PROCEDURE MANUAL

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I. PURPOSE OF MANUAL

This manual is designed to provide you with assistance in solving day-to-day problems. It does not contain all of the answers and has to be used in conjunction with the Board Policy Manual, Negotiated Agreements, Community School Committee Policies, Career & Technical Education (CTE) Handbook, Special Education Handbook, Curriculum Guides, Other Program Handbooks and Alaska Statutes and Regulations.

*Keep in mind that this manual is of no use if you do not become familiar with it.* District office personnel will provide help and service, so contact them as needed. Remember that many areas, especially travel and purchasing, take pre-planning.

*Changes have been made to this manual so it is very important that you review each section carefully.*

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

*The Maintenance Supervisor supervises the Maintenance Technicians for preventive maintenance, and compliance; otherwise they are supervised by the site administrator.
III. COMMUNITY SCHOOL COMMITTEES (Advisory School Boards)  REV 2011

A. COMMUNITY SCHOOL COMMITTEES

Purpose
Community School Committees (CSC’s) are in operation for nine village schools within the Yukon-Koyukuk School District. The District Board is the authority that established the CSC’s and their decision-making powers are limited to those areas authorized by the Board. Almost all of the powers are of an advisory nature and subject to confirmation or change by the Board.

Powers
Some areas that have been specifically spelled out for involvement by the CSC are as follows:

1. Review of community complaints after they have been referred to the teacher and principal (Board Policy – 1312 Public Complaints Concerning the Schools, the text of this regulation is included in this procedure).

2. Field trips for students (Board Policy – 6153 School Sponsored Trips).

3. Use of school buildings (Board Policy – 1330 Community Use of School Buildings).

4. Requests for transfer of teachers (Board Policy – 4113 Assignment of Certificated Personnel).

5. Assignment of staff after three years service (Board Policy - 4116 Non-Tenured/Tenured Status).

6. Grade Average for participation in school athletics (Board Policy – 6145(a) Student Athletics-Eligibility Requirements).

7. Review of applications for Classified Positions.

Meetings
The CSC is an important tool in assuring that the school operation runs smoothly. Meetings are normally held monthly and it is important to keep the committee informed of what is happening in the school and the district.

Elections
Community School Committee elections shall be held on the 2nd Tuesday of October or in conjunction with official city elections. Rules and Regulations for conducting elections are included in this section. (Board Policy – 8120 Community School Committee Elections).

Other
In most cases, the CSC will also serve as the Indian Education Committee and the Chapter I Committee. However, in some sites this is not possible because of the makeup of the CSC. The actual makeup of the other committees will be discussed later in the manual, but where possible, the CSC should assume the role for all committees or at least comprise the core of the other committees.

Complaint Procedures
The purpose of the CSC is to handle concerns from the community regarding instruction, school personnel, classes, schedules, activities, grades, grading, and student achievement. These complaints from the community will be handled as outlined below (from Board Policy Manual AR 1312). The CSC complaint procedure is not available to school personnel; they have other channels for grievances.
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B. COMMUNITY SCHOOL COMMITTEE ELECTIONS PROCEDURES

Date
Elections are to be held on the 2nd Tuesday of October or in conjunction with an official city election held in each community (Board Policy - 8120 Community School Committee Elections).

Procedures
Administrative Officer
1. The Superintendent or his designee is delegated authority to act on all questions concerning Community School Committee elections, including but not limited to the following:
   a. Seating of Community School Committee members.
   b. Certification of election results.
   c. Run-off elections.
   d. Seats up for reelection and length remaining on each seat.
   e. Date of Community School Committee elections.

2. The superintendent or his designee shall develop regulations for conducting CSC elections.

Method of Election
1. Ballots for community school committee elections shall designate the seat letter and length of term for positions up for election.

2. Where individuals have filed to run for a Community School Committee, their name shall appear on the ballot for that seat only. No individual shall run at large. All individuals’ names on the ballot shall be for a particular seat.

3. Where no individuals have filed to run, the ballot shall designate each seat that is open with spaces for write-in candidates. All ballots will be constructed in such a way that individuals names must be written in for a particular seat.

4. Candidates for Community School Committees shall be declared elected if they have received the most number of votes for a particular seat. If top scoring candidates receive the same number of votes for a particular seat, there shall be a run-off election. The candidate with the most votes in a run-off election shall be declared elected.

5. The unit administrator shall be the election officer at each site and shall see that the election is carried out by secret ballot.

6. Where possible the election may be held in conjunction with other city elections and ballots cast at that polling place under the direction of city officials if this can be arranged.

7. If the election is held at the school it may be held at the office of the unit administrator. Ballots will be prepared and distributed by the unit administrator or his designee. A place shall be provided for voters to vote in private and cast a secret ballot. All those who cast ballots shall sign a voter registration list.

8. If the election is held in the school, by school officials, the polls shall be open from the time school starts until the time school is over or a similar period of time established by the unit administrator.

9. Ballots will be counted by the unit administrator with at least one witness present.

10. Notice of the election indicating the date, the times the polls will open and close, the location of the polling place, and the method for filing for office shall be posted at least 20 days prior to election.
PUBLIC COMPLAINTS CONCERNING THE SCHOOLS

The School Board believes that the quality of the educational program provided to students of the Yukon-Koyukuk School District can improve when the District considers differences of opinion and resolves disagreements through an established process. Public complaints may be raised and pursued pursuant to this policy and the administrative regulations adopted hereunder.

Employees of the district shall not be entitled to use the public complaint process with regard to matters relating to their employment. Instead, employees of the District shall use any grievance procedure, which may be available under a negotiated agreement, or the employee complaint procedure set forth in BP 4144/AR 4144(a)(b). Former employees of the District may not use this public complaint procedure for matters relating to their employment with the District.

The Board encourages complainants and the District to resolve disagreements at an early stage in the process and informally whenever possible. To this end, the Board and any individual board member approached by a member of the public shall refer all complainants to the superintendent. The Board shall not review complaints initiated through this process until the superintendent has formulated a written decision that lays out the facts and if the complainants request, through the superintendent, an appeal to the board.

The following address specific types of complaints, which do not go before the CSC:

1. When a complaint involves accusations of child abuse as defined in Alaska Statutes, the provisions of this policy and regulations shall be implemented only after the child abuse reporting requirements specified in law have been fulfilled.

2. The School Board has taken great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students and their parents/guardians. A public complaint regarding the instructional materials used by the District shall be accepted only from parents and guardians of children enrolled in the School District.

3. The School Board recognized that the District has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The superintendent or designee shall establish procedures to investigate and seek to resolve complaints alleging unlawful discrimination related to educational programs and activities. The Board prohibits retaliation in any form for the filing of a complaint, the reporting of incidences of discrimination, or for participation in discrimination complaint procedures.

In order to promote fair and constructive communication, the following procedures shall govern the resolution of public complaints. Every effort should be made to resolve a complaint at the earliest possible stage. The District encourages parents and guardians to attempt to resolve concerns or disagreements with staff members at an informal level.

In general, if the complaint cannot be resolved informally by the persons involved, the complainant may submit the complaint in writing as follows:

1. All written complaints shall be initially filed with the principal or, if the complaint is against the principal, the complaint shall be filed with the Assistant Superintendent. If a complaint involves the superintendent, the complaint shall be filed with the Assistant Superintendent. A written complaint must include the name of each employee involved and a brief but specific summary of the complaint and the facts surrounding it. It must also include a statement as to what, if any, prior attempts have been taken to resolve the problem.
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2. The individual to whom the complaint is to be filed pursuant to these procedures shall investigate and attempt to resolve the complaint to the satisfaction of the parties. If the complaint remains unresolved, it shall be referred to the Assistant Superintendent along with a report and analysis of the situation. If the complaint concerns the superintendent, the Assistant Superintendent shall refer the matter to the chairperson of the School Board along with a report and analysis of the situation. The Assistant Superintendent shall take whatever investigatory action he/she deems appropriate and shall attempt to resolve the dispute. If the dispute is not resolved, the Assistant Superintendent shall refer the matter to the superintendent along with a report and analysis of the situation. If the dispute remains unresolved, the superintendent shall refer the matter to the School Board with a report and analysis of the situation.

3. When a complaint has been properly referred to the School Board, the School Board shall consider the complaint at its next regularly scheduled meeting. The School Board may take the action it deems appropriate including, but not limited to, adopting the decision of the superintendent or Assistant Superintendent, scheduling a hearing on the matter, or referring the matter to the superintendent or other district employee for further consideration. To the extent allowed by Alaska law, the Board may meet in executive session to consider a public complaint. The Board shall issue its decision in writing. The Board shall state in its decision whether the decision is final. The Board shall include a statement that the complainant may appeal to the superior court, and that such appeal must be filed within 30 days of the date of the Board’s decision is mailed or otherwise distributed to the appellant.

C. PUBLIC COMPLAINT FORM PROCEDURES

It is fundamental constitutional right to have freedom of expression, including criticism of public agencies and their employees. Public employees are also entitled to various rights including the right to the protection of due process of law. In order to satisfy any conflicting rights, the following procedures are established by the Yukon-Koyukuk School District for processing complaints against employees or employee practices of the school district.

Most complaints can be resolved by informal discussions between the complainant and the employee or the employee’s principal/supervisor. This formal complaint process is reserved for complaints which are not resolved after the informal process has been attempted and must be filed no later than 30 days after the incident. If the incident occurs at the end of the school year, the formal complaint must be filed by June 30 of the current school year. For extenuating circumstances, the deadline may be extended. Even when this formal complaint procedure is initiated, efforts may occur at any point to accomplish satisfactory informal resolution. In no case is there to be retaliation from either party.

Directions for processing complaints against employees, policies, practices, and procedures of the Yukon-Koyukuk School District:

1. A person lodging a complaint against a district employee or employee practices should meet with the principal or supervisor of the employee to discuss the problem in an attempt to reach a solution.

2. Any person who is dissatisfied with the result of such a meeting may wish to complete a Public Complaint Form.

3. Send the form to the Assistant Superintendent’s office, 4762 Old Airport Way, Fairbanks, Alaska 99709-4456 (telephone 374-9400). A letter of receipt stating who will be working with you to resolve this complaint and their contact numbers will be sent to you.

4. A copy of the complaint form will be provided to the employee against whom the charge is made with a request that the employee respond in writing to the appropriate administrator within 10 working days of receipt of complaint. The employee shall cooperate in resolving the complaint.
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5. If the complaint is not resolved at the building or department level, the appropriate central office administrator will review the complaint and related materials, interview parties, and submit findings and recommendations to the Assistant Superintendent.

6. The assistant superintendent or designee will notify the person filing the complaint and employee in writing of the final determination. A final decision will be issued in a timely manner, not to exceed 45 working days, after the filing of the formal complaint.

7. If the person filing the complaint is not satisfied with the results, an appeal may be made to the superintendent and then the School Board.

8. Employees impacted by use of the Public Complaint Form may choose to exercise rights given them by law or by employment agreement. Both the employees and the complaining party may have representation of their choice throughout the process.

9. If the concern is one of equity, the district recognizes the right of the complainant to file a complaint with the Commissioner of Education or other appropriate agencies.

10. At any point after the complaint process has been initiated, if the person filing the complaint indicates a desire to pursue formal litigation, or does in fact file suit, the district’s public complaint process will be terminated. The district will then turn the matter over to district counsel.

The following information is listed neither to encourage nor discourage the filing of a complaint. Rather, it is intended to inform you of the possible outcomes of a formal complaint proceeding:

• I understand that the school district may request additional information from me regarding this matter, and I agree that I will provide such information as is available to me. I also understand that as the complainant, I may also be required to testify and be subject to cross-examination.

• I understand that while my requested resolution of this matter will be carefully considered, the responsibility for selecting action taken may ultimately be more or less severe that the remedy I have proposed. In serious situations, the information contained in this complaint may be used among other things as a basis for termination of an employee.

