

Teacher Handbook



YKSD Teacher Handbook

YKSD Teacher Handbook



Yukon Koyukuk School District
Administrative & Support Offices
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Dear Teachers,

We are very happy to welcome you to Yukon Koyukuk School District. Whether you are new to the teaching profession, new to the Yukon Koyukuk School District, or a returning YKSD teacher, we look forward to the positive impact that you can have on the students.

You are being provided with this Teacher Handbook to help you become familiar with the personnel and policies of our school district. These materials essentially inform and summarize information that is located in other documents that are on file in your school administrator's office and on the website (www.yksd.com). Our goal is to provide you with the support and guidance needed to ensure your success as you build your career in Yukon Koyukuk School District.

Be sure to take advantage of the many opportunities and resources available to both new and returning teachers. There are many individuals who will offer support: your principal will coach you in meeting your goals for student achievement; your peers will share resources; and instructional coaches are anxious to help you in every way possible to become an outstanding teaching professional. The district administration offices are also available to assist you. Your requests for help will be respected.

You are the reason our children succeed, and it is your dedication to your profession and our students that makes your role so important. On behalf of the Regional School Board of Education, thank you for choosing to work for YKSD!

Sincerely,

Kerry Boyd
Superintendent

The mission of the Yukon-Koyukuk School District, in active partnership with its families and communities, is to provide our students with the skills and knowledge necessary to become contributing members of their families, communities and society.

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I. INTRODUCTION

Welcome to YKSD! As a new teacher, you are expected to learn the rules of your school. The best way to do so is to read the student handbook and the teacher handbook. There are a few sections that should be of great importance to you: Absences (Teacher), Accident Report, Building and Room Regulations, Conferences (Parents), Discipline, Homework, Parent Contact, Respect, and Supervision.

II. ABOUT YKSD

We are delighted to welcome you to the Yukon-Koyukuk School District (YKSD). District boundaries fall within the Yukon-Koyukuk Census area. The YK Census area makes up only 1 percent (approximately 6,150 residents) of the state's total population. The District's nine village schools are located along the Yukon, Koyukuk and Tanana river systems, a geographic area larger than the state of Washington (encompassing about 65,000 square miles of territory). More than 98% of the district's 300 river school students are Alaska Native (Athabascan). The district also sponsors a statewide correspondence program called Raven Homeschool with approximately 2,800 full-time students.

III. MISSION, VISION, GOALS & STRATEGIC PLAN

Mission

The mission of the Yukon-Koyukuk School District, in active partnership with its families and communities, is to provide our students with the skills and knowledge necessary to become contributing members of their families, communities and society.

Vision

Every learner will attain excellence and learn with passion in a challenging and culturally enriched environment.

Goals

1. **Start Strong:** Every student starts strong with a solid foundation in grades PreK - Third
2. **Read by Third Grade :** Every student reads by the end of third grade.
3. **Meet or Exceed Standards:** Every student meets or exceeds standards.
4. **Graduate Ready:** Every student graduates ready for college and careers.

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IV. REGIONAL SCHOOL BOARD

YKSD is divided into 3 sections with one school member residing in each section. All members serve a three-year term. We encourage you to get to know your school board members. Please use the resources below to begin your journey in becoming a more involved citizen of your community.

2021-2022 YKSD School Board Members

Fred Bifelt, Chairperson
Location: Huslia, Seat B
Term Expires: 10/2023

Shirley Kruger, Vice-Chairperson
Location: Nulato, Seat E
Term Expires: 10/2024

Gloria Patsy, Treasurer
Location: Nulato, Seat D
Term Expires: 10/2022

Ruth Folger, Secretary
Location: Minto, Seat G
Term Expires: 10/2022

Wilmer Beetus, Member
Location: Hughes, Seat A
Term Expires: 10/2024

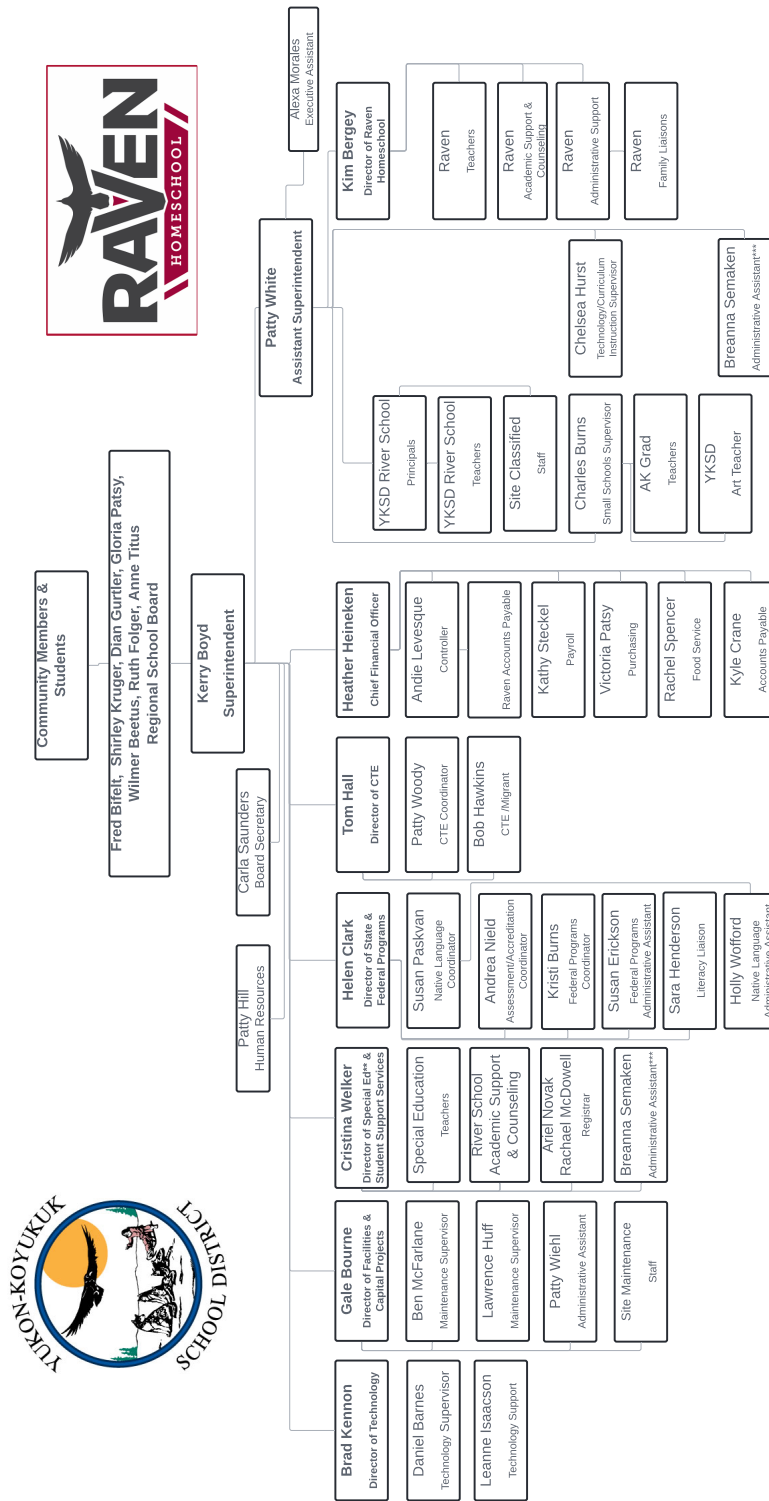
Dian Gurtler, Member
Location: Manley Hot Springs, Seat F
Term Expires: 10/2023

Anne Titus, Member
Location: Ruby, Seat C
Term Expires: 10/2023

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V. ORGANIZATIONAL CHART

2021-2022 YKSD ORGANIZATIONAL CHART



*The Maintenance Supervisor supervises the Maintenance Technicians for preventive maintenance, and compliance; otherwise they are supervised by the site administrator.

**The Director of Special Education, in concert with the site administrators, supervises the Special Education Teachers and Counselors for compliance and student records.

***Administrative Support to Special Education, Counseling and Instruction & Curriculum

Revised 7/28/2021

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VI. 12 CHARACTERISTICS OF AN EFFECTIVE TEACHER BY ROBERT J. WALKER

A Longitudinal, Qualitative, Quasi-Research Study of In-service and Pre-service Teachers' Opinions

Abstract

For fifteen years, the presenter has engaged college students in discussions and writing assignments that pertain to the outstanding characteristics of their most effective teachers—"effective" meaning that these teachers made the most significant impact on their lives. Based on those recurring themes, the conclusion is that effective teachers share at least twelve clear characteristics. Those characteristics consistently affected students in positive ways.

This article results from a longitudinal, qualitative, quasi-research study of students in education, including in-service as well as pre-service teachers. An out-of-class essay assignment asked this question: What were the qualities of the most memorable teacher who encouraged you to teach?

Participants and Courses Involved in the Study

This study utilized both traditional and nontraditional students the author taught in the past fifteen years. The undergraduate students (pre-service teachers) in the study were working toward bachelor's degrees in teaching and not actually teaching when they wrote their essays. Most of the graduate students were in-service education professionals who had returned to school for advanced degrees. "Traditional" students were defined as on-campus students with tuition support from parents or student loans. "Nontraditional" students were defined as those living off campus and working or raising a family.

The students were enrolled in various courses, some held during the day, others at night. The courses included Methods of Teaching Science; Methods of Teaching Math; Methods of Teaching Social Studies; Curriculum Development; Child Development; Introduction to Special Education; Problems in the Elementary School; Educational Technology; and Teaching in the Urban Setting.

More than one thousand students matriculated through these under-graduate and graduate classes, held in the United States, Canada, Bermuda, and the Caribbean. Several students from Africa participated. The courses were taught at both predominately white and historically black institutions, including two private colleges; three public universities; a junior college; and a technical college. The multiplicity of institutions and courses over the years provided the study with a diverse student population: young and old, black and white, Hispanic, those of Asian nationality, males, and females. The students were mainly early childhood majors, training to teach nursery to grade three (N-3); elementary education majors, training to teach kindergarten to sixth grade (K-6); and secondary education majors, training to teach seventh to twelfth grades (7-12) in specific subject areas such as physical education, mathematics, science, history, and music. The elementary education majors formed the largest contingent.

Besides the undergraduate and graduate students, there were also students working on alternative master's degrees. Those students had obtained bachelor's degrees in other fields such as social work, psychology, mathematics, and biology and later decided that they wanted to teach. Some alternative master's degree students were changing careers after working in other professions. Many had already begun teaching using emergency teaching certificates.

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Definition of Terms

Effective described a particular teacher who had been the most successful in helping respondents to learn.

Characteristics described a particular teacher's special personal qualities that the respondents felt had enabled the teachers to achieve success.

Research Instrument

During the first week of each course taught at the various institutions (listed above in "Participants and Courses Involved in the Study"), I assigned students an essay on their most memorable teachers: those who had the greatest impact on their lives and who were most successful (effective) in teaching the subject matter; the teachers they most wanted to emulate and who might have had the greatest impact on their decision to enter teaching. I asked the students to explain their selection of particular teachers by providing examples of how those teachers inspired them and by describing special personal qualities or characteristics.

Data Analysis

Over the years, students described their favorite and most memorable teachers with statements such as:

- "She was always prepared."
- "He was very positive."
- "She had high expectations for me!"
- "She was the most creative teacher I have ever had!"
- "He was so fair!"
- "I liked her personal touch!"
- "I felt that I was a part of the class."
- "She showed me compassion when my mother died."
- "He was so funny!" . . . "She taught her class in a fun way."
- "I was never bored in his class."
- "He gave all the students respect and never embarrassed me in front of the class."
- "She did not hold what I did against me!"
- "He was the first teacher I had who admitted that he had made a mistake."
- "She apologized to me."

Semester after semester, year after year, a common theme emerged in the essays and class discussions of what makes a good teacher: students emphasized the personal (qualitative) traits of memorable teachers rather than academic (quantitative) qualifications. Students seldom mentioned where teachers attended school, what degrees they held, or whether they had been named a "Teacher of the Year." Instead, students focused on these teachers' nurturing and caring qualities.

For fifteen years, I listened closely to class discussions about memorable teachers and read compositions on the topic, and in later years I retained copies of their essays as qualitative data. The student essays pointed to several personality traits prevalent among their favorite and most memorable teachers. Such teachers

- came to class prepared
- maintained positive attitudes about teaching and about students
- held high expectations for all students

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- showed creativity in teaching the class
- treated and graded students fairly
- displayed a personal, approachable touch with students
- cultivated a sense of belonging in the classroom
- dealt with student problems compassionately
- had a sense of humor and did not take everything seriously
- respected students and did not deliberately embarrass them
- were forgiving and did not hold grudges
- admitted mistakes

Findings

The essays, combined with pre- and post-class discussions of the assignment, led me to formulate twelve identifiable personal and professional characteristics of effective teachers:

Characteristic 1: Prepared

The most effective teachers come to class each day ready to teach.

1. It is easy to learn in their classes because they are ready for the day.
2. They don't waste instructional time. They start class on time. They teach for the entire class period.
3. Time flies in their classes because students are engaged in learning—i.e., not bored, less likely to fall asleep.

Characteristic 2: Positive

The most effective teachers have optimistic attitudes about teaching and about students. They

1. See the glass as half full (look on the positive side of every situation)
2. Make themselves available to students
3. Communicate with students about their progress
4. Give praise and recognition
5. Have strategies to help students act positively toward one another

Characteristic 3: Hold High Expectations

The most effective teachers set no limits on students and believe everyone can be successful.

