

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 19, 2017

REGULAR BOARD MEETING

6:30 PM
Located in the School Library

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MEETING AGENDA

CALL TO ORDER

PLEDGE OF ALLEGIANCE

OATH OF OFFICE

ROLL CALL (ESTABLISH QUORUM)

ELECTION OF SECRETARY/TREASURER

CORRESPONDENCE TO THE BOARD

AGENDA REVISIONS

ADOPTION OF AGENDA

APPROVAL OF MINUTES

Regular Board Meeting - September 21, 2017

Special Board Meeting - October 10, 2017

BOARD CALENDAR

PUBLIC COMMENTS (THREE-MINUTES PER SPEAKER)

ADMINISTRATIVE REPORTS

A. Administrator's Report - Ralph Watkins, Verbal

B. Business Office Report - Amy Stevenson, Written

C. ANEP Grant Director's Report - Heather Powell, Written

D. Maintenance Report - Jeremiah Byers, Written

E. SPED Report - Sheryl Ross, Written

F. Board Reports - Robert Hutton, Dillon & Heidi, and Jamie & Grace Committee Reports

OLD BUSINESS

1.0 Second and Final Reading of BP 5145.15

1.1 Second and Final Reading of BP 6142.1

1.2 Second and Final Reading of BP 3310

NEW BUSINESS

2.0 Approval of Valerie Gosselin as a Non-Certified Sex-Education Instructor and
STD Prevention/Family Planning Curriculum

2.1 First Reading of Indian Ed BP 6174.1 (a) and E 6174.1 (a)

2.2 Computer Purchase for FY 18

2.3 FY17 Annual Financial Report

DISCUSSION ITEMS

- AASB Conference - November 9-12th

PUBLIC COMMENTS (THREE-MINUTES PER SPEAKER)

COMMENTS FROM BOARD MEMBERS

FUTURE AGENDA ITEMS

ADJOURNMENT

NEXT MEETING DATES:

- Regular Board Meeting-November 16, 2017

Posted: October 13, 2017

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

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

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

September 21, 2017

BOARD MEMBERS PRESENT: Jamie Erickson, Heidi Jewell, Dillon Styers, Grace Villarreal, Robert Hutton.

SUPERINTENDENT/PRINCIPAL: Ralph Watkins (called in from Seward)

OTHERS PRESENT: Kelli Deitering, Recording Secretary, Amy Stevenson, Business Manager, Jeremiah Byers, Maintenance, Sheryl Ross, SPEC ED Director, Veronica Dalton, Howard Diamond, Chris Greenwald, Bamby James, and Mary Jack.

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

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

AGENDA REVISIONS:

- Robert Hutton added the Facility Use Agreement to Discussion. He also added New Business 2.4 – Student Travel Out of State.

ADOPTION OF AGENDA:

M/S Robert Hutton, Grace Villarreal moved to adopt the amended agenda. Accepted by unanimous consent, **MOTION CARRIED.**

APPROVAL OF MINUTES:

M/S Heidi Jewell, Jamie Erickson moved to approve the minutes of Regular Board Meeting, August 17, 2017. Accepted by unanimous consent, **MOTION CARRIED.**

BOARD CALENDAR:

- Next regular board meeting is October 19, 2017 @ 6:30pm

PUBLIC COMMENTS (THREE MINUTE TIME LIMIT EACH):

- **Howard Diamond** – There is a Dr. Yanos that is coming to Juneau to talk at the Juneau World Affairs Conference. He is a part of Ocean Beat (you can find him on youtube) which is a mix of education, music and scientists trying to create change. He is also coming to Hoonah to stay with Howard Diamond. He is willing to talk to Hoonah City

Schools about Marine Life and the Ocean. He understands the importance of living on the water. He will be here September 25 and 26th.

- **Chris Greenwald** – Chris thanked the School Board and Committee for discussing the Facility Use Agreement. She pleads with the Board to relook at the Facility Use Agreement.
- **Mary Jack** – Mary asked the School Board to approve student travel to Grand Camp in Portland, Oregon. She hoped that two students minimum and one chaperone (who has passed a background check) can go. Mary also stated the costs of the trip and asked for funds to help with travel.

ADMINISTRATIVE REPORT:

A. Administrator's Report – Ralph Watkins

- Written Report
- Ralph Watkins read his report over the phone to the Board. The most highlighted part was that there is a new configuration of the middle school this year. The 6th Grade is now a part of the middle school. It was moved from the elementary to middle school at the beginning of this year. Robert Hutton asked the Board if there was any objection to this new configuration of 6th Grade. The School Board Members had no objection. Ralph Watkins proceeded to read the rest of his written report. At the end of his report he mentioned the rising drug problem at school. It was decided that in the next two regular school board meetings, this will be a topic of discussion. They will formulate a plan and process to deal with the rising drug problem. Heidi Jewell thanked Ralph for taking the steps to solve the drug problem and for bringing this to the board's attention. Ralph asked if Heidi Jewell will be on a Committee with him to solve this. She accepted.

B. Business Office Report – Amy Stevenson

- Attached Report
- The Board was really happy with the new format that Amy arranged the budget. They said it was easier to understand.

C. ANEP Grant – Heather Powell

- Written Report

D. Maintenance Report – Jeremiah Byers

- Jeremiah Byers spoke about the school still running off the Heat Loop from IPEC. They have turned on the boiler and hot water for the Auto shop. The sprinkler repair is scheduled for October 20, 2017. Corvus Design has all necessary documents. They will come for a site visit soon. Hoonah City Schools had their annual elevator inspection last week. The Maintenance has opened up the wood shop, auto shop, and library for

more classes. This means more places to clean. They are stretched but managing. There was a follow up with EED and it is up to date. Jeremiah will be attending a Maintenance Conference in Anchorage on October 18th and 19th. Robert Hutton asked what the cleaning schedule was. Jeremiah responded that Corbin cleans the elementary side and cafeteria daily. On Monday and Thursday, Jeremiah cleans half the high school and middle school classrooms. Then on Tuesday and Thursday, he cleans the other half. On Friday, he cleans the staff lounge and other offices. Robert Hutton suggested that the teachers and students pitch in to help keep their classrooms clean. He asked Ralph Watkins to please mention this to the teachers.

E. SPED Report – Sheryl Ross

- Written report
- Ralph Watkins mentioned what a great job Sheryl Ross is doing as the SPEC Education Director and how much he appreciates her. The teachers and students do not feel any absence of a missing Spec Ed teacher with Sheryl around.

F. Board Reports:

- **Robert Hutton** read an email that Sally had sent him earlier. Sally enjoyed the Open House. There is a \$55,121.81 in the Playground Fund not including the summer fundraising. Thank you to Pearl Miller for attending the Liquor Board Meeting and getting \$1,000 toward that cause as well.
- **Jamie Erickson and Grace Villarreal** reported that they had two Committee meetings. Chris Greenwald and Jamie Erickson worked together to create a letter and suggestions for the Ku.eex.
- **Dillon Styers and Heidi Jewell** will have something to report at the next meeting about the Self-Improvement Budget Goal.

OLD BUSINESS

1.0 Second and Final reading of BB 9012

M/S Heidi Jewell, Jamie Erickson move that we approve Board Policy BB 9012 as presented. Accepted by unanimous consent, **MOTION CARRIED.**

NEW BUSINESS

2.0 First Reading of Board Policy 5145.15

M/S Heidi Jewell, Grace Villarreal move that we approve Board Policy 5145.15 as presented. Accepted by unanimous consent, **MOTION CARRIED.**

2.1 First Reading of Board Policy 6142.1

M/S Grace Villarreal, Jamie Erickson move that we approve Board policy 6142.1 as presented. No discussion. Accepted by unanimous consent, **MOTION CARRIED.**

2.2 First Reading of Board Policy 3310

M/S Heidi Jewell, Grace Villarreal move that we approve Board Policy 3310 as presented. Discussion: Grace Villarreal agreed that the sentence, "The Superintendent of designee may issue and sign purchase orders and shall submit them for School Board approval or ratification," does not need to be in the policy. Amy Stevenson stated this came from an updated AASB review policy in 2015. Robert Hutton voiced that it isn't good to have a policy in the books that they aren't following. He asked if there was an objection. There was none. Accepted by unanimous consent, **MOTION CARRIED.**

2.3 Approval of Valerie Gosselin as a Non-Certified Sex-Education Instructor and STD Prevention/ Family Planning Curriculum

M/S Robert Hutton, Heidi Jewell move that we table this motion. No action was taken. Valerie was not present at the meeting to give a presentation about what curriculum she will be using. Accepted by unanimous consent, **MOTION CARRIED.**

2.4 Approval of Student Travel – Out of State

M/S Heidi Jewell, Grace Villarreal made a motion to approve travel out of state for Grand Camp to Portland, Oregon. Heidi stated that this is only to approve out of state travel, not to fund it. She would like to know who the chaperone they have picked out is. Mary stated James Hart from Haines. Grace Villarreal commented that she would like to see a chaperone from the school go instead for insurance purposes. Heidi would like to see a local chaperone or parent of one of the students be the chaperone. There should also be a permission form that parents need to sign. Robert Hutton read the Board Policy 5163 stating that there needs to be approval of the School Board for students traveling out of state. Heidi Jewell would like a financial report back after the trip stating how much everything cost. Accepted by unanimous consent, **MOTION CARRIED.**

DISCUSSION ITEMS:

- **Request for Proposal for an Auditor** – Heidi Jewell stated that Hoonah City Schools has had Altman&Rogers for auditors for a really long time. Sometimes it is good to change things up. Robert Hutton asked if her main concern was to save money or have a different set of eyes on the books? Heidi replied both. Dillon Styers sees no harm in searching for a different auditor. Jamie stated that this was a suggestion from Lon Garrison. Grace Villarreal commented that change is good. Robert Hutton tasked Ralph Watkins with a RFP request for proposals for an auditor for next year. The time line is before Christmas.
- **Facility Use Agreement** – Heidi Jewel spoke about how much the Tlingit culture has been revived in the last 20 years with the canoe tours, Tlingit classes, Clan Workshops, and the School Kuee.x. Things were lost for a long period of time. She understands the importance of the Kuee.x. She would like to see a partnership between families, the community and the city to bring together all entities to work together to solve this. Robert Hutton mentioned that if a Kuee.x was being held in the New Gym, the School would allow use of their chairs free of charge. Jamie Erickson wonders if it would help if the Committee could talk to the City about lowering their rates. As of now, they charge \$90.00 for the first hour and \$50.00 for every hour after. Grace Villarreal claims that it is easier to have a Kuee.x at the school than the new gym. We need to respect the elders that got us this school. Dillon asked why in the letter that Chris and Jamie wrote, does it say that the electrical and fuel costs should not exceed \$780.00? What about the man power cost? There is a price for everything. At some point isn't there a number that the school district can charge that makes it worth it? What is the price for everything going to cost? Buildings are expensive. Ralph Watkins reported that the way the school is set up, there is no way to compartmentalize the cost of the building. There is still a cost for the areas not being used. Jamie explained that there is a need for 6 hour set up, 24 hours for the Kuee.x, and the a 6 hour clean up period. She mentioned that on Sunday, Maintenance could do a walk through and see if the building is clean enough. There needs to be clear expectations of what is expected so that on Monday morning the children are not affected with a mess. Robert Hutton is opposed to anything that costs the students or facility. If the school had more money, more staffing, and if Jeremiah had the option to take comp time so he might come in on Sunday to oversee the cleanup, that's one thing. He in practical fact, doesn't believe that this is doable. He mentioned that Lon Garrison said this is a grey area and that the school board should not be approving administrative forms. However, he feels it would be best if they did take official board action. For the board members that believe that this is workable, get together and form a committee and come up with a form that the board can act on in a special meeting. That is the only way Robert Hutton can see this happening at this time. Draft a document that has everything that is necessary for a Kuee.x to take place at our facility. We need input from Jeremiah and other staff members. Jamie had an idea of

somebody in the community to be trained by Jeremiah to oversee the Kuee.x. Robert Hutton believes that it needs to be a staff member at Hoonah City Schools. There will be no consequence if that community member doesn't take care of business. The school needs to be ready for children come Monday morning. If the board can't guarantee this, they have no business approving a new facility use agreement for Kuee.x. Heidi suggested having staff members from the school that chaperone or are sponsor volunteers for the Kuee.x. Robert Hutton asked that two board members form another Committee to draft a Facility Use Agreement for the Kuee.x that can be looked at during a Special Board Meeting. There isn't going to be an addendum to the existing Facility Use Agreement but instead a specific Facility Use Agreement for Kuee.x. The plan is to have the committee draft a Facility Use Agreement for Kuee.x, show it to Ralph, and then have a Special Board Meeting to discuss it. Robert Hutton will be gone but will call in. There needs to be 24 hours notice for a special board meeting.

PUBLIC COMMENTS (THREE-MINUTES PER SPEAKER)

- No Public Comments

COMMENTS FROM BOARD MEMBERS:

- No comments from the Board

FUTURE AGENDA ITEMS:

- Second and Final Readings of BP 5145.15, BP 6142.1, and BP 3310.
- Approval of Valerie Gosselin as Instructor and Curriculum
- Discussion Item: BP 5431.6

ADJOURNMENT:

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

Meeting adjourned at 8:44pm.

Respectfully submitted,

Dillon Styers
Board Secretary

Kelli Deitering
School Board Secretary

**HOONAH CITY SCHOOLS
SPECIAL BOARD MEETING**

Tuesday, October 10, 2017

LIBRARY

6:30 PM

BOARD MEMBERS PRESENT: Jamie Erickson, Heidi Jewell, Grace Villarreal, Dillon Styers (telephonic), and Robert Hutton (telephonic).

SUPERINTENDENT: Ralph Watkins

OTHERS PRESENT: Kelli Deitering, Recording Secretary; Amy Stevenson, Business Manager; Pearl Miller, Harold Houston, Susie Houston, and Rita Crouch.

CALL TO ORDER: Robert Hutton, Board President, called the meeting to order at 6:30 PM.

PLEDGE OF ALLEGIANCE

OATH OF OFFICE: Board Secretary administered the Oath of Office for Robert Hutton and Grace Villarreal. Dillon Styers will wait until the Regular School Board Meeting on October 19, 2017 to swear and sign the Oath of Office.

ROLL CALL: Four (4) Board Members were present at roll call, a quorum was established. Dillon Styers remained on the phone for the rest of the meeting. He was out fishing and couldn't scan in a signed document of the Oath of Office, therefore Robert Hutton said he legally couldn't participate in the meeting.

REORGANIZATION OF THE BOARD: Robert Hutton asked Ralph Watkins to take the gavel. There was a ballot vote for President, Vice President, and Secretary/Treasurer. Robert Hutton, Grace Villarreal, Heidi Jewell, and Jamie Erickson participated in the vote. First vote was for President. Jamie Erickson nominated Robert Hutton. Heidi Jewell nominated Grace Villarreal. Grace closed the vote. The vote favored Robert Hutton 3-1. The second vote was for Vice President. Heidi Jewel was the only nomination. The vote favored Heidi Jewel all four votes. The third vote was for Secretary/Treasurer. M/S Grace Villarreal, Heidi Jewell to table this vote until the Regular Board Meeting on October 19, 2017. This way Dillon Styers can also participate. Robert Hutton asked if there

was any objection to tabling this vote until October 19, 2017. There was no objection. . **MOTION CARRIED BY UNANIMOUS CONSENT.**

ADJOURNMENT: M/S Robert Hutton to adjourn the meeting. No objection. Meeting adjourned at 6:46 PM.

Respectfull Submitted,

Dillon Styers
Board Secretary

Kelli Deitering
Recording Secretary

October 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Middle School Basketball season begins	3	4	5 School & Community Pictures	6	7
8	9	10 Special School Board Meeting @ 6:30pm	11	12	13	14
15	16 Mix 6 Volleyball Gustavus @ HNH	17 Mix 6 Volleyball Gustavus @ HNH	18	19 End of 1 st Quarter Regular Board Meeting @ 6:30pm	20 Teacher Work Day	21
22	23 Mix 6 Volleyball @ Gustavus Tourney	24 Mix 6 Volleyball @ Gustavus Tourney	25	26	27	28
29	30	31 Halloween				

November 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3 Mix 6 Volleyball @ Thorne Bay Tourney	4 Mix 6 Volleyball @ Thorne Bay Tourney
5	6	7	8	9 Parent Teacher Conferences (2:30 release) Joint City Council and School Board Meeting @ 6:00pm	10 Parent Teacher Conferences (2:30 release)	11
12	13	14	15	16 Regular School Board Meeting @ 6:30pm	17 Mix 6 Volleyball Regional Tourney @ Kake	18 Mix 6 Volleyball Regional Tourney @ Kake
19	20	21	22 Minimum Day for Thanksgiving Break (1:30pm)	23 Thanksgiving Holiday	24 Thanksgiving Holiday	25
26	27	28	29 Varsity Girls & Boys Basketball Season begins	30		

October 13, 2017

MEMORANDUM

TO: HCSD Board of Education

FROM: Amy Stevenson, Business Manager

RE: October 2017 Board Report

Current Information:

1. The bank reconciliation for September has been done.
2. Submitted the September breakfast and lunch counts for reimbursement.
3. Sent an invoice to the City of Hoonah for extra-curricular activity expenditures.
4. Completed 2017 Fall Staff Account data collection to the State of Alaska
5. Finished re-vamping HCSD chart of accounts to be compliant with the DEED Chart of Accounts.
6. FY18 grant budgets have been set up and first quarter grant reimbursements are underway; they are due by October 31, 2017.
7. The Annual Financial Report is included in this meeting as an action item. I am happy to note there were no findings.

Next Steps:

1. Reviewing the FY18 budget
2. Initial work on the FY19 budget development.
3. Submitting the FY18 OASIS student count report
4. Preparing the FY19 enrollment projection

Hoonah City Schools
Year to Date - 8/1/2017-9/30/2017

Monthly Revenue Report

Account number	Account Description	Current Approved Budget	YTD Encumb	YTD Revenue	Remaining Balance	Percentage Remaining
100-0000-10-40110	CITY APPROPRIATION	\$216,146.00	\$0.00	\$0.00	\$216,146.00	100%
100-0000-10-40120	CITY - IN-KIND SERVICES	29,391.00	0.00	0.00	29,391.00	100%
100-0000-10-40300	EARNINGS ON INVESTMENTS	1,500.00	0.00	84.22	1,415.78	94%
100-0000-10-40400	OTHER LOCAL REVENUE	10,000.00	0.00	0.00	10,000.00	100%
100-0000-15-40400	LEASED SPACE REVENUE	38,820.00	0.00	14,940.00	23,880.00	62%
100-0000-10-40470	E-RATE REVENUE	105,293.00	0.00	0.00	105,293.00	100%
100-0000-20-40510	STATE FOUNDATION	2,096,050.00	0.00	527,808.00	1,568,242.00	75%
100-0000-20-40556	TRS ON-BEHALF RELIEF	124,061.00	0.00	0.00	124,061.00	100%
100-0000-20-40557	PERS ON-BEHALF RELIEF	14,074.00	0.00	0.00	14,074.00	100%
100-0000-20-40940	QUALITY SCHOOLS	6,372.00	0.00	0.00	6,372.00	100%
100-0000-30-41090	PRIOR YR PL81-874			33,989.61	-33,989.61	0%
100-0000-30-41100	PUBLIC LAW 81-874	149,000.00	0.00	0.00	149,000.00	100%
Report Total:		\$2,790,707.00	\$0.00	\$576,821.83	\$2,213,885.17	

