- Steam boiler maintenance and regulations
 - We don't have a steam boiler there are a lot more requirements and work related to steam boilers.

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.

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

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.

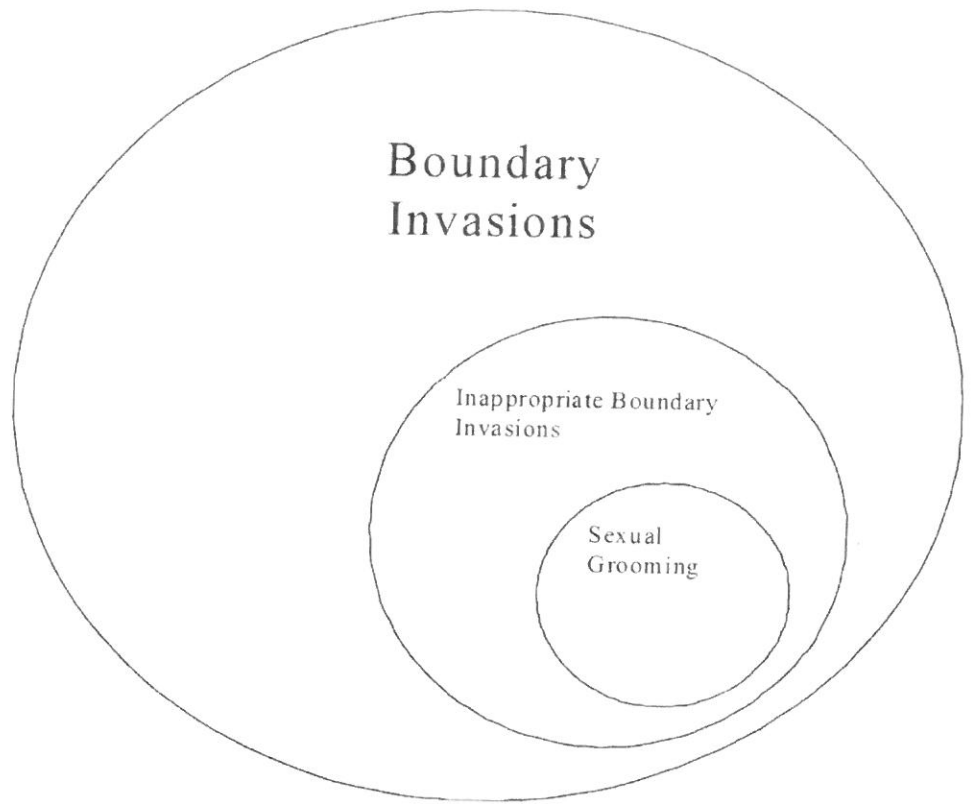
Principles Which Are the Key to How Educators Can Stop Sexual Grooming and Thereby Most Sexual Molestations

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



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

-
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.
-

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.
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.
- 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.

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.

- 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

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

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

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

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

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~~ 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

AGENDA ITEM Old Business 1.0

ACTION

DISCUSSION

TOPIC: AASB Policy Updates for Articles 5 and 6 for 2nd and final reading.

Background

Annual updates to AASB Board Policy.

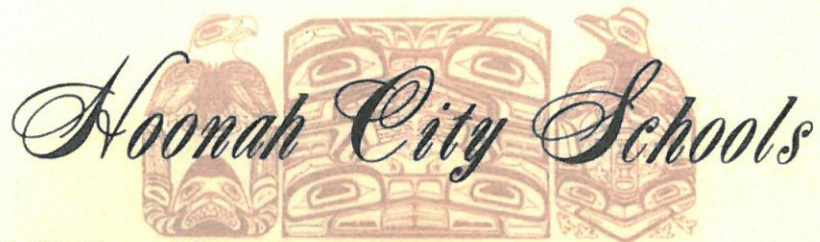
Recommendation

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 for second and final reading the following policies that contain changes as recommended by AASB:

- 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
- 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



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

**Hoonah City School
District
&
Hoonah Classified
Employee
Association**

**Negotiated Agreement
FY '20 thru FY '22**



Table of Contents

ARTICLE I - The Agreement	1
Management Rights, Scope of Bargaining	1
Purpose.....	1
Recognition	2
Duration	2
Opening Negotiations	2
Savings Clause	2
No Strike/Lockout.....	2
Right to Join or Not Join.....	Error! Bookmark not defined.
ARTICLE II - Conditions of Employment	3
Definitions of Terms	3
Performance Evaluation.....	4
Work Day and Work Week.....	5
Timekeeping	5
Pay Periods and Overtime.....	6
Emergency Call Back	6
Annual Leave	6
Sick Leave.....	7
Bereavement Leave.....	9
Civic Leave	9
Military Leave.....	9
Holidays	10
Summer Employment	10
Health Insurance	11
Physical Exams	11
Reduction in Force.....	11
ARTICLE III - Compensation	12
Wages.....	12
Education Reimbursement	13
ParaPro Assessment	14
Salary Administration	14
Step Increases.....	14
Longevity Increase.....	14
ARTICLE IV - Grievance Procedure	14
Purpose.....	14
General.....	14
Procedure	15
Initiation and Processing.....	15
Signature Page	18
Appendix A - Salary Schedules	i

ARTICLE I - The Agreement

Management Rights, Scope of Bargaining

The parties recognize the Board retains all powers, rights, and authority invested in it by the laws and the Constitution of the State of Alaska. The powers and rights retained by the Board include, but are not limited to, the power and right to (a) direct all employees; (b) require standards of performance and maintain order and efficiency; (c) hire, promote, demote, assign, reassign, transfer, determine the duties of, retain, discipline or discharge employees; (d) determine the materials, operational methods, procedures, and equipment used; (e) determine whether any part of the operation of the District shall continue; (f) contract of services; (g) relieve employees from duty because of lack of work or other legitimate reason; (h) determine the number and kinds of personnel required temporarily or permanently; and (i) promulgate rules, regulations, and policies pertaining to the operation of the District and the conduct of its employees, as the Board deems to be in the best interest of the District, subject only to the limits imposed by the provisions of this Agreement.