They

1. Hold the highest standards
2. Consistently challenge their students to do their best
3. Build students' confidence and teach them to believe in themselves

Characteristic 4: Creative

The most effective teachers are resourceful and inventive in how they teach their classes. They

1. Kiss a pig if the class reaches its academic goals
2. Wear a clown suit
3. Agree to participate in the school talent show
4. Use technology effectively in the classroom

Characteristic 5: Fair

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The most effective teachers handle students and grading fairly. They

1. Allow all students equal opportunities and privileges
2. Provide clear requirements for the class
3. Recognize that “fair” doesn’t necessarily mean treating everyone the same but means giving every student an opportunity to succeed
4. Understand that not all students learn in the same way and at the same rate

Characteristic 6: Display a Personal Touch

The most effective teachers are approachable. They

1. Connect with students personally
2. Share personal experiences with their classes
3. Take personal interest in students and find out as much as possible about them
4. Visit the students’ world (sit with them in the cafeteria; attend sporting events, plays, and other events outside normal school hours)

Characteristic 7: Cultivate a Sense of Belonging

The most effective teachers have a way of making students feel welcome and comfortable in their classrooms.

1. Students repeatedly mentioned that they felt as though they belonged in classrooms taught by effective teachers.
2. The students knew they had a good teacher who loved teaching and preferred it to other occupations.

Characteristic 8: Compassionate

The most effective teachers are concerned about students’ personal problems and can relate to them and their problems. Numerous stories established how the sensitivity and compassion of caring teachers affected them in profound and lasting ways.

Characteristic 9: Have a Sense of Humor

The most effective teachers do not take everything seriously and make learning fun. They

1. Use humor to break the ice in difficult situations
2. Bring humor into the everyday classroom
3. Laugh with the class (but not at the expense of any particular student)

Characteristic 10: Respect Students

The most effective teachers do not deliberately embarrass students.

Teachers who give the highest respect, get the highest respect. They

1. Respect students’ privacy when returning test papers
2. Speak to students in private concerning grades or conduct
3. Show sensitivity to feelings and consistently avoid situations that unnecessarily embarrass students

Characteristic 11: Forgiving

The most effective teachers do not hold grudges. They

1. Forgive students for inappropriate behavior

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2. Habitually start each day with a clean slate
3. Understand that a forgiving attitude is essential to reaching difficult students
4. Understand that disruptive or antisocial behavior can quickly turn a teacher against a student, but that refusing to give up on difficult students can produce success

Characteristic 12: Admit Mistakes

The most effective teachers are quick to admit being wrong. They

1. Apologize to mistakenly accused students
2. Make adjustments when students point out errors in grading or test material that has not been assigned

Conclusions

The findings of this study were drawn from essays of college students majoring in education. Students also read their essays and discussed their most memorable teachers in class, where they shared their opinions about effective teaching. They identified twelve characteristics of an effective teacher and in turn committed themselves to becoming effective teachers themselves.

It is my hope that educators will recognize the validity of these twelve characteristics of an effective teacher and will seek to adopt them as their own.

Further Reading on the Twelve Characteristics

1. Prepared

Renard, Lisa. "What to Do! What to Do!" ASCD's Classroom Leadership Online, Vol. 2, No. 8. 1999. 1 page.

Wong, Harry K., and Rosemary T. Wong. How to Be an Effective Teacher: The First Days of School. Mountain View, Calif.: Harry K. Wong Publications, 2001. 338 pages.

2. Positive

Haynes, Judie. "Creating an Atmosphere of Acceptance," <<http://www.everythingESL.net>>. 1998–2004. 2 pages.

3. Hold High Expectations

Gazin, Ann. "What Do You Expect?" Instructor, 2004.

4. Creative

Baltz, Pann. "Creativity in the Classroom: An Exploration," 2003.

Manzo, Anthony, and Ula Manzo. Teaching Children to Be Literate: A Reflective Approach. Instructional Elements for Fostering Higher-Order Thinking in the Classroom. Fort Worth: Harcourt Brace College Publishers, 1995.

5. Fair

Paul, David. "Getting Down to Basics: Gaining Respect from Children in the Classroom." Daily Yomiuri, 2002. 2 pages.

Salzmann, Mary E. I Am Fair. Edina, Minn.: Sand Castle, 2002.

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6. Display a Personal Touch

Sadker, Myra, and David Sadker. In "Classroom Tips for Non-Sexist, Non-Racist Teaching." Teachers, Schools & Society. New York: McGraw-Hill, 2005.

7. Cultivate a Sense of Belonging

Brick, Madeline. "Increase Students' Sense of Belonging with Responsive Classroom Philosophy: An Interview with Madeline." Curriculum Review, 2002. 1 page.

Smith, Denise. "Inclusion Education." Fuerstenau Early Childhood Center, 2004. 2 pages.

8. Compassionate

Raatma, Lucia. Caring. Mankato, Minn.: Capstone Press, 2000. 24 pages.

9. Have a Sense of Humor

Girdlefanny, Snotty. "Using Humor in the Classroom." Techniques, 2005. 4 pages. Lipman, Larry.

"Humor and Fun in Team Building and the Classroom." Fun Team Building, 2004. 2 pages.

10. Respect Students

Court TV. "Respecting Young Adolescents." A Teacher's Guide: Working with Young Adolescents, 2005. 2 pages.

Sleigh, Merry J., and Darren R. Ritzer. "Encouraging Student Attendance." APS Observer, Vol. 14, No. 9. 2001. 1 page.

11. Forgiving

Sams, Tim. "The Art of Forgiveness," <<http://www.mysacredjourney.com>>, 2004. 2 pages.

Wright, Rusty. "Forgiveness Can Be Good for Your Health," <<http://www.probe.org/docs/forgive.html>>, 2000. 2 pages.

12. Admit Mistakes

Costa, Arthur L., and Bena Kallick. "Remaining Open to Continuous Learning," <<http://www.habits-of-mind.net>>, 2004. 12 pages.

Walters, Stephanie. "What Do I Do When I Realize I've Made a Mistake with a Child?" <<http://www.rethinkingschools.org/publication/newteacher/NTTOC.shtml>>, 2004. 2 pages.

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VII. EMPLOYMENT REQUIREMENTS

A. ALASKA CERTIFICATION

All teachers must:

- Adhere to the Alaska Code of Ethics of the Education Profession.
- Notify the Department of Education & Early Development of name and/or any address changes.
- Know your certificate's effective and expiration dates. Your effective date is the date the complete application packet is received by Teacher Education and Certification. (The Department of Education & Early Development does not notify individuals of impending expiration dates.)
- Meet renewal requirements before your renewal date.
- Keep abreast of any changes in certification regulations.
- Notify a school district within 90 days of hire, of any sick leave that you expect to transfer from previous employment.
- For more information on Alaska teacher certification, please visit <http://www.eed.state.ak.us/TeacherCertification/>

B. HIGHLY QUALIFIED STATUS/ENDORSEMENT AREAS

Federal regulations for highly qualified are currently under review. All teachers must have at least a baccalaureate degree, and full state certification. In addition, under the Every Student Succeeds Act (ESSA), all teachers will be required to be endorsed in the core content areas they teach. The Alaska EED is still developing the state plan regarding the options teachers will have to work toward their endorsements. As soon as that information has been shared publicly, we will amend this section in the handbook. Alaska HQ requirement information can be found by visiting the Alaska Department of Education website at:

<http://www.eed.state.ak.us/TeacherCertification/hq.html>.

C. PERSONNEL FILES

The following information must be on file with Human Resources before school starts:

1. Original Transcripts from colleges you attended (both undergraduate and graduate**)
2. Alaska teacher certificate
3. Additional college hours
4. Verification from other schools as to full years taught

**Transcripts must be received by September 15th for your contract to be amended to move horizontally on the salary schedule.

D. TEACHER EVALUATIONS

The Yukon-Koyukuk School District Certified Teacher Evaluation is a continuing effort to contribute to the district's pursuit of excellence in education. The primary purpose of evaluation and supervision of certified personnel is to promote ongoing professional growth and performance to improve student learning. The guidelines established by the State Department of Education and the Yukon-Koyukuk School District School Board policies are

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inherent in the evaluation process.

The Yukon-Koyukuk School District Certified Teacher Evaluation is a weighted tool based on evidences demonstrating the *Standards for Alaska Teachers*. The Yukon Koyukuk School District uses Charlotte Danielson's *A Framework for Teaching* for our teacher evaluation rubrics.

Procedures/Timelines

All tenured and non-tenured teachers will receive at least two written Formal Observations and one Summary Evaluation. Teachers can expect their first Formal Observation by November 30. Teachers can expect their second Formal Observation and their Summary Evaluation by February 15. Between Formal Observations and throughout the year, teachers will receive supervisory assistance and support.

The components of the evaluation system include:

- Review of demonstrated teacher evidence
- Walkthroughs by an administrator at least every two weeks
- Completion of pre- and post-consultations
- Analysis of Parent/CSC and Student Surveys at least once per year
- Review of an Individual Professional Growth Plan.

Administrators and Certified Staff will be provided training on the teacher evaluation tool. The site administrator will conduct Formal Observations and the Summary Evaluation. If there are significant deficiencies, a Plan of Improvement will be developed by the site administrator.

E. TEACHER DISCIPLINE

Any formal complaint made against a teacher by a parent, student or other person will be promptly call to the attention of the teacher

Equitable Treatment

Without limiting the District's right to impose an appropriate level of discipline, including discharge, when the seriousness of the offense warrants, the District recognizes the principles of progressive discipline. Discipline results in a written document placed in the employee's personnel file. (Documentation confirming an oral conversation does not constitute discipline.) The employee shall have the opportunity to read and sign any disciplinary document prior to its placement in the personnel file.

"Progressive discipline" normally means at:

Level 1 – a written letter of warning

Level 2 – a written letter of reprimand

Level 3 – a written letter of indicating loss of pay

Level 4 – a written letter indicating a recommendation for termination

Discipline is issued a formal meeting scheduled by the supervisor. The teacher must be apprised of his/her right to request the presence of an Association representative. Whenever possible, the meeting will be scheduled a mutually acceptable time after the student contact day. When a request for representation in the above circumstances is made, no action shall be

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taken for one workday with respect to the teacher without the presence of an Association representative. The meeting will be held within three (3) workdays of the notice to the teacher that a meeting is required. Teachers shall not be disciplined in the presence of staff, parents, or students.

VIII. PAYROLL & BENEFITS

A. EMPLOYEE SELF SERVICE PORTAL

Employees may access their payroll and leave information through YKSD's Employee Self Service Portal in iVisions. Each employee will have their own user account. If you need assistance, please contact the Payroll department at the District Office.

B. MOVEMENT ON THE SALARY SCALE

Teachers seeking a change in salary on the basis of additional credits must file a Lane Change Request form and official transcripts certifying that certain courses have been completed and credits earned to Human Resources no later than September 15. After September 15, no changes will be made in salary placement except in cases of error in the original placement.

The parties acknowledge and agree that it is the responsibility of the teacher to review their contract and determine whether or not the contract contains any mistakes in salary computation or placement. Movement on the salary schedule will be reflected in the October payroll and will be retroactive to the beginning of the teacher's contract period.

C. PAY CHECKS

All teacher paychecks will be deposited by Electronic Funds Transfer or postmarked the last day of each month. If the last day falls on a holiday or weekend, checks are distributed on the Friday before.

D. RETIREMENT SAVINGS OPTIONS

1. 403b RETIREMENT PLAN

Employees of private companies may turn to 401k plans to help build their retirement nest eggs. But what if you're a schoolteacher or if you work for a tax-exempt organization, like a non-profit, hospital or library? You may have a pension waiting for you at retirement, but a 403b retirement plan may help provide additional support to reach your retirement goals. Lincoln Financial is the district's approved provider for employee 403b plans.

Who's eligible for a 403b plan?

These tax-deferred plans are designed for employees of public schools, colleges and universities, and churches. Employees of certain tax-exempt, non-profit organizations, such as charities and some hospitals, also may participate in a 403b retirement plan.

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Why make 403b contributions?

Like its better-known 401k cousin, a 403b retirement plan lets you put a portion of your salary into an employer-sponsored plan to help you save for retirement. Some employers may also match your contribution.

You don't pay taxes on what you contribute or any earnings you may accumulate until you withdraw the money — hopefully, when you're retired and you may be in a lower tax bracket.

2. TEACHER RETIREMENT SYSTEM

The purpose of the Alaska Teachers' Retirement System (TRS) is to attract qualified teachers by offering a variety of benefits to members and their survivors. These benefits, when combined with other income, are designed to provide members with the basis for financial security during their retirement years.

a) Defined Benefit Plan

Employees who first entered the TRS **prior to July 1, 2006** are members of the TRS Defined Benefit (DB) Plan. Both you and the district make contributions to the retirement system during your employment to cover the cost of your retirement benefit.

b) PERS/TRS Defined Contribution Retirement Plan

The PERS/TRS Defined Contribution Retirement (DCR) Plan applies to employees entering service **after June 30, 2006**. [Retirement-reform legislation \(Senate Bill 141\)](#), passed by the legislature during the 2005 Special Session, created the Alaska PERS/TRS DCR Plan, adding a Tier III to the TRS and a Tier IV to the PERS.

The DCR Plan is governed by Section 401(a) of the Internal Revenue Code. A portion of your wages and a matching employer contribution are made to this Plan before tax. These contributions plus any change in value (interest, gains and losses), and minus any Plan administrative fees or other charges, are payable to you or your beneficiary at a future date. The PERS/TRS DCR Plan is a participant-directed plan with investment options offered by the Plan. The providers of these investment options were selected by the [Alaska Retirement Management \(ARM\) Board](#).

E. SICK LEAVE AND PERSONAL DAYS

Twelve sick days and four personal days will be granted to teachers each year. When exceeding leave days, you will be docked 1 day of your yearly pay for each day exceeded. Inform your site administrator as far ahead as possible for a personal day. No personal days will be granted before or after a holiday, or the first or last week of school without approval from the

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Superintendent. If you miss three or more consecutive workdays on sick leave, you are required to submit a note to Human Resources from a health care provider.