Monthly Expense Report

Accounts summarized by Function	Current Budget	YTD		Remaining Balance	Percent Remaining
		Encombrance s	Expenditures		
1100 REGULAR INSTRUCTION	\$1,063,500.00	\$3,666.47	\$137,964.46	\$921,869.07	87%
2000 SPECIAL EDUCATION INSTRUCTION	592,637.00	0.00	85,838.71	506,798.29	86%
2200 SPEC ED SUPPORT SVCS - STUDENTS	66,700.00	0.00	1,159.60	65,540.40	98%
3500 SUPPORT SERVICES - INSTRUCTION	30,288.00	0.00	9,918.82	20,369.18	67%
3510 SUPPORTING SERVICES-TECHNOLOGY	249,576.00	0.00	18,832.55	230,743.45	92%
4000 SCHOOL ADMINISTRATION - PRINCIPAL	100,764.00	0.00	17,125.88	83,638.12	83%
4500 SCHOOL ADMIN SUPPORT SVCS - PRINCIPAL	100,758.00	0.00	28,285.37	72,472.63	72%
5100 DIST ADMIN - SUPERINTENDENT	149,114.00	333.22	34,135.20	114,645.58	77%
5110 SCHOOL BOARD	49,472.00	0.00	4,987.17	44,484.83	90%
5500 DISTRICT ADMINISTRATION SUPPORT SVCS	144,999.00	470.56	70,466.33	74,062.11	51%
6000 OPERATIONS AND MAINTENANCE OF PLANT	369,685.00	3,025.18	82,179.71	284,480.11	77%
9000 TRANSFER TO OTHER FUNDS	70,000.00	0.00	0.00	70,000.00	100%
Report Total:	\$2,987,493.00	\$7,495.43	\$490,893.80	\$2,489,103.77	

Net YTD-Revenue Minus Expense Total: **\$85,928.03**

**Haa Tóo Yéi Yatee
Culture Camp July 9-12th, 2017**

It is on YouTube <https://youtu.be/12StlkwaN4U>

We were selected to participate in the KTOO production of American Graduate here is a short clip, and the full production airs October 14, 2017

PICTURE DRIVE FOR PHOTOS TAKEN DURING CAMP

Photo Credit Ian Johnson:

https://1drv.ms/f/s!AmhKBLM8ee5_gvsYMomyi26O_r_fFg

NARRATIVE REPORT:

Several meetings with students through the years have resulted in the outcome of Haa Tóo Yéi Yatee Culture Camp. Students and families were asked what do they want to see happen for students and families as far as Cultural Programming in the community of Hoonah.

Many families have requested **traditional ways of knowing** that include **food harvesting and process** as well as **traditional song and dance and story**. Also included were hopes for **opportunities for families to learn together our Lingit language, and community engagement in cultural activities**. Almost all of our families want to learn more traditional art forms, and regalia making.

Based upon community input and student schedules we planned for July to gather Beach Asparagus and Goose Tongue, as well as harvest halibut, and salmon, sockeye, and humpy to clean, cut, prepare for brine, smoking and freshpack. The smokehouse was a vital part of the needs for this camp- we built a portable model to be able to transport to temporary locations throughout the year.

Food sustainability is such a valuable teaching and we have found that gathering foods has strengthened our families and our communities, by way of providing not only foods, but by also giving the opportunity to strengthen our relationship with our land, our water, our environment.

“Happiness is Healing, Our Elders need to taste the foods they grew up on so that they can feel good about themselves again, it’s a healing thing.”

- Frank Wright, Jr.



Our Grandparents have taught us, Our Food is our Medicine.

During Culture Camp several elders and families came and joined in on harvesting, while on the boats setting gear, and pole fishing, as well as cleaning fish, and and prepping for cutting into strips for brine, and hanging in the smokehouse full of seasoned alder smoke. Some of the fish was donated to

the the Camp from local fisherman and HIA Tribal Chairman, Frank Wright, Jr owner of the F/V Vagabond Queen.

Students were engaged for 4 days working in the Lingít language,

Associate Professor of Alaska Native Languages for UAS, Lance Xh'unei Twitchell, Mary Daaljini Folletti, and Heather Powell helped students to craft a new song to share with families during the closing ceremony. The students were posed with one question, "What do you want your Grandchildren to Know? "

Teachers and Elders gathered together to help lead our children in language learning, as well as striving to bring language into all that we do. Included were language warriors, Daphne Wright, 32 year veteran Lingít teacher for Hoonah City Schools, Linda Satook Belarde, curriculum developer extraordinaire, as well as elders Owen James, Johanna Iverson, Larry Sanders, and many others that enriched this camp beyond all hopes.

Throughout the camp several groups of students worked on different projects, some of the projects included **traditional arts** Mary *Daaljini* Folletti and Roz Cruise worked with **students created Tináa Necklaces for each student**. Learning our traditional art, and ways of being strength our children, our families, our clans, and our communities. While learning to cut and form Tináa necklaces, students looked at different ways to create jewelry, usage for tools, and the potential to use this skill in many different ways in the future. Each students learned to make templates, cut, file, shape and polish Tináa. Several students chose to give these precious gifts to family members that have inspired them and helped and encouraged them to learn.

Throughout the day students also worked with Bob, of Southeast Sustainable Partnership, and The Nature Conservatory partnered with Carrie Lindoff of T&H Head Start on a nature walk to learn about local plants and medicine- and learned both scientific and traditional names and usage. Campers learned some fun songs to get their bodies moving and exercise in a fun and traditional way. During these walks plants were gathered and groups discussed usage.

Students worked with the tides and learned about the tidal system, and intertidal areas- as they learned the tide they also learned the foods that are edible and harvested many things to include Beach Asparagus, the beach greens available included Goose Tongue, and other greens that can provide valuable vitamins and mineral resources to the body, as well as the different times of year we harvest for different purposes.

Students harvested over 25 pounds of Beach Asparagus and learned to clean, process and can this amazing super foods! Each students was able to harvest and provide food to bring home to their families - they each were presented with Haa Kusteeyí áyá tshirts upon completion of camp- and reminded of the honor to be upon the land but also the responsibility of sharing the knowledge bestowed upon each of them.

Uncles James Hart and Levi Mills provided leadership and oversight as

Campers dug an underground oven and covered with both moss and skunk cabbage to traditional cook salmon for our community feast. Students dug the pit, gathered rocks, layered and covered with coals as the fish cooked for the day. Traditional methods of cooking were discussed and students learned survival skills from ancient times that are still very applicable to daily use, and conditions of our current homeland.

The traditional values of respect, kindness, compassion, sharing, and community were among the many things shared with campers daily. Students put the shirt on, as Camp Facilitator Heather Powell spoke to each of their strengths, their hard work and ability to be apart of a valuable team, a family. Students families and friends were apart of this ceremony by being gifted jars of smoked salmon and beach asparagus and gifted with the new song being performed for the first time. This truly tied us to the land, the water, to each other and to our families both those born to us, and those gifted to us in life.

With our valued partnerships with T&H Central Council, Huna Heritage Foundation, Southeast Sustainable Partnership, The Nature Conservatory, Hoonah Indian Association, KTOO, and Hoonah City Schools we successfully served over 35 students, and harvested and processed 15 cases of smoked salmon, and 25 lbs of beach asparagus serving over 30 families. We have taught the skill of traditional harvesting with traditional ecological knowledge at the front.



Our final day of camp, we invited our community, our families, friends, and elders. We shared our foods that we harvested, we cooked for them, and we shared stories and the new song students wrote. It was a great way to finish our final day.

The lyrics to the song are as follows:

***Ch'a át ldakát át
A yakGwahéiyaGu kudzitee
Ldakát át a jeex tootee nooch
Yáa at wooné***

***Wooch yáx yadál Lingít aaní káa
Ayáx yei kugaxtustee
Haa jeet wuduwatee
AaGáa áwé has du jeedé gaxtootée***

Translation:

***Everything has a spirit
We give everything Respect***

***Things are balanced on the world,
We will live right, it was given to us
And then we will give it to them.***

Composed by: Haa Tóo Yéi Yatee Culture Camp July 2017

AATLEIN GUNALCHÉESH FOR ALL THE SUPPORT!

(RECRUITMENT FLYER)

Haa Tóo Yéi Yatee Culture Camp

Kennel Creek Cabin

July 9-11th, 2017

Ages 10-18

Hoonah City Schools will host Haa Tóo Yéi Yatee Culture Camp July 9-11th, 2017. Day campers from 10am to 8pm ages 10-18. The camp will be held at the Kennel Creek (Freshwater Bay cabin) where no electricity, running water or plumbing exists. Campers will learn to work together in harvesting foods from the woods, beach, and water as well as Lingít Tundataani.

We encourage campers to stay active, fit and learn to live a traditional lifestyle. We will be striving to always staying positive and humble, eating healthy, respecting the land and relationships we have with each other and our surroundings.

Students will be learning traditional art forms, as well as learning traditional harvesting practices, and Lingít song, storytelling and dance.

We will have limited staff, therefore request that parents with children who need additional supervision, please provide a plan to keep your child safe.

APPLICATION DEADLINE: July 1st, 2017.

**Applications available at Hoonah City Schools District Office
Monday - Thursday 10am-2pm**

Questions?

Contact Heather Powell (907) 738-5555 or lgeiki@hoonahschools.org

or

Kelli Deitering (907) 945-3611 or deiteringke@hoonahschools.org

We will have limited transportation - please indicate if you will need transportation.