• If the complaint is directed toward actions of an employee, I understand that the school district will give a copy of this complaint to the individual(s) about whom I have complained. The person will be given the opportunity to respond to this complaint. I will be provided with a copy of any written response.

• If this matter is not resolved informally, I understand that a hearing may at some point be held before the school board. That hearing shall be held in Executive Session in accordance with the provisions of the Open Meeting Act. At that hearing, the person against whom I have complained has the right to be present. He/She may also have the right to representation, to call witnesses, to introduce evidence, and to cross-examine me as well as other adverse witnesses. A record of the meeting will be kept.

• I understand that I may request to withdraw this complaint at any time. However, in the event that the school district views the matters raised in this complaint as being sufficiently serious, the school district may pursue this matter despite my desire not to proceed. I also understand that if any judicial proceeding arises from the matters that I have raised in this complaint, both the person I have complained about and I would be entitled to all the rights and protections available in such judicial proceedings.
Yukon-Koyukuk School District Public Complaint Form

Please fill this form out and mail it to the Assistant Superintendent’s Office according to the instructions found below:

Name: ____________________________
Address: ____________________________
Telephone: ____________________________

1. Who or what is your complaint against?

<table>
<thead>
<tr>
<th>Name/Policy/Practice</th>
<th>School/Department</th>
<th>Position</th>
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2. Has this been discussed with him/her?  ☐ Yes  ☐ No

Dates: ____________________________  Response: ____________________________

3. Has the complaint been discussed with the principal or supervisor?  ☐ Yes  ☐ No

Dates: ____________________________  Response: ____________________________

DESCRIPTION OF COMPLAINT: Also include the following important information: location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

What remedy or action do you suggest?

______________________________

Signature: ____________________________  Date: ____________________________

Date Received by the District: ____________________________
A. Student Records
The following student records are maintained under lock and key on each student. The original (“Official”) record is kept at the district office with each site receiving a copy of the records for students enrolled in that school.

1. Registration (Beginning of year or new arrival)
Registration Form: A Y-KSD Registration Form is prepared for each student in the district. This card should be completed when a student first enters school. Although this form is completed only one time for each student, it is the responsibility of the principal of each school to see that the information on the registration form is kept updated. A copy of this registration form and all updates must be sent to the registrar.

a. Elementary Permanent Record Form
At the time an elementary or junior high school student (Grades K through 8) enters school, an elementary permanent record card is prepared and placed in the student’s file. This occurs at first entrance into school, such as kindergarten or first grade, and any time a new student transfers from another school into grades K through 8. The permanent records form is kept up to date as long as the student is enrolled (in grades K through 8). At the end of the year, or after a student withdraws after completing a quarter, a copy of the competed form is sent to the registrar for all students in grades K through 8. If a student withdraws before completing a quarter, no grades for that quarter should be entered on the permanent record form. Only a Y-KSD Withdrawal Form should be completed and this form should be mailed to the student’s new school. A copy of this withdrawal form should be placed in the student’s cumulative record file at the school.

b. High School Grade Sheets
High School Grade Sheets are used to report grades of all high school students (Grades 9 through 12) to the district office. At the end of the year, or after a student withdraws after completing a quarter, a copy of the completed grade sheet is sent to the assistant superintendent. Grades from the high school grade sheet will be transferred to Power School and a computer printout on each student will become the student’s official high school transcript. If a student withdraws before completing a quarter, no grades for that quarter should be entered on the high school grade sheet. Only a Y-KSD Withdrawal Form should be completed and this form should be mailed to the student’s new school. A copy of this withdrawal form should be placed in the student’s cumulative records file at the school.

c. Health Record Form/Immunization Records
At the time a student enters a district school for the first time, health records from is prepared. Students are not to be admitted without proper shot record, see paragraph 7-A. In most cases this will occur at kindergarten or first grade except for students transferring in from other schools. Immunization records received on students must be official records. Copies of this official immunization record should be placed in each student’s cumulative
d. **Verification of Birth**
   At the time a student enters a district school for the first time, a verification of birth, showing month, day, year and place of birth, must be presented. In most cases this will occur at kindergarten or first grade except for students transferring in from other schools. If at all possible the birth of students should be verified by a birth certificate, and a copy of this birth certificate placed in each student's cumulative record folder. If a birth certificate cannot be obtained to verify a student's birth, other legal evidence verifying date and place of birth, as outlined on pages 25 & 26 of the Alaska Department of Education, Pupil Accounting Manual, will be accepted.

2. **Report Cards**
   Grades must be entered and complete by the designated due dates determined by the district office administration each year. Report cards are generated in PowerSchool by the site administrator at the end of each quarter and must be disseminated to the parent/guardians by the designated dates set by the district office. Samples of these cards are included in the Forms section.

3. **Student Suspension/Expulsion Report**
   This report is to be sent to the Superintendent's office on a monthly basis or as incidents occur. This report is a Word file and should be e-mailed. This report is to be kept on any pupil suspended for at least one-half of a school day and includes: name of student, date(s) suspended, grade level, race and sex of student, number of days suspended (duration), reason for suspension (i.e. Weapon, Alcohol, Tobacco, Disruption) and detailed explanation.

4. **Truancy Report**
   This report is to be sent to the Superintendent's office on a monthly basis. This report is a Word file and should be e-mailed. This report is to be kept on any pupil who is absent without prior consent of the parent/guardian.

5. **Previous School Records**
   If the student is a transfer, their previous school records should also be on file both at the school and at the district office. These records should show the student cumulative record of progress through grades and subjects completed at other schools.
6. **Record of Access Form**
   A record of access form should be placed in each student's cumulative record folder. This form should be the first page in each student's file and is to be used to record authorized persons or agencies that look at a child's records. This record shall be available only to parents, to the office of the district administrators, or those persons authorized by law to serve as auditors of the operation of the school system. Portions of student's records are not to be released except through procedures for release of information as outlined by Y-KSD Policy, state and federal laws concerning guidelines on confidentiality and the disclosure of education records of pupils. Requests for release of records must be sent to the district office only.

7. **Survey Administration Release Form**
   Questionnaires and/or surveys must be administered in compliance with current law, Chapter 63, SLA 99. This legislation requires that:

   *For anonymous surveys, “written permission...may be obtained annually and is valid until commencement of the subsequent school year or until parent or legal guardian who gives permission submits a written withdrawal of permission to the school principal.”*

   *For surveys that are not anonymous, “the school shall obtain the written permission required...from the student’s parent or legal guardian at least two weeks before the questionnaire or survey is administered.” The district may be administering surveys or other data gathering methods that may fall under current legislation. Regardless of the formality, length or number of students answering questionnaires, schools must obtain written permission from parents or legal guardians in order to be in compliance with the law. This would encompass informal assessments of students as well as “checklists” to assess violent tendencies or alcohol and/or drug use.*

   a. **Procedures for securing Survey Administration Release form**
      1) Complete a survey administration release form during student registration, or at any other time in which parents will be filing forms or releases for other activities (must be two weeks before survey is administered.)
      2) Keep a copy on file at the school.

8. **Immunizations Required**
   Prior to first entry in an Alaska Public School District or Nonpublic School offering pre-elementary education through the 12th grade, or any combination of these grades, a child must be immunized against diphtheria, tetanus, polio, pertussis, measles, and rubella, except that pertussis is not required in children over 6 and rubella is not required in children 12 years or over. It is the responsibility of the principal at each school to see that all students have received all required immunizations. See appendix at the end of this section "School Immunization Reference Guide”.

   a. This section does not apply if the child:
IV. STUDENT RECORDS & REGISTRATION

1) has a valid immunization certificate showing the immunization requirement has been fulfilled
2) has an affidavit signed by a licensed physician affirming his or her opinion that immunization would be injurious to the health and welfare of the child or members of the family or household.
3) has an affidavit signed by a parent or legal guardian affirming that immunization conflicts with the tenets and practices of the church or religious denomination of which the applicant is a member.

9. School Admissions
   a. Birth Certificates
      1) All students upon first entering either a kindergarten or first grade shall present a birth certificate. In addition, students entering any other grade in the district who are transferring from a private or denominational school shall likewise present a birth certificate. The birth certificate shall be returned as soon as it is recorded or copied. No birth certificates shall be accepted which shows erasures.
      2) If a parent cannot procure a birth certificate, other legal evidence verifying date and place of birth, as outlined on pages 25 and 26 of the Alaska Department of Education, Pupil Accounting Manual, can be accepted.
   b. High School Attendance
      1) Any person who successfully completed the work of the eighth grade shall be eligible to enroll in high school serving the attendance area in which the student resides.
      2) Persons otherwise eligible for enrollment in a local high school shall not be disqualified by reason of marriage or pregnancy.
      3) A student reaching his 21st birthday may complete the semester in which he or she is currently enrolled as a regular student. This student may then continue in attendance as an adult student, subject to the permission of the principal or superintendent. Status as an adult student however, may require payment of tuition.
   c. Proof of Physical Examination
      1) At the time a student enters a district school for the first time, a health records form is prepared.

10. School Age
   a. A child who is six years of age or who will become six years of age on or before September 1st, following the beginning of the school year, and who is under the age of 20 and has not completed the 12th grade, is of school age. Except that parents of a child below the entry age may request that the child be tested at their expense for advanced placement. The entry age requirement may be waived if the child's scores show that their mental, physical, and emotional capacity is satisfactory for the program being offered.
   b. A child who is five years of age or who will become five years of age on or before September 1st, following the beginning of the school year, and who is under school age, may enter a public school kindergarten. Parents of children below the entry age may request that the child be tested at their expense for advance placement. The entry age requirements may be
waived if the child's scores show that their mental, physical, and emotional capacity is satisfactory for the program being offered.

Reference: See Board Policy - Students - Admission (5111)

11. Procedure for Administering Medication in School
Medication, prescription and nonprescription, is sometimes brought to school by students from home or after they have been seen by the community health aide. With any type of medication administration there is a risk of the medication being taken incorrectly when there is no one monitoring the administration and the possibility of side effects and allergic reactions to the medication.

For those students on medication that needs to be taken during the school day, the parents should work with the health care provider, i.e. doctor, health aide, to establish a medication schedule so the medication can be administered at home. Most students in the district go home for lunch and so a noontime dosage is a reasonable time for medication to be administered.

Therefore, medication, prescription and nonprescription, will not be allowed at school or at school events except when there is no other alternative. The Medication Administration Procedure on the next page will be followed when this occurs.

a. Exceptions Allowed for Medication at School:
   1) The student is required to take medication during the school day and does not go home at lunchtime (i.e. Merrelene A. Kangas, Andrew K. Demoski, Allakaket, Kaltag and in Minto the students eat lunch at school.)
   2) There are no other alternative times that the medication can be scheduled due to the nature of the medical condition and medication needs of the student.
   3) A student needs to have an emergency medication available at the school for their medical condition (i.e. insulin for diabetes, inhaler for asthma.)
   4) The student administers their medication as part of his/her education program (i.e. student’s IEP includes life skills that require self-administration of medication for some medical condition.)

b. Procedure for Administering Medication:
   1) The school principal must be advised of medication to be taken at school by the parent or legal guardian. A "Request for Administration of Medication" will be completed by the student's parent or legal guardian and the health care provider (i.e. health aide, public health nurse, physician assistant, or nurse practitioner who has prescribed the medication(s), prescription and non-prescription.)
   2) The “Request for Administration” form should be completed and in the student's file before the medication will begin unless a health care provider who is not in the village is prescribing the medication. In the latter case this form will be sent to the school nurse for her assistance in obtaining this information from the student's health care provider. The parent permission portion of this form must be completed before sending the form to the school nurse or directly to the physician. Until the Request for Administration of Medication form has been completed and returned to the school, there should be a
note from the parent or guardian on file giving permission to the school to administer the prescribed medication.