Teachers will be allowed leave in accordance with the Family Medical Leave Act (FMLA). This is not paid sick leave unless the teacher has a sufficient number of sick days. Extended or decreased time for leave may be allowed with written doctor's recommendation. Teachers are advised to check with the retirement board to find out how their absence may affect their retirement. Human Resources can give details on FMLA and your sick days. Human Resources should be notified if you anticipate taking an extended leave.

Sick leave may be used when a teacher or member of the teacher's immediate family is ill or injured and when making or completing medical appointments including accompanying immediate family to such appointments. Sick leave is discouraged for use of routine medical and dental appointments and elective surgeries.

The "immediate" family is defined as the employee's spouse, parents, children, or for whom the employee has legal guardianship. The definition of immediate family is aligned to FMLA. When it becomes necessary for a teacher to use sick leave, it is the responsibility of the teacher to notify his/her school administrator one hour prior to the scheduled school day, or as soon as practical. If sick leave is for a scheduled medical appointment, the teacher shall notify his/her school administrator at least one week in advance. A leave submittal will suffice for proper notification. A health care provider's note is required for all sick leave that is three consecutive days or more.

District Oversight

When sick leave abuse is suspected, the supervisor will hold an informal discussion with the teacher, ascertain the reason for use, and advise the teacher of the supervisor's concerns. If in the supervisor's opinion the explanation is not acceptable, then the teacher should be so advised. If excessive absenteeism or an observable pattern of absences wherein a disproportionate number of absences occur in conjunction with weekend or holiday and vacation days is observed, the teacher will be required to submit medical documentation from a licensed health care provider.

If the District has cause to suspect sick leave abuse, or if the District wants to verify that a teacher is sufficiently well to perform teaching duties, the District may require a licensed health care provider's statement, e.g., when sick leave is used in conjunction with weekends or vacation periods or during parent-teacher conferences. In accordance with 4 AAC 15.040, a false statement by a teacher regarding sick leave is sufficient grounds for cancellation of a teacher's contract and recommendation for revocation of his/her teaching certificate.

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IX. TEACHER RESPONSIBILITIES

A. ACCIDENT & INJURY REPORTS

When an accident occurs, teachers are to aid the victim and notify the principal. Accident reports must be filed with the district office. If a staff member is injured while at school or at a school-sanctioned function of which they are supervising, Human Resources must be notified immediately and a workman's compensation injury report should be completed within 24 hours.

B. COLLABORATIVE MEETINGS

All teachers will participate in collaborative meetings once a week on Wednesday to discuss student progress. Attendance is required. Students will be released early to accommodate collaborative meetings.

C. DRESS CODE

Teachers should dress in a manner that represents our profession. "Professional casual" is expected to be worn to work. If you have questions about what is appropriate, don't hesitate to ask. Additionally, teacher attire should not contradict anything that is prohibited for student attire. The student dress code is published in the student handbook. Fridays are generally "dress-down" days and an opportunity to wear jeans, spirit clothes, etc. No hats should be worn inside the workplace.

D. GRADING RESPONSIBILITIES

Teachers are responsible for distributing and collecting grade checks and grade cards from students every three weeks. It is extremely important that this documentation is collected from the students, and turned in to the office at the end of the school year. Each year, a number of parents try to coerce the administration into "passing" their child because they say they had no idea their student was failing. If a student fails to turn in a signed grade check, call the parent to inform them that you are sending a copy home for them to sign. Continue to repeat this process as many times as is necessary to get a signed grade card.

Any advisory student receiving a "D" or "F" for the semester (in a core class) will receive a form from the advisory teacher documenting that the advisory teacher has discussed the consequences of receiving an "F" in a core class. The teacher will keep the signed document in a file, and turn it in to the office at the end of the school year.

All teachers are required to submit a minimum of one assignment/grade per week for each student who appears in their Power Teacher grade book, which is in direct accordance to students presently enrolled at the respective school. This will result in a minimum total of four grades by the mid-term progress reports and nine grades by the end of each quarter.

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Mid-Term & End-of-Quarter Report Cards

Teachers are reminded that as professionals we are expected to maintain a high level of efficiency and accuracy in all of our work. Teachers should be certain of their grades before they are recorded in their Power Teacher grade books.

All teachers are required to submit a minimum of one assignment/grade per week, per class for each student who appears in their Power Teacher grade book, which is in direct accordance to students presently enrolled at the respective school. This will result in a minimum total of four grades by the mid-term progress reports and nine grades by the end of each quarter. In addition, teachers and principals are required to submit both mid-term and end-of-quarter grades by the established deadlines for the present academic year based on the Regional School Board's approved calendar and the appropriate deadline established by the Registrar. High school teachers are required to give a semester exam in each class at the end of the first and second semester. All deadlines for grade entries are provided to all staff at the start of each academic year and posted and /updated as necessary on the district website.

Teacher Responsibilities Regarding Student Academic Progress

While all staff are required to submit mid-term and quarterly report cards it is also the responsibility of each teacher to report poor or failing academic progress (grades of "D" or "F") outside of these designated reporting times for any student who is not performing well. The teacher shall notify the following individuals: student, parent/guardian(s), counselor and principal. This should be reported in the form of a simple letter identifying the course, present grade and the reason for the poor performance. This letter must be **signed** by the student and/or parent/guardian and given to the respective site principal. Phone calls are acceptable but not preferred as they do not provide traceable documentation in the event a student or family contests or communicates they were unaware that the student was performing poorly.

E. GRADUATION/TRANSCRIPT REVIEW

All staff who oversee transcripts and the completion of graduation requirements including Individual Remediation Plans (IRPs) will keep a detailed spreadsheet of completed student audits. The spreadsheet will include the verification of completion of WorkKeys/ACT/SAT, and IRP completion and notes for interventions as appropriate.

F. HOURS AND TIMES

District policy requires teachers to work seven and one half (7.5) hours, exclusive of a duty-free lunch period consisting of thirty (30) consecutive minutes. Included is a one (1) hour uninterrupted, continuous preparation period to be devoted to planning, grading papers, and parent contact. If you arrive late or need to leave early, notify the Principal. Extra effort should be made to insure you arrive on time each day.

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G. INDIVIDUAL EDUCATION PLANS (Raven Homeschool Only)

All correspondence school staff who oversee Individual Education Plans (IEPs) will keep current records per each IEP and in accordance with IDEA. IEPs will be reviewed a minimum of one time each quarter. Initial review of all IEPs will occur within the first week of school.

H. INDIVIDUAL LEARNING PLANS (Raven Homeschool Only)

All correspondence school staff required to monitor Individual Learning Plans (ILPs) will keep updated logs and documents within the District's approved electronic database, which is currently BrightWays. ILPs will be approved within one month of student enrollment. Review of ILPs will be conducted each quarter.

I. LESSON PLANS/CLASSBRIGHT

Lesson plans for each week's instruction shall identify objectives and be consistent with the District's approved curriculum. Lesson plans will align to state standards and consist of: Alaska Content Standards, objectives, activities, materials/equipment needed, assessments, and homework assigned. Teachers shall submit lesson plans for the week no later than 9:00am on Mondays to their supervisor by the district's approved electronic format which is currently ClassBright™.

1. Introduction

ClassBright™ is a powerful, Web-based software system for standards-driven curriculum mapping and lesson planning that supports teachers and school administrators in helping their students achieve academic success. For each of your courses, you can create a weekly lesson plan by attaching education standards, resources (such as strategies and files), and also more detailed lessons for your daily planning needs. The system provides printer-friendly plans and also tracks standards coverage. Below is a brief summary of how to use the ClassBright™ system.

2. Getting Started

After you login to the district's system using your school email and password, you will land on your Dashboard. You will first need to create a list of Courses. To do this, click the global Courses tab at the top, and click the link on the page labeled "New Course". This will take you to the setup form for the course; fill in the information for this course – typing in the Name (e.g., Math), check the grade (levels), select the primary Content Area, and then click to Save Changes. Simply click the global Courses tab again to add another New Course. After you set up all of your courses, they will show as your Course List on your Dashboard.

3. How to Create and Use a Lesson Plan

From your Dashboard's Courses List, you can create a new lesson by clicking the "+Add" link that displays in the same row as your course name. The setup information defaults to that of your Course setup, however, it can be adjusted if needed. Also, the "Scheduled for week" pull-down defaults automatically to the Monday of the following week; click that menu to

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select a different week option. Make sure to click the Save Changes button. After saving the setup, a new set of tabs in the main part of the page. Using the tools in the Selector tab, you can search for education standards; the search criteria automatically defaults to the content area and grade(s) setup for the plan, but can be adjusted, if needed. To add a standard to your plan, simply click the blue plus-sign, which will change to a green checkmark that indicates it has been successfully added.

Click the Plan tab to add details to your weekly plan, including daily details. For standards or other items integrated within the system, use the QuickCal feature (the MTWTF set of boxes) to schedule one or more days for each standard. Click a day's box to select it; click selected day again to unselect it. In the Daily Plans section of the plan page, click the setup icon to the right in order to open the section for editing. The form includes three columns that you can use to help your planning: Segment, Activity, and Description. Type in what works best for you in your organization of instruction and assessment. You can add more rows by clicking the "Add Row" button at the bottom of the form. Make sure to click the blue Save Daily Plan button at the top of the form to save your changes. Use the day tabs just above the form to navigate between different days of the week. To download/view your lesson, click the PDF tab at the bottom of the tabs that display vertically along the left side.

4. Plan Review

Every teacher is assigned to a plan reviewer; this is most commonly their school's principal or higher level administrator for principal/teachers. To notify your reviewer that a plan is ready for them to look at, click the green Submit for Review button at the top of your Plan page. Your reviewer may either Accept your plan or return it with a Revision Request. From your Dashboard's QuickLinks section, you can click the "Change Settings & Password" link to adjust automatic email notifications for getting status changes, such as those triggered by your reviewer.

5. Help

To receive further assistance in using the ClassBright system, you can:
Review the Help section, which you can access by clicking the link provided on your Dashboard's QuickLinks section. Use the orange "Feedback" tab to ask a specific question or send a comment to the ClassBright Support Team. A support agent will respond via your school's email. Phone the ClassBright Support Team at (406) 542-3334 (Mountain Time Zone)

J. MANDATED TRAINING

The Alaska Department of Education & Early Development has developed web-based, interactive training courses to assist educators in complying with many of the ten state and federal laws requiring district staff training.

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1. Registration

Login And Registration: <http://education.alaska.gov/elearning/>

Request New Account:

All requests are subject to EED approval. Returning users please do not register for another account. If you need to update your account (email or district), please contact the eLearning staff at (907) 465-2304 or email elearning@alaska.gov.

The eLearning staff will respond to registration requests within 24 hours of receipt or on the next business day. The eLearning staff are available to register users between 8 a.m. and 4 p.m. M-F, except on state recognized holidays. Requests received after 4 p.m. or on weekends will be responded to on the next business day.

Registration is free and all courses are available to learners once registration is complete. Learners only need to register for an account once. Requesting more than one account is discouraged and prohibits EED from maintaining accurate learner transcripts. Learners who have not accessed eLearning for more than 12 months must contact the eLearning staff at elearning@alaska.gov to reactivate their existing accounts.

2. Certificate of completion

If you complete 100% of the course content, you will be able to print your certificate of completion from your eLearning account. Human Resources monitors each teacher's eLearning course completions for compliance.

Certificates for previously completed courses cannot be reprinted, but a record of all previously completed course work can be obtained by clicking on the My eLearning Transcripts option located under "My eLearning" on the home page.

3. Mandated Training and Frequencies

At-A-Glance Professional Development Requirements for School District Personnel

I. Annual Requirements

1. *Precautions Against Blood Borne Pathogens Trainings* ([Federal 29 CFR 1910.1030](#))

- eLearning course: Precautions Against Blood Borne Pathogens
- Required for all staff who may reasonably come into contact with blood borne pathogens at work; must be completed by new staff at time of initial assignment

2. *Special Education Training for Aides* ([Regulation 4AAC 52.250](#))

- 13 eLearning courses available to satisfy requirement; minimum 6 hours annually

II. Biennial and Quadrennial Requirements

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As determined by each school board, but not less than 50% of certificated district staff must receive training every 2 years and 100% of certificated staff must be trained not less than every 4 years.