The parties recognize that the above enumeration of board rights and powers is for illustrative purposes only and shall not be construed to exclude powers or rights not mentioned that are inherent to the functions of the Board.

Purpose

It is the District's and Association's purpose to promote harmonious and cooperative relations between the employer and the employees. The employer recognizes that rights of employees to organize in an employee organization for the purpose of collective bargaining, to negotiate and enter into written agreements with the employer on matters of wages, hours, and terms and conditions of employment. The purposes of this agreement are:

1. To promote efficiency in service to the students and employees of Hoonah City School District.
2. To recognize that legitimate, reasonable interest of the Association to participate through collective bargaining in the determination of terms and conditions of employment with the Employer.
3. To promote fair, reasonable, and safe working conditions.
4. To avoid any unnecessary interferences with the efficient operation of the School District.
5. To provide a basis for the adjustment of matters of mutual interest covered by this agreement by means of amicable discussion.

Recognition

This agreement between the Hoonah City School Board and the Hoonah Classified Employees Association shall cover all classified employees of the District other than individuals employed for less than twenty-five (25) hours per week or less than five hours per day; temporary employees contracted to work for 100 days or less annually; probationary employees; and classified employees in management, supervisory, confidential positions, such as the Business Manager, District Office Manager, and Federal Programs/Grant Manager.

The determination as to whether a new or substantially altered position shall be classified as a management, supervisory or confidential position shall be made by the Board.

Duration

This Agreement shall become effective on July 1, 2019 or upon ratification by the last party, whichever is later, and shall remain in effect until June 30, 2022.

Opening Negotiations

If negotiations are to take place, a request shall be made between November 15, 2021 through January 15, 2022 by either party. Negotiation sessions shall be scheduled by mutual agreement.

Savings Clause

If any article, section of subsection of this Agreement or any application of this Agreement to any employee is held contrary to law, than such provision or application shall not be deemed valid or subsisting, except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect. Furthermore, the District and the Association shall within ten (10) days, enter into negotiations to replace or remove any provision found to be contrary to law.

No Strike/Lockout

The Association agrees that during the term of the Agreement it will not cause, authorize, condone, sanction, support, or take part in any strike, walkout, work stoppage, concerted refusal to report for work, work slowdown, withholding of service or other work interference for any reason. The Board agrees that during the term of this Agreement there shall be no lockout of bargaining unit employees.

Association Membership

It is recognized that the responsibility of the exclusive representation of classified employees under this Agreement entails expenses. Whenever a new employee is hired,

the District shall notify the association of the hire. The new employee shall receive a new employee orientation that is jointly planned with the association.

It is agreed by and between the District and the Association that upon receipt of a membership form from the association, the District will deduct the determined amount from each paycheck with the second regular paycheck and continuing through the remainder of the fiscal year. The District agrees to consider the membership form an affirmative consent to the deduction of membership dues from his/her paycheck, commencing with the second paycheck of the school year and continuing through the school year. Such deductions will be in equal amounts and immediately transmitted to the Association or designee. The transmittal will include a list showing the names of all employees from whose salary membership dues have been deducted and the amount deducted from each employees' paycheck.

The Association will annually notify the District of any change in dues or membership by September 16 of each year. The District will not require members to annually submit additional payroll deduction forms annually for the purpose of union dues.

The Association agrees to defend, indemnify and hold the District harmless against any and all claims, suits, orders or judgment brought or issued against the District as a result of any actions taken by the District under the provisions of this section. The District agrees to promptly notify the Association in writing of any claim, demand, suit or other form of liability regarding implementation of the provisions of this section and, if the Association so requests in writing, to surrender to the Association full responsibility for the defense of such claim, demand, suit or other form of liability.

ARTICLE II - Conditions of Employment

Definitions of Terms

1. Full-time: A position that is scheduled for 35 hours of work per week.
2. Part-time: A position that is scheduled to work less than 35 hours per week but are regularly scheduled for at least 5 hours per day and 25 hours per week. Employees who work less than 25 hours per week are not covered by this agreement.
3. Full year permanent: The position is budgeted but 12 months a year.
4. School year permanent: The position is budgeted for 9 or 10 months a year.
5. Temporary (full and part-time): A position of limited duration not to exceed 100 days worked.
6. Probationary: Probationary is the status of an employee for the first 90 calendar days of employment. An at-will employee can be terminated at any time during

his/her 90 calendar day probationary period and shall not be entitled to a hearing. An employee is also considered probationary for the first 90 days following a promotion to a position at a higher rate of pay, and for purposes of demotion to a position at a lower rate of pay, but employees do not lose their eligibility to receive benefits during a probationary period.