3) For those students with chronic health problems, i.e. Attention Deficit Disorder, Diabetes, Seizures, a new Request for Administration of Medication form and Student Medication Record must be on file for that school year.

4) The principal will contact the school nurse to inform her of the request so that she/he may provide information to the staff designee about administration of the medication and possible side effects.

5) All medication, prescription and non-prescription, will be left with the principal or his/her designee who will supervise the administration.

6) The medication will be kept in a locked cabinet. Prescription medication must be in a labeled pharmacy container, stating the physician's or health care provider's name, student's name, name of the medication, dosage and specific directions for taking the medication. Non-prescription medications should be in their original container and marked with the student's name and specific directions for administration.

7) A medication record will be kept for each student receiving medication. This record will have the name of the medication, dosage, date and time of the medication is administered each day. The signed Request for Administration of Medication form and the medication record form will be kept in a specifically marked medication administration file or binder to be easily accessed.

8) The staff designee assigned to administer medication at each site will be in-serviced by the school nurse on medication administration at the beginning of the year. This inservice will include documentation of medication administration and how to best administer medication to minimize medication error (see Training of School Personnel to Administer Medication).

c. Medication Audit:
The School nurse will contact each school monthly by phone or directly to audit medication administration of those students receiving medication at the school. The medication log will be reviewed for any discrepancies; a review of the medication's intended effects and any problems with the medication will be discussed. The medication log will be signed and dated by the school nurse to validate each audit.

d. Training of School Personnel to Administer Medication:
   1) On the school nurse's first visit to each sight at the beginning of the school year, she/he will provide an in-service to the designated personnel who will administer medication.
   2) The in-service will include general rules for administration of medication and the necessary forms needing to be completed.
   3) Before a medication is initially administered at a school, the school nurse will be contacted by phone if not at the school site by the principal or the designated personnel who will administer the medication. The school nurse will explain specifics of medication administration for that particular drug, effect of the drug, side effects and contraindications.

e. Administration of Acetaminophen (Tylenol) Procedure:
In the past, Yukon-Koyukuk School District personnel have administered aspirin and/or “Tylenol” when a student complains of a headache, menstrual cramps or minor aches and
pains while at school or attending a school function or sports event. Due to the risk of Reyes Syndrome from administration of aspirin and the potential danger of side effects and allergic reactions to both of these drugs, Yukon-Koyukuk School District personnel will only administer acetaminophen; also known as Tylenol, and only after signed permission has been obtained.

Procedure:

1) When a student enrolls in Yukon-Koyukuk School District, a Student Health Survey and Permission Form will be completed. Permission for school personnel to administer acetaminophen is on that form.

2) The principal will have a list of those students who do NOT have permission to receive acetaminophen form school personnel. This information will be kept with the medicine.

3) If an analgesic, pain medication, is provided at the school site, check to make sure it only has acetaminophen in it. Many manufacturers of these types of medication will have both aspirin (Salicylate) and acetaminophen in the product. See list of preparation containing aspirin and aspirin like compounds.

4) Acetaminophen will be kept in a locked cabinet at each site.

5) The school nurse will document permission status on each student’s health record.

6) Before administering acetaminophen inquire about the student’s discomfort or pain.

7) Administer as recommend by Drug Company. Use only for headaches, menstrual cramps and minor aches or pains.

8) Do not administer if the student has a fever. The student needs to be sent home and be evaluated by a health care provider to ascertain cause of fever.

9) If complaint persists after administering Tylenol, contact student’s parent or legal guardian to have complaint evaluated by a health care provider.

10) School personnel must document when they administer acetaminophen. This information should be kept with the acetaminophen so that medication administration is monitored. Use Medication Log for Administration of Acetaminophen.

11) Contact village health care provider immediately if student develops any signs of allergic reaction to medicine. Signs of an allergic reaction include: Hives, itching, difficult or noisy breathing, and decreased consciousness.
B. Registration Procedures

1. New Student
   All new students must submit the following forms to **YK’s District Office**. **Administrators/Admin. Secretaries may retain copies of these forms at respective sites; however, forms MUST BE mailed certified, or scanned & attached in an email faxed forms are discouraged.**

   Required Forms Packet Include:
   a) YKSD Registration Form
   b) Verification of Student Birth (Parental Affidavit)
   c) Student Health Survey & Permission Form
   d) Authorization of Release of Immunization
   e) Survey Administration Release Form
   f) Parent Release of Information (FERPA)
   g) Income Survey
   h) Seasonal Work/Activity Questionnaire (If Applicable)
   i) Parent Language Questionnaire
   j) US Indian Education Grant Form

   **PROCEDURE**
   1) River School mails or emails Registrar the above registration packet.
   2) Registrar updates PowerSchool transfer information making the student active & enrolled in the correct school/grade level.
   3) Registrar inputs any high school credits/grades, HSGQE scores, and updates the student’s demographic information (address, phone number, family information etc.)
   4) Registrar then files registration packet in the active file cabinet in the correct school.
      a. *(Returning students likely have a file already created which should be in the inactive cabinets).*
   5) Registrar notifies student’s COUNSELOR & PRINCIPAL that PowerSchool has been updated so a high school graduation worksheet can be generated (if applicable).
   6) Based on the graduation worksheet, Counselor/Registrar generates the student’s schedule in PowerSchool which is then shared with staff/student at the respective school.

2. Returning Student Procedures—**IF THE STUDENT PREVIOUSLY ATTENDED A YKSD SCHOOL**
   All returning students must submit the following forms to YK’s District Office no more than 10 (ten) days after his/her first day of attending school. **Administrators may retain copies of these forms at respective sites; however, forms MUST BE mailed certified, or scanned & attached in an email --faxed forms are discouraged.**
Returning Student Forms Packet:
   a) YKSD Registration Form
   b) Verification of Student’s Birth (Parental Affidavit)
   c) Student Health Survey & Permission Form
   d) Authorization for Release of Immunization
   e) Survey Administration Release Form
   f) Parent Release of Information Form (FERPA)
   g) Income Survey
   h) Seasonal Work/Activity Questionnaire (If Applicable)
   x) Request of Student Records (for students who left YK & are returning with RECORDS from another school).

PROCEDURE
1) River School mails or emails Registrar the above registration packet.
2) Registrar updates PowerSchool transfer information making the student active & and enrolled in the correct school/grade level.
3) Registrar inputs any high school credits/grades, HSGQE scores, and updates the student’s demographic information (address, phone number, family information etc.)
4) Registrar then files registration packet in the active file cabinet in the correct school.
5) (Returning students likely have a file already created which should be in the inactive cabinets).
6) Registrar notifies student’s COUNSELOR & PRINCIPAL that PowerSchool has been updated so a high school graduation worksheet can be generated (if applicable).
7) Based on the graduation worksheet, Counselor/Reg. generates the student’s schedule in PowerSchool which is then shared with staff/student at the respective school.

3. Mid-Year Incoming/Transfer Student Procedures
   All mid-year transfer students must be reported to the district office as soon as possible via email to the registrar (registrar@yksd.com).
   **In your email please include the student’s full name, date of birth, phone, and the former school he/she attended. This will allow the registrar to follow-up and ensure the previous school sends all necessary paperwork.
   a) After the Registrar is notified of an incoming transfer student, a records request will be generated and submitted to the student’s former school.
   b) Registrar MUST update 1st Class records file to reflect the record was requested.
   c) Once records are received at the District Office from former school, Registrar updates 1st Class file w/date of receipt.
   d) Student’s records are evaluated & updated electronically in PowerSchool (making the student active in the correct school, correct transfer date & school inputted,
IV. **STUDENT RECORDS & REGISTRATION**

demographic information updated, grade level updated, HSGQE progress, credits/courses inputted on transcript if applicable).

e) Registrar notifies student’s COUNSELOR & PRINCIPAL informing them that PowerSchool is updated so he/she can view earned transfer credits to create a current graduation progress sheet (for high school students).

f) Registrar and/or Counselor devise a schedule that is entered into PowerSchool and shared with school staff & student.

g) Copies of the student’s records are mailed/ emailed the river school’s admin/admin secretary where the student is attending.

h) Student receives an individual file folder & records are placed therein--this is then placed in the correct ACTIVE file cabinet/correct school. (Most students SHOULD have a file folder already created that should be in the INACTIVE cabinets in which case would need to be moved the active side).

i) If a student does not have a folder previously created, Registrar is to make a new folder labeled appropriately with student’s FULL NAME and Date of Birth.

The district registrar will solely be responsible for entering incoming student grades, updated address, phone number, transcripts etc. into PowerSchool.

This will greatly impact the accuracy of updating students’ transcripts and records at the district office. Each site administrator and administrative assistant are asked to transmit these records (if the site receives them first) to the district office either via certified mail OR an emailed scanned document. This will better allow the registrar’s office to confirm records haven’t been lost or unsent.

4. **Mid-Year Outgoing/Transfer Student Procedures**

All records must be requested from the registrar (registrar@yksd.com) for those students who leave/transfer and need records/grades sent to their new school. **These records must be generated/delivered from the Registrar’s Office. Principals and their administrative assistants should forward all record requests and record request forms received from the student’s new/transfer school to the district registrar’s office.

a) When Registrar receives notification that a student is leaving/transferring out of YKSD EXIT GRADES must be OBTAINED from site school promptly so Registrar can include them with records to be sent.

b) Registrar updates 1st Class file to reflect that the records are being compiled. After the records are sent 1st Class should note this along with the date they are mailed.

c) Registrar compiles the following records, exit grades, cumulative academic record (elem), transcript (high school), health/immunization record, most recent SBA or HSGQE score report—these are all sent to the new/transfer school.

d) REGISTERAR notifies Special Education Dept of the student transfer to check to see if an IEP or 504 Plan exists—if so, the SPED Dept. will forward these documents.
IV. STUDENT RECORDS & REGISTRATION

e) Registrar updates PowerSchool by transferring student out of his/her present school and entering a transfer date & name of transfer school.

f) Student’s file is pulled from active cabinet and moved to the inactive cabinet. Exit/transfer date with exit grade sheet should be placed in the student’s file.

5. Obtaining Official Transcripts
(For graduated students or students who need documents sent to colleges/scholarships, etc.)

All official transcript & grade requests need to be requested from the REGISTRAR. Requests can be easily made by sending an email to registrar@yksd.com (with student’s name, date of birth, and the address of where the transcript is to be send).

**This procedure is designed to allow the registrar to double-check the student’s transcript/grades & stamp/seal the record so it is official and accepted by the receiving institution.