1. **Domestic Violence & Sexual Assault Continuing Education** (AS [18.66.310](#))
 - eLearning course: Domestic Violence & Sexual Assault Training for Educators
2. **Dating Violence Awareness & Prevention Training** (AS [14.30.356](#))
 - eLearning course: Domestic Violence & Sexual Assault Training for Educators
3. **Drug and Alcohol Related Disabilities Training** (AS [14.20.680](#))
 - eLearning course: Prenatal Alcohol and Drug Related Disabilities
4. **Gender & Race Equity in Educational Materials Training** (AS [14.18.060\(b\)](#))
 - eLearning course: Equity Training for Educators
5. **Recognition and reporting of child abuse and neglect** (AS [47.17.022](#))
 - eLearning course: Mandated Reporters of Child Abuse and Neglect
6. **Sexual Abuse & Sexual Assault Awareness & Prevention Training** (AS [14.30.355](#))
 - eLearning course: Mandated Reporters of Child Abuse and Neglect
7. **Suicide Awareness & Prevention Training** (AS [14.30.362](#))
 - 4 eLearning courses; Any 1 of the following will satisfy the requirement
 - Suicide Awareness, Prevention, Intervention, Responding to Suicide
 - Other approved trainings: Youth Mental Health First Aid, Alaska Gatekeeper, SafeTALK, ASIST, Kognito
8. **Training in Crisis Response, Including Evacuation and Lock Down Drills** (AS [14.33.100](#))
 - eLearning course: School Crisis Response Planning
 - Additional training must be provided and tailored to individual districts/schools
 - Training must be offered within 2 years after 1st day of employment
9. **Employee Evaluation System Training** (AS [14.20.149](#), [Regulation 4 AAC 19.060](#))
 - eLearning courses: Certified Employee Evaluation for All Other Staff and Certified Employee Evaluation for Administrators
 - Additional training must be provided and tailored to individual districts/schools

III. Periodic Requirements

1. **Crisis Intervention- Seclusion & Restraint** (must include CPR and First Aid) (AS [14.33.127](#))
 - Must be completed periodically
 - Schools to determine which staff to train. A *sufficient* number at each school must be trained
 - Only DEED approved crisis response trainings will satisfy this mandate. Approved trainings are as follows:
 - i. Crisis Prevention Institute (CPI)
 - ii. The Mandt System
 - iii. Right Response
 - iv. Safe Crisis Management
 - v. Professional Crisis Management (PCMA)
 - vi. Professional Assault Crisis Training (Pro-ACT)
2. **Special Education Training for Staff** ([Regulation 4 AAC 52.260](#))
 - 13 eLearning courses available to satisfy this requirement

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- Frequency is as determined by school district

IV. Teacher Certification Requirements (as of June 30, 2017)

In order to qualify for a teacher certificate, the following four trainings must be completed (AS [14.20.020\(k\)](#)):

1. Sexual abuse awareness and prevention
2. Dating violence awareness and prevention
3. Alcohol or drug related disabilities
4. Suicide awareness and prevention

Only trainings approved by an Alaskan school district or DEED will satisfy this requirement. DEED has four eLearning courses available. Complete the courses and attach your certificates of completion to your certification paperwork. For more information, visit the Teacher Certification website at: education.Alaska.gov/TeacherCertification/mandatorytraining.html

V. Statutes Requiring Training Schedule

[14.08.111\(12\)](#), [14.14.090\(11\)](#), [14.16.020\(9\)](#)

Requires school boards and state boarding schools to establish procedures for providing training under [14.18.060](#), [14.20.149](#), [14.20.680](#), [14.30.355](#), [14.30.356](#), [14.30.362](#), [14.33.100](#), [18.66.310](#), [47.17.022](#); not less than 50% of **certificated** district staff must receive training every 2 years and 100% of **certificated** staff must be trained not less than every 4 years.

K. MONTHLY CONTACT (Raven Homeschool Only)

All correspondence school staff are required to maintain Monthly Contact with students will document contacts within the District's approved electronic data base which is currently BrightWays. Monthly contacts will be maintained and reports pulled the Friday of each week with a final report pulled the first of each month. Log notes will demonstrate review of but are not limited to: student progress, completion of coursework, review of program needs, review of educational/instructional materials, assessment schedules, and workshop and tutoring opportunities along with program deadlines.

L. PARENT CONTACT

Teachers are to make contact with parents and document by maintaining a list of parents called and the summary of the call. This documentation is also needed to notify a parent if their student is at risk of failing.

Please encourage parents to maintain communication with the school through the following avenues:

Webpage— www.yksd.com

PowerSchool - to access student grades, attendance from any computer,
<http://pws.yksd.com/public/>

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M. PARENT/TEACHER CONFERENCES

Teachers should contact parents any time there is a problem with a student whether it is academic, social, or behavioral. Parents want to know how their child is doing at school. Frequent parent contacts strengthen the relationship between the school and home. Positive calls often make a situation much smoother if a problem arises in the future. Parents do not like surprises.....contact them before report cards come out if there is a problem. Make it your goal to contact 100% of the parents several times during the year. Reminder: Document all communication with parents!

N. PROFESSIONAL DEVELOPMENT MEETINGS

Request to attend professional meetings are to be discussed with the principal well in advance, and requests must be submitted to the Superintendent. All Professional Development (PD) activities must compliment the district. Teachers attending PD activities should plan to share what they learned with their peers.

O. RECORDS

We are constantly being asked to be accountable for grades and performance by students in the classroom. You must be able to justify your record-keeping and grading procedures. Additionally, student records are confidential information and should not be shared indiscriminately. For further information on who shall have access to student records and what is considered directory information, see the Family Education Rights and Privacy Act (FERPA) in the student handbook, or on the district's website.

P. REPORTING CHILD ABUSE IN ALASKA

School staff including teachers and administrative personnel is required to report child abuse or neglect to the appropriate agencies. Child abuse and neglect means the physical injury or neglect, mental injury, sexual abuse, sexual exploitation, or maltreatment of a child under the age of 18 years.

Alaska Statutes Chapter 17 Child Protection

- Sec. 47.17.010—Purpose: to protect the well being of children in the State of Alaska.
- Sec. 47.17.020—Persons required to Report: included school teachers and administrative staff members.
- Sec. 47.17.050—Immunity: a person who in good faith makes a report under this chapter is immune from any civil or criminal liability.
- Sec. 47.17.068—Penalty for Failure to Report—a person required to file a report of abuse or neglect under AS 47.17.020 is guilty of a Class B Misdemeanor.

Reporting Procedure

Teachers must report any suspected child abuse or neglect to building principal as soon as possible. Include the following information: child's name, sex, physical condition, change

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in behavior (if any), parent/guardian's name(s), physical address, name of person suspected of harming the child and physical address of this person. In the absence of a building principal, report the incident to the Director of Special Education and Student Support Services. In the event both the building principal and the Director of Special Education and Student Support Services are unavailable, then the staff member should report the incident alone and notify administration as soon as possible.

The Principal and teacher must report the suspected abuse or neglect via phone to the nearest Department of Health and Social Services/Office of Child Services, with the information outlined above in the form of a verbal report regarding the suspected abuse or neglect. This will be followed up by a written report with the same information on the Report of Harm Form to be submitted to the Director of Special Education and Student Support Services as soon as possible.

Reporting Contact Information

Allakaket:	907.452.1844	Koyukuk:	907.656.1667
Hughes:	907.656.1667	Minto:	907.452.1844
Huslia:	907.656.1667	Nulato:	907.656.1667
Kaltag:	907.656.1667	Ruby:	907.656.1667

Q. RULES, REGULATIONS, & POLICY COMPLIANCE

Teachers are expected to do their best work possible, and to comply with all policies. Teachers who are out of compliance will be notified either verbally or in writing as to the improvements necessary to be in compliance. The "Board Policy Manual" is a great resource to refer to, and it can be found on the district's website.

R. SCHOOL MEALS

Staff at sites with a breakfast and lunch program can purchase available school meals. Staff who purchase meals will be required to sign a meal record form at the end of each pay period and either attach a check or request a payroll deduction for the amount owed for the meals purchased. All students will be served before staff.

S. SEXUAL HARASSMENT

Teacher-student sexual relationships and student-student sexual harassment are prohibited under Title IX. The Office of Civil Rights is becoming more involved in these cases, and this area is constantly being defined by the courts. To prevent legal liability, please be aware of the legal ramifications of these issues.

T. SOCIAL NETWORKING SITES

Social media includes various online technology tools that enable people to communicate easily over the Internet to share information and resources. Social media can include text, audio, video, chat rooms, images, podcasts and other multimedia communications. Some examples of these electronic communications include, but are not limited to:

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- Social networking (Facebook, Twitter, Google+, LinkedIn)
- Photo and video sharing (YouTube, Vimeo, Instagram, Flickr, Snapchat)
- Blogs
- Wikis
- Social bookmarking (Pinterest, Reddit)
- Podcasting
- Text messaging or instant messaging
- Electronic mail (email)
- Telecommunications (cell phones, landlines and Web-based applications)

All these tools have become part of our everyday lives. They are how more and more people interact with each other. While these sites allow people to interact in ways never before seen, they bring with them a new level of responsibility for the user. Across the country and in YKSD, employees – both in the public and private sectors – have done things online that have affected their careers. There are cases where employees have been disciplined or terminated because of something that appeared on a social media site or other electronic communication. When using electronic communications tools, all district guidelines for acceptable use and appropriate boundaries still apply.

Some additional points to be aware of when using social media tools:

- Employees will be held to the same professional standards in their public use of electronic media as they are for any other public conduct. This includes private accounts that are publically viewable.
- Employees are expected to conduct themselves in a professional and appropriate manner when working with students and parents.
- If material posted for personal reasons interferes with an employee's ability to perform his/her job, it may be subject to disciplinary action up to and including termination.
- All official communication between district staff and students should be handled through official district channels. For example, use district email, not a personal email or Facebook account.
- Participation in social networking sites for work purposes must be done with the knowledge and approval of the employee's supervisor.
- Be familiar with the administration of the service. Specific attention should be paid to setting up privacy controls.
- Be familiar with your target audience when posting items online as some may be perceived as offensive to some recipients and may be a violation of state and/or district rules and policies.
- Never post information that is proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts) as it may be a violation of state and/or district rules and policies.
- Think before you complete a post or hit the send button.

When used correctly and thoughtfully, social media can be a valuable communications tool. Contact the HR Department if you have questions about these guidelines, need support or to schedule a social media consultation.

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U. SUBSTITUTE TEACHER KITS

All teachers required to submit lesson plans will be required to develop a Substitute Teacher Kit by the second Monday after school begins. Initially included within this kit will be the following:

- Teacher Schedule
- Class List
- Subject Schedules
- Day to Day Procedures for substitutes
- Copy of School and Class Rules along with Rewards and Consequences
- Envelope of referral forms and passes

After the start of the year, each teacher will be responsible for updating the following information in his/her kit:

- Teacher Schedule
- Class Lists
- Important Student Information (i.e., 504 accommodations)
- One week of Emergency Lesson Plans

PLEASE NOTE: The initial update of the Substitute Kit must be completed by the 2nd Monday after school begins. Upon completion, these are to be handed in to the site administrator. Kits will be reviewed by the site administrator each quarter. These kits will be kept in the teacher's classrooms and can be up-dated as the need arises.

V. SUPPLIES AND PURCHASE ORDERS

Items to be purchased must be specifically itemized and fully described on the purchase requisition. The quantity, description, catalog number, unit price, and total must be listed on the requisition. before it will be approved and generated. All purchase requisitions must be approved by the principal. **DO NOT MAKE PURCHASES WITHOUT A SIGNED PURCHASE ORDER.** If you make unapproved purchases, you may be held financially responsible. When ordered items are delivered, please check and make sure all items are received. "OK to pay" the invoice, "Received" in iVisions, and turn it in to Accounts Payable as soon as possible so that payment can be made in a timely manner.

W. TEACHER ABSENCES

Teachers should notify their principal one-hour prior to the scheduled school day or as soon as is practical. If sick leave is for a scheduled medical appointment, the teacher shall submit a leave request to his/her principal at least one week in advance. Do not call any substitutes on your own. Lesson plans are to be available for the substitute. A health care provider's note is required for all sick leave that is three consecutive contracted days or more. If it is necessary for you to leave school at any time during the school day, please inform the principal and submit a leave request. Arriving late or leaving early will be logged and leave will be submitted accordingly.

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If you know in advance that you are going to be absent, make arrangements as soon as possible. If you need to take extended leave, discuss your preferences for substitutes with the principal. If you need to leave early or come in late, notify the principal as soon as possible. Arrangements will be made on individual circumstances. Remember, when you are not in the classroom, your students will not learn as much with a substitute. You are the key ingredient to a productive instructional day.

X. VISITORS

All visitors should sign-in at the office. This includes non-YKSD students, parents, sales representatives, friends, guest speakers, etc. Non-YKSD students and guest speakers who wish to visit should be pre-approved by the principal.

Y. VOLUNTEERS

Volunteers are a wonderful resource for our school. Please carefully screen and check each volunteer. Submit your volunteer's name, address, etc. for further checks by the Principal. Volunteers who will work with students outside of your classroom should submit an application for a criminal background check. Teachers should submit a list of adults who will chaperone trips or activities to the office.

X. CLASSROOM RESPONSIBILITIES

A. ASSEMBLIES

Assemblies may be held throughout the year to provide entertainment and enrichment. Teachers should escort their classes to all assemblies and stay to help supervise. If you have ideas for specific assemblies, please notify the principal.

B. ATTENDANCE (STUDENTS)

Schools receive their funding based on their average daily attendance. It is imperative that we make every effort to report attendance in an accurate manner. Please make sure to take attendance at the beginning of every class period and record it in PowerTeacher. Daily attendance taking will be monitored.

C. BUILDING AND ROOM REGULATIONS

Teachers should see that their room is organized, papers picked up, lights out, and windows locked before leaving school. Be sure any electrical appliances are on a surge protector. This is especially important for your computers! Remind students they are to take care of classroom furniture and equipment. Anyone defacing school property should be reported to the principal and will be responsible for financial restitution.

Teachers should be in their rooms whenever students are present. You are liable if there are accidents or injuries to students left unattended while you are responsible for their supervision. If there is an emergency, call the principal or notify a teacher next to you to watch your class.

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D. BULLETIN BOARDS

Bulletin boards are an important part of your classroom. They should be kept current and used appropriately to keep students interested and up-to-date.

E. CLASSROOM VISITATION AND SUPERVISION

Principals visit each classroom formally and informally as part of the performance-based teacher evaluation process. The purpose of this is to improve instruction and student learning. There will be both announced and unannounced visits. The principal would like to be notified of special projects or performances so that they could attend/observe.

F. DISCIPLINE

Teachers should handle the minor discipline problems in their classroom. If a problem persists (or is severe) don't hesitate to involve the principal. Before problems become serious, talk to the student and the parent about the situation. Frequent contact with parents is important in maintaining good discipline. Please refer to Student Handbook for the district's progressive discipline plan.

G. DISPLAY OF ANY SALUTE TO FLAG: OATH OF ALLEGIANCE

REQUIRE the pupils in each school in district on every school day to salute the United States flag and repeat the following pledge of allegiance to the flag:

"I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all."