FAMILIES ARE ENCOURAGED TO ATTEND

Partnership with T&H Central Council, HCS, HIA, SSP and TNC, HHF

Daily Camp Attendance:

NAME	AGE	NEED TRANSPOR			
MAKIA MILLS	7	YES			
SUSAN BRADFORD	12	YES			
ETHAN GOINS	16	MAYBE			
SETH GOINS	13	MAYBE			
MADELINE GOINS	12	MAYBE			
HAYDEN DANIELS	8	YES			
DEBORAH SHORTY	10	YES			
JACOB ST. CLAIR	12	NO			
ANTHONY JOHNSON	12				
PRIM ROSE WILLIAMS	12	YES/ CARPOOL POSSIBLY			
Alona Howland	12				
Krista Howland	10				
Alejandro Contrares	12				
Colin McClement	10				
Colin Jack	13				

Robert Wilkin	16				
Ashlyn Gray	15				
Zada Michel	15				
Jermaine Johnson	13				
Nakima Budke	13				
Atkaheen Budke	10				
Corbin Budke	6				
Isaiah Budke	7				
Aiyanna Williams	15				
Alia Meserve	9				
Gracie Carrick	10				
Johan Nichols	10				
Isaac Jacobsen	12				
Orion Osbourne	12				
Charlie Jack	6				
Jenna Jack	7				
Kate Lee	13				
Samantha St. Clair	8				
Sierra McClement	13				
Hunter Skafelstad	8				
Fisher Skafelstad	7				
Kenny Skafelstad	12				
Isreal Boe	10				
Enza Cruize	3				
Aurora Church	11				
Kacie Jewell	12				

Camp Outline

"Haa tóo yéi yatee"

It is inside of us

July 9th-12th

Ages 6-12th Grade

10-15 students Daily (van load max)

4 JR. Counselor

Staff:

Lgeik'i- Heather Powell- Coordinator

Daaljini, Mary Folletti- Female Counselor

Gooch Éesh, James Hart -Male Counselor

Sarah Dybdahl, HHF, Leadership Coordinator

Roz Cruise, Artist

X'unei, Language/ Artist

Bear Safety: Levi Mills, Corbin Harris

July 9th

12pm Student Pick UP

Singing and Sharing on the Van

Student Arrival 1pm @ Freshwater Bay Cabin

3 groups of students 5 students in each group

1:00- Welcoming/ Expectation

1:15pm SNACK-

1:30pm Song- (Lgeik'i)

1:45pm Ice Breaker- (Daaljini)

2pm Safety Talk/ Equipment- (Gooch Éesh)

2:15-4:45pm BREAK OUT (2.5hrs)

Group (1) -Tináa du jee eetí - Roz, Daaljini (X'unei)

Students will work with Artists Daaljini and Roz Cruise to begin making a Tináa pendant.

Group (2)- Neechdéi- Lgeik'i, Gooch Éesh (Sarah)

Students will gather Sukkádzi (Beach Asparagus), Su_ktéil' (Goosetongue) will gather, clean and prepare for canning

Group (3) - Haa Naagú Haa Atxayí - Dave Ross/Owen James/ Duane Jack (X'unei)

Students will set a Halibut (Cháatl) Skate, and fish for evening meals, and harvesting and process in the evening around the fire.

Group Activity: 5pm

Family Dinner, Story Daily Reflection
Song, Dance, Next Day Prep

Students will return to town at 7pm, arriving at the school at 8pm

July 10th

10am pick up

11am arrival

Group 2 will begin Tináas

Group 3 will Gather on the Beach

Group 4 will Go on the Boat

Lunch 2pm

Group Gathering 5pm

Cook in pit dug and with skunk cabbage

July 11th

10am pickup

11am arrival

Group 4 will begin Tináas

Group 2 will Beach Harvest

Group 3 will Go on the Boat

Lunch 2pm

Group Gathering 5pm

Share projects, and continue to finish.

6pm Gunalchéesh Potlatch Dinner to share and celebrate before 8pm return to town

STAFF: Reflection/ Cleanup July 12th Return to Hoonah for Departure on Ferry to Juneau

October 2017 Maintenance Report

This Month's Work Order:

Installed the new stove in the kitchen

Turned our boilers on (the heat loop was not giving us a steady source of Btu's)

Ice machine is currently not working. The compressor went out in it, which isn't that big of a surprise as the compressor is the one that came with it over 6 years ago. We are in the process of getting a replacement.

Have begun preparing the school skid steer for winter operation.

Replaced compressor motor for the elementary sprinkler.

Still organizing storage areas as other areas are reconverted back to their intended purpose.

Some things coming up are:

Converting the auto shop back to threephase so that the equipment inside requiring more electricity can be put back into use.

The Sprinkler repairs and inspections are this week.(the week of the board meeting.

Going to prepare the snow blowers for winter

At the end of this month our fuel log chart and training log are due to the Department of Education and early development. Those charts are up to date and should reflect the changes we've made to get in compliance.

Hoonah City Schools October 2017 Board Meeting
Special Education Report



2017-2018 School Year

To The Hoonah School District School Board,

Thank you for the privilege of serving our students!

First quarter specialist's visits from our OT, PT, SPL are completed. Our school psychologist will be in Hoonah in November for evaluations. Tyler Gilson, PT is moving to the east coast and will provide a bid to continue tele-health services at a reduced cost for quarterly visits. Tesh Miller is seeing sixteen students for speech and language services at our school and Head-Start.

SESA Autism and Multiple Disabilities Specialists were here working with students and staff. We have a Behavioral Specialist coming at the end of October. This is a state service with no cost to the district. We appreciate another set of eyes, supports and reports.

The State of Alaska health nurse was here from Juneau this last month working along-side Carol Williams to provide hearing, vision tests. They saw each one of our students. These reports are valuable for special education services to rule out hearing and vision deficits first.

Our district office is interviewing October 12th-13th for a new para-professional position and driver for counseling services to meet the needs of our growing population.

All mandated trainings through EED Alaska will be completed by our special education team during teacher in-service by October 20, 2017.

We are completing new enrollment requirements for special education students by the due date following:

INTENSIVE CLAIMS TIMELINE 2017

Last Day of Count: October 27, 2017

Dates to Submit New Intensive Fund Claims: October 31, 2017

Provided with this document is a copy of the Training Materials for Determining Eligibility for Intensive Needs Students. This document explains the requirements for intensive funding claims. The process for making an initial claim for intensive funding begins with districts meeting the requirements of 4 AAC 09.015. Students who the district determines should qualify to receive funding for intensive services must be reported in a district's ADM (Average Daily Membership).

In accordance with 4 AAC 09.015 (b) For a district to be eligible for intensive services funding for a student under AS 14.17.420(a)(2), the student must be enrolled and receiving services, as described in 4 AAC 52.700, on the last day of the student count period under AS 14.17.600.

Meaning, **a requirement to qualify for intensive funding is that a student must be in attendance and be receiving qualifying intensive services on the last day of the count**

period. Districts should ensure that all claims new and previously claimed meet the eligibility requirements before claiming for funding.

If the school district considers a student to meet the criteria, as stated in 4 AAC 52.700 (c), they must be **identified as intensive on the OASIS** reporting for the district's ADM. Students not identified on OASIS as intensive will not be considered for department review for intensive funding.

4 AAC 52.700(c) includes "A student is eligible for funding as an intensive student if the student has been identified for special education and the student needs and receives individual attention and services that are significantly more complex and frequent and require significantly more resources to provide, than the services received by other special education students." The intensive funds are meant for high cost students, if a district reviews their funding from the 1.20 multiplier and the intensive funds and does not find a significant level of these dollars expended on special education, the district should review their claims to ensure the students require significantly more resources.

The Department requires that new intensive claims be accompanied by a copy of the student's Individual Education Program (IEP) and Evaluation Summary and Eligibility Report (ESER). The students must meet all the criteria listed under 4 AAC 52.700 to properly qualify for intensive funding. For additional information concerning new intensive funding claims, please consult the Training Materials for Determining Eligibility for Intensive Needs Students. Students previously claimed as intensive do not have to be resubmitted at this time. However, the Department reserves the right to conduct on-site investigations in order to verify that students claimed as intensive are actually receiving services that meet the requirements of 4 AAC 52.700.

Thank you! Your Special Education Team,

Tesh Miller, Bob Barton, Pearl Miller, Wilma Davis, Anne Sharclane, Jenny Miller, Judy Bitz, Marti Lee, Ree Dalton, and Sheryl Ross

STUDENT AND FAMILY PRIVACY RIGHTS

BP 5145.15(a)

Note: The Protection of Pupil Rights Act requires any school district “that receives funds under any applicable program [to] develop and adopt policies, in consultation with parents, regarding [statutory privacy rights].” (20 U.S.C. § 1232h(c)(1)). “Any applicable program” generally refers to any federal program administered by the U.S. Department of Education (20 U.S.C. § 1221(c)). “Consultation with parents” is not defined; boards are advised, at minimum, to publicize the issue and request public comment during the policy’s adoption.

The Board believes that personal information gathered from a student may be helpful or necessary to facilitate school safety, student welfare, or the continued success of academic programs. However, these goals must be balanced with the expectations of privacy of our students and their families. The following procedures shall be followed so that parents may make informed choices regarding the disclosure or collection of personal information from their student.

Student Surveys

Note: Federal law requires prior written parental consent before certain surveys may be administered to students. Effective June 30, 2017, AS 14.03.110 requires written parent permission before a school may administer, or permit to be administered in a school, a questionnaire or survey, whether anonymous or not. The following policy sets forth the notice and consent provisions required by law and identifies when parental consent and notice are required. Additionally, state law provides that no student may be required to participate in a questionnaire or survey if the student objects to participation. AS 14.03.110.

The Board recognizes that student surveys administered in the public schools may be beneficial for the purposes of study, the improvement of education, for class assignment, and to assist in providing guidance or counseling services to students and their families. In administering surveys or questionnaires to the District’s students, the District shall comply with state and federal laws concerning parental notice and consent.

Surveys will not be administered to students without prior parental consent.

Annual Consent: The District may seek written parent/guardian permission, on an annual basis, for the administration of anonymous student surveys. Consent to anonymous surveys obtained annually will be valid until the beginning of the subsequent school year, or until written notice of withdrawal of consent is provided to the school principal. Parents or guardians shall receive at least two weeks’ notice prior to the administration of an anonymous questionnaire or survey.