Personnel File

There shall be only one official personnel file which shall contain only materials and appropriate records related to the employment history and performance evaluations with the District. No anonymous material or confidential pre-hire information shall be placed in the employee's personnel file. This file shall be maintained under conditions, which insure its integrity and safekeeping in the district office.

The employee shall have the right to examine his/her own official personnel file during normal business hours. A copy of any material placed in the personnel file shall be forwarded to the employee at the time it is placed in the file. An employee will have the right to place a rebuttal to any material placed in the personnel file.

An association representative, with the employees written permission shall have the right to examine the file. The superintendent will make available original material, or copies of the original material, for examination of the association in the District Office or electronically.

Any additional files maintained by the administrator shall be for evaluative purposes only and shall be kept private. The employee may request to see the contents of the file at any reasonable time. Only dated, contemporaneous records may be entered in the file. There will be no secret files.

Discipline

An employee may be disciplined for cause. The result of any disciplinary action shall be included in the Personnel File, and in no other location.

Performance Evaluation

Classified employees who are on probationary status shall receive a Performance Evaluation Report at the end of a ninety-day probation period.

Supervisors shall be responsible for performance evaluation of each classified employee once each year for those employees in permanent non-probationary status. The performance evaluation shall be completed on the district Performance Evaluation Report and include areas of strength as well as any area needing improvement.

The evaluator and employee shall both sign the report, with the original to be kept in the employee's personnel file. Should the employee disagree with the evaluation, it must be

signed to acknowledge the employee has read the evaluation. If the employee desires, a separate, attached sheet may be utilized to convey employee comments regarding disagreement with the evaluation.

Work Day and Work Week

A work day for a full-time employee shall be seven (7.0) hours to eight (8.0) hours in length, depending upon the job assignment. The workweek for full-time employees shall be thirty-five (35.0) hours to forty (40.0) hours in length in a week, depending upon the job assignment, beginning at midnight on Sunday and ending at midnight the following Sunday. All time worked in excess of the regular workday or week must be authorized in advance by the Superintendent or designee. If, at the end of a work week, the authorized hours worked exceed forty (40.0), the excess hours will be paid at time and a half.

A Superintendent or his/her designee may schedule a workweek consisting of four (4) consecutive days of work with three (3) days of rest within a seven (7) day period. A full-time employee on this schedule will work four (4) ten (10) hour days within the workweek at straight time, exclusive of the one-half (1/2) hour unpaid lunch.

Timekeeping

All hourly, non-exempt, classified employees are required to use the web-based time clock system to record their hours worked. This is required for payroll and attendance purposes.

Employees can access the web-based application from any on-site computer located in the District, i.e. teacher, open work area, cafeteria, laptops or desktops. Employees may not record their time from off campus.

All full-time employees will have 30-minutes automatically deducted from their scheduled workday for lunch.

Employees are expected to report for work on time and remain working for their entire schedule. Clocking in should be no earlier than five minutes before or five minutes after the scheduled start time.

If an employee misses an entry into the time clock system, the employee will notify the supervisor or payroll department as soon as possible. A manual entry will be made to record the missing time. Employees who consistently miss time clock entries will be subject to disciplinary action.

Non-exempt employees are not permitted to work overtime hours without prior authorization. Overtime includes clocking in early, late, or working through the scheduled lunch period. Non-exempt employees who work overtime without prior authorization will be subject to disciplinary action.

An employee may not clock in for another employee. An employee clocking in or out for another employee will be subject to disciplinary action.

Pay Periods and Overtime

Pay will be distributed semi-monthly over 24 pay periods per year. One emergency draw per year will be available to employees. One additional draw per year will be available with the approval of the Superintendent/Chief Administrator. Leave balance sheets will be attached monthly.

Employees who are entitled to receive overtime pay pursuant to federal or state laws shall be paid at the rate of 1.5 times the normal rate when they perform work in excess of forty (40) hours per week. For those employees working two or more jobs for the District overtime shall be calculated on the basis of a blended hourly rate on all jobs worked by a formula set by the District. All overtime work performed must be authorized in advance by the superintendent or superintendent's designee.

Emergency Call Back

An emergency call back occurs when a non-exempt employee is requested by his/her supervisor to return to work after leaving the premises following his/her work shift to respond to a work-related emergency, which cannot wait until regularly scheduled working hours. Employees may be called back to work for emergencies which require a response on short notice and for which the call back work will serve to:

- Avoid significant service disruption;
- Avoid placing employees, students or the public in unsafe situations;
- Protect and/or provide emergency services to property or equipment;
- Respond to emergencies with students, staff, or members of the public.

When an employee has left the work site and is called back by his/her supervisor to work before or after completing the regular work schedule and upon leaving the premises, the employee shall be paid for time actually worked upon return or a minimum of three (3) hours, whichever is greater. The portion of the three hours call back compensation that is guaranteed but not worked does not count toward overtime. Emergency call back time actually worked will count toward determining overtime.

Annual Leave

Full-time, full-year and full-time school-year permanent employees shall accrue annual leave at the following rates for each full month worked:

<u>Length of Service</u>	<u>Earned Monthly While on Pay Status</u>
0 through 2 years (post-probation)	7.0 hours per month
3 through 9 years	11 hours per month
10 years and over	13.67 hours per month

Part-time permanent employees shall accrue annual leave on a pro-rata basis in accordance with the ratio of hours they work to a 35-hour week.