The pledge of allegiance shall be rendered with the right hand over the heart, but children who have conscientious scruples against such pledge or salute, or the children of accredited representatives of foreign governments to whom the United States extend diplomatic immunity, will always show full respect to the flag while the pledge is given by merely standing at attention; the boys removing the headdress.

Students cannot be required to stand during the National Anthem or other patriotic song. They can and should be required to remain quiet.

H. ELECTRONIC DEVICES

Electronic Device Administrative Regulation - AR 5138 To protect personal property and avoid disruptions to the learning environment, personal electronic devices are not allowed to be used during instructional time (i.e. classroom, gym, library). Personal electronic devices include but are not limited to headphones, iPods, MP3/MP4 and CD players, computers and games.

Consequences:

First offense – A verbal warning will be given. Teachers may give the student the option of putting the device away themselves or let the teacher hold until the end of the day.

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Second offense - Device will be confiscated, the offense will be recorded with the Principal, and device will be returned to the student at the end of the day.

Third offense - Device will be confiscated, the offense will be recorded, and the device must be picked up by a parent. If a parent does not retrieve a given electronic device, the device will be held by the principal until the end of the semester.

Fourth offense - Device will be confiscated, student may receive a one-day suspension, and the device must be picked up by a parent. The device may not be brought to school for the remainder of the school year. If a parent does not retrieve a given electronic device, the device will be held by the principal until the end of the semester.

YKSD is not responsible for confiscated items, theft or damage to any personal electronic devices

Added: 10-31-12

I. FILMS/MOVIES

All films or movies are to be previewed by the teacher. Movies/films should reflect the curriculum of the district. Only movies with “G” or “PG” ratings should be shown. If you are showing a reward film or one rated PG-13, the principal and parents need to be notified. Parents should be notified that you will be showing the movie, and the name of the movie. This notification should be done early enough so that parents have sufficient time to opt out of letting their child view the film. What you may not find objectionable, a parent might (based on the content of the film and their knowledge of their child). The principal should be notified whenever you are showing a film.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS - AR 6161.11

Concerning the use of audiovisual materials it is the intent of the Board that caution be used in the selection of movies and other materials. After teacher review, instructional relevance must be tied to the curriculum in the teacher’s lesson plan.

The following guidelines should be followed in determining if material is acceptable for use with students and when permission is required.

Grade Level K-6

“G” rated movies are acceptable

“PG” rated movies are acceptable with principal permission

Grade Level 7-8

“PG” rated movies are acceptable

“PG-13” rated movies will only be shown with principal permission and parental notification

Grade Level 9-12

“PG-13” rated movies are acceptable

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Rated “R” movies are not permitted

Added: 01-13-12

J. FIRE AND EMERGENCY PROCEDURES

Teachers are responsible for seeing that students know what to do during emergency situations. Instructions should be posted in each room. Teachers should practice with students during the first week of school.

Lockdown: The district-wide phrase for a lockdown will begin with the words “**be advised**”. When notified to lock down, all teachers should:

1. Go immediately to the door of the classroom
2. Lock your door(s)
3. Check to make sure it’s locked
4. Look up and down the hallway for students, making sure to pull any/all non-threatening students you see into your room
5. Once you have completed #4, pull the door shut
6. Place the students in an area of the room that cannot be seen from the doorway
7. Once you have determined that all the students in your room (in your care) are in no way harmed (broken limbs, gunshot wounds, etc.) you may place the green card under the door
8. Make sure there is NO talking or noises in your room (TV’s and radios off)
9. Do not open your door for any reason

Fire: Have your class line up outside, a safe distance away from the building, and take roll.

Schedule of Drills

<u>Type of Drill</u>	<u>Frequency</u>
Fire	Monthly
Lock Down	Monthly
Earthquake	Monthly

K. FIRST DAY OF SCHOOL CHECKLIST

Before the students enter the classroom door, certain procedures and steps should be designed and developed to ensure a successful first day of school. Consider the following items on the checklist below:

- Classroom routines and procedures have been developed.
- Routines and procedures have been taught and reinforced.
- Routines and procedures are posted neatly and are large enough to be read.
- Rules and consequences are posted.
- Heading sample is displayed.
- Professional diplomas are displayed.
- Homework assignments with due dates are posted in the same place every day.

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- Student schedule is posted.
- A signal to quiet the class has been taught and is used as needed.
- Warm-ups (or “bell-work” activities) are used to start instruction.
- Relevant sponge activities are used to maximize instructional time.
- Classroom is arranged to promote/facilitate educational activities.
- Classroom environment conveys the message that learning is important.
- “Sunshine” or positive calls have been made and/or note sent home.

Source: Wong, Harry K. (1991). *The first days of school*. USA: Harry K. Wong Publications.

L. FIRST DAY OF SCHOOL

A teacher would not wing it in a classroom any more than a coach would on a football field or a pilot would on a flight from New Orleans to Kansas City. The first day of school is an important event for both teacher and student. The following list contains valuable information for use on the first day of school:

- Greet each student at the door
- Welcome students to the class and introduce yourself
- Explain procedures for arriving in and leaving class
- Explain rules and daily procedures
- Number assignments
- Respect the classroom and supplies
- Designate areas for the teacher’s belongings and students’ belongings
- Explain thematic and other lessons
- Explain use of centers
- Explain to students how to organize notebooks and materials

Source: Wong, Harry K. (1991). *The first days of school*. USA: Harry K. Wong Publications.

M. FUNDRAISING

Please clear your fundraising project with the principal. This is to prevent simultaneous fundraisers (which diminishes their effectiveness).

N. GRADE BOOK

Your grading system should be explained to students and justified when necessary to students and parents. It is important to remember from this point forward, student grades can be accessed by parents via the internet. **Please make sure that your grades are updated as often as possible.** Don’t wait until the week before report cards come out to grade five – eight – eleven assignments and enter them in the grade book!

1. Grades and Attendance

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It is the responsibility of each teacher to use the designated district software to record student grades and daily student attendance in accordance to the district's established deadlines and policies. PowerTeacher is the software utilized, and it is setup at the beginning of each academic year for teachers. Each staff member is provided with a step-by-step manual of how to operate this software, which includes functions such as entering assignments, tests, grades, attendance, etc.

In addition, staff members also have access to PowerSource online help tutorial, which can be used at any time to answer questions. Further, any staff member who has questions or difficulties regarding this software can contact the district's technology department for further guidance or training if necessary.

2. Grading Scales

The grading scale for elementary students (K-6) is as follows:

AP=Advanced Proficient

P=Proficient

BP=Below Proficient

FP=Far Below Proficient

NP=Not Presented (not offered/taken)

The grading scale for middle and high students (7-12) is as follows:

A	90-100	Outstanding Achievement	4.0 grade points
B	80-89	Above Average Achievement	3.0 grade points
C	70-79	Average Achievement	2.0 grade points
D	60-69	Below Average Achievement	1.0 grade points
F	0-59	Little or No Achievement	0
I		Incomplete	0

Plus and minus signs may be used at the option of the teacher.

O. HALL PASSES

The teacher is responsible to see students do not leave class without a pass specifically stating the destination, time, date, and name of the person issuing the pass. It will be assumed students without a hall pass or without complete information have left your supervision without your knowledge and they will be sent to you for a written explanation. Normally only one student at a time should be allowed to leave your class. When one returns another can be permitted to leave.

P. HOMEWORK/MAKEUP WORK - AR 6154(A)

The Site Administrator and staff at each school shall develop a homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall inform parents/ guardians as to how much time on

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homework will be expected and how homework relates to the student's grades.

Homework for Elementary Grades

1. Students should be expected to spend an average of 30 minutes on homework at the primary level and an average of 45 minutes at the intermediate level four through six, four or five days a week.
2. Kindergarten homework assignments should stimulate students to talk often with their parents/guardians. Parents/guardians should be encouraged to read to their children.
3. Homework assignments in grades one through three should promote the development of skills and encourage family participation.
4. In grades four through six, homework should continue to reinforce skill development and encourage family participation. Assignments should help develop good personal study habits and may include occasional special projects. Teachers should instruct students on how to develop good study techniques and habits.
5. Homework assignments should not require use of encyclopedias or other specialized materials unless sufficient time is allowed for students to get such materials from the library.

Homework for Grades Seven through Nine

1. Students should be expected to spend an average of one to one and a half hours on homework, four or five days a week.
2. Teachers of academic subjects should provide regular homework activities, which promote the development of skills and provide students with the opportunity to grow academically.
3. The teaching staff should coordinate assignments so that students do not receive an overload of homework assignments one day and very little the next.
4. Students should be expected to spend an average of two to two and a half hours on homework, four or five days a week.
5. To help students learn to use time effectively, homework assignments should emphasize independent research, reports, special reading, and problem solving activities.

Q. MONEY AND VALUABLES

All money received by clubs, classes, or any organization under the direction of the school is classified as school money according and must be accounted for within the school bookkeeping system. Money is not to be left in your room during the day or night, but instead turned in to the principal as soon as possible.

You are asked not to leave things of value, especially money, in the school overnight. Money, which is to be deposited in the School Activities Fund, must be deposited daily with the Principal or Secretary before 3:30 p.m.

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R. RESPECT

Do not allow students to belittle, make fun of, or make sarcastic remarks about each other, staff, teachers, or other people. We should be striving to make them more culturally competent individuals.

S. SCHEDULING EVENTS

Teachers should clear all speakers, trips, and meetings with the principal before scheduling. This is to avoid scheduling errors and duplication of times.

T. SUPERVISION

Supervision of students is your job any time you are on school premises. When correction is needed, do not hesitate. Be polite and treat the student as you wish to be treated. If they fail to respond, act with authority and use the firmness it takes to do the job. Teachers should be aware of the volume, tone, and attitude of their voice.

Teachers and students are not equal. You command respect of students by being a competent, friendly, fair, consistent, firm professional. Enjoy your students, but keep it on a professional basis. Teachers are to maintain control both in and out of the classroom. This includes the halls, gymnasium, other classrooms, and grounds. Always remember you are liable for the students, whether they be in the classrooms, the halls, or in the restrooms.

Visibility is the key to supervision. Teachers should be at their door, in a position to monitor students both in the classroom and in the hall during transition times.

U. TARDIES

The procedure for counting tardies is as follows:

Five Tardies = one absence

A tardy of 15 minutes in a class period or more = one absence for that class. 15 minutes or less is a tardy.

Redemption:

Tardiness/absences can be made up before school, after school or during the weekend on a minute-by-minute basis. Students must make arrangements ahead of time with a certified staff member.

V. WORKSHEETS

Everyone uses worksheets but it can be very depressing to see a pile of them on a teacher's desk waiting for students as they enter a classroom to begin the day. Although there is always a time when worksheets may be appropriate, they can be a symbol of a lack of creativity. We must try to limit their use in classrooms. The overuse of worksheets leads to lower student engagement, higher cases of boredom and an increase in discipline issues because students would rather do anything than another coloring sheet.

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Worksheets do not allow students to build language skills. In addition, working on pieces of paper minimizes the time that teachers can spend building relationships with students through authentic conversations. Worksheets are one-sided, impersonal and allow for very little student engagement.

XI. TECHNOLOGY & EQUIPMENT

A. COMPUTER USE

Teachers are to avoid inappropriate websites, or websites that have no educational relevance or value. Under no circumstances are students to have access to a teacher's computer. Disciplinary action will be taken against the person who is **logged in** to the offending computer, not necessarily the person who is misusing the computer. It is a good idea to log out of your computer if leaving it unattended for an extended period of time.

B. COPIERS & PRINTERS

Because paper and toner are expensive, please consider all copying needs carefully. A large number of copies are improperly done, and thrown away by students who are sent to make copies without being trained. It is the responsibility of the teacher to train their aides to make copies properly.

C. INTERNET USE

Computer resources are to be used exclusively to support the instructional and business objectives and policies of YKSD. All users must sign and adhere to the staff Internet user agreement.

Unacceptable use is defined to include, but is not limited to, the following:

- Copying and/or downloading any commercial software or other material in violation of federal copyright laws.
- Use of the YKSD network for financial gain, commercial or illegal activity.
- Use of the YKSD network to download, store and copy or transmit pornographic, racist, sexist or other offensive or derogatory material.
- Any form of vandalism, including but not limited to, damaging computers, computer systems or networks, other user files and/or disrupting the operation of the network.
- Use of profanity, obscenity or other language that may be offensive to another user.
- Violation of Yukon-Koyukuk School Board policy, district administration regulations or any provision in the student rights and responsibilities.
- Accessing another individual's account or a restricted account without prior consent is forbidden. Passwords should be frequently changed and never shared.
- Any actions that may hinder or limit the District's ability to manage YKSD resources.

Every Internet site visited has the capability of identifying the user as a representative of YKSD. All activity on the Internet must be governed by discretion and good judgment.

Unacceptable use is defined to include, but is not limited to, the following:

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- Downloading large files during the school day from 7 a.m. until 4 p.m.
- Use of obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language. Posting of information that could cause danger of disruption or engaging in personal attacks, including prejudicial or discriminatory attacks.

XII. BUILDING/MAINTENANCE

A. BUILDING MAINTENANCE REQUESTS

Repairs or maintenance items need a work order request form turned in to the principal. If there is a problem in your room or housing unit, please notify the principal as soon as possible so that the problem is not allowed to get worse. Heating issues are examples of problems that should be reported immediately.

B. KEYS

If you have reason to be in the building before or after regular hours maintained by custodians/maintenance, you have a building key. However, with that privilege comes the responsibility of assuring when you leave the building it is secure, lights are off, etc. Do not make duplicates of any key without permission.

C. USE OF THE FACILITIES

No one is to use the building/equipment after regular hours without prior approval from the principal. People wishing to use the facilities must submit a written request (forms available on the YKSD website). Employees are not to remove district property from the premises without authorization.