6. Frequently Asked Questions
a. Where do I send new student registration packets? These should be emailed electronically or sent standard certified mail USPS, attention Registrar to the district office in Fairbanks.

b. When graduated students or seniors want their official transcripts how do I help them? All transcripts must be requested from the registrar’s office so they can be reviewed and officially stamped. This can be done via email: registrar@yksd.com

c. What do I do if a student transfers into my school in the middle of a quarter? Notify the registrar via email and provide the student’s information so the registrar can request the records from the previous school. The registrar will enter the information into PowerSchool and forward you copies of the records once received

d. Who enters the teacher’s courses into PowerSchool? Your specific designated counselor is solely responsible for entering his/her responsible schools.

e. What happens if a grade is posted into PowerSchool by a teacher in my school, but needs to be updated? Notify the registrar via email of the requested change. The registrar shall investigate and make the necessary update. Site administrators and counselors are strongly discouraged from making grade modifications as they interfere with state reporting and contradict paper report card records in the registrar’s office.
f. **What should I do if one of my student’s has incorrect demographic information (address, phone number etc.) in PowerSchool?** Please notify the registrar of the information update and the respective adjustments will be made.

g. **Which records are kept at the registrar’s office?**
   1) Original Yearly Registration Packet (List on page one).
   2) YKSD High School Graduation Worksheet
   3) Elementary Cumulative Grade Report (K-8) (prepared by registrar).
   4) Quarterly Report Cards (Replaced by Year-long report card at the close of each year).
   5) Transcript (9-12 only & generated at the close of each academic year).

h. **Which records at kept at each individual river school?**
   1) Copies of Yearly Registration Packets (list on page one)
   2) Quarterly Report Cards (kept by site administrator)
   3) Unofficial Transcript (kept by site counselor)
C. Student Records & Registration Forms
   1. Cumulative Elementary Permanent Record
   2. Withdrawal Form
   3. Health Record
   4. Verification of Student’s Birth
   5. Official Transcript (sample)
   6. Report Card (sample)
   7. Suspension/Expulsion Record
   8. Truancy Report
   9. Record of Access
   10. Survey Administration Release Form
   11. Immunization Reference Guide
   12. Student Physical Exam Form
   13. Family Education Rights and Privacy Act (FERPA) Form
   14. Student Health Survey & Permission Form
   15. Medication Log (Administration of Acetaminophen)
V. STUDENT ACTIVITIES

A. Activity Regulations
1. ASAA Membership

High Schools within the district are members of the Alaska Student Activities Association under two separate plans.

   a. Allakaket, Huslia, Kaltag, Koyukuk, Minto, Nulato and Ruby are individual members and may compete if applicable in all team and individual activities within their region.

   b. Hughes and Manley Hot Springs are members of Region II under a combined membership called Yukon-Koyukuk Small Schools. These schools are eligible to compete with other member schools in all individual team sports. They are not eligible to complete in the following team sports with other member schools unless approved through ASAA.
      1) Basketball
      2) Volleyball

They may however complete on an intramural basis between schools.

All other activities, even though they may have a team, are considered individual activities (i.e. track, x-country running and skiing, wrestling, student government, etc.).

2. Student Eligibility

   All eligibility requirements should be on site in the Alaska School Activities Association (ASAA) Handbook (requirements may also be found on-line at http://www.asaa.org). Student eligibility must be filed with the activities association with a copy sent to the assistant superintendent.

3. Physical Examination

   Students must have a physical examination in grades 7-12 in order to compete in sports. Use the forms provided or ones found on-line at http://www.asaa.org.

4. Athletic Seasons

   Please follow the season as listed in the ASAA Handbook. Starting practices too soon could make your student ineligible.

B. Alcohol and Other Drugs

1. Intervention

   The staff shall intervene whenever students use alcohol and other drugs while on school property or under school jurisdiction.

   (cf. 5141.21 - Administering Medication)

   Staff members who believe that a student may be under the influence of alcohol or drugs shall immediately notify the Site Administrator or designee.

   If the Site Administrator or designee knows, observes or suspects that a student is
under the influence of alcohol or drugs, he/she shall notify the parent/guardian or law enforcement if such action is believed to be in the best interests of the student or required by law. The site administrator or designee will document all action.

The Site Administrator or designee may refer students and their families to services that deal with alcohol and drug problems.

In severe cases, if the parents/guardians or the school medical personnel are not immediately available, the Site Administrator is authorized to call an appropriate health care provider to remove the student to a hospital. Parents/guardians will be notified of this action and shall be responsible for the incurred expenses.

2. **Enforcement/ Discipline**
   Possession or Use of Alcohol or Illegal Drugs

   a. When any student uses or possesses alcohol or illegal drugs at school or while under school jurisdiction, the following shall result:
      1) Parent/guardian contact.
      2) One- to five-day suspension.
      3) Contact law enforcement authority within one school day of the suspension.
      4) Restriction from school activities for a minimum of 10 days.

   b. When any student uses or possesses alcohol or illegal drugs on a school sponsored extra-curricular trip, the following shall also apply:
      1) The student will be automatically sent home separate from the team as soon as can be arranged.
      2) Loss of travel privileges for the remainder of the school year.

   c. In addition, the following action may be taken:
      1) Recommendation of expulsion.
      2) Referral to an appropriate community-counseling program with the expectation that at least one counseling session will be held during the time of suspension.
      3) Transfer/Alternative Placement.

   d. **Continued Use or Possession of Alcohol or Other Drugs**
      When intervention efforts fail and the student continues to use or possess alcohol or other drugs at school or any school activity, he/she shall be expelled. The Board may suspend the expulsion and may assign the student to a school, class or program appropriate for the student’s rehabilitation.
V. STUDENT ACTIVITIES

C. Student Activity Forms
   1. Extra-Curricular Pay Agreement Request
   2. Student Accident Report Form
Extra-Curricular Pay Agreement Request

I, ________________________________, agree to supervise and direct the following activity: ____________________________________. I understand that compensation will be paid according to the teachers’ negotiated agreement. I further understand that if I am not able to carry out the activity, the amount listed will be adjusted. In addition, I understand that compensation will be added to my present teaching contract salary or classified employee wages at the completion of the activity and that during the time I am supervising this activity I am acting in the same capacity and have the same responsibilities as if I were supervising students in a classroom.

Job Description:
1. Supervise students involved in this activity.
2. Instruct students in fundamentals of the activity or sport.
3. Instruct students in rules and regulations of activity or sport.
4. Take reasonable precautions to insure that all equipment is in a safe condition before allowing students to use it.
5. Secure building and/or equipment after use.
6. Act as chaperone on all trips away from the school.
7. All uniforms will be collected and inventoried before being paid for activity.

Group __________________________ Amount __________________________

Activity __________________________________________________________

☐ Initial Agreement

_________________________ _________________________
Signature of Activity Sponsor Date Signed

_________________________ _________________________
Signature of Principal Date Signed

DISTRICT OFFICE APPROVAL SECTION

☐ Final Agreement

Authorizing payment AFTER the completion of the Extra-Curricular Activity

_________________________ _________________________
District Office Authorized Rep. Date Signed
Yukon-Koyukuk School District
Student Accident Report Form

School ___________________________ Date of Accident ____________ Time ________

Name of Student ___________________________ Age ________

Was student under adult supervision at time of accident?  Yes  No

Supervisor’s description of accident:

____________________________________________________________________________________

Description of accident by injured student:

____________________________________________________________________________________

Brief statement of seriousness of injury:

____________________________________________________________________________________

Was First Aid treatment given?  Yes  No

Was additional medical attention necessary?  Yes  No

Describe:

____________________________________________________________________________________

Was parent/guardian notified of injury?  Yes  No

Principal’s Signature ____________________________

REPORT AN ACCIDENT WHICH COULD BE CONSIDERED SERIOUS

MAKE IN DUPLICATE TO:

District Office (1)

School File (1)
A. Absences and Excuses

1. A student may be excused from classes for the following reasons:
   a. illness
   b. death in the family
   c. doctor and dental appointments
   d. prearranged situations in which the educational interests may be equally well-served by the student's absence from school
   e. subsistence activities (three days per year with prearranged form completed before absences occur).

2. The student's parent or guardian shall be required to provide a written explanation for each instance in which his child is absent from school.

3. School sponsored trips: No student may miss over 20 days without permission of the superintendent.

B. Acceleration

Acceleration ahead of grade shall be approached with some caution. Particularly gifted or capable students may be accelerated, but only after thorough discussion with and approval of the parents, principal, and the superintendent.

C. Assignment to Classes

1. The principal shall determine all grade placements of students with the assistance from teachers involved in the children’s education.

2. Parents shall have the right to appeal the grade or class assignment to: (1) the principal; (2) the superintendent; (3) the School Board in that order. The decision of the School Board shall be binding.

D. Attendance

1. Attendance in class is deemed a mandatory part of any class. Strict records of attendance shall be kept in PowerSchool/PowerTeacher on a daily basis which allows for adequate notification to parents in cases of deviant attendance. The following State Law shall serve as the rule:
   a. Alaska State Law requires attendance of children from the age of seven (7) until the age of sixteen (16). (AS 14.30.010)
   b. If a student is absent (unexcused) for seven (7) days per semester, proper reporting procedures will be made (i.e. Division of Family Youth Services, Tribal Family Youth Services).
c. If a student is absent (unexcused) for more than five (5) days per quarter, he/she will receive a non-passing grade and no credit for that quarter.

2. Exclusions of Attendance (if an Individual with Exceptional Needs, see Section XII)

Prior to excluding a student from attendance because of a physical or medical condition that threatens the safety and welfare of other students and staff, the superintendent or designee shall send a notice to the parent/guardian of the student. The notice shall contain the following statements: (AS 14.30.45)

a. A statement of the facts leading to a decision to propose exclusion;

b. A statement that the parent/guardian has a right to meet with the School Board to discuss the proposed exclusion;

c. A statement that at any such meeting the parent/guardian shall have an opportunity to:

1) Inspect all documents on which the School Board is basing its decision to propose exclusion.

2) Challenge any evidence, confront, and question any witness presented by the School Board.

3) Present oral and documentary evidence on the student’s behalf, including witnesses;

4) Have one or more representatives of the parent/guardian present at the meeting.

d. A statement that the decision to exclude the child is subject to periodic review and a statement of district procedures for such review.

The superintendent or designee may exclude without prior notice of exclusion any student who:

1) resides in an area subject to quarantine.
2) is exempt from a medical examination but is believed to suffer from a contagious or infectious disease.
3) is determined to be a clear and present danger to the life, safety, or health of students or school personnel.
VI. SCHOOL OPERATIONS

However, the superintendent or designee shall send a notice of exclusion and due process hearing procedures as soon as reasonably possible after the exclusion.

A student denied admission because of a physical or mental condition shall be permitted attendance when the cause for exclusion no longer exists. (AS 14.30.047)

3. Tardiness
   a. Because individual sites have identified the need for consistency in our attendance policies, the following procedures have been made. Tardiness was defined after consultation with the individual principals and CSCs within the district. See page 45 for definition of excused absences/tardiness.

   **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.

   **Other penalties:**
   A student is prohibited from attending after school activities if he/she is absent from school that day regardless if it is excused or unexcused.

   **Planned Absence:**
   Students may make up assigned work before leaving on a planned trip. Students must contact teachers in a timely manner to receive homework assignments or to come in after school for help if necessary. Prearranged absences with made up homework, completed within 10 calendar days upon returning to school, will not be counted against the student.

   Student traveling on school-sponsored field trips will have a mandatory 1 1/2 hour study hall for each day of school that is missed.

   If a student fails to complete homework assignments, he or she will not be eligible for the next school sponsored field trip.

E. Accident & Fire Drill Report
   1. If an accident occurs on school property, an accident report should be filled out and sent to the assistant superintendent.
VI. SCHOOL OPERATIONS

It is important to remember that on school property and during school hours, student welfare is the responsibility of the school. Leaving a classroom unattended or not supervising recess breaks may place the unit administrator, the school and the district in a liable situation if the student is injured. Make sure that the school and school grounds are clear of any inviting hazards. Some degree of common sense will have to be taken in reporting accidents. Minor scrapes and bruises need not be reported unless you see a problem with the parents or child.

An accident report should contain the following:
  a. Name of student.
  b. Who was supervising the student?
  c. What happened?
  d. Type of injury.
  e. Others interviewed who saw the accident.
  f. What first aide or other action was taken.

2. A fire drill should be executed on a monthly basis and submitted on the Fire Drill Report Form to the Director of Facilities.

F. LENGTH OF SCHOOL DAY

1. Students: A day in session in every school shall be at least four hours long, exclusive of intermissions, for kindergarten. First, second, and third grades shall be at least five hours exclusive of intermissions. Fourth, fifth, and sixth grades for five and one-half hours and seven through twelve for six hours. (AS 14.03.040)

See Board Policy 6112: “Length of School Day” for contact hours required in Yukon-Koyukuk Schools.

Day in session time for each site will be established at the beginning of each year for each site by the district. Teacher schedules will be sent to the assistant superintendent.