Consent for Surveys that are Not Anonymous: Prior to the administration of a survey that is not anonymous the District shall obtain written permission from the parent/guardian at least two weeks prior to the survey.

Notice Requirements: At least two weeks prior to the administration of a questionnaire or survey, whether anonymous or not, that requires parental consent as identified above, the school shall provide each student’s parent or legal guardian with written notice explaining:

- (1) how and where the parent may preview the survey;
- (2) how the survey will be administered;
- (3) how the survey results will be used;
- (4) who will have access to the questionnaire, survey or results; and

STUDENT AND FAMILY PRIVACY RIGHTS (continued)

BP 5145.15(b)

- (5) for those surveys which are not anonymous, explain that written parental consent is required before participation in the particular survey, and include a permission form to be returned by the parents, with instructions that the form must be returned at least two weeks before the survey.

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

Note: Effective June 30, 2016, provisions of AS 14.30.070 and the entirety of AS 14.30.120 requiring school districts to provide for or require each child to have a physical examination and vision and hearing screening is repealed. Although districts are no longer required to provide for and require physical examinations of every child attending school, the Department of Health and Social Services may require the district to conduct physical examinations it considers necessary and may reimburse the district for examinations. The federal Protection of Pupil Rights Act states that student's parent(s)/guardian(s) may refuse to allow their child or ward to participate in a "non-emergency, invasive physical examination or screening." 20 U.S.C. § 1232h(c)(2)(A)(ii).

A student's parent(s)/guardian(s) may refuse to allow their child to participate in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance; and (c) not necessary to protect the immediate health and safety of the student, or of other students. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*)
3. Is otherwise authorized by board policy.

(cf. 5141 – Health Care and Emergencies)

(cf. 5141.3 – Health Examinations)

(cf. 5141.31 – Immunizations)

(cf. 5131.61 – Drug/Alcohol Testing Policy)

STUDENT AND FAMILY PRIVACY RIGHTS (continued)

BP 5145.15(c)

Collection of Personal Information from Students for Marketing

The term “personal information” means individually identifiable information including: (1) a student or parent’s first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, or (4) a Social Security identification number.

No school official or staff member shall administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or sale.

The above paragraph does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other post-secondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Notification of Rights and Procedures

The Superintendent or designee shall notify parent(s)/guardian(s) of:

1. This policy, as well as its availability upon request.
2. How to opt their child out of participation in activities as provided in this policy.
This notification shall be given parent(s)/guardian(s) at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

Note: The rights provided to parent(s)/guardian(s) in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.
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Students

STUDENT AND FAMILY PRIVACY RIGHTS (continued)

BP 5145.15(d)

Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools.

14.30.070 Physical Examination required.

UNITED STATES CODE

20 U.S.C. 1232(h) Protection of Pupil Rights Act

Revised 12/03

Reviewed 6/16

Revised 10/17

FAMILY LIFE/SEX EDUCATION

BP 6142.1(a)

Note: The following optional policy may be revised or deleted based on district philosophy and needs.

Note: For districts receiving federal funds, section 7906 of the Every Student Succeeds Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds *not* be used to (1) develop or distribute materials or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials to minors on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and includes the health benefits of abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities

The School Board believes that a wholesome, well-planned sequence of instruction about family life and human sexuality is essential to the general education of all students. Lack of information or pervasive misinformation can cause low self-esteem, increased risk for sexually transmitted disease, unintended pregnancy or sterility, and school dropout. The district curriculum shall help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality.

(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

(cf. 6020 – Parent Involvement)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.2 – AIDS Instruction)

The family life/sex education program shall encourage students to be abstinent and to conceptualize sexual behavior in the ethical and moral context of marriage. The program shall be age-appropriate and shall address a full range of topics, including parenting and birth control, and shall emphasize that abstinence from sex is the only totally effective protection against unwanted pregnancy and sexually transmitted diseases.

Classes or programs in sex education, human reproduction education, or human sexuality education may only be instructed by a certificated teacher employed by or contracted with the district, or by an individual approved by the School Board who is supervised by a certificated teacher of the district.

The Superintendent or designee will inform district curriculum specialists, those who teach sex education, school nurses, and other appropriate school staff of federal funding restrictions regarding the distribution of contraceptives and the development and distribution of materials that may promote or encourage sexual activities. Teachers who provide instruction in family life/sex education shall have professional preparation, either pre-service or in-service, in the subject area.

Before curriculum, literature, or materials related to sex education, human reproduction education, or human sexuality education may be used in a class or distributed in a school, the materials shall be approved by the School Board and made available for parents to review.

FAMILY LIFE/SEX EDUCATION (continued)

BP 6142.1(b)

The Superintendent or designee shall ensure that family life/sex education materials and instruction are continuously evaluated in light of information received from students, parents/guardians, and teachers, including information about what students did or did not learn, whether the program was workable for the teachers, and how it can be improved.

The Superintendent or designee may appoint a Family Life/Sex Education Advisory Committee representing a divergence of viewpoints to participate in planning, implementing and evaluating the district's family life/sex education program.

(cf. 1220 - Advisory Committees)

Parents/guardians shall be notified in writing at least two weeks before students are offered any instruction, description, illustration, or discussion on human reproduction or sexual matters, including human reproductive organs and their functions, processes, or diseases. This notification shall inform parents/guardians that they may review instructional materials to be used in family life, sex education instruction, may review the credentials of any presenter who is not a certificated teacher of the district, and that they may request in writing that their child not attend the class. This notification requirement does not apply to the curricula or materials for the training mandated under AS 14.30.355-356. At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction.

(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 6020 - Parent Involvement)

Legal Reference:

ALASKA STATUTES

14.30.016 A parent's right to direct the education of the parent's child

14.30.361 Sex education, human reproductive education, and human sexuality education

14.30.355 Sexual abuse and sexual assault awareness and prevention

14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices

14.30.360 Curriculum

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 7906 as amended by the Every Student Succeeds Act (P.L. 114-95 December 10, 2015)

Revised 10/17

Business and Non-instructional Operations

PURCHASING PROCEDURES

BP 3310

Note: Pursuant to A.S. 14.14.060 and 14.14.065, city and borough school districts may establish their own procedures for purchase of supplies and equipment. A.S. 14.08.101 empowers regional school boards to establish their own fiscal procedures, including the purchase of supplies and equipment. All contracts made under Federal awards must comply with the Office of Management and Budget's procurement procedures found in 2 CFR 200.317-326. A model internal procurement procedure reflecting the federal procedures can be found in E 3310. This model procedure may be modified and incorporated into existing policy as desired. The following sample policy may be revised to reflect district practice and needs.

The School Board desires to ensure that maximum value is received for money spent by the district and that records are kept in accordance with law

No employee, officer, or agent of the District may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-substantial gifts of nominal value may be accepted if the item is non-solicited.

(cf. 3300 - Expenditures/Expending Authority)

(cf. 3400 - Management of District Assets)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9270 - Conflict of Interest)

The School Board encourages the selection of Alaskan products when such products meet the needs of the district and shall adhere to state law regarding purchasing preferences for Alaskan products.

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

Legal Reference:

ALASKA STATUTES

14.08.101 Powers (Regional school boards)

14.14.060 Relationship between borough school district and borough

14.14.065 Relationship between city school district and city

29.71.050 Procurement preferences for recycled Alaska products

36.30. State Procurement Code

37.05 Fiscal Procedures Act

City of Richmond v. J.A. Croson Co., 488 U.S. 469 (1989)

Reviewed 6/16

Revised 6/17

Revised 10/17

AGENDA ITEM New Business 2.0

✓ ACTION

 DISCUSSION

TOPIC: Approval of Valerie Gosselin as a Non-Certified Sex-Education Instructor and STD Prevention/Family Planning Curriculum

Background

Valerie Gosselin is a Public Health Nurse for Juneau Public Health Center. She has traveled to Hoonah for the past three years. She is seeking approval from the School Board for STD Prevention/Family Planning curriculum for 9th-12th grades. She wished to provide these classes during the 2017-2018 school years.

Recommendation

I move that we approve Valerie Gosselin as a Non-Certified Sex-Education Instructor and the curriculum for STD Prevention/Family Planning.



THE STATE
of **ALASKA**
GOVERNOR BILL WALKER

Department of
Health and Social Services

DIVISION OF PUBLIC HEALTH
Public Health Nursing – Southeast Region

3412 Glacier Highway
P.O. Box 110617
Juneau, Alaska 99811-0617
Main: 907.465.1252
Fax: 907.465.3387

August 21st, 2017

Valerie Gosselin
Public Health Nurse
3412 Glacier Highway
Juneau, AK

To Whom It May Concern:

Attached you will find the curriculum which I will be using to teach 9th-12th Grade during the 2017-2018 school year at the Hoonah City Schools. I am providing these to you in advance so that you have the time necessary for whatever approvals your district may require.

Below, I am also providing the credentials of the nurse(s) who may be teaching the course:

Valerie Gosselin, RN, BSN

Please contact me if you have any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Valerie Gosselin RN".

Valerie Gosselin, RN
Public Health Nurse III
907-465-3353
valerie.gosselin@alaska.gov

Attachments:

- Birth Control Curriculum
- Pregnancy Prevention PowerPoint
- Preventing STD curriculum
- STD class PowerPoint
- Valerie Gosselin's resume

Valerie Gosselin
907-465-3353
valerie.gosselin@alaska.gov

Registered Nurse

Work Experience

October 2015 to present

State of Alaska - Health and Social Services

Juneau, AK (USA)

Public Health Nurse III

- Traveling in five communities as an itinerant nurse.
- Working with the population, community and system level.
- Carried activities with school and communities for a healthy future.
- Assisting communities in the emergency preparedness

July 2015 to September 2015

Southeast Alaska Region Health Consortium

Juneau, AK (USA)

Registered Nurse Case Manager

- Worked in collaboration with medical providers.
- Assumed case management activities for patients.
- Assisted patients with their short and long term medical needs in collaboration with other providers.
- Performed staff nursing duties in various nursing roles in the clinic; assessment, documentation, education and administration of medication/vaccines/therapies.