D. VEHICLE PARKING

Certified employees may park their vehicle at the district office while in the village but please adhere to the following rules:

1. Each car left in our parking lot should be equipped with a 100' arctic grade extension cord.
2. The owner will have an extra key made, labeled and left with the Facilities Department. Do not leave your only set of keys, only leave a spare key.
3. Email the maintenance department with a request to plug in the car 48 hours before arrival.
4. You are responsible for your own transportation from the airport and for starting your vehicle and snow removal, etc.
5. Please have vehicle winterized and use an arctic battery.

If arriving after hours or when the district office is closed, please contact your principal for the current district office gate code to access your vehicle using the following procedures:

- Do not provide others with unauthorized access to the YKSD parking lot.
- Notify the Facilities Department that you have removed your vehicle.

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BUT WHAT ABOUT.....?

This is a living document. Any other issues, omissions, or inaccuracies you feel should be addressed in this handbook should be emailed to hr@yksd.com at your earliest convenience so that they can appear (or be corrected) in next year's handbook.

NEW TEACHER INFORMATION



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XIII. FOR OUR NEW TEACHERS

Welcome to the Yukon-Koyukuk School District. This handbook has been designed to answer crucial questions you may have and to prepare you for life teaching in interior Alaska. We hope you enjoy your upcoming school year. Individual questions about each site may be addressed at the new teacher in-service, which is held in Fairbanks at the district office prior to the beginning of school. This guide is a supplement to your Teacher Handbook, which was designed to inform you about school district policies and regulations.

The school is a major gathering place in each community. As a teacher, you will be encouraged to participate in community events. The community involvement in each school varies by site and/or event.

All of the classes are multi-age. The larger schools may have two grades in one class, and the smaller sites may have 3-5 grades in one class. In addition to multi-age, the skill level in each grade may vary from far below grade level to far above grade level.

Prior to the end of each school year, a plan is made that details which teachers will teach which subjects. It will be a good idea to find out which subjects you will teach prior to your arrival. The sites may decide to have the language arts and math/science teachers teach both junior and senior high.

The school district is governed by a regional Board of Education. They meet seven times a year, with meetings rotating between the villages and Fairbanks.

Each school has a Community Schools Committee, which provides advisement on local decisions such as event planning and the school calendar.

Support staff at each site varies, depending upon size. Each has daily janitorial/maintenance service. Major maintenance is served out of the district office.

Itinerant teaching staff travel to most of the villages. The counselors often serve 4-5 sites. Some sites have an on-site special education teacher. The Special Education Director serves the remaining villages.

A Speech Pathologist, Technology Director, and Language Coordinator serve all sites. The administrators (Superintendent, Directors and Coordinators) travel to the sites on a regular basis.

Each site has two-way video-conferencing capabilities. Distance learning courses are regularly taught over the videoconferencing network. They are primarily lead by a distance delivery instructor, but require assistance from the on-site teacher.

XIV. GENERAL DISTRICT OVERVIEW

Enaa neenyo. "I'm glad you came." Welcome to the Yukon-Koyukuk School District. We're excited to have you join our teaching staff.

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The Yukon-Koyukuk School District (YKSD) is within the Yukon-Koyukuk Census area, an area that is contained in the Yukon and Koyukuk River Valleys. Overall, the District encompasses nearly 65,000 square miles. The total population in the area is just over 6,000 people.

The YKSD serves ten villages. The estimated enrollment is **300** students in K-12. The district office is located in Fairbanks, in interior Alaska.

The district also sponsors a statewide correspondence program called Raven Homeschool serving over 2800 students statewide.

It is possible to travel by road to Minto. The other eight villages can only be reached by air or river travel (boats in the summer and snow machines in the winter).

	<u>Population</u>	<u>Enrollment</u>	<u>Teachers</u>
Koyukuk River:			
Allakaket	105	35	5
Hughes	77	13	2
Huslia	275	90	9
Yukon River:			
Rampart	53	12	2
Ruby	166	29	4
Koyukuk	96	17	2
Nulato	264	44	6
Kaltag	184	20	3
Tanana River:			
Minto	210	49	5
State-wide:			
Raven Homeschool		2800	21

XV. OUR SCHOOLS

A. ALLAKAKET SCHOOL—ALLAKAKET

Allakaket is located on the Koyukuk River approximately 190 air miles northwest of Fairbanks. There are two villages – Allakaket, predominantly Koyukon Athabaskan and Alatna, predominantly Kobuk Inupiaq Eskimo. Alatna is located 3 miles downriver on the opposite side of the river from Allakaket. The old town-site is near the school. A new town-site is located about two miles away from the school. There are two stores, one in the old town-site and one in the new. The airport is located mid-way between the town-sites.

There are four classrooms: grades K-1, 2-5, 6-8, and 9-12. The principal teaches a couple of the courses. There is a local school bus. Breakfast and Lunch are served at the school. Teacher

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housing is located right next to the school. Some houses are quite small. Allakaket has one newer duplex built in 2008 and the others have been recently renovated.

B. JIMMY HUNTINGTON SCHOOL - HUSLIA

The Jimmy Huntington School is located in Huslia, on the Koyukuk River, 290 air miles west of Fairbanks. The community is predominantly Koyukon-Athabaskan. The school is located in the middle of the community. There are two stores in the community. The post office is near the school. The airport is two miles away, so keeping in close contact with the airline agent is vital prior to travel. There is school bus service.

There are six classrooms: grades K-1, 2-3, 4-5, 6-8, 9-12 (two). Breakfast and Lunch are served at the school. Teacher housing is located on the school campus. A duplex and single home were built in the summer of 2006. Teachers may also rent from the community, but some of these homes are about a mile away from the school.

C. ELLA B. VERNETTI SCHOOL - KOYUKUK

The Ella B. Vernetti School is located in Koyukuk, where the Koyukuk River meets the Yukon River. Koyukuk is 290 air miles west of Fairbanks. The community is predominantly Koyukon-Athabaskan. There is one store, a post office and the airport is fairly close.

There are two classrooms: grades K-4, 5-10. There is also additional space upstairs for more classrooms. Students go home for lunch. The new teacher housing duplex was built in 2021.

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D. JOHNNY OLDMAN SCHOOL - HUGHES

The Johnny Oldman School is located in Hughes, on the Koyukuk River, 57 miles upriver from Allakaket. The community is predominantly Koyukon-Athabaskan. The school is in the middle of the community, with close access to the airport, post office and store.

There are two classrooms: grades K- 5, 6 -12. The secondary classroom houses the computer lab, the library, kitchen, and video conferencing equipment. Students go home for lunch. Two teacher housing units, built in 2006 are located right next to the school.

E. ANDREW K. DEMOSKI SCHOOL - NULATO

The Andrew K. Demoski School is located in Nulato, which is on the Yukon River. Nulato is 310 air miles west of Fairbanks. Nulato is predominantly Lower Koyukon-Athabaskan. There are two town-sites, the old (downtown) and the new (up on the hill). The majority of the population live in the new town-site. The post office and the two stores are located in the new town-site, which is two miles away. The airport is one mile away. There is school bus service.

There are seven classrooms: grades K-1, 2-3, 4-5, 6-8, and 9-12 (two). The Principal also teaches. Breakfast and Lunch are served at the school. The teacher housing is located right next to the school. A duplex was built in the summer of 2006 and 2021. The rest of the housing has been recently renovated.

F. KALTAG SCHOOL—KALTAG

The Kaltag School is located in Kaltag, 335 air miles west of Fairbanks, on the Yukon River. It is located at least 40 miles below Nulato. Kaltag is predominantly Lower Koyukon-Athabaskan. The school is located fairly close to the store, post office, and the airport.

There are three classrooms: grades K-4, 5-8, and 9-12. The principal teaches some of the courses. The school was renovated in 2005. Breakfast and lunch are served at the school. A teacher housing duplex was built in 2008 and the others have been recently renovated.

G. MERRELINE A. KANGAS SCHOOL—RUBY

The Merrelaine A. Kangas School is located in Ruby, 230 air miles west of Fairbanks. Ruby is on the Yukon River. The community is predominantly Koyukon Athabaskan. The post office and the stores are located down the hill, about a mile away. The airport is approximately a half-mile away from the school.

There are four classrooms: grades K-2, 3-6, 7-8, and 9-12. The principal teaches a couple of the courses and shares a classroom with another teacher. Breakfast and lunch are served at the school. A teacher housing duplex was built in 2010 and is located on school grounds. There is another teacher housing duplex located off-campus down the hill.

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H. MINTO SCHOOL—MINTO

The Minto School is located in Minto, which is on the Tolovana River, and is 11 miles off of the Elliot Highway (3 hours west of Fairbanks). Minto is on the road system. The community is predominantly Lower Tanana Athabascan. Most of the teachers have automobiles, which provide easy access to the stores, post office, and community hall.

There are six classrooms: grades K-1, 2-4, 5-6, 7-8 and 9-12 (two). The principal teaches some courses. Students walk to the Minto Lodge for lunch. A new teacher housing duplex was built in 2008. There is also an older duplex located on site.

I. RAVEN HOMESCHOOL – STATEWIDE

Raven Homeschool is a statewide correspondence/homeschool program with five offices located in Fairbanks, Delta Junction, Anchorage, Wasilla, and Juneau. The staff consists of one Principal, 21 teachers, 2 counselors, and administrative support at all offices. Each Raven advisory teacher supports up to 135-150 students.

XVI. THE ATHABASCAN PEOPLE

The indigenous people in Alaska are the Athabascans (northern interior region), Eskimos (western and northern coastal regions), Aleuts (Aleutian Islands, south central), Tlingit, Haida and Tsimshian (south east). Each of these groups has different dialects and each has different language structure. The Athabascans refer to themselves as Denaa, which means “The People.”

The Athabascans have eleven linguistic groups. The two most common in our district are the Koyukon and the Tanana (Minto Area). Both are extremely complex and difficult to learn. There are very few Native speakers of these languages left and efforts are being made by the University of Alaska, Alaska Native Language Center and the Interior Athabascan Tribal College to revive and preserve the Native languages throughout Alaska. In December of 2000, the first Koyukon Athabascan Dictionary was published after decades of work. Each school library has a copy.

Traditionally, the Interior Athabascans were nomadic, traveling in groups of 20 – 40 to hunt, trap and fish. The groups traveled through the resource areas in the Interior. In summer, they established fish camps and in winter, they established villages. Some Athabascan families still have their ancestral fish camps and travel to the family fish camp in the summer. This is an important traditional activity.

The elders in each village are highly regarded and respected. Children are taught at a young age to respect their elders. Including elders in school functions and as special guests is rewarding for the elders, students, and the teaching staff.

Today, most of the Athabascans in our region follow a mixture of their traditional subsistence lifestyle and westernized lifestyles. Hunting and fishing are extremely important to them, for this is the way in which they secure enough meat for the winter for themselves and for their dog teams. Student absenteeism during the hunting season does impact the school sites. Students are

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encouraged to keep journals, prepare reports on their hunting trips, and document any traditional stories or activities they observed.

XVII. ATHABASCAN VALUES

Many Native organizations are working to revive and maintain lost Athabascan culture. The following set of values has been published through a joint effort of the Fairbanks Native Association, the Tanana Chiefs Conference and the University of Alaska Fairbanks.

Every Athabascan is responsible to all other Athabascans for the survival of our Cultural Spirit, and the values and traditions through which it survives. Through our extended family, we retain, teach and live our Athabascan way.

With guidance and support from Elders, we must teach our children Athabascan Values:

Knowledge of Language
Sharing Respect for Others
Cooperation
Respect for Elders
Love for Children
Hard Work
Knowledge of Family Tree
Avoid Conflict

Respect for Nature
Spirituality
Humor
Family Roles
Hunter Success
Domestic Skills
Humility
Responsibility to Tribe

Our understanding of our Universe and our place in it is a belief in our Creator and a respect for all His Creations.

Greeting phrases in Lower Tanana:

Do'eent'a? How are you?

Eszroonh. I'm fine

Baasee' Thank you.

Sample introduction:

Se'oozra' _____. My name is _____.

Te'a _____ be'oozra'. My dad's name is _____.

En'a' _____ be'oozra'. My dad's name is _____.

_____ dhesdo. I live in _____.

Greeting phrases in Koyukon:

Do'eent'aa? How are you?

Eszoonh or do'eelstaa'aa. I'm fine

Baasee', Maasee' (L) Thank you.

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Sample introduction:

_____ se'ooze'.	My name is _____.
Eetaa'e _____ be'ooze'.	My dad's name is _____.
Eenaa'e _____ be'ooze'.	My dad's name is _____.
_____ lesdo.	I live in _____.

XVIII. TRANSPORTATION

With the exception of Minto, all YKSD villages are remote and reachable only by air. You will be traveling in small planes, most of which seat between six and ten people depending upon the individual aircraft.

Airfare ticket prices are high for all bush airlines. Round trip fares range from \$300 (Ruby) to \$500 (Kaltag) per person (these are 2021 prices and subject to change). Most flights limit the amount of baggage you can carry. Excess baggage costs vary from site to site. Wright Air Service allows 40 pounds per person. For extra weight, you will have to pay freight charges, which average around .80 cents per pound. The main airline for our school sites is Wright Air Service.

In general, “carryon” luggage is not allowed. All luggage and bags are to be checked. Packing in tubs or boxes is preferable to packing good suitcases. If you have packed fresh fruit or vegetables, be sure to ask to have the boxes put in the cabin and not in the wing lockers because your produce will freeze in the wing lockers. Make sure you put “perishable” or “freeze” stickers on your boxes when needed.

Flying in a small plane for the first time is an experience! You might want to ask for a pair of earplugs (available at the ticket counters) because the engine noise can be damaging to your ears.

At some point, you will be asked for your weight so that the weight in the plane can be evenly distributed. Take into account any winter gear you may have on as part of your weight estimate. Some of the seat belts in the small planes are designed for very small people, so you may have to ask for a seat belt extension. Don’t be embarrassed to ask.