Temporary and probationary employees are not eligible to accrue annual leave.

Annual leave does not accrue while an employee is on leave without pay.

If an employee has exhausted his/her sick leave, he or she may use annual leave in place of sick leave.

The use of annual leave days shall be scheduled and approved by the supervisor with at least seventy-two (72) hours advance notice. Employees' requests for use of annual leave shall be further approved by the Superintendent or Superintendent's designee. School year employees shall schedule annual leave to occur during the summer, winter, or spring breaks or for other periods when school is not in session. If the employee is denied the use of annual leave, the reason for the denial shall be supplied to the employee in writing.

Employees may have the option of cashing out any unused annual leave at the end of the school year or they may carry over into the following year up to 1.5 times their annual accrual rate. Notification of their option shall be made to the payroll department no later than fourteen (14) days prior to the last scheduled work day. Full year permanent employees shall notify the district of their desire to cash out annual leave between May 15 and June 1.

Sick Leave

Full time full year and school year permanent employees shall accrue sick leave at the rate of one and one-third (1 1/3) days per month for each full month worked. Sick leave shall accumulate without limit. Upon an employee separation from employment, all unused sick leave is automatically cancelled without reimbursement.

When an employee exhausts sick leave, they may receive donations or go on leave without pay without exhausting annual leave.

Part time permanent employees shall accrue sick leave on a pro-rata basis in accordance with the ratio of the hours they work to a 40-hour work week.

Temporary and probationary employees are not eligible to accrue sick leave.

The District shall provide worker's compensation insurance as required by law. The employee may use accrued compensated leave (or approved sick leave donations) for work time lost as a result of an occupational injury or illness. If worker's compensation pays for work time lost for the same period, the employee may:

1. Have the leave re-credited,

2. Pay the District an amount equal to the gross worker's compensation for the period of the compensated leave, or
3. Combine compensated leave and worker's compensation so long as the compensation does not exceed 100% of the employee's normal compensation for the day.

During the absence covered by worker's compensation, the employee shall provide the District with a copy of the worker's compensation check and any associated payment documentation for any pay period during which the employee used compensated leave.

Employees are required to provide certification from a health care provider for periods of sick leave that extend for three days or more.

Sick leave is allowable for an illness or injury in the employee's immediate family requiring the physical presence of the employee in the interest of family welfare. Immediate family is defined as spouse or cohabitating domestic partner, parent, child, sibling, grandchild, grandparent, and legal guardian.

Any employee absent due to illness must notify their immediate supervisor as soon as possible of their anticipated absence, and at the latest must notify their supervisor at least one hour prior to the normal time for reporting for duty, except in cases of emergency or other incapacity to provide prior notification.

Classified employees may donate up to 15 hours of sick leave to another classified employee when desired, providing the classified person wishing to donate retains at least forty-eight (48) hours of sick leave.

Family and Medical Leave

Employees shall be entitled to coverage under the federal Family Medical Leave Act and/or the Alaska Family Medical Leave Act; whichever affords the greater benefit. During the time an eligible employee qualifies for this benefit, the District will maintain health insurance coverage as required by law. The District will inform the employee of eligibility upon completion of required documents. Employees are required to complete the required documentation to become eligible for this benefit. An employee may choose to use Sick Leave and Sick Leave donations to remain in paid status during the time of eligibility.

Leave without Pay

Leave without pay (LWOP) may be granted by the Superintendent or designee. LWOP may not be requested until the employee exhausts other available and relevant leaves. LWOP may be granted by the Superintendent or designee when other leaves are exhausted or not applicable. When LWOP is granted, the employee will notify the superintendent or designee of the length of time needed to be absent.

Bereavement Leave

Five (5) days per fiscal year of paid leave days may be allowed for an absence occasioned by the death or impending death in employee's or spouse's immediate family. Immediate family is defined as spouse or cohabitating domestic partner, parent, child, sibling, grandchild, grandparent, niece, nephew, aunt, uncle, cousin, and legal ward (including foster family). When a member of the community is deceased, and the services are held during the workday, at the discretion of the superintendent, the District may grant unpaid leave to the employees to attend the service.

Civic Leave

1. Employees may be granted non-compensated leave to perform civic duties such as holding elective public office and/or service on committees, commissions, or other appointive bodies established by the Commissioner of the Department of Education and Early Development, State Commissions, Governor, or State Legislature providing that the service in this capacity does not, in the opinion of the Superintendent, disrupt the work for which the staff member is hired or add unreasonable burden to the District.
2. Requests and leave slips for civic leave shall be provided by the employee to the supervisor for recommendation before submittal to the Superintendent.
3. In the case of jury duty or subpoenaed witness duty, the employee shall turn over to the District all monies received as compensation (except travel and per diem) for services, and in turn shall be paid his/her current wage.
4. When an employee is subpoenaed as a witness in a proceeding involving or arising from personal activities outside District employment, or if the employee is subpoenaed by the plaintiff in an action against the District, the employee may, at District discretion, be granted compensated civic leave for such witness service. An employee will not be granted civic leave for a case to which they are a party.
5. If an employee is a disaster responder, he/she shall be released from duty without loss of compensation in order to respond to a local disaster call. Such release without loss of compensation shall not exceed one (1) work-day except upon the approval of the Superintendent.
6. The Superintendent may grant Civic Leave for voluntary work on boards or commissions of nonprofit organizations. This leave may only be requested by the employee after annual leave has been exhausted.