2. Teachers: The length of the school day for each teacher shall be seven (7) hours exclusive of the thirty (30) minute duty free lunch. All teachers are expected to be on duty no less than 7 hours.

G. RETENTION (STUDENT)

1. The district believes that, except in very extreme situations (i.e. lack of attendance and, therefore, lack of exposure to materials), retention should not be considered.
2. The retention must be in the best educational interest of the student involved. Retention is only allowed in grades K-2. Retention in any other grade levels requires approval of the superintendent.

3. Documented exceptions to these procedures may be made in special situations (e.g., special education students) with the approval of the school principal and the superintendent.
   a. If the student is failing to make normal progress, the parents must be notified early, so that the school and home may cooperate in helping him/her achieve greater success.
   b. Most retention's should be at the early primary level. However, older students may be considered if it is strongly felt retention will help the student.
   c. No student shall normally be retained more than one year.
   d. Light's Retention Scale must be requested from the director of special education and completed prior to the teacher/principal conference.
   e. The teacher is to discuss possible retention with the school principal prior to discussion with the parent. The principal will notify the director of special education at district office to review the scores.
   f. A student retention worksheet and parent letter must be on file at the school for each student retained.
   g. At the request of the school principal or a parent, a review committee will be appointed by the superintendent to submit its recommendation to the school authorities.
   h. Parent notification of the recommendation to retain or accelerate is to be given as early as possible in the school year, but no later than the end of the third (3rd) quarter. Notification of possible retention is to include a note on the report card. Exceptions (e.g., late enrolling students, etc.) must have the superintendent's approval.

H. Reporting to Parents

   Appropriate report cards, forms, and procedures for reporting to parents regarding student performance shall be used. These reports will be issued at least on a quarterly basis.
VI. SCHOOL OPERATIONS

I. School Calendar

The School Board establishes the school calendar with the input received from CSCs, principals and staff at each site. Generally it includes 180 days in session for all students. Copies of the district calendar are handed out at the beginning of each year and posted on the district website at www.yksd.com. A letter to parents regarding the school start date will be issued at least 3 to 4 weeks prior to the beginning of school.

J. School Closures

In the event that a school must be closed during the regular session, the superintendent must approve this immediately.

Generally, if the school is closed for a reason other than a natural catastrophe (fire, flood, earthquake, etc.) the day will have to be made up. Normally loss of electricity, freeze-up and snowstorms are not approved by the Department of Education as approved closures and will have to be made up.

A report on any closure should be sent to the superintendent immediately.

K. Suspension and Expulsion

1. Notice of Regulations

At the beginning of each school year, each school principal shall ensure that every student and their parents/guardians are provided with a copy of the district’s student handbook. Each school principal shall also discuss the students’ rights and responsibilities and the school student conduct plan with the student body. Such policies shall also be posted in accordance with the law. Transfer students and their parents/guardians shall be notified at the time of enrollment. (4AAC 07.030/4AAC 07.010)

2. Grounds for Suspension and Expulsion

A student may be suspended or expelled for the following causes:

a. Possession of a weapon;

b. Continued willful disobedience or open and persistent defiance of reasonable school authority; (An NCR form will be used to track these events and a predetermined cut-off number used to determine when suspension or expulsion is an option.)

c. Behavior that is in some way harmful to the welfare, safety or morals of other students;

d. Conviction of a felony that the School Board determines will cause the attendance of the child to be in some way harmful to the welfare or
education of other students. (AS 14.03.160; SEE School Board Policy 5112.2 – Exclusions from Attendance).

A student may be suspended or expelled for behavior occurring at any time, including but not limited to the following circumstances:

1. While on school grounds.
2. While going to or coming from school or a school-sponsored activity or trip.
3. During school sponsored lunch periods.

3. Authority to Suspend
The superintendent or superintendent’s designee, school principal or acting principal may suspend a student from school for any the acts listed under “Grounds for Suspension and Expulsion” for not more than ten (10) consecutive days.

Suspension may be imposed upon a first offense if the principal or designee determines the student’s behavior to be in some way harmful to the welfare, safety or morals of other students or the student’s presence represents a danger to persons or property or threatens to disrupt the instructional process.

If the School Board is considering the expulsion of a suspended student, the superintendent or designee may, in writing, extend the suspension until such a time as the School Board has made a decision.

**Short Term Suspension Procedures (10 days or less)**

1. Informal Conference
   Suspension shall be preceded by an informal conference conducted by the principal with the student, and whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to explain his/her version and evidence in support of his/her defense.

   If at the end of this discussion, the principal believes the student is guilty of the misconduct charged, the student may be suspended for 10 days or less.

   This conference may be omitted if the principal, designee or the superintendent determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the pre-suspension conference is not held, both the parents/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. The
conference shall be held within two (2) school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school.

2. Administrative Actions

All requests for student suspension are to be processed by the principal of the school or designee in which the student is enrolled at the time of the misbehavior.

The principal or designee shall report all suspensions on a uniform tracking sheet, including the name, age and gender of each student suspended with the length and cause of the suspension, to the director of federal programs at the end of each school quarter. The principal or designee shall create and maintain a record of all suspensions for the purpose of determining their cause and rate of incidence.

3. Notice to Parents/Guardians

At the time of the suspension, the principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension by hand delivery or certified mail with return receipt.

The notice shall state the reasons for the suspension and the date and time when the student may return to school, and may request that the parent/guardian confer with school authorities regarding matters pertinent to the suspension. The notice shall also allow the parent/guardian to request a conference with the principal or designee in relation to the suspension. If the parent/guardian requests a conference, the principal or designee shall schedule the conference as soon as practicable, but no later than 5 school days after receiving the parent request.

No penalties may be imposed on the student for the failure or refusal of the parent/guardian to meet with school authorities. The student may not be denied readmission solely because the parent/guardian failed to meet with school authorities.

**Long Term Suspension Procedures (11 days thru a maximum 45 days)**

Where alleged misconduct of a student warrants a suspension of more than 10 days, the student will be provided the opportunity of a hearing as outlined under the expulsion procedure.
A student requesting a hearing regarding a long term suspension will be readmitted in the program (at the end of a short term suspension if applicable) pending the outcome of the hearing except where the superintendent or designee determines that the student’s presence in school poses a threat to harm him or herself or others.

**Authority to Expel**

Only the School Board may expel a student.

No student shall be expelled unless other means of correction were not effective in bringing about appropriate change of behavior.

The superintendent or principal shall recommend a student’s expulsion for any of the following acts, unless the principal or superintendent finds, and reports in writing to the School Board, that expulsion is inappropriate due to particular circumstances which shall be set out in the report of the incident:

1. Causing serious physical injury to another person, except in self-defense.

2. Possession of any firearm, knife, explosive or other dangerous objects of no reasonable use to the student at school or at a school activity off school grounds.

3. Unlawful sale of any controlled substance.

4. Robbery or extortion.

5. Continued willful disobedience or open and persistent defiance of reasonable school authority;

6. Behavior that is in some way harmful to the welfare, safety or morals of other students;

7. Conviction of a felony that the School Board determines will cause the attendance of the child to be in some way harmful to the welfare or education of other students.

(See Suspension and Expulsion/Due Process - Individuals with Exceptional Needs)

**Expulsion and Long Term Suspension Procedures**

When the Superintendent or designee recommends suspension or expulsion of more than ten (10) school days, a written notice of said intent shall be delivered by certified mail or in person to the student and his/her parent or guardian. This notice
shall state the student’s right to a fair hearing, specific charges lodged against him/her, and the recommended sanction. The student and/or his/her parent/guardian may reply in writing within five (5) school days of receipt of the notice of suspension or expulsion, indicating whether he/she will request the hearing to be open or closed. If such a reply is not received within the five (5) day period, the student and his/her parent/guardian shall be deemed to have waived his/her right to a hearing and the recommended sanction shall take effect. If a hearing is requested, it shall be held within five (5) school days of such a request. However, the sanction may be immediately imposed after an informal hearing if:

1. The student and parent knowingly and voluntarily waive the formal hearing prior to suspension or expulsion or any time thereafter, or

2. The superintendent or designee may, in writing, extend the suspension until such a time as the School Board has made a decision.

If the School Board finds it impracticable to comply with these time requirements for conducting an expulsion hearing, the superintendent or designee may, for good cause, extend the time period by an additional 10 school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

1. Written Notice of the Hearing
   Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:

   a. The date and place of the hearing;
   b. A statement of the specific facts and charges upon which the proposed expulsion is based;
   c. A copy of district disciplinary rules that relate to the alleged violation(s);
   d. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;
   e. The right to inspect and obtain copies of all documents to be used at the hearing;
   f. The opportunity to confront and question all witnesses who testify at the hearing;
   g. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf, including witnesses.
2. Conduct of the Hearing
   a. Executive Session: The School Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public.

   b. Record of the Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, so long as reasonably accurate written and complete transcription of the proceedings can be made.

   c. Presentation of Evidence: While technical rules of evidence do not apply to such hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure may subject them to an unreasonable risk of harm.

In cases where a search of a student’s person or property has occurred, evidence describing the reason for conducting the search shall be included in the hearing record.

3. Alternative Hearing: Hearing Officer or Administrative Panel
   Instead of conducting a expulsion hearing itself, the School Board may appoint a hearing officer or an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the School Board or on the staff of the school in which the student is enrolled.

   A hearing conducted by the hearing office or administrative panel shall conform to the same procedures as apply to a hearing conducted by the School Board.

   The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the School Board. If expulsion is not recommended, the student shall be immediately reinstated.

   If expulsion is recommended, findings of fact in support of the expulsion shall be prepared and submitted to the School Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The School Board may accept the recommendation based
either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the School Board may order.

The hearing officer or administrative panel may recommend that the School Board suspend the expulsion (see below)

4. Final Action by the School Board
Whether the School Board, a hearing officer, or an administrative panel conducts the expulsion hearing in closed or public session, the final action to expel must be taken by the School Board at a public meeting. The School Board shall maintain a record of each expulsion, including its cause.

Upon ordering the expulsion, the School Board may recommend a plan for the student’s rehabilitation, which may include:

a. Periodic review and assessment at the time of application for readmission;

b. Recommendations for counseling, employment, community service and other rehabilitation programs;

c. Such other recommendations as the School Board approves, such as enrollment in a drug rehabilitation program, if appropriate before returning to school.

5. Written Notice to Expel
The superintendent or designee shall send written notice of the decision to expel by registered mail to the student or parent/guardian.

5. Readmission
An expulsion order shall remain in effect until the School Board orders the readmission of the student. Readmission procedures shall be as follows:

1. A written request for review of expulsion action and request for readmission shall be submitted by the parent/guardian to the superintendent.

2. The superintendent or designee will hold a conference with the parent/guardian and the student.

At the conference the conditions for readmission will be reviewed. The superintendent or designee shall verify that the conditions have been met.
VI. SCHOOL OPERATIONS

School regulations will be reviewed and the student and parent/guardian will be asked to indicate in writing their willingness to comply with these regulations.

3. The superintendent or designee will transmit the request for readmission to the School Board, along with his/her recommendation.

4. The superintendent or designee will notify the student or parent/guardian, by registered mail, of the School Board’s decision regarding readmission.

1. Suspension and Expulsion

1. The School Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student’s rehabilitation. When deciding whether to suspend an expulsion, the School Board shall take into account the following criteria:

   A. The student’s previous behavior;

   B. The seriousness of the misconduct;

   C. The student’s attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

2. During this period of the student shall be on probationary status.

3. The School Board may revoke the suspension of expulsion order if the student commits any of the acts that would constitute grounds for suspension or expulsion or violates any to the district’s rules and regulations governing student conduct.

4. When the suspension of expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

5. Upon satisfactory completion of the rehabilitation assignment, the School Board shall reinstate the student in a district school. Upon reinstatement, the School Board may order the expunging of any or all records of the expulsion proceedings.