Even in the spring and summer, the planes can be very cold, so dress in layers and wear warm socks and boots.

Turbulence in the small aircraft used for bush flights can be extreme. Many flights travel directly over the Yukon River, which creates an updraft/turbulence. Travel over mountains (going north) can also be turbulent. If you are prone to airsickness (or even if you’re not) you need to be prepared. Some of the planes have airsickness bags and some do not, so tuck something appropriate in your pocket. There are no bathroom facilities on these planes, so go before you board. Plan on your flight being at least 2 hours air time, with 1-3 stops along the way.

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Each village has its own airstrip with no control towers or guidance systems for the airstrips. For the most part, these are gravel runways that vary in length and width. In the winter, the airstrips are plowed to clear the snow.

Most of the flight services do not fly when temperatures are below -40° Fahrenheit. The district does not allow its employees or students to travel on district trips or business at -40° or colder.

The Yukon and Koyukuk Rivers also create a lot of moisture in the air, and villages can get “socked in” for days at a time. This prevents landing. The pilots will not land unless they have enough clearance under the cloud cover to see the airstrip (usually at least 1 mile).

Fog and weather conditions up and down both rivers can change in a matter of minutes. For instance, you might take off from Fairbanks to Nulato and be told it’s clear in Nulato to find that an hour later, Nulato is “socked in” and you have to return to Fairbanks.

When you plan to travel, be flexible. Do not be surprised if your flight doesn’t leave at your scheduled time or even on your scheduled day. The unpredictable weather causes delays and changes. Plan ahead, especially at vacation time. There may be times where you might have to cut personal leave short just to get back to your site a day or two earlier than your previously set travel date.

At -50° , parental discretion is advised in determining student attendance at school. The school district does not close schools for cold weather. In rare situations, the Superintendent may close schools for safety reasons, due to a combination of cold weather, road conditions, or ice fog. Any missed days will most likely have to be made up later in the school year.

You will be met at the airstrip by a truck, van or 4-wheeler in the summer. In winter, you may be met by a driver on a snow machine/snowmobile. In all probability, you will find yourself riding to your school destination in the bed of a pickup truck, sitting on top of all kinds of boxes and baggage, or in a sled being pulled by a snow machine. The people who meet you are agents for the various flight service companies or school employees.

Some teachers who stay in the district eventually purchase a snow machine or a four-wheeler for winter travel and summer off road travel in the bush. Be prepared for high gasoline costs (\$5.00 per gallon and up). You will also need to be prepared to perform your own maintenance on your machine.

For winter exercise and fun, you can also try snowshoeing and cross-country skiing. Many teachers and their families also take up dog sledding.

XIX. HOUSING

The district provides teacher housing for \$500 per month rent (FY23 & FY24). There is a \$500 security deposit that is refundable upon satisfactory checkout when you leave the district. Teachers with pets will pay an extra \$100 per month for a pet. This pet rent is not refundable. No more than

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2 pets will be allowed. The housing is standard & basic; conditions and types of housing units vary from village to village.

A system has been set up to register any teacher concerns regarding housing. This will be explained to you in a new teacher orientation session.

In general, you will be responsible for paying rent (you will enter into a rental agreement with the District). The District pays electricity, fuel oil, water/sewer, and wireless internet. If you have a propane stove, the district will allow you one free bottle for your unit. Telephone costs are paid by the teacher. These costs vary from site to site. Your rent will be paid through an automatic payroll deduction each month. Your security deposit can be paid in 2 installments.

You should plan on minimal storage space, small kitchen, small living room and small bedroom(s). Most units are 900 square feet or less. All district-owned units have hot and cold running water, bathtub or shower, toilet and easy access to a washer and dryer for clothes. They also have stoves and refrigerators. Basic furniture is provided in each unit.

If you need a television set or a microwave, you will need to bring those with you, as they are not provided by the district. Toasters, toaster ovens and other small appliances (e.g., blenders, irons, vacuum cleaners) are also not provided.

XX. CHILDREN AND PETS

If you have children or pets, you will need to make some special preparations. First, of course, you must prepare your children and/or animal to fly. From there on, planning for any contingency is the most important thing you can do.

If you have very young children still in diapers and eating prepared baby food, you will need to stock up on these items before you go to your site. Baby food and diapers are scarce in village stores and also very expensive.

Childcare is very limited in the villages. Some have Head Start programs and others have pre-school programs but do not meet everyday. In general, there are no childcare facilities for your little ones and babysitters are also rare.

If you bring a pet to the village, be prepared to have the pet ride in a kennel on the airplane. Plan on having your pet vaccinated before you leave Fairbanks, because there are no animal clinics in the villages.

Pet food can also be expensive in village general stores. It's best to stock up on pet food before you go. Both Fred Meyer and Costco in Fairbanks stock large bags of dog food and will ship to bush communities.

There are no fenced areas with the teacher housing units. You must keep dogs secured on chains. Loose dogs are in danger from other animals (foxes, wolves). Dog breeds and mixed breeds known

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to be aggressive are not allowed (i.e. Pit Bull, Rottweiler, Siberian Husky, Malamute, Great Dane, Doberman Pinscher, Chow, Boxer).

XXI. Cold Climate Clothing

Interior Alaska can present some of the harshest weather on the planet. Summer temperatures can reach into the 90°'s and winter temperatures extend sometimes to -60° or -70° degrees Fahrenheit. On average the temperature ranges between 10° above to 20° below. Wind chill can drive temperatures down to 100 degrees below zero.

Common sense tells us that clothing (especially in winter) is related intimately to survival. Uncovered ears and ungloved hands can develop frostbite in a matter of minutes when temperatures dip below zero.

You need to supply yourself with arctic winter gear before the snow flies (usually by the middle of October). You can order your gear from catalogs such as Cabela's or you can purchase what you need at the following Fairbanks stores:

- The Prospector Outfitters on South Cushman
- Big Ray's on 2nd Avenue downtown and on Airport Way
- Frontier Outfitters on 3rd Street
- Sportsman's Warehouse on Johansen Expressway
- Beaver Sports on College Road

All of these stores have knowledgeable salespeople who can assist you and answer your questions.

Your basic winter gear should include a winter jacket or parka that is at least mid-thigh length. It should be well-insulated with down or other material. The outer shell needs to be wind and waterproof. *Do not skimp on price on your parka or any of your other gear.* For very cold weather, insulated or lined bib overalls are a good idea. By the time all is said and done, your gear could cost you around \$400.

Protect your feet in high quality boots. Arctic boots come in a lot of variations; none are stylish. You will find that boots have temperature ratings. Some of those ratings can go down to -100 degrees (very heavy clunky boots). You'll have to be your own judge on what kind of boots you want. Be sure to ask about how the soles of your boots will perform in very cold weather (some types of rubber get extremely stiff and dangerous at low temperatures). Hand coverings are a necessity. Some people prefer mitts (down-insulated ski mittens); others prefer insulated gloves. You'll find out quite quickly if your mitts or gloves are going to keep your hands warm.

Always protect your ears and head. You can lose 20 percent of your body heat through an uncovered head. Nothing will keep your head as warm as fur. You might be able to purchase a trapper's hat in your village from a local craftsman. You might also want to add a fur ruff to your

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jacket. Alaska Natives have traditional beliefs about what types of fur men and women can wear. Check before you commit. Knitted or fleece caps are fine for warmer temperatures (above zero).

Mufflers and scarves are also necessary to have. They can shield your nose and mouth when you're breathing very cold air. You can also purchase facemasks or ski masks.

At school, dress casual yet professional. These are not schools in which you want to wear three-piece suits. You also don't want to dress in your jeans.

Your students will probably be in some variation of blue jeans and t-shirts (either short or long-sleeved) and hooded sweatshirts. You may notice that many of your students wear the same clothes often. Some of their families cannot afford to buy a lot of clothes or have laundry facilities in their home. Be sensitive to this and not present yourself as a fashion plate.

Most teachers wear slacks and sweaters or long-sleeved shirts. Some of the women occasionally wear dresses or skirts. Neckties are rare on the men, as are sport coats. There are no dry cleaning facilities in the villages.

When break-up comes, be prepared for very sloppy muddy roads. A pair of knee-high rubber boots will stand you in good stead. Break up (when the ice & snow melts) usually happens in late April or early May. There are no paved streets in our villages; the dirt roads through the villages can get pretty slick, depending upon the clay content of the dirt.

XXII. SHOPPING AND SHIPPING

Provisioning yourself for your sojourn to the Bush can be a challenging experience. Gone are the days when you can jump in your car and go to the nearest Safeway for a snack.

Most villagers have staples, canned goods and other non-perishables brought in on a summer barge. They supplement this with purchases made on occasional trips to "town."

Costco, Walmart, and Fred Meyer in Fairbanks also accept "Bush Orders." You can place your order and they will pack and ship it to you.

Fred Meyer charges a 10% handling fee to the cost of your prepaid order to shop, box and mark your order. They can send your non-perishables via USPS and charge your credit card on file for the cost of postage. They can also ship your order (including perishables) via freight collect for an additional \$25 drop fee. The air carrier will charge your credit card on file for the freight cost. All orders should be placed at least 72 hours in advance of when it is needed. Please contact Fred Meyer's bush orders for more information at: akbushorders_fairbanks@fredmeyer.com or call 800-478-4244 or 907-474-1435.

Costco is a membership only warehouse. Different memberships are available and cost between \$60-\$120 per year. If a bush order is less than \$1000, they will charge pulling fees as well as \$40 to shop, box, and palletize your order. Many teachers combine their orders to make it more cost effective for everyone. If you would like your order to ship via freight, they may charge a handling fee to take it to the airport. The air carrier will charge you directly for the freight costs. Costco's

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Bush Order department can be reached at 907.205.3615 Ext: 230/231, 907.205.3595 fax or email: W01342NS01@COSTCO.COM.

Walmart charges a 10% handling fee to shop and box your non-perishable order plus postage. They can also ship your order via freight for an additional \$35 fee. The customer is responsible to pay the air carrier for the cost of the freight before it will be shipped. For more information on Walmart bush orders, please call 800-833-2874.

Fresh fruit and other produce are rare and expensive treats that arrive infrequently at village general stores. Some village residents have joked that the lettuce is “sold out” before the plane lands.

If you drink milk, you’ll probably want to purchase boxes of shelf stable milk. It stays fresh unopened for up to a year. After opening, of course, it must be refrigerated.

Canned goods, pasta and other non-perishables will make up most of your diet. Most village residents bring coolers to town when they come so they can take back perishable items like meat, chicken or produce.

Hunters and fisherman need the appropriate licenses to take advantage of Alaska’s wild game. Game regulations vary with each game management district, so if this is a priority for you, check with the Department of Fish & Game in Fairbanks before you go to your site.

Every village has at least one general store and will stock everything from soda pop to post cards. Although the general stores can be pricey, villagers and store proprietors may appreciate when teachers do some business with them.

For shipping household goods, books and other personal items, your best bet is the U.S. Postal Service. Rates are cheaper than those for the airlines. Postal service mail to rural Alaska may take longer than air shipping because it has to wait until a plane has room for it. You should check prices for both air shipping and postal freight before you ship. It will cost about \$30.00 to ship a 40 lb. box from Fairbanks to any “997” zip code via Priority mail and about \$25 to mail the same box via Parcel Post.

XXIII. MEDICAL AND DENTAL

Dentists and hygienists travel to the villages to do examinations and cleaning for Native children and adults. The nearest dentists available to you are in Fairbanks. Most of them have heavily booked schedules, so if you need regular care, you need to plan ahead (sometimes four months in advance). The district’s health insurance provides a 24/7 Teladoc service that provides on-demand medical advice anytime and anywhere.

If you have chronic health problems or prescription drug needs, it is best to take a large supply of your medications with you. This will prevent problems having prescriptions refilled if you run out and the planes can’t fly. The district’s health insurance also provides a mail-order prescription service the ships up to 90 days of prescriptions to you at a time. Be sure to talk to your physician

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about your impending adventure. He or she may have good advice for you about how to avoid problems. In case of medical emergencies that would require a medi-vac, there are emergency flight insurance policies available through various agencies and it is highly recommended to enroll. Medi-vacs can be very costly and may not be covered by the district's medical insurance.

XXIV. WINTER, SAD AND CABIN FEVER

Your mental/ emotional health is extremely important for the maintenance of your overall well-being. Because you are going to be living at extreme northern latitudes, you may be at risk for developing Seasonal Affective Disorder (SAD), a type of depression that generally follows the seasons.

The most common form of SAD is related to light-deprivation in the winter. It is a physiological response to lack of sunlight. Between 4 and 6 of every 100 people may suffer from a severe form of SAD and another 10 to 20 may suffer from mild SAD. It is much more common in women than in men and generally does not manifest itself in people under the age of 20.

From early November through mid-February, the days in Interior Alaska seem to be long, cold, and dark. Contrary to popular opinion, it is never dark for 24 hours a day in the Interior. In the depths of December, the sun rises at about 11:00 a.m. and sets at 1:00 p.m., but there are from two to three hours of "twilight" on either side of dawn and nightfall.

Nonetheless, Alaskans in general are light-deprived and may suffer from SAD more than people in the Lower '48. The treatment differs for each person. Some people purchase or build "light boxes" using broad-spectrum lamps. Others rely upon prescription antidepressants and some rely upon behavior modification. Many people use a combination of these three popular therapies depending upon recommendations from their physicians.

You can do a lot to alleviate the symptoms of SAD by being pro-active *before* any symptoms appear. Pay attention to your diet and exercise choices. The last thing a depressed person wants to do is exercise, but it may be about the best thing he or she can do to improve mood. Aerobic exercise (brisk walking, cross-country skiing, snowshoeing—all available to you in the village) boosts mood levels significantly.