Military Leave

An employee who is duty bound to answer a call for temporary military service with the National Guard or any other military organization of the United States shall be permitted to serve. Upon submittal of orders verifying the service, the employee shall be granted annual leave. In the event the employee does not have sufficient annual leave to participate, the employee shall be granted leave without pay for the duration of the required military service. Upon completion of service, the employee shall be offered the

same position or substantially similar to the position they left with no less pay upon return.

Association Leave

The District shall provide ten (10) days per year of association leave to members of the classified unit representing the Association and to attend trainings hosted for association members or conducting union business. This leave shall not be used for work stoppages, walkouts or strikes which would conflict with or infringe upon the normal activity of this District or any other school district. The Association shall provide written notification to the superintendent of association leave a minimum of ten (10) days prior to the leave.

Holidays

The following days shall be recognized as paid holidays for those regular employees who are scheduled to work or are on paid leave on the work days immediately preceding and following the holiday:

1. New Year's Day – January 1
2. Memorial Day – Last Monday in May
3. 4th of July – July 4
4. Labor Day – First Monday in September
5. Thanksgiving Day – Fourth Thursday in November
6. Day Following – Friday Following Thanksgiving
7. Christmas Eve – December 24
8. Christmas Day – December 25

If the 4th of July, Christmas or New Year's Day falls on a Saturday or Sunday, either the preceding Friday or the following Monday, whichever is the federal employee's holiday, shall be the paid holiday.

Temporary employees are not eligible for holiday pay.

In order to be eligible for holiday pay, the employee must be on the job or on approved paid leave on the scheduled work day prior to and after the holiday.

Summer Employment

Employees desiring summer work positions with the District shall submit their names and classification to the Superintendent before May 1 of any fiscal year. Qualified employees shall be considered to fill summer work positions and may be granted preference over new hires at the discretion of the Superintendent.

Health Insurance

Full year or school year permanent employees who work at least thirty (30) hours per week shall be enrolled in the district's group health insurance plan in accordance with the terms of the plan. The current plan is with the Public Education Health Trust. The monthly premium shall be split between the District and the Employee. The District shall pay ninety-eight percent (98%) of the monthly premium, the Employee shall pay two percent (2%).

At the option of the employee, they can pay for family coverage.

Temporary employees are not eligible for health insurance benefits.

Should the District consider changing Health Insurance plans, they shall include a member of the Hoonah Classified Employees Association to participate in the selection process.

Physical Exams

The District may require employees to have a physical exam upon initial employment by the District. The examination must occur not more than 90 days prior to the beginning of employment. Should the District require a physical exam, they must demonstrate a need for the physical exam and the District shall cover the cost of the exam.

The examination form must be submitted to the Personnel Department within 30 days following initial employment.

Reduction in Force

1. Basis for Layoff

The Superintendent is authorized to lay off employees if the position has been abolished, there are insufficient funds, or there is insufficient work available to warrant the continuation of employment. The terms of this article do not refer to decisions to discharge an employee for other causes.

If a layoff is pending, the Superintendent shall provide the employee and the Association President a written notice at least two (2) weeks in advance of the layoff.

2. Actions in Lieu of Layoff

In lieu of layoff, the employee may be placed in a vacant position for which he/she qualifies as determined by the Superintendent. Whenever feasible, a reduction in force shall be accomplished through normal attrition. Further, the District may attempt to lessen the impact and extent of a layoff through transfers, encouragement of unpaid leaves, early retirement, or by any other means deemed appropriate by the Superintendent and the Board. Voluntary employee job share may be utilized as an alternative to layoff upon approval of the affected employees and the Superintendent.

3. Layoff Procedure

Should a layoff in one or more position classifications be determined necessary by the District, employees shall be laid off in the reverse order of seniority within position classifications i.e., the least senior employee within the position classification shall be laid off first.

4. Recall Procedures

- A. When classified positions become available after a layoff, the District shall first provide opportunity for recall to laid-off employees before the District employs new personnel. In the event no laid-off employee is qualified for the available position, the District may select the most qualified applicant available. Recall rights shall be retained for a period of eighteen (18) calendar months from the effective date of layoff.
- B. Laid-off employees shall be offered recall to vacant positions in the reverse order of layoff, provided the employee is qualified to perform the duties of the position. The classified employee must accept such an offer within fifteen (15) days of receipt of notification of recall by certified letter. Failure to accept a position at the same or higher wage rate shall terminate the employee's recall rights.
- C. In order to retain recall rights, laid-off employees must keep the District informed in writing at all times of their current address and availability for recall.

5. Definitions

- A. "Seniority" shall be defined as the length of continuous service in the District, part-time or full-time, or a combination of both, measured from initial date of employment. District-approved professional, educational, sabbatical, health, or military leave shall not be considered an interruption of service, and time on such leaves shall be counted toward seniority.
- B. "Qualified" shall mean the person has previous District experience in the job classification or demonstrates the skills required to the satisfaction of the Superintendent. Qualification shall be determined by the Superintendent.

ARTICLE III - Compensation

Wages

For FY 20, FY 21, and FY 22 the salary schedule will be adjusted by 1% for each year.

At the beginning of the year, each employee shall receive a salary placement notification for their approval.