6. Suspension of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order.
7. The superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

12. Suspension and Expulsion (Individuals with Exceptional Needs)

2. Suspension

A student enrolled in a special education program is subject to the same grounds for suspension that apply to non-handicapped students. All the procedural safeguards established by district policies and regulations shall be observed in considering the suspension of special education students, including the requirement that, depending on the disruptiveness of the conduct, some form of in-school intervention be used prior to suspension to show that suspension was imposed only when other means of correction failed to bring about proper conduct.

The superintendent or designee may suspend a student enrolled in the special education program for up to, but not more than, ten days for a single incident of misconduct, without the agreement of the parent guardian or a court order. In case of a truly dangerous child, a suspension may exceed ten days, or the student’s placement may be changed, or both, if the parent/guardian so agrees or if a court order so provides.

3. Expulsion

The School Board may expel a special education student only if an individualized education program (IEP) team has determined that 1) the misconduct was not caused by, or a direct manifestation of, the student’s identified handicap; and 2) the student was appropriately placed at the time the misconduct occurred.

Procedures and timelines governing the expulsion of special education students shall be the same as those for other students except that an individualized education program (IEP) team meeting shall be held under conditions and with possible consequences as follows:

1. The IEP meeting shall be held to determine if an expulsion hearing is appropriate. This meeting shall determine the manifestation and placement issues indicated above. The IEP meeting shall be held as soon as possible after a recommendation to expel.

2. The parent/guardian shall be notified of his/her right to participate in the meeting at least 48 hours before the meeting. His/her request that the meeting be postponed shall be granted for up to three additional school days. The district may extend any suspension of the student for the period of
postponement. However, the suspension shall not be extended beyond ten days unless agreed to by the parent/guardian.

3. Unless a parent/guardian has requested a postponement, the meeting may be conducted without the parent/guardian.

4. The IEP team shall conduct a pre-expulsion educational assessment in accordance with the guidelines of the Code of Federal Regulations, Title 34.104.35, which shall include a review of the student’s placement at the time of the alleged misconduct and determination of the relationship, if any, between the student’s behavior and his/her handicapping condition.

5. The IEP team shall also review and consider the student’s health records and school discipline records.

6. If the IEP team determines that the alleged misconduct was not caused by, or a direct manifestation of, the student’s handicapping condition, and if it is determined that the student was appropriately placed, the student shall be subject to the applicable disciplinary procedures prescribed for suspension and expulsion of all students.

7. The parent of each student with previously identified exceptional needs has a right to a due process hearing conducted pursuant to Section 1415 of Title 20 of the United States Code if the parent disagrees with the decision of the IEP team.

8. If the state’s special education due process hearing is initiated by the parent/guardian due to a disagreement with the IEP team recommendations, the district shall cooperate with the Alaska Department of Education towards achieving an expeditious resolution to the disagreement.

9. If a parent demands a due process hearing concerning the IEP determination, the student shall remain in his/her current placement pending resolution of the due process proceeding unless:

   A. He/she has been suspended for up to, but not more than, ten days because he/she poses an immediate threat to the safety of others.

   B. The student and his/her parents agree to a change in placement.

   C. A court order has been obtained permitting such a change in placement.

   D. The change is a “minor” change in program or services rather than a “significant” change in placement.

10. Parental consent is not required prior to conducting a pre-expulsion educational assessment or as a condition of the final decision to expel.
VI. SCHOOL OPERATIONS

4. Readmission

Readmission procedures shall parallel those used for non-handicapped students and also shall include the following provisions:

1. The School Board shall include input from the IEP team when developing a recommended rehabilitation plan for an expelled student enrolled in the special education program.

2. The superintendent or designee, who confers with the parent/guardian and the expelled student enrolled in the special education program regarding readmission, may also consider the comments of the student’s IEP team when developing recommendations to the School Board regarding a request for readmission.

Legal Reference:

ALASKA STATUTES
14.03.040 Day in Session
14.03.160 Suspension or expulsion of students for possessing weapons
14.30.010 When attendance compulsory
14.30.045 Grounds for suspension or denial of admission
14.30.047 Admission or readmission, when caused no longer exists

ASSOC. OF ALASKA SCHOOL BOARDS: POLICIES, REGULATIONS, BYLAWS

BP 6112 Elementary & Secondary School Day

UNITED STATE CODE

USC 20, 1415

CODE OF FEDERAL REGULATIONS
34,104.35
HONIG V. DOE, 484 U.S.305 (1988)
DOE V. MAHER, 793 f.2d 1470, PAGE 1487 (1986)

L. Use of School Buildings

The Community School Committee shall make rules, procedures and approve or deny requests for community use of school buildings. (Board Policy 1330 - Community Use of School Buildings) This does not apply to district personnel use of school buildings, which is not under the control of the Community School Committee.
VI. SCHOOL OPERATIONS

M. Use of School Building – summer

In general, all school buildings are closed and locked for the summer and not open to any use except by special permission of the Superintendent.

Housing units, in which teachers remain during the summer, are not to be sub-leased.

N. Use of School Equipment and Supplies

Any materials and/or equipment may not be removed from the school premises except upon written request approved in writing by the school administrator in charge.

The school administrator shall be responsible for maintaining records of real property and/or equipment that has been removed with his permission. Such records must identify:

1. The property removed
2. The date of removal
3. The name of person(s) responsible for property
4. Date of return
5. Condition of property returned

School supplies listed on a fixed assets form are not to be distributed except to students, teachers and other school employees in the performance of their school-related duties.

O. Telephone

Since the introduction of telephones to local school sites, usage and costs have increased, in some cases, as much as eight times. With this in mind the following rules of use must be adhered to:

1. No person except in an emergency situation is authorized to use the telephone without permission of the unit administrator.

2. A telephone log may be kept at each site.

3. No personal calls will be allowed to be charged to the school phone. Persons given permission to use the phone for personal calls must charge them to a personal credit card or another number.

4. The local phone is to be used for communication concerning the following:
   a. District business with district office
   b. District business between sites
   c. Arranging district related travel
   d. Inter-district business concerning extra curricular activities
VI. SCHOOL OPERATIONS

P. Use of Internet & Network Services/Network Services Code of Conduct

Definitions

“Network Services” refers to the services provided on the local area network within the school and the side area network throughout the district including Internet connectivity.

“Network users” refers to students, staff and other given access to school network services.

1. Rights

Users have the right to:

a. Use available technology including network services in their daily learning.

b. Examine a broad range of opinions and ideas in the educational process including the right to locate, use and exchange information and ideas using network services.

c. Communicate with other individuals including those accessible using network services. Students must do this under the direction of an approved adult. Staff members may not use the Internet during school hours for anything other than instructional purposes.

2. Responsibilities

Users have the responsibility to:

1. Recognize that the primary purpose for the networks is to promote the education of students and the professional development of staff.

2. Competently and respectfully use district hardware and software.

3. Learn to use the network services they need.

4. Monitor the personal file space, mailbox and account allotted to them (log in, ID and storage space).

5. Follow all state and federal statutes regarding copyright and technology use.

6. Maintain and respect the privacy of personal accounts and activities.

7. Follow the established district/site guidelines for computer etiquette.

8. Report any violation to network services personnel.

9. Have a Parent Consent or Adult Consent form on file for current year.


3. Unacceptable Uses

Users may not:

1. Use the Internet and network facilities for frivolous purposes unrelated to the education development of students and staff.

2. Damage or disrupt equipment or system performances.

3. Corrupt the data of another user.
VI. SCHOOL OPERATIONS

4. Waste resources such as paper, on-line access time, or computer access.

5. Participate in malicious hacking such as gaining unauthorized access to any resources.

6. Invade the privacy of others by activities such as eavesdropping or reading someone else’s mail or file.

7. Use or publish information about an account owned by another user or use another person’s password.

8. Use profanity, obscenity, or offensive language.

9. Post-anonymous messages or chain letters.

10. Use the network services for illegal activity such as violation of copyright, plagiarism, or other contractual use agreements.

11. Allow obscene, disruptive or offensive material to enter the school network or e-mail system.

Q. Vandalism Procedures

School District items stolen or vandalized may be replaced as follows:

1. Only equipment and capital funds will be replaced. Supply items, such as books, basketballs, art supplies, etc., do not qualify.

2. The value of equipment to be replaced must exceed $100.00 per item. This mandatory sum includes, in the case of destruction, defacement, theft and/or breaking, the cost of replacement, labor and travel.

3. A vandalism report form must be completed and sent to the district office of the chief financial officer.

4. A state trooper report or (if called into the state trooper dispatcher) the case number must be sent with the vandalism report if authorities have been called.

5. The principal or supervisor requesting replacement will route a Purchase Requisition, completed in the normal manner except for the account code, to the business office for review and preliminary approval. Copies of the vandalism report and the police report (or case number) must be attached. Additional information may be attached in memo form if desired.

6. The business office will enter the replacement account code and route to the superintendent for final approval.

7. The unit administrator is responsible for reporting property losses to the district office and to the proper authorities.

R. Damage, Loss, and Non-return of School Property

1. Liability of Parent - If a student damages or destroys school property, his/her parents/guardians may be held responsible in accordance with the policies of the School Board as provided in A.S. 34.50.020 (a).

2. Liability of Student - A student may be held personally responsible to pay for district
property damaged or destroyed as a result of his/her negligence or his/her intentional acts. The district will place a request with the state for the students permanent fund dividend check.

3. Student Use of and Liability for School Equipment and Supplies
   a. It is the policy of the Board to make available to students various equipment and supplies which may be checked out by individual students for use in connection with school programs. These items include, but are not limited to textbooks, library books and materials, band equipment, and athletic equipment and uniforms.
   b. It is the policy of the School Board that the materials listed above be made available to students free of charge, so long as such materials and equipment are not misused, mistreated, destroyed, or stolen, and are returned in a timely fashion so as to allow for use by other students.
   c. In situations where school supplies and equipment are not returned as required, the Administration shall take appropriate steps to assure the return of, replacement of, or reimbursement for such supplies or equipment. These steps may include, among other things, withholding report cards at the end of a grading period and/or barring offending students from participation in graduation activities unless the material involved has been returned or paid for. Procedures may also be established for levying reasonable fines calculated to assure the timely return of material (such as library books). Any such fines shall be established pursuant to a schedule, which is made known to students prior to their checking out or taking responsibility for school property. These fines may be levied only as a means of assuring proper use, care, and circulation of property.

Chronic or malicious destruction, loss, or theft of district property by any student constitutes a disruption of the educational process and is grounds if proven, for suspension or expulsion of a student.

d. Before the sanctions listed in section c are imposed, the school must first give written notice to a student/parent of the district property for which he or she is being held responsible. This notice may be accomplished either by individualized notes to particular students or their parents or a general bulletin providing a listing of students, overdue property, and fines owed. This written notice must be given to a student and parent at least four school days before the imposition of the proposed sanctions.

e. Any student or parent who feels aggrieved by the notice of proposed sanction shall be heard by the school authority proposing the sanction (i.e., coach, librarian, etc.) within 48 hours and given an opportunity to explain his/her side of the story. If the student prevails, the sanction shall not be imposed. If satisfactory resolution does not occur, the student or parent may appeal first to the unit
VI. SCHOOL OPERATIONS

principal, next to the Superintendent (or his/her designee) and finally to the Board.

f. If any more serious sanctions are proposed (such as suspension or expulsion for chronic or malicious destruction or theft of library books), the normal procedures for suspension or expulsion shall be afforded such student.

4. Replacement funds will be from:
   1. Minor (or parents) responsible for loss.
   2. Site funds - discretionary type; in the following order:
      a. Student Travel
      b. Athletic funds
      c. Other funds allocated to site.