"Cabin fever" (not a physical fever) is a reality wherever you live. It comes from being cooped up in a confined area with "nothing to do." Kids get cabin fever in classrooms (so do teachers); adults get cabin fever at home. It's related to boredom and a natural human need for variety.

Talk to your physician about preventive measures for yourself. Flu vaccine has been scarce in Alaska during the past few years, so, again, discuss the flu vaccine issue with your doctor. Because bush Alaska is so remote, it is important to be caught up on your immunizations. Making a drastic life change such as the one you are about to experience can add stress to your life and lower your resistance. Above all, you must take care of your own health and that of your family.

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XXV. PRACTICAL ISSUES

A. BANKING

Your paychecks can be automatically deposited to any banking account you wish. Some teachers set up accounts with banks or credit unions in Fairbanks and or other statewide banks, for easy access. There are no Automatic Teller Machines (ATM) in the villages and credit cards are not generally accepted in village stores. You will need to keep some cash on hand for village transactions.

If you choose to set up an account in Fairbanks, you should do so before you travel to your site. The following website has a list of the addresses and phone numbers for the major banking institutions in Fairbanks: www.explorefairbanks.com

B. ANNUAL LEAVE

This section is intended to summarize leave policies. **For specifics, you should refer to the Negotiated Agreement.**

C. SICK LEAVE

You are allowed twelve sick leave days per school year. These accrue at the rate of 1 1/3 days per month over the nine months of the year and carry over from one year to the next. If you are sick, you will need to call your principal and have him or her arrange for a substitute teacher for you. Substitute teachers can be difficult to find in the villages.

Your lesson plans should be available for your substitute and they should be easy to follow. Any needed materials should also be available for your substitute.

Sick leave may be taken when you yourself are ill, when one of your children is ill or when your spouse is seriously ill. You are also allowed sick or bereavement leave when a parent or other immediate family member defined by the Family Medical Leave Act (spouse, parents, children or for whom the employee has guardianship) becomes critically ill or passes away. For extended leave (more than 3 days), you will need to submit a letter from your doctor. Contact HR if this happens to be the case. Once you have used up your twelve sick days, you are put on leave without pay status, unless you enrolled in the district-wide sick leave bank and have been granted sick leave bank days. The district requires that you submit a leave request for any kind of leave. These are approved by your principal and turned in to the payroll department at the end of each month.

D. PERSONAL LEAVE

Teachers are allowed four days of personal leave per year. Personal leave **MAY NOT** be taken on the days before or after winter vacations. It may also **NOT** be taken during the first or last week of school.

As with sick leave, you must submit a leave request; requests for personal leave should be made no later than 24 hours in advance of the anticipated leave date. All leaves are to be reconciled at the end of each month.

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E. WEATHER AND TRAVEL

When you return from vacations, you may get stranded in Fairbanks because of weather. It is best to plan your leave so that you give yourself a couple days to get back to your site, if at all possible because school is still in operation, even in cold weather. If you are stranded on normal working days, you are expected to report to your supervisor.

If you are stranded and fail to report to your supervisor, you will be put on leave without pay. The district is not responsible for hotel, per diem or transportation costs you might incur while stranded.

XXVI. VILLAGE LIFE

Living in an Alaskan village will be a challenge for you. This booklet is an attempt to tell you the unvarnished truth about the hardships of living in a village. To be sure, there are joys to balance the hardships. It is your obligation to look for those joys.

For the first time in your life, you may be part of a “minority” culture. If you are non-native, you may not feel as though you belong at first and might feel the need to “prove” yourself. The proof of self will come through your dedication to your position as a teacher and through your ability to become a member of a very isolated community.

Overwhelmingly, the parents and community members stated they wanted teachers to “participate more in community activities.” Teachers, likewise, would like to see parents participate more in school activities.

Becoming involved in village life is difficult for most “outsiders.” Dances and celebrations held at the community hall will involve many differing types of celebrations/events, so you might want to use some discretion as to which event you attend. However, the most important bit of advice is to be active in your new community.

Health officials throughout the state of Alaska recognize that the alcoholism rates for Alaska Natives are among the highest in the nation. Native elders repeatedly make requests for the drinking to stop. Native corporations have launched enormous campaigns to counteract the problems that result from alcohol consumption.

The alcohol problems have been created by a complex social element that cannot easily be addressed or summarized. An economic base in the villages is almost non-existent. There are no industries, no services and no business enterprises with the exception of the village stores. For the most part, the schools provide about 40 percent of the employment in bush villages.

Your most difficult challenge may be to accept each individual you meet with unconditional positive regard. You may see public displays of alcohol abuse and other troubling behaviors. None of these are part of the Athabascan heritage. They are part of the current culture, which has evolved out of nearly a century of cultural upheavals and confusion.

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Despite everything, you *will* find people in each village who care deeply about the school and the welfare of the children who attend.

Some Advice to New Teachers from Teachers with Longevity in the Villages:

“Accept what you see without judging.”

“Participate as much as you can in the life of the village.”

“Find out what the traditions and taboos are for your village are and respect them.”

“Learn to be as flexible as possible.”

“Develop a hobby or other avocation to keep yourself busy during the winter months.”

Advice from Native Educator Associations:

“Keep all your moving receipts - post office mailings, plane tickets, etc. The move to your new job might be tax deductible.”

XXVII. FREQUENTLY ASKED QUESTIONS

Are there churches in the villages?

Yes. Every village has at least one church. Most of them are Catholic or Episcopalian, although there are some Baptist congregations. Teachers are always welcome.

How soon do I need to get winter clothing?

Serious snow usually doesn't set in until late October. However, this is not a hard and fast prediction. If you like to live on the edge, order late. You'll have frost by the middle of September, so you'll at least need hats and gloves.

Where can I get the winter clothing I need?

In Fairbanks, Big Ray's The Prospector, Sportsman's Warehouse and Beaver Sports carry a full line of winter gear for men, women and children. Cabela's is also a good online source.

Are the mosquitoes as bad as everyone says they are?

In the fall, little black flies and gnats are very common. You will need to take mosquito repellent with you and be prepare to re-apply it frequently if you spend a lot of time outside.

What kinds of animals can I expect to see?

Bears are very common, especially in the fall when they are gorging on berries before they hibernate. (Please note: some villages have a taboo against women even speaking the word "bear." Make discreet inquiries before talking about bears). You will more likely see moose, beaver and many migratory waterfowl. Wolf sightings are rare, as are caribou. Last year a young gray whale found

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its way up the Yukon and Koyukuk Rivers in early fall. It is a good idea to take a gunner along with you if you decide to go out hiking in the fall.

What about phone service?

Each village has its own phone service provider. You will need to make arrangements when you get there to have your service set up. Phone cards for long distance calling work from the villages. Cell phone service is available in Ruby and will be available in Nulato soon.

How do I go about ordering food and other supplies?

Costco, Fred Meyer and Walmart have Bush Order departments. Each store is different, so you will have to check with the store. You purchase what you want in the store and take it to the bush order department OR order by phone or fax. They will box and ship your food and other supplies for you for about 10-25 percent of your total order's costs. Otherwise, you will have to depend upon a very limited selection at the general store in the village and your infrequent visits to town.

Can I purchase gasoline in the village?

Each village has a fuel depot where gasoline for vehicles can be purchased. All have different hours of operation, so check when you get there.

What about my personal vehicle?

Many teachers and site administrators leave their personal vehicles at the district office while they are out at their sites. Register your vehicle with the Facilities Department and provide a spare set of keys to your vehicle so it can be moved if necessary (usually for parking lot snow removal). The district office is not normally open after 4:30 p.m. or on weekends, so you will need to make arrangements to get in the gate to retrieve your vehicle when you come to town.

Can I get hunting and fishing licenses in the village?

Yes. Usually they can be purchased at the city or village council office. Check when you get to your village.

If I need to see a doctor or my dentist what do I do?

Call and make your medical and dental appointments months ahead of time. You can have sick leave to come to town for medical appointments. Many teachers schedule their non-emergency medical appointments on the same day to save time. If you have an emergency, you will be charged sick leave. If enrolled in the district's health insurance plan, you can use the Teladoc service 24/7.

What if I have a real medical emergency?

Real medical emergencies are rare, but they do pose problems. Seriously injured or ill people must be evacuated by plane to Fairbanks. You would have to call an air ambulance service (extremely expensive) to get out of the village. Air ambulance services operate 24 hours a day and can fly to the villages unless the weather is bad. Once in Fairbanks, you would be taken to Fairbanks Memorial Hospital (FMH). FMH is an excellent medical facility with well-trained trauma specialists. Cardiac

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emergencies are usually stabilized in Fairbanks and flown to Anchorage for evaluation and treatment.

What kind of law enforcement is in the villages?

A few villages have a Village Public Safety Officer; many do not. These officers are trained by the Alaska State Troopers as part of a program to serve rural communities. Most of these public safety officers do not stay in the villages for long. The nearest office for State Troopers is in Galena or Fairbanks. Troopers fly to villages in cases of emergencies.

I'm from out of state. What if I have a family emergency and have to get home?

Alaska Airlines has a good reputation for helping people get home in family emergencies. Once you get out of the village, they will do what they can to get you to your destination as quickly as possible.

I've heard that students in village schools in Alaska are "at risk". Is that true?

Our schools have very few reported incidences of fighting on school property, no reported incidences of weapons being brought to school and low suspension rates. Student discipline problems vary by school. Students are at risk for drug and alcohol abuse, as are urban area students.

XXVIII. REFERENCES AND ADDITIONAL READING

Here is a short list of books and other materials that you might find interesting. The list is by no means complete. These titles will get you started. Most of these are available in your school's library.

Internet Sources:

Alaska Native Knowledge Network; part of the University of Alaska and located in Fairbanks. This group works with Native schools and educators throughout Alaska on projects directed toward improving education in village schools. It also develops curriculum, sponsors Native Literature conferences and performs many other services. Their newsletter is a great source of information as well. Web Address: <http://www.ankn.uaf.edu>

Links to useful sites:

<http://pages.mhlearningnetwork.com/ketsoo/>

<http://www.googleearth.com> (search by village name)

http://www.dced.state.ak.us/dca/commdb/CF_CIS.htm (search by village name for community profile)

Books:

Make Prayers to the Raven, by Richard Nelson. Nelson spent several years in the 1970s living with Athabascans in the Huslia region. The book provides an excellent glimpse of Athabascan customs and traditions.

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Tales of the Dena by Frederica de Laguna. This is a book of myths from the Tanana, Koyukuk and Yukon River regions of Interior Alaska. It not only has information about each narrator, it also provides historical information, particularly about the Kaltag, Koyukuk, Ruby and Nulato regions.

Shadows on the Koyukuk by Sidney Huntington. This is a great combination of personal, family and historical lore from one of Interior Alaska's most notable families.

Two Old Women and *Bird Girl and the Man Who Followed the Sun* by Velma Wallace. Wallace is an Upper Tanana Athabaskan who has taken traditional folktales and rewritten them. *Two Old Women* is an excellently written tale about two women who were ostracized from their tribe because they could not contribute anymore. *Bird Girl* is an interweaving of two separate stories into one. It tells of two rebellious headstrong children who go their own way and pay the consequences.

Elder Biographies:

This is a series of biographies done by elders in each village. They tell village history as well as the elder's own story. Look for these in your school library.

The following list is from Ray Barnhardt at UAF, School of Education and Bob Maguire at Assoc. of Interior Native Educators.

Napoleon - Yuuyaraq: *The Way of the Human Being*

Kawagley - *A Yupiaq World View*

Wilson—*Gwitch'in Native Elders: Not Just Knowledge, But a Way of Looking . . .*

Barnhardt/Tonsmeire - *Lessons Taught/Lessons Learned, Vol. I*

Stephens —*Handbook for Culturally Responsive Science Curriculum*

ANKN – *Cultural Standards and Guidelines booklets*

AKRSI/CHEI – *"Old Minto Cultural Camp"* (video)

AKRSI – *"To Show What We Know"* (video)

Madison - *"Hitting Sticks, Healing Hearts"* (video)

Madison - *"Songs of Minto Life"* (video)

Kawagley/Barnhardt, R.—*"Education Indigenous to Place"*

Barnhardt, C. - *"Tuning-In: Athabaskan Teachers and Athabaskan Students"*

Barnhardt, R.—*"Teaching/Learning Across Cultures: Strategies for Success"*

Merculieff - *"Western Society's Linear Systems and Aboriginal Cultures"*

WIPCE - *"Coolongata Statement on Indigenous Peoples Education Rights"*

Ongtooguk - *"Their Silence About Us: The Absence of Alaska Natives in Curr."*

Barnhardt, R. - *"Two Cultures, One School: St. Mary's, Alaska"*

Alaska Natives Commission - *"Alaska Native Education: Final Report"*

Nelson - *"The Athabaskans: People of the Boreal Forest"*

Barnhardt, R., et al - *"Small High School Programs for Rural Alaska"*

Grubis and Oomittuk - *"A Point Hope Partnership With the Inupiat Elders of Tikigaaq"*

Baffin Divisional Board of Education - *"Piniagtavut Integrated Program"*

NWT - *"Dene Kede Curriculum: Teacher's Resource Manual"*

NWT - *"Inuuqatigiit: The Curriculum from the Inuit Perspective"*

YKSD Teacher Handbook

Gem of the Yukon -History of Ruby (book)

YKSD Teacher Handbook



RECEIPT OF ACKNOWLEDGMENT

This is acknowledgment that I have reviewed and/or been directed where to locate the Teacher Handbook on the district website and that it is my responsibility to abide by these guidelines and policies.

EMPLOYEE NAME: _____

DATE SIGNED: _____

EMPLOYEE SIGNATURE: _____

SUPERVISOR SIGNATURE: _____

PLEASE SEND A SIGNED COPY OF THIS FORM TO HUMAN RESOURCES

(A copy of the Teacher's Handbook can be found on district's website under Human Resources)