May 2012 to June 2015

CBHSSJB, Public Health component

Chisasibi, QC (CAN)

Clinical nurse for the Educational and Carrier Screening Program for the Cree Leukoencephalopathy and Cree Encephalitis

- Carried out activities to promote the program in the nine Cree Communities;
- Supported the activities of the Eeyou Awaash Foundation;
- Insured the link between the program and Ste-Justine Hospital genetics team;
- Organized and provided high school presentation in the school-based program component;
- Offered counselling to couples;
- Carried out research related activities surrounding the Educational and Carrier Screening; Program for the Cree Leukoencephalopathy and Cree Encephalitis, including coordinating on-site field work, public communications, revising all publications;
- Acted as a resource for the medical staff in the genetics field;
- Maintained population databases
- Provided annual reports and operational plans.

September 2009 to May 2012

CBHSSJB, Community Health component

Chisasibi, QC (CAN)

Clinical Nurse & Team Leader Nurse

- Carried out activities to promote health, prevent diseases and provide treatments for common health problems;
- Followed pre and post natal women, infants (well baby clinic) and vaccination, chronic disease patients (diabetes);
- Carried out prevention activities, treatments and follow up of blood and sexually transmitted infections;
- Acted as team leader for community health;
- Participated in multidisciplinary organization and customer meetings;
- Ensured vaccine supplies for the department;
- Participated in new nurse employees' orientation;
- Scheduled nurse and support staff shifts;
- Organized breastfeeding clinics for mothers with disabilities.

March 2007 to December 2011

CSSS Champlain, pane CLSC

Brossard, QC (CAN)

Clinical nurse

- Worked at home care and outpatient clinic support;
- Managed patient care schedules.

May 2004-February 2007

Charles-Lemoyne Hospital

Greenfield Park, QC (CAN)

Nurse and Clinical Nurse

- Worked on Emergency Department in Traumatology Center;
- Worked on different intermediate care units.

Academic Training

2012-present

Abitibi-Témiscamingue Quebec University
Master's Microprogram Global Health Clinical Approach

Rouyn-Noranda, QC (CAN)

2004-2006

Sherbrooke University
Bachelor of Science in Nursing; Integrated nursing education, concentration in critical care

Longueuil, QC (CAN)

2001-2004

Édouard-Montpetit College
Collegial Degree in Nursing

Longueuil, QC (CAN)

Professional Association

Member of the Quebec Nursing Board (OIIQ) since 2004

Member of the Alaska Board of Nursing since 2015

Continuing Education/Professional Trainings

Cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED).

Physical examination and wound care training.

Expanded role training.

Women with gestational diabetes follow up care training.

ITSS and intervention partners training.

Diabetes care training provided by Diabetes Educators (16 hours).

Midwife training for prenatal classes.

Contraception Counselling training provided by the Quebec Nursing Board.

Immunization training (8 hours).

Training on the Empowerment in the communities (Annual Public Health Days, 2012).

Training on the Trisomy 21 Provincial Screening Program.

References

References and certifications provided upon request.

French: spoken and written.

English: spoken and written.

Publications/Communications

Publications:

Leclerc-Blain J., **Gosselin V.**, Bearskin A., Torrie J., Mitchel G.A., Wilson B., Richter A., Laberge A.M. Cree Leukoencephalopathy and Cree Encephalitis Carrier Screening Program: Evaluation of Knowledge and Satisfaction of High School Students (Factsheet).

Presentations:

Gosselin V., The impact of public health teaching on the youth of the Cree Nation. Presented at the Annual Public Health Conference, December 15th, 2016, in Anchorage, AK.

Leclerc-Blain J., Richter A., Mitchel G.A., Wilson B., Bearskin A., **Gosselin V.**, Torrie J., Laberge A.M. Cree Leukoencephalopathy and Cree Encephalitis Carrier Screening: Retrospective Evaluation of a Population-Based Program. Presented at the Annual Education Conference of the Canadian Association of Genetic Counsellors, November 6, 2013, in Toronto, ON.

Leclerc-Blain J., Richter A., Mitchel G.A., Wilson B., Bearskin A., **Gosselin V.**, Torrie J., Laberge A.M. Cree Leukoencephalopathy and Cree Encephalitis Carrier Screening: Retrospective Evaluation of a Population-Based Program. Presented at the 2014 Journées Génétique du Réseau de médecine génétique appliquée, May 14, 2014, in Montréal, QC.

Posters:

Laberge A.M., Leclerc-Blain J., Mitchel G.A., Wilson B., Bearskin A., **Gosselin V.**, Torrie J., Richter A. Cree Leukoencephalopathy and Cree Encephalitis Carrier Screening: Retrospective Evaluation of a Population-Based Program. Presented at the 63rd Annual Meeting of The American Society of Human Genetics, October 24, 2013 in Boston, MA.

Leclerc-Blain J., **Gosselin V.**, Bearskin A., Torrie J., Mitchel G.A., Wilson B., Richter A., Laberge A.M. Cree Leukoencephalopathy and Cree Encephalitis Carrier Screening Program: Evaluation of Knowledge and Satisfaction of High School Students. Presented at the 64th Annual Meeting of The American Society of Human Genetics, October 19, 2014 in San Diego, CA.

Leclerc-Blain J., **Gosselin V.**, Bearskin A., Torrie J., Mitchel G.A., Wilson B., Richter A., Laberge A.M. Cree Leukoencephalopathy and Cree Encephalitis Carrier Screening Program: Evaluation of Knowledge and Satisfaction of High School Students. Presented at the Annual Education Conference of the Canadian Association of Genetic Counsellors, November 6, 2014, in Vancouver, BC.

Interviews:

The Nation story:

German, Amy Ms. "Preventing heartbreak, How a new CE/CLE learning campaign is getting results" *The Nation*. July 25th, 2014. <http://www.nationnews.ca/wp-content/uploads/2014/07/21-19-Nation.pdf>. October 2nd, 2014.

Website stories:

<http://creehealth.org/news/community-stories/ce-cle-program-receives-positive-reviews-second-stage-its-evaluation>
<http://creehealth.org/news/community-stories/first-results-ce-cle-screening-program-evaluation>

Valerie Gosselin also has given the following information:

- Birth Control curriculum (34 pages)
- Pregnancy Prevention PowerPoint (16 pages)
- STD Prevention curriculum (26 pages)
- STD Prevention PowerPoint (17 pages)

I didn't include them in the Board Packet because that is a lot of pages. I can email them to you or provide you a printed copy upon request.

AGENDA ITEM New Business 2.1

✓ ACTION

 DISCUSSION

TOPIC: First Reading of Indian Ed BP 6174.1 (a) and E 6174.1 (a)

Background

The Exhibit for BP 6174.1 was updated to reflect new Department of Education sample Indian Policies and Procedures. The Exhibit contains sample policies provided directly by the DOE. The Exhibit fully replaces the previous E 6174.4. The Exhibit may be used as a template for development of IPPs necessary for Impact Aid applications. The adoption of the Exhibit does not require board approval. However, the finalized IPPs developed by utilizing the Exhibit will require board approval.

Status

See Instructions sent out earlier from AASB

Recommendation

I move that we approve Indian Ed Board Policy 6174.1 (a) and E 6174.1 (a) as presented.

AASB POLICY REFERENCE MANUAL UPDATE SERVICE

SEPTEMBER 2017 INDIAN POLICIES AND PROCEDURES UPDATE

INSTRUCTION SHEET

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

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

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
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ARTICLE 6, Series 6000 – Instruction

E 6174.1	No	<p><u>EDUCATION OF NATIVE/INDIAN CHILDREN</u></p> <p>The Exhibit for BP 6174.1 was updated to reflect new Department of Education sample Indian Policies and Procedures. The Exhibit contains sample policies provided directly by the DOE. The Exhibit fully replaces the previous E 6174.1. The Exhibit may be used as a template for development of IPPs necessary for Impact Aid applications. The adoption of the Exhibit does not require board approval. However, the finalized IPPs developed by utilizing the Exhibit will require board approval.</p>
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Instruction

INDIAN POLICIES AND PROCEDURES

E 6174.1(a)

Note: Districts receiving federal Impact Aid are required to have "IPPs" or Indian Policies and Procedures. The following sample was adopted from the North Slope Borough School District's IPPs.

The _____ School District's goal under the Indian Policies and Procedures [IPP] is to ensure that all American Indian children of school age have equal access to all programs, services, and activities provided by the school district.

The district will establish policies and procedures to ensure that children residing on Indian lands participate in programs and activities supported by impact aid funds on an equal basis with all other children. Parents of these children will be afforded an opportunity to present their views on these programs and activities, including the opportunity to make recommendations on the needs of those children and how the district may help these children realize the benefits of these programs and activities. Parents and Indian Tribes will be consulted and involved in the planning and development of these programs and activities and the relevant applications, evaluations, and program plans will be disseminated to the parents and the Indian Tribe.

It is the intent of the district to fully comply with all requirements of Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act of 1965 (formerly Public Law 81-874, amended 8/2/02), and to that end, the Governing Board has adopted as policy these Indian Policies and Procedures (IPPs). The IPPs by intent and by School Board action supersede all previous School Board action and are intended to bind the Governing Board, administration, and staff of the district.