S. Forms
   1. Student Suspension/Expulsion Record
   2. Student Accident Report Form
   3. Fire Drill Report
   4. Student Retention Worksheet
   5. Retention Appeal Report
   6. Parent Consent Form
   7. Subsistence Activity Absence
   8. Authorization for Use of School Buildings
   9. Permission for Off-Premise Use of Equipment/Supplies
   10. Phone Log
   11. Technology Access/Usage Agreement
   12. Report of Property Loss or Damage
# VI. SCHOOL OPERATIONS

## Student Suspension/Expulsion Record

### General Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
</tr>
<tr>
<td>Incident Date</td>
<td></td>
</tr>
<tr>
<td>AK Student ID</td>
<td></td>
</tr>
<tr>
<td>Birth Date</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>M</td>
</tr>
<tr>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>Ethnicity Code</td>
<td></td>
</tr>
<tr>
<td>Last Name</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td></td>
</tr>
<tr>
<td>Disability (if any)</td>
<td>Not Receiving Special Ed Services</td>
</tr>
<tr>
<td></td>
<td>Cognitive Impairment</td>
</tr>
<tr>
<td></td>
<td>Hearing Impaired</td>
</tr>
<tr>
<td></td>
<td>Speech/Language Impaired</td>
</tr>
<tr>
<td></td>
<td>Visual Impairment</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Infraction

<table>
<thead>
<tr>
<th>Weapon</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>BB Gun/Pellet Gun</td>
<td>Rocket/Missile</td>
</tr>
<tr>
<td>Bomb</td>
<td>Firecrackers</td>
</tr>
<tr>
<td>Club/Stick</td>
<td>Hand Gun (automatic/semi-automatic/revolver)</td>
</tr>
<tr>
<td>Knife (2.5&quot; blade or larger)</td>
<td>Rifle/Shot Gun</td>
</tr>
<tr>
<td>Martial Arts Weapon</td>
<td>Knife (blade under 2.5&quot;)</td>
</tr>
<tr>
<td>Paintball Gun</td>
<td>Other Firearm-Please Specify</td>
</tr>
<tr>
<td>Grenade</td>
<td>Other Deadly Weapon-Please Specify</td>
</tr>
<tr>
<td>Mine</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Weapon</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault</td>
<td>Fighting</td>
</tr>
<tr>
<td>Alcohol</td>
<td>Illicit Drugs</td>
</tr>
<tr>
<td>Bullying/Harassment/Intimidation</td>
<td>Tobacco</td>
</tr>
<tr>
<td></td>
<td>Other Type Not Listed-Please Specify</td>
</tr>
</tbody>
</table>

### Action Taken

<table>
<thead>
<tr>
<th>What was the disciplinary action taken?</th>
<th>In-School Suspension</th>
<th>Out of School Suspension</th>
<th>Expelled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original length of suspension/expulsion</td>
<td></td>
<td>(report to the nearest half day e.g. .5, 1, 1.5, 2, 2.5...)</td>
<td></td>
</tr>
<tr>
<td>Was original disciplinary Action Shortened?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Modified Disciplinary Action</td>
<td>In-School Suspension</td>
<td>Out of School Suspension</td>
<td>Expelled</td>
</tr>
<tr>
<td>Actual Length</td>
<td></td>
<td>(report to the nearest half day e.g. .5, 1, 1.5, 2, 2.5...)</td>
<td></td>
</tr>
<tr>
<td># of Student Victims</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Student Victims Transfer Requests</td>
<td></td>
<td># Student Victims Transfer Requests Completed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Victims Referred to Off-site Medical Personnel</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was this incident referred to off-site Law Enforcement personnel?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did student inflict Serious Bodily Injury to self or another person?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did student receive Educational Services during the expulsion? (required for expulsions only)</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### Students with Disabilities Removals

<table>
<thead>
<tr>
<th>Was this student with a disability removed to an appropriate alternative educational setting for not more than 45 days by a Special Education Due Process Hearing Officer?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was this student with a disability removed to an appropriate alternative educational setting for not more than 45 days by a by school personnel (not a hear officer and not the IEP team)?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Was this student with a disability referred to an alternative school or program not more than 45 days by the IEP team?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

If Yes to any of the last 3 questions, please name the alternative educational setting:
Yukon-Koyukuk School District
Student Accident Report Form

School ___________________________ Date of Accident __________ Time _________

Name of Student ___________________________________________ Age _________

Was student under adult supervision at time of accident? □ Yes □ No

Supervisor’s description of accident:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Description of accident by injured student:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Brief statement of seriousness of injury:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Was First Aid treatment given? □ Yes □ No

Was additional medical attention necessary? □ Yes □ No

Describe:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Was parent/guardian notified of injury? □ Yes □ No

Principal’s Signature ___________________________________________________

REPORT AN ACCIDENT WHICH COULD BE CONSIDERED SERIOUS

MAKE IN DUPLICATE TO:
District Office (1)
School File (1)
FIRE DRILL REPORT

<table>
<thead>
<tr>
<th>Date</th>
<th>_________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>__________________</td>
</tr>
<tr>
<td>Start-Time of Drill</td>
<td>_________________</td>
</tr>
<tr>
<td>End-Time of Drill</td>
<td>_________________</td>
</tr>
<tr>
<td>Evacuation</td>
<td>__________________</td>
</tr>
<tr>
<td>Elapsed Time</td>
<td>_________________</td>
</tr>
<tr>
<td># of Students Involved</td>
<td>_________________</td>
</tr>
<tr>
<td>Adult Supervisors</td>
<td>__________________</td>
</tr>
<tr>
<td>Weather</td>
<td>__________________</td>
</tr>
<tr>
<td>Remarks</td>
<td>__________________</td>
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<td>__________________</td>
</tr>
<tr>
<td>Signature</td>
<td>__________________</td>
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</tbody>
</table>

Send in a copy of this report the first of each month or after each fire drill. Keep the original in the school file.

Yukon-Koyukuk School District
Attn: Director of Facilities
4762 Old Airport Way
Fairbanks, Alaska 99709-4456
**Student Retention Worksheet**

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Date</th>
</tr>
</thead>
</table>

**Grade** | **Teacher** | **School**
---|---|---

**Age:**
- Years __________
- Months __________
- Birth Date ________________

**Sex** | **Parent’s Name**
---|---

**Siblings** | **Grade in School**
---|---

**Dominate (Primary) Language of Student**

**Vision Problem** | **Describe**
---|---

**Hearing Problem** | **Describe**

**Speech-Language Problem** | **Describe**

**Diagnosed Learning Disability** | **Describe**

**I. School Staff Observations**

<table>
<thead>
<tr>
<th>Academic Achievement (grade level)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Level</td>
<td></td>
</tr>
<tr>
<td>Math Level</td>
<td></td>
</tr>
<tr>
<td>Language Level</td>
<td></td>
</tr>
<tr>
<td>Written Work</td>
<td></td>
</tr>
</tbody>
</table>

**II. Observations and Assessment Results**

<table>
<thead>
<tr>
<th>Date Assessments Completed</th>
<th>Light’s Retention Scale (attach completed scale)</th>
</tr>
</thead>
</table>

Attach copies of psychological evaluation, if applicable.
VI. SCHOOL OPERATIONS

Student Retention Worksheet (continued)

III. Previous Attempts to Assist Student

<table>
<thead>
<tr>
<th></th>
<th>Current Year</th>
<th>Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Therapy?</td>
<td></td>
<td></td>
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<tr>
<td>Tutoring?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV. Parent Participation

1. Describe parents’ perceptions and concerns

2. Number of parent-teacher conferences this year

Result of conferences:

V. Steps for Retention

1. Teacher/Principal Conference*

* Date ________________

2. Teacher/Parent Conference

* Date ________________

3. Appealed Retention/acceleration review committee**

* Date ________________

4. Decision

* Date ________________

* Principal has the option of including a curriculum resource assistant and/or school psychologist if applicable.

** This committee is composed of four people (including one teacher) appointed by the assistant superintendent.
RETENTION APPEAL REPORT

To: Superintendent
Date of Committee Review

From: Committee Members

Student’s Name Birth Date
Parent Name Telephone
Address

Committee Recommendations:

Factors Supporting Recommendations:

Please forward this completed report to the Superintendent of Schools.

cc: Principal
    Parent
    Student’s Cumulative Folder
PARENT CONSENT FORM

School _______________________________ Date __________________

Student Retention

As a follow-up to our previous conversation, I (agree) or (do not agree) with the
__________________________ ’s recommendation that _____________________________ be
retained in grade _____________ for the _____________ school year.

Parent/Legal Guardian ___________________________ Date __________________

Teacher ________________________________ Date __________________

Principal ________________________________ Date __________________

Parent/Legal Guardian Statement (Use back if necessary)

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Signature ____________________________________ Date __________________

In the event the decision of the principal is to retain the student without parent/legal
guardian agreement, the parent/legal guardian may appeal the decision thru the
Superintendent. A review committee will study the information and make a
recommendation. Final decision rests with the school authorities.

Cc: Superintendent
    Principal
    Student’s Cumulative Folder
SUBSISTENCE ACTIVITY ABSENCES

Before students are absent for subsistence reasons, their parents/guardians should write the Site Administrator to ask that the expected absence be excused. The Site Administrator or designee may deny the request if he/she believes that the absence would be educationally harmful to the student or set a poor example in matters of school attendance for the student or other students. If the request is denied, written reasons will be provided and forwarded to the district office.

Please fill in the following information.

1. Date ______________________

2. Time ______________________

3. Student’s Name ____________________________

4. Name of parent/guardian or parent representative:
   __________________________________________________________________________

5. Date of absence/absences ____________________________

6. Reason for subsistence absences:
   __________________________________________________________________________
   __________________________________________________________________________

7. Method of contact:
   Phone call __________
   At School __________
   Home visit __________

8. ☐ Excused ☐ Unexcused

9. Signature of Student _______________________________________________________
   Signature of Parent _______________________________________________________
   Signature of Site Administrator ____________________________________________

10. Assignments due date _____________________________________________________

11. Additional Remarks
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
VI. SCHOOL OPERATIONS

AUTHORIZATION FOR USE OF
SCHOOL BUILDINGS/FACILITIES
WHILE SCHOOL IS NOT IN SESSION

I, ________________________________, do hereby request to use the
(Responsible Party)

__________________________________________ for the following purpose(s):
(Facility)

Please state the purpose of the request below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Request dates for use: ____________________ thru ____________________

Fee Amount: ______________________________

This request has been □ Approved  □ Disapproved

By: ________________________________ Date: ____________________

CSC Chairperson

This request has been □ Approved  □ Disapproved

By: ________________________________ Date: ____________________

Superintendent
VI. SCHOOL OPERATIONS

PERMISSION FOR OFF-PREMISES USE OF SCHOOL EQUIPMENT & SUPPLIES

Equipment, materials and supplies may not be removed from the school premises except upon written request approved by the school administrator in charge.

I, ____________________________, seek permission to remove the following equipment, materials and/or supplies from the ____________________________ School.

Responsible Party: 
Please list items to be removed

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Before</th>
<th>After</th>
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</tbody>
</table>

Describe condition of items

School Administrator:
Purpose (explain what items are to be used for):

________________________________________________________

________________________________________________________

________________________________________________________

Date of Removal: _______________

Date of Return: _______________

The above named party is responsible for the timely return of all items in the condition that they were removed.

________________________________________________________

Signature of Responsible Party

Date

☐ Approved ☐ Disapproved

Reasons: __________________________________________________

________________________________________________________

________________________________________________________

Signature of School Administrator

Date

PROCEDURES MANUAL
A. Personnel Files
1. The district will maintain one official personnel record for each employee. These records shall contain: original hire sheet, salary work sheet, YKSD Contract, Alaska teaching certificates, physical examination form, annual evaluations, official transcripts, verification of service forms and reprimands (if applicable). This record is confidential and therefore available for review only to the employee, employee’s designee, employee’s supervisor or the superintendent.