Premium Pay

When an employee is needed to perform job responsibilities of a classification that receives a higher pay grade, the employee shall be compensated at a rate \$2.00 higher, for

work the in the higher job classification. (For example, when a para is required to be a substitute teacher or a custodian is required to do maintenance work.) The premium pay shall only be paid if the employee works at least half a day in the higher pay grade.

The employee must submit documentation on the District form within the pay period. If the employee does not submit the documentation within the pay period, the additional wage is forfeited.

Education Reimbursement

An employee shall be eligible for education reimbursement if he/she enrolls in a college, university, or vocational course or conference that has been pre-approved by the immediate supervisor and the Superintendent.

Education reimbursements shall be allowed only for a course or conference that:

1. Has a direct relationship to the employee's job duties;
2. Is expected to enhance the employee's versatility and skills related to the job duties or;
3. Is a requirement of the institution's degree program in which the employee is enrolled and that is directly related to the employee's job duties or that will enhance the employee's skill in a related field.

The employee should work with the supervisor to select allowable courses or conferences. Before enrolling, a Request for Course Approval form must be completed, endorsed by the supervisor, and forwarded to the Superintendent for approval. The request shall indicate the name of the course or conference, anticipated tuition and fees, the date of intended completion, and a narrative explaining the rationale.

The District shall reimburse the actual cost of approved courses or conferences including applicable lab fees, course or conference fees, books, and tuition up to \$600 per fiscal year for an individual employee. Evidence of successful course or conference completion must be submitted for reimbursement. This may be in the form of an official transcript, grade slip, letter from the institution, or certificate of completion. Reimbursement requests submitted later than eight (8) weeks after the date of course or conference completion shall not be honored.

The District shall make available \$3,000 annually for approved continuing education courses or conferences for classified employees. These funds shall be dispensed on a first come, first served basis until exhausted, at which time no further courses or conference shall be approved for reimbursement during that fiscal year.

ParaPro Assessment

For eligible classified employees wishing to study for and take the ParaPro Assessment, the first exam fee will be paid by Hoonah City School District. Tutoring and/or study aids will be provided in support of this effort.

Salary Administration

All new hires shall begin at entry level salary. Superintendent may use his/her discretion in determining point of entry of new employees based on experience and training, up to five (5) documented years.

Aide II - Documentation (transcript of credits) is required to substantiate 48 college credits in study related to education or evidence of a successful ParaPro Assessment.

Individuals promoted within the system would move from their existing level to the next higher level for which they are now qualified and is commensurate with a Step that results in an increase of at least 1% of their previous hourly rate.

Step Increases

An annual step increase will occur at the beginning of each fiscal year or school year, whichever is appropriate, after the probation period has been met and a satisfactory performance evaluation has indicated District standards are being met.

Longevity Increase

All employees frozen on Step 12 will receive an additional one percent (1%) of the Step 12 salary per year, in addition to salary increases negotiated on the base.

ARTICLE IV - Grievance Procedure

Purpose

The purpose of this procedure is to secure at the lowest possible administrative level an equitable solution to problems that may arise affecting the welfare or working conditions of employees. Both parties agree that these proceedings shall be as informal and confidential as may be appropriate at any level of the procedure.

General

A "Grievance" is defined as a claim by an employee that the employee's interests have suffered an alleged violation as a result of misinterpretation or misapplication of the terms of this Negotiated Agreement.

In instances where more than one employee files a grievance regarding the same issue, all testimony and evidence generated by the eligible grievant shall be presented in one hearing at each level. The resolution of the grievance shall apply to all eligible signatories to the grievance.

A grievance must be initiated within fifteen (15) workdays after the grievant knew or should have known of the act or condition upon which the grievance is based. Failure of the grievant to comply with this or any other time limit specified herein shall operate as a waiver of the grievance.

Neither the Board nor the Association shall take reprisals against anyone participating in or utilizing the grievance procedure.

Procedure

The grievant shall have the right to be represented at all stages of the grievance procedure by a representative of the Association.

Initiation and Processing

1. Level 1

A grievance shall be initiated by the grievant submitting the grievance to his/her immediate supervisor in writing using a form provided by the District. The supervisor shall discuss the grievance with the grievant within ten (10) workdays following receipt of the grievance. Within fifteen (15) workdays following the discussion, the supervisor shall provide the grievant with a written disposition of the grievance. If there is not an immediate supervisor, the grievance shall begin at Level 2.

2. Level 2

If the disposition at Level 1 is not acceptable to the grievant, he/she may submit the grievance to the Superintendent in writing, stating the reasons why the Level 1 disposition is not acceptable, within fifteen (15) work days following the issuance of the disposition at Level 1. Within fifteen (15) workdays following the Superintendent's receipt of the grievance, the Superintendent shall meet with the grievant to discuss the grievance. Within ten (10) workdays following the meeting, the Superintendent shall provide the grievant with a written disposition of the grievance.

3. Level 3

If the disposition of the grievance at Level 2 is not acceptable to the grievant, he/she may submit the grievance to the Board in writing, stating the reasons why the Superintendent's disposition at Level 2 is not acceptable. The written Level 3 grievance must be submitted to the Superintendent, addressed to the Board

President, within fifteen (15) work days following issuance of the Superintendent's disposition at Level 2. The Board shall conduct a hearing of the grievance within thirty (30) workdays following receipt of the written grievance. The hearing provided for in this paragraph shall be informal. The Board reserves the right to appoint a hearing officer to take testimony and to recommend a disposition of the grievance to the Board.