POLICIES AND PROCEDURES:

1. POLICY

Tribal officials and parents of Indian children shall be provided an opportunity to comment on the participation of Indian children on an equal basis with non Indian children in all education programs and activities offered by the _____ School District. [34 CFR 222.94 (a)(3+)]

PROCEDURES

1.1

The _____ School District (District) Superintendent and/or designee and/or District Federal Program Parent Advisory Committee (FPPAC), and/or School Advisory Council (SAC) Member will meet quarterly with Tribal officials, parents of Indian children, Indian Education Parent Committee members and staff. The purpose of these meetings shall be to inform and to address comments and concerns regarding Indian children's equal participation in the educational programs of the district.

Generally, at least one or more of following meetings will occur annually: 1. District Title VII, Part A Indian Education Parent Committee [FPPAC] public meeting 2. School Board Public hearing on Title VIII (Impact Aid) Indian policies and procedures 3. Other meetings

Instruction

INDIAN POLICIES AND PROCEDURES (continued)

E 6174.1(b)

organized by the [Federal Programs Parent Advisory Committee] Committee and/or requested by Tribal officials and/or School Advisory Council and/or parents of Indian children

2. POLICY

The district will annually assess the extent to which Indian students are participating on an equal basis with non-Indian children in the educational programs and activities of the district. [34 CFR 222.94(a)(~~23~~)]

PROCEDURES

2.1

The Superintendent and/or principal, in conjunction with the Parent Committee and/or the IPP Committee, will review school data and comments with the Tribal officials, Indian Education Parent Committee members, Indian community, and staff regarding the assessment and extent of Indian student's participation and progress in the educational programs and services of the district.

3. POLICY

The district shall seek input from the Parent Committee and/or the IPP Committee and if necessary, modify its educational programs and services to ensure equal participation for Indian students. [34 CFR 222.94(a)~~1~~(~~23~~)]

PROCEDURES

3.1

When assessment data indicate Indian students do not participate on an equal basis with non-Indian students, or make appropriate progress, the Parent Committee and/or the IPP Committee will be asked to recommend a plan or suggestions to modify the educational programs or services in order to attain equal participation or appropriate progress. Recommendations will be presented to the School Board for action.

4. POLICY

The following materials will be disseminated annually to Tribal officials [Native Community Leaders] and the parents of Indian students via the district website and/or print:

- Title VIII Application [Impact Aid]
- Evaluation of programs assisted with Title VIII funds
- Program plans and information related to the education programs of the district
- Assessment data for Indian students and non-Indian students in the district

Instruction

INDIAN POLICIES AND PROCEDURES (continued)

E 6174.1(c)

Adequate time and opportunity will be provided Tribal officials and/or the Parent Committee and/or the IPP Committee and Indian parents to present comments and recommendations regarding the disseminated documents and ways in which the district may help those children realize the benefits of the district's education programs and activities. [34 CFR 222.94(a)(~~64~~)]

PROCEDURES

4.1

The complete Title VIII application will be sent to Tribal officials and a summary prepared for all Indian parents in conjunction with the January Title VIII public hearing.

4.2

Review of new or continuing programs is an on-going process of the School Board. Agendas will be regularly forwarded to Tribal officials. An annual summary will be provided at the January Title VIII public hearing.

4.3

Additional information is available upon request.

4.4

An annual School Board meeting will be held in January for the discussion of the disseminated material as part of a regular School Board agenda. Tribal officials and Indian parents and staff will be notified at least ten (10) days prior to the meeting. Notice will be posted in the district office, School Offices, and will be sent to the Tribal Councils (and Education Centers) for posting.

5. POLICY

The district shall solicit information from Tribal officials and parents of Indian students on Indian views, including those regarding the frequency, location, and time of meetings. [34 CFR 222.94(a)(~~25~~)]

PROCEDURES

5.1

At any School Board meeting members of the Indian or Native community will be afforded the opportunity to discuss their views, including any suggestion they may have regarding the times, locations, and frequency of regularly scheduled meetings. Members of the Indian/Native community may also submit their comments or suggestions in the following ways:

- At any of the schools in the District Parent Committee (SAC) meetings
- At the annual public hearing on Title VIII (Impact Aid)
- To the principal of the school at a scheduled time

Instruction

INDIAN POLICIES AND PROCEDURES (continued)

E 6174.1(d)

- To the superintendent and/or designee at a scheduled time
- To the officers of the District Parent Committee [FPPAC] (to be forwarded to the appropriate administrators and School Board)

6. POLICY

The district shall notify Tribal officials [Native community organizations] and Indian parents of the locations and times of meetings. [34 CFR 222.94(a)(1).]

PROCEDURES

6.1

Tribal officials, parents of Indian students, the Indian Education Parent Committee and other staff will be notified as to the location and times of meetings in the same manner as that provided for the January School Board meeting. Notice will be posted in the district office, at school offices, and will also be sent to the Tribal Council [Native Villages] and the Tribal Education centers for posting. 6.2 If required/necessary, notification of the locations and times of meetings may be broadcast via local newspapers, TV channel and the phone notification system.

7. POLICY

The district shall actively consult and regularly involve the Parent Committee and/or the IPP Committee, as well as interested Tribal officials and Indian parents, in the planning and development of the district's educational programs and activities. [34 CFR 222.94(a)(47)]

PROCEDURES

7.1

The complete Title VIII application will be made available for review by the Parent Committee and/or the IPP Committee and other interested members of the Indian community prior to the public meeting generally held in January with sufficient time to adequately review the materials prior to the meeting.

7.2

The IPP Committee and interested Indian parents and Tribal officials will review assessment data to develop or modify educational programs or services to ensure participation of Indian students on an equal basis. These findings and recommendations will be presented to the School Board in March, or as required by Federal guidelines.

7.3

Members of the Indian community, Tribal officials, members of the Parent Committee and/or IPP Committee and staff will be notified of modifications to programs or services as stipulated in Procedure 4.1.

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Instruction

INDIAN POLICIES AND PROCEDURES (continued)

E 6174.1(d)

8. POLICY

The district shall provide specific procedures for assessing the effectiveness of the Indian community input regarding the participation of Indian children in the district's education programs and activities and the development and implementation of the IPPs, and for modifying the district's IPPs based on this input. ~~[34 CFR (a)(8) and (b), if necessary.]~~

PROCEDURES

8.1

The IPP Committee and district staff will review parent and student input and surveys prior to the preparation of the Title VIII Impact Aid program grant. Information regarding this input will be discussed at the public hearing for the new Title VIII grant and/or at the public hearing in January regarding Title VIII Impact Aid.

APPROVED BY:

Sign & Print Name: Tribal Official

Dated

Sign & Print Name: IPP Committee Rep

Dated

Sign & Print Name: Superintendent

School District

Dated

Sign & Print Name: School Board President

School District

Dated

~~Added 1/09~~ Revised 3/2017

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN

BP 6174.1(a)

Community and Parental Involvement

Note: Title 20 of the United States code mandates that school districts receiving Impact Aid funds have a policy ensuring all parents and community members, including IRA and traditional councils, have the opportunity to submit their views and active consultation relating to the district's education and cocurricular programs. ~~Under the No Child Left Behind Act, it~~ It is the law's intent to encourage the maximum participation by Alaska Natives in the planning and management of Alaska Native education programs.

Note: Under the Every Student Succeeds Act, "affected" school district are required to consult with local tribes or tribal organizations prior to submitting a plan or application for federally covered education programs. Affected districts are those that either: 1) have 50% or more of its student enrollment made up of Alaska Native students; or 2) received an Indian education formula grant under Title VI in the previous year that exceeds \$40,000. Consultation must be done "in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to plans under covered programs." Federal programs requiring consultation between tribes and affected school districts include:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)

The School Board recognizes that all parents and community members, including IRA and Traditional Councils, have a special interest in the education programs and cocurricular programs provided their children. To provide an opportunity for them to be meaningfully involved in the development, implementation, and evaluation of each school's educational and cocurricular program, all interested parties will mutually enter into Indian Policies and Procedures (IPP's), which are incorporated into and adopted as the policy of the School Board. The policies must be drafted in accord with 20 USC 7704 and 34 CFR 222.94. In addition, the following procedures will be used:

Note: Where "Advisory Committee" appears, the board may wish to specify/designate what body will be responsible for implementing this policy based on the needs of your district.

1. At a meeting of a School Board Advisory Committee called for that specific purpose, the principal will present a detailed description of that school's education program including curriculum (course description, scope and sequence) and program evaluation procedures as well as the co-curricular program provided. At least two weeks prior to that meeting public notice will be given through newspapers, public posting, and radio announcements, where appropriate, stating the agenda and purpose of the meeting. To further insure community involvement a written invitation will be sent to the IRA and/or Traditional Council.

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN continued

BP 6174.1(a)

2. During the planning and development of local education programs all parents and community members including IRA and Traditional Councils, will be actively consulted in the following manner:
 - a. At each Advisory Committee meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
 - b. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
 - c. All members of the public will have an opportunity to make recommendations concerning the needs of their children.
 - d. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

(cf. 6020 - Parent Involvement)

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

BP 6174.1(b)

Nondiscrimination

The School District certifies that all children participate in the school program on an equal basis regardless of age, sex, race, age, creed, color, national origin, or ethnic background and shall not be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity of the district consistent with Title IX of the Education amendments of 1972 and Title VI of the Civil Rights Act of 1964.

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

Educational Program

Note: Under the Every Student Succeeds Act, the ~~No Child Left Behind Act~~, the Federal Government is dedicated to the development of curriculum materials that reflect the cultural diversity of Alaska Natives, instructional programs that make use of Native Alaskan languages, and programs and materials designed to address the needs of rural Alaska schools. This includes supporting the unique educational needs of rural school children by incorporating qualified Alaska Native elders and seniors.

The primary purpose of the educational program is to provide experiences by which individuals will learn within the context of their needs as well as the broader needs for which the district shares a responsibility. Under this assumption, the school is viewed as a link between the individual and learning resources and experiences available to meet both short and long range needs. To encourage the strongest and most viable linkage, the School Board recommends:

1. A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.
2. An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students -and optimum staff utilization demands an organizational plan based upon statement performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.
3. A staff utilization procedure which establishes specific personnel needs based upon the programs requirements. All persons, directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.
4. A guidance and individual program planning effort which assures the widest choice of alternatives to individual students over their period of formal education. Emphasis will be upon bringing the student in direct contact with those educational experiences and resources which best meet short or long range needs.