2. An employee may review his/her personnel record in the district office with advance notice to the superintendent and or the human resources personnel. Personnel records will be made available for inspection by the employee during the employee’s off-duty time. The employee is not authorized to remove anything from the personnel record; however, he/she may request copies of his/her file information (in writing). The employee shall review his/her personnel file in the presence of the superintendent, the human resources personnel, or designee. After the 1st request for a copy of the personnel file, the employee will be charged $.25 per page for any additional copies of their file.

B. Classified
1. General
At the beginning of each year, a listing of authorized classified positions at each site is given to the unit administrator. It is important to note the start date for positions and the number of hours authorized under each position.

Each new hire (teacher substitutes not included) must receive approval from the program’s director and superintendent in order to be placed on the payroll. Once a person is hired, it is the responsibility of the unit administrator to make sure that the person only works the number of hours authorized and the number of days authorized.

2. Procedures for New Hire at Sites
a. Posting:
All position openings that are to exceed 15 working days must be advertised in a minimum of two public places for (5) working days prior to filling the position. (This may only be waived by the superintendent in unusual circumstances.) All potential job openings must be cleared through the superintendent’s office.

The superintendent or designee will verify if there is a budget set for any new jobs being created at the site level. Positions that have increased work hours for an existing job will also need to be cleared at the district level with justification on new position or changes requested. No action should be taken until this process is finalized.
b. Selection:
The unit administrator submits all applicant names to the human resources personnel at the district office to do security checks. Once cleared, the human resources personnel will notify the unit administrator to proceed with the selection process.

The unit administrator submits all applications to the CSC in a prioritized list. The CSC will mark each application as acceptable or unacceptable.

From the acceptable applications, the unit administrator will select the person for the job and forward the recommendation to the superintendent, via the human resources department. New hires will be put on the classified scale according to the classified hourly salary scale currently being used by the district. Any discrepancies in wages submitted by the site will be corrected at the district level. The site administrator will be notified of corrections.

3. Classified New Hire Procedure (District office)

a. When a position becomes open, the director with a vacancy will notify human resources personnel at the district office. The director may provide a draft job description to the district for review.

b. Human resources personnel will develop a job description, if one is not already on file. The description will be forwarded to the superintendent or designee for final approval and advertisement. The superintendent or designee will verify if there is a budget set for job being open.

c. The human resources department will post the positions in house for five days and will advertise publicly, if necessary.

d. The human resources department will disseminate and collect all applications and complete criminal background checks.

e. When the advertisement period is ended, a committee of administrators (selected by the superintendent) will review the applications and select those candidates to be tested and interviewed. Interviews and pertinent testing can be done prior to closing of a position.

f. The tests will be administered by human resources, with assistance from the director with the open vacancy. The interviews will be conducted by the committee using the YKSD Classified Rubric and Interview questions for the open position. Any modifications to the test, rubric or interview questions to meet the unique needs of the position to be filled will be submitted by the director concerned and approved by the committee.
VII. PERSONNEL

g. Human resources or designee will conduct the reference checks. Two satisfactory reference checks from prior employers or professional references will be obtained. Reference checks from applicant’s relatives or friends will not be considered.

h. The top three candidates based upon the scores from the rubric, test, interview and reference checks will be selected by the committee. More interviews may be done, if needed.

i. Once interviews are conducted, the interview committee will recommend one of the top three candidates to the superintendent for hire.

4. Hire Papers – other than the application, samples of these forms are located in the Payroll section of this manual. These forms are also located on the YKSD website and are updated on a regular basis.

a. Employee Hire/Change Request Form (Filled out completely)

b. Application for Employment

c. Background clearance

d. Designation of Beneficiary

e. I-9 verification

f. Copies of two pieces of ID for employment eligibility

g. Current W-4, completed

h. Health questionnaire

i. Acknowledgement of receipt of classified handbook

j. Public Employees Retirement System (PERS) Application (If working over 15 hours per week)

k. Health Insurance Application (If working over 30 hours per week)

l. Life Insurance Application (If working over 30 hours per week)

All of the above forms are sent to the coordinator or directors, under whose program the employee falls by human resources. The administrator will review the hire and sign if approved. The completed hire forms will be sent to the superintendent by human resources. All hire forms will be forwarded to payroll by human resources.

Allow some lead time here in case the position is not approved.

5. Evaluation

Regular classified employees are to be evaluated on a periodic basis using the District Classified Evaluation form (MOSAIC). This form is forwarded to the district office for inclusion in the employees personnel file.

6. Termination

A regular classified employee may only be terminated by the School Board upon recommendation by the superintendent.
Reasons for termination are as follows:
   a. Incompetence
   b. Insubordination
   c. Unexcused absences
   d. Under the influence of alcohol and/or drugs during working hours
   e. Lack of funding

C. Certificated
   1. Hire
      The human resources department, upon direction of the superintendent, recruits
      and hires certificated staff members for the district.

   2. Evaluation
      The principal will carry out evaluation of certificated personnel located on site. The
      superintendent or designee will carry out evaluation of other certificated personnel.

   3. Dismissal and Non-retention
      a. Dismissal – Dismissal occurs when an employee is dismisses before the
         completion of their contract. A tenured teacher has a presumption of a
         “continuing” contract. A non-tenured teacher only has a year-to-year contract
         prior to receiving tenure. A non-tenured teacher has a presumption of not being
         rehired. Contracts for the following year will be mailed to non-tenured teachers.
         A teacher, including a teacher who has acquired tenure rights, may be dismissed
         at any time only for the following reasons:

         1) Incompetence;
         2) Immorality; or
         3) Substantial non-compliance with the school laws of the state, the regulations
            or bylaws of the department, the bylaws of the district or the written rules of the
            superintendent.

      4. Hearing Procedure for Dismissal of any Teacher
         a. The district shall give the teacher written notice of intent to dismiss and a pre-
            termination hearing. If, following a pre-termination hearing, the district
            determines that dismissal is appropriate; the district shall provide written notice,
            including a statement of cause and a complete bill of particulars. The dismissal is
            effective when the notice is delivered to the teacher.

         b. The teacher may, within fifteen (15) calendar days immediately following receipt
            of the notification as set forth above, notify the superintendent in writing if
            he/she requests a hearing before the School Board. The teacher may require in
            writing that:

            1) The hearing be either public or private.
            2) The hearing be under oath or affirmation.
3) He/she has the right of cross-examination.
4) He/she be represented by counsel.
5) He/she has the right to request the presence of any person(s) who has made allegations, which are basis for the decision of employer.

5. Upon receipt of the notification requesting a hearing, the superintendent shall arrange for a hearing (at the next scheduled School Board meeting if possible, otherwise a special meeting will be called), and shall notify the teacher in writing of the date, time, and place of the hearing. A written transcript, tape or similar recording of the proceedings shall be kept.

6. At least three days before the hearing, each party (teacher and district) shall be entitled, upon request and where the information is known by the other party, to inspect documents to be used and to be informed of what witnesses will be presented by the other party at the hearing.

7. The teacher and the District shall be entitled to present their respective positions through oral and written argument, written evidence and presentation of witnesses. Each party shall have the right to cross-examine witnesses. However, the district reserves the right to limit the time for oral presentation before the School Board.

8. As a matter of standard procedure, the district shall allow no more than one hour per side for this process. The hour allotted shall include opening and closing statements, presentation of the party’s case, and cross-examination of witnesses. The hearing shall be conducted in the following manner.

   a. The evidence shall be that which is generally admissible in administrative hearings.
   b. The district shall give its opening statement first, followed by the teacher’s opening statement.
   c. The district shall present its case first, followed by the teacher’s case.
   d. Both the district and the teacher shall be allowed rebuttal witnesses.
   e. The teacher shall give his/her closing statements followed by the district’s closing statements.

9. The final decision of the School Board shall be written and contain specific findings of fact and conclusions of law. If the decision upholds the dismissal or non-retention, the final decision shall contain the following statement:

   This is the final decision of the Yukon-Koyukuk School District. If you wish to appeal to the Superior Court, you must bring an appeal within 30 days from the date that this decision is mailed or otherwise distributed to you. See Alaska Rules of Civil Procedure.
VII. PERSONNEL

10. Non-Retention
   a. A teacher who has not acquired tenure rights is subject to non-retention for the school year following the expiration of the teacher’s contract for any cause that the employer determines to be adequate.

   b. A teacher who has acquired tenure rights is subject to non-retention for the following school year only for the following causes:
      The school district demonstrates that:
      1) The district has offered the tenured teacher a plan of improvement;
      2) The teacher’s performance, after completion of the plan of improvement, failed to meet the performance objectives set out in the plan; and
      3) The evaluation of the teacher established that the teacher does not meet the district performance standards;
      4) Immorality; or
      5) Substantial non-compliance with the school laws of the state, the regulation or bylaws of the department, the bylaws of the district or the written rules of the superintendent.

11. Non-Retention Hearings for Non-Tenured Teachers
   a. In the case where a non-tenured teacher is given a notice of non-retention, the teacher may, within fifteen (15) calendar days of receipt of notification of non-retention, delivery to the superintendent or designee a written request for (1) a statement of cause(s) of non-retention and/or (2) an informal hearing before the School Board. Failure to deliver said written request to the superintendent within the time period allotted shall constitute a waiver of the right to a statement of causes and/or an informal hearing. If requested, a written statement of the causes for non-retention shall be provided to the teacher within five (5) calendar days of the date the written request was received by the superintendent. If requested, an informal hearing before the School Board shall be scheduled by the superintendent at the next regular School Board meeting, except that, if the next regular School Board meeting is beyond the end of the normal school year, a special School Board meeting shall be convened to hold the informal hearing. The superintendent shall notify the teacher in writing of the date, time, and place of the informal hearing.

   b. The following procedures shall govern an informal hearing:
      1) The hearing will be conducted in executive session unless the non-retained teacher requests in writing that the hearing be opened to the public.
      2) The following individuals may be in attendance during the closed hearing:
         i. Teacher
         ii. Administrative Representative
         iii. Teacher Representative
         iv. School Board Members
         v. Hearing Officer
c. A quorum of the School Board must be present at the hearing.
d. The teacher will have the right to appear individually and to be represented by counsel. Counsel for the teacher may be present during all proceedings at which testimony is presented or at which exhibits are introduced.
e. A written transcript, tape, or similar recording of the informal hearing shall be kept.
f. The superintendent, or designee, shall serve as the hearing officer on behalf of the School Board. The hearing officer shall be responsible for controlling the hearing and determining the following:
   1) Admissibility of evidence as to relevance to the case.
   2) The extent to which witnesses may be presented.
   3) Procedural issues.
g. The general format of the hearing shall be as follows:
   1) Statement of reasons and/or evidence for non-retention on the part of the administration.
   2) Presentation of evidence by the teacher in rebuttal.
   3) Closing comments by either party (School Board members may ask questions at any time during the hearing).
   4) Each side shall only be entitled to 20 minutes for opening and closing statements and presentation of their position.
h. At least three days before the hearing, each party (teacher and district) shall be entitled, upon request and where the information is known by the other party, to inspect documents to be used and to be informed of what witnesses will be presented by the other party at the hearing.
i. Following the informal hearing, the School Board may adjourn to executive session.
j. Following the executive session the School Board will reconvene in open session and may:
   1) Take no action, thereby affirming previous action to non-retain.
   2) Direct the administration to retain the teacher.
k. The decision of the School Board shall be in writing. If the decision of the School Board upholds the non-retention, the decision shall contain the following statement:

   This is the final decision of the Yukon-Koyukuk School District. If you wish to appeal to the Superior Court, you must bring an appeal within 30 days from the date that this decision is mailed or otherwise distributed to you. See Alaska Rules of Civil Procedure.

12. Non-Retention Hearings for Tenured Teachers

a. An employer that has decided to non-retain a tenured teacher shall provide the teacher with written notice, including a statement of cause and a complete bill of particulars. The