Both the grievant and the administration shall have the right to record the hearing, to call witnesses and to cross-examine witnesses called by the other. Each party shall, at least 24 hours prior to each hearing, make available to all other parties the names of all witnesses the party intends to call. The named individual shall be released as necessary without loss of pay if the hearing is scheduled during school time by order of the Board or its designee. The grievant shall be notified at least five (5) workdays prior to the date of the hearing as to the time and place of the hearing. The Board shall provide the grievant with a written disposition of the grievance within fifteen (15) workdays following the conclusion of the hearing.

4. *Level 4*

If the disposition of the grievance at Level 3 is not acceptable to the grievant, and if he/she obtains written authorization from the Association, he/she may submit written notice of his/her election to proceed to arbitration, by submitting the notice (together with a copy of the Association's written authorization) to the Superintendent, addressed to the Board President, within ten (10) work days following issuance of the Board's decision at Level 3. Within seven (7) workdays following delivery of the notice, the Association and the Superintendent shall meet in an effort to select an arbitrator. If the parties cannot agree on an arbitrator, they shall mutually request a list of qualified arbitrators from the American Arbitration Association and shall proceed to select an arbitrator according to the rules of the American Arbitration Association.

The arbitration will be held at a location within the District, at a time selected by the arbitrator and agreed upon by the parties. The arbitrator shall have no authority to rule contrary to, or to expand upon, any of the terms of this Agreement, to issue an award that requires either party to engage in a violation of law, or to award damages that are punitive in nature or damages or other forms of relief that are retroactive to periods prior to the date of the grievance was filed at Level 1. The arbitrator's award shall be binding upon the parties to the extent the award does not exceed the arbitrator's jurisdiction.

Each party shall bear its own costs associated with the arbitration. The costs of the arbitrator shall be shared equally by the Association and the District.

To the extent reasonably possible, all grievance hearings shall be conducted outside the normal workday. Should it become necessary to conduct a hearing during a workday, the grievant shall be released from work for the period of time

*FY 2020 - FY 2022 Negotiated Agreement between the
Hoonah Classified Employee Association and the Hoonah City School District*

necessary to attend the hearing without loss of pay. When it is necessary at any level for a representative designated by the Association to attend a grievance hearing during the workday, the Superintendent shall be notified at least three (3) workdays prior to the hearing. Upon timely notification, the representative shall be released without loss of pay for the period during which the representative's attendance is required at the hearing.

Signature Page

Hoonah Classified Employees Association

Date

Hoonah Classified Employees Association

Date

Hoonah Classified Employees Association

Date

Hoonah Classified Employees Association

Date

Board of Education President

Date

Board of Education Secretary/Treasurer

Date

Hoonah City Schools Superintendent

Date

*FY 2020 - FY 2022 Negotiated Agreement between the
Hoonah Classified Employee Association and the Hoonah City School District*

Appendix A - Salary Schedules

FY 20 Percent

1%

Level	POSITION TITLE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	STEP 11	STEP 12
A	Kitchen Aide/Assistant	\$ 13.05	\$ 13.43	\$ 13.84	\$ 14.21	\$ 14.60	\$ 15.00	\$ 15.40	\$ 15.79	\$ 16.18	\$ 16.57	\$ 16.95	\$ 17.35
B	Aide I - Entry Level -												
	Instructional Aide	\$ 15.12	\$ 15.56	\$ 16.01	\$ 16.46	\$ 16.93	\$ 17.38	\$ 17.84	\$ 18.30	\$ 18.76	\$ 19.21	\$ 19.68	\$ 20.12
	Library Assistant Parent Educator												
C	Custodian	\$ 15.86	\$ 16.33	\$ 16.81	\$ 17.29	\$ 17.76	\$ 18.23	\$ 18.71	\$ 19.19	\$ 19.66	\$ 20.13	\$ 20.61	\$ 21.11
D	Aide II - Highly Qualified/Specialized Training (48 hours college credits or acceptable ParaPro Assessment Score)												
	Instructional Aide	\$ 17.36	\$ 17.88	\$ 18.42	\$ 18.98	\$ 19.55	\$ 20.13	\$ 20.65	\$ 21.20	\$ 21.72	\$ 22.25	\$ 22.77	\$ 23.33
	Library Aide Parent Educator												
E	Maintenance I (Intern)	\$ 17.31	\$ 17.83	\$ 18.36	\$ 18.91	\$ 19.47	\$ 20.02	\$ 20.55	\$ 21.08	\$ 21.60	\$ 22.12	\$ 22.65	\$ 23.20
F	Head Librarian												
	Head Cook Community Outreach/Grants Coordinator	\$ 17.63	\$ 18.18	\$ 18.69	\$ 19.23	\$ 19.76	\$ 20.30	\$ 20.81	\$ 21.36	\$ 21.87	\$ 22.41	\$ 22.94	\$ 23.47
G	Building Level Office Manager	\$ 19.40	\$ 19.95	\$ 20.59	\$ 21.19	\$ 21.78	\$ 22.39	\$ 22.98	\$ 23.57	\$ 24.16	\$ 24.75	\$ 25.34	\$ 25.94
H	Maintenance II	\$ 19.90	\$ 20.51	\$ 21.12	\$ 21.75	\$ 22.41	\$ 23.08	\$ 23.68	\$ 24.29	\$ 24.90	\$ 25.50	\$ 26.11	\$ 26.74