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

BP 6174.1(c)

5. An assessment program which uses both subjective and objective measures in determining student performance and the effectiveness of the school program in achieving learning objectives. This program is an integral part of the guidance function and requires both the involvement and understanding of students and parents in its development.
6. A wide range of learning materials and techniques which will meet the needs of students and of those responsible for instructional or learning activities. Special consideration must be given to unique cultural and language requirements. Audio and video materials, as well as print materials, are particularly important to the concepts- of individualization and maximum learning options.
7. A program for bringing students, schools and communities together in various educational, cultural, and recreational activities. The Alaska High School Activities Association (AHSAA) is recognized as the authority for all high school interscholastic activities. The district accepts as binding all AHSAA rules and regulations for membership and competition. All activities will be made available to students on a nondiscriminatory basis.
8. Maximum use of community resources as an integral part of the curriculum. Budgetary and administrative procedures should promote this utilization with standards established at the district and community level.
9. A continuous program of curriculum development at the community and district level. In this way the program will remain dynamic from both a content and organizational standpoint. Innovative or pilot efforts should be encouraged within whatever constraints must be applied to afford protection of students from potentially harmful experimentation.
10. That in those areas which may be viewed as controversial, instructional procedures will be confined to a body of factual information with acceptance or interpretation left to the student. Religion is recognized as an important historic element but specific religion responsibility rests with the home and church. The Advisory Committee and parents should play a major role in determining how controversial issues will be handled BEFORE SPECIFIC CONTROVERSIES OR ISSUES ARISE. Areas often found as the source of controversy are sex education, alcohol, and drug education.

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

BP 6174.1(d)

11. Special programs, such as Title 1, Migrant Education, and Indian Education be designed, implemented and evaluated with input from parents and teachers of involved students. Specific activities may include but are not limited to:
- a. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
 - b. Informing parents and teachers of specific objective of the program.
 - c. Establishment of parent-teacher conferences.
 - e. Providing materials, suggestions and training to enable parents to promote education at home.
 - f. Providing timely information concerning the program's plans and evaluations.
 - g. Soliciting parents and teacher suggestions in planning and operating the program.
 - h. Facilitating volunteer or paid participation by parents in school activities.
 - i. Establishing parent advisory committees.

Legal Reference:

UNITED STATES CODE, TITLE 20

236-244 Financial Assistance to Local Educational Agencies (PL 81-874)

20 USC §§ 7541-7546, Alaska Native Educational Equity, Support, and Assistance Act

20 USC § 7704 Policies and procedures relating to children residing on Indian Lands

CODE OF FEDERAL REGULATIONS NO CHILD LEFT BEHIND ACT, P.L. 107-110 (2002)

34 CFR 222.94 What provisions must be included in a local educational agency's Indian policies and procedures?

*Revised 3/2012*2017

AGENDA ITEM Business 2.2

✓ ACTION

 DISCUSSION

TOPIC: Computer Purchase for FY18

Background: BP 330 Expenditures/Expending Authority requires the Board of Education (BOE) to ratify purchases over \$10,000.

HCSD has not been able to develop a computer replacement plan due to budgetary constraints; therefore, a budget to purchase 90 Chromebooks has been included in the Title I budget application. The district is expecting to have this budget request approved by DEED in the near future

Pending DEED approval of this budget request, an order in the amount of \$28,170 including shipping has been prepared.

Motion: I move that an order to purchase 90 Chromebooks be approved pending DEED approval of the Title 1 grant application that includes this purchase.

AGENDA ITEM New Business 2.3

 √ ACTION

 DISCUSSION

TOPIC: FY17 Annual Financial Report

Background The FY17 audit is complete and the financial report has been finalized. In addition, the auditors have presented a Letter to the Governing Board.

The electronic copy of these reports are included in the board packet. Board members will receive hard-copy documents at the board meeting.

Joe Bergene from Altman, Rogers & Company will present the information and be available to answer questions.

Board Motion I move to accept the FY17 Annual Financial Report as presented.

HOONAH CITY SCHOOL DISTRICT

Letter to the Governing Board

Year Ended June 30, 2017

*Altman, Rogers
& Co.* | CERTIFIED
PUBLIC
ACCOUNTANTS

HOONAH CITY SCHOOL DISTRICT

Letter to the Governing Board

Year Ended June 30, 2017

September 22, 2017

Members of the School Board
Hoonah City School District
Hoonah, Alaska

We have audited the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Hoonah City School District for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the District's basic financial statements. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, *Government Auditing Standards*, the *Uniform Guidance*, and the *State of Alaska Audit Guide and Compliance Supplement for State Single Audits*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated May 22, 2017. Professional standards also require that we communicate to you the following information related to our audit.

Significant Accounting Policies and Transactions

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Hoonah School District are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2017. We noted no transactions entered into by Hoonah City School District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

All Opinion Units:

Management's estimate of the allowance account on accounts receivable is based on historical collections and collectability of customer balances. We evaluated the key factors and assumptions used to develop the allowance account in determining that it is reasonable in relation to the financial statements taken as a whole.

Governmental Activities Opinion Unit:

Management's estimate of the useful lives and depreciation is based upon the expected life of an asset. We evaluated the key factors and assumptions used to develop the useful lives and depreciation expense in determining that it is reasonable in relation to the financial statements taken as a whole

Management's estimates of the District's proportionate share of the collective net pension liability and related deferred outflows and inflows of resources are based on information furnished by the State of Alaska and actuarial reports generated during the audit of the Public Employees' Retirement System and Teachers' Retirement System. The amortization of these deferrals is based on guidance provided by the Governmental Accounting Standards Board. We evaluated the key factors and assumptions used to develop the estimates of the District's proportionate share of the collective net pension liability and deferred outflows and inflows of resources and related amortization in determining that it is reasonable in relation to the financial statements as a whole.

Financial Statement Disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were:

The disclosure of contingencies in Note IV.B to the financial statements. The federally awarded money is subject to compliance in accordance with the grant agreement. Expenditures may be disallowed by granting agencies at any time which would have an impact on the financial statements.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. We did not propose any adjustments as a result of audit procedures.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated September 22, 2017.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Internal Control Matters

See the June 30, 2017 financial statements, compliance section for definitions of deficiencies, significant deficiencies, material weaknesses and any related findings.

Major Issues Discussed with Management Prior to Retention

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Accounting Assistance

During the audit we provided technical accounting assistance associated with Governmental Accounting Standards Board (GASB) guidance for certain reporting items, including the summarization and recording of capital assets in the government-wide financial statements. As part of our engagement, we assisted management in the drafting of the basic financial statements of the District from the District's accounting records; however, management of the District was involved in the drafting process and retains responsibility for the basic financial statements.

Other Matters

Uniform Guidance Administrative Requirements

Under 2 CFR 200, procurement standards will require entities to have written policies preventing organizational conflicts of interest which will be used to protect the integrity of procurements under federal awards and subawards. For Internal Controls, institutions must establish and maintain effective written internal controls over federal awards, and the controls should be in compliance with guidance in *Standards for Internal Control in the Federal Government* issued by the Comptroller General of the United States and the *Internal Control Integrated Framework* issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO). Required written policies include those over advance payments and reimbursements, allowable costs, conflicts of interest and procurement. Additionally, nonfederal entities will also need to take reasonable measures to safeguard protected personally identifiable information.

The most significant element of the new standards relates to procurement. There are five thresholds that all Districts will need to ensure are met in their policy:

- **Micro-purchase:** Purchases where the aggregate dollar amount does not exceed \$3,000 (or \$2,000 if the procurement is construction and subject to Davis-Bacon). When practical, the entity should distribute micro-purchases equitably among qualified suppliers. No competitive quotes are required if management determines that the price is reasonable.

- **Small purchase:** Includes purchases up to the Simplified Acquisition threshold, which is currently \$150,000. Informal purchasing procedures are acceptable, but price or rate quotes must be obtained from an adequate number of sources.
- **Sealed bids:** Used for purchases over the Simplified Acquisition Threshold, which is currently \$150,000. Under this purchase method, formal solicitation is required, and the fixed price (lump sum or unit price) is awarded to the responsible bidder who conformed to all material terms and is the lowest in price. This method is the most common procurement method for construction contracts.
- **Competitive proposals:** Used for purchases over the Simplified Acquisition Threshold, which is currently \$150,000. This procurement method requires formal solicitation, fixed-price or cost-reimbursement contracts, and is used when sealed bids are not appropriate. The contract should be awarded to the responsible firm whose proposal is most advantageous to the program, with price being one of the various factors.
- **Noncompetitive proposals:** Also known as sole-source procurement, this may be appropriate only when specific criteria are met. Examples include when an item is available only from one source, when a public emergency does not allow for the time of the competitive proposal process, when the federal awarding agency authorizes, or after a number of attempts at a competitive process, the competition is deemed inadequate.

Districts should focus on the most economical solution during the procurement process.

The standards are effective beginning July 1, 2018. We encourage management to review these new guidelines and establish written policies and procedures to remain in compliance with all new requirements related to this grant reform.

Supplementary Information

We applied certain limited procedures to the schedules of proportionate share of net pension liability and contributions for the public employees' retirement system and teachers' retirement system, which is required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the schedules of revenues, expenditures and changes in fund balance – budget to actual for School Operating Fund, the combining and individual non-major fund financial statements, the schedule of expenditures of federal awards and the schedule of state financial assistance, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior year period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Members of the School Board
Hoonah City School District
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Restriction on Use

This information is intended solely for the use of the School Board and management of Hoonah City School District and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

Altman, Rogers & Co.

Anchorage, Alaska
September 22, 2017