*FY 2020 - FY 2022 Negotiated Agreement between the
Hoonah Classified Employee Association and the Hoonah City School District*

FY 21 Percent

1%

Level	POSITION TITLE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	STEP 11	STEP 12
A	Kitchen Aide/Assistant	\$ 13.18	\$ 13.57	\$ 13.98	\$ 14.36	\$ 14.74	\$ 15.15	\$ 15.56	\$ 15.95	\$ 16.35	\$ 16.73	\$ 17.12	\$ 17.53
B	Aide I - Entry Level - Instructional Aide	\$ 15.27	\$ 15.72	\$ 16.17	\$ 16.63	\$ 17.10	\$ 17.55	\$ 18.01	\$ 18.46	\$ 18.94	\$ 19.40	\$ 19.87	\$ 20.32
	Library Assistant												
	Parent Educator												
C	Custodian	\$ 16.02	\$ 16.50	\$ 16.98	\$ 17.47	\$ 17.94	\$ 18.42	\$ 18.90	\$ 19.39	\$ 19.86	\$ 20.34	\$ 20.82	\$ 21.33
D	Aide II - Highly Qualified/Specialized Training (48 hours college credits or acceptable ParaPro Assessment Score) Instructional Aide	\$ 17.53	\$ 18.05	\$ 18.60	\$ 19.16	\$ 19.74	\$ 20.32	\$ 20.85	\$ 21.41	\$ 21.94	\$ 22.47	\$ 23.00	\$ 23.56
	Library Aide												
	Parent Educator												
E	Maintenance I (Intern)	\$ 17.48	\$ 18.00	\$ 18.54	\$ 19.09	\$ 19.66	\$ 20.21	\$ 20.75	\$ 21.28	\$ 21.81	\$ 22.33	\$ 22.87	\$ 23.43
F	Head Librarian	\$ 17.81	\$ 18.36	\$ 18.88	\$ 19.42	\$ 19.96	\$ 20.50	\$ 21.02	\$ 21.57	\$ 22.09	\$ 22.63	\$ 23.18	\$ 23.71
	Head Cook												
	Community Outreach/Grants Coordinator												
G	Building Level Office Manager	\$ 19.60	\$ 20.19	\$ 20.80	\$ 21.41	\$ 22.00	\$ 22.62	\$ 23.21	\$ 23.81	\$ 24.41	\$ 25.00	\$ 25.60	\$ 26.20
H	Maintenance II	\$ 20.10	\$ 20.71	\$ 21.33	\$ 21.97	\$ 22.63	\$ 23.31	\$ 23.92	\$ 24.54	\$ 25.15	\$ 25.75	\$ 26.37	\$ 27.01

*FY 2020 - FY 2022 Negotiated Agreement between the
Hoonah Classified Employee Association and the Hoonah City School District*

FY 22 Percent

1%

Level	POSITION TITLE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	STEP 11	STEP 12
A	Kitchen Aide/Assistant	\$ 13.31	\$ 13.70	\$ 14.11	\$ 14.49	\$ 14.88	\$ 15.30	\$ 15.71	\$ 16.10	\$ 16.50	\$ 16.89	\$ 17.28	\$ 17.70
B	Aide I - Entry Level -												
	Instructional Aide	\$ 15.42	\$ 15.87	\$ 16.33	\$ 16.79	\$ 17.26	\$ 17.73	\$ 18.19	\$ 18.66	\$ 19.13	\$ 19.59	\$ 20.07	\$ 20.52
	Library Assistant Parent Educator												
C	Custodian	\$ 16.18	\$ 16.66	\$ 17.15	\$ 17.64	\$ 18.12	\$ 18.60	\$ 19.09	\$ 19.58	\$ 20.05	\$ 20.54	\$ 21.02	\$ 21.54
D	Aide II - Highly Qualified/Specialized Training (48 hours college credits or acceptable ParaPro Assessment Score)												
	Instructional Aide	\$ 17.71	\$ 18.24	\$ 18.79	\$ 19.36	\$ 19.95	\$ 20.53	\$ 21.07	\$ 21.62	\$ 22.16	\$ 22.70	\$ 23.23	\$ 23.80
	Library Aide Parent Educator												
E	Maintenance I (Intern)	\$ 17.65	\$ 18.18	\$ 18.72	\$ 19.28	\$ 19.85	\$ 20.41	\$ 20.96	\$ 21.49	\$ 22.03	\$ 22.55	\$ 23.10	\$ 23.65
F	Head Librarian												
	Head Cook	\$ 17.99	\$ 18.55	\$ 19.07	\$ 19.62	\$ 20.16	\$ 20.71	\$ 21.24	\$ 21.79	\$ 22.32	\$ 22.86	\$ 23.41	\$ 23.95
	Community Outreach/Grants Coordinator												
G	Building Level Office Manager	\$ 19.80	\$ 20.40	\$ 21.02	\$ 21.62	\$ 22.22	\$ 22.85	\$ 23.45	\$ 24.06	\$ 24.65	\$ 25.25	\$ 25.86	\$ 26.47
H	Maintenance II	\$ 20.30	\$ 20.92	\$ 21.55	\$ 22.19	\$ 22.86	\$ 23.55	\$ 24.15	\$ 24.78	\$ 25.40	\$ 26.01	\$ 26.64	\$ 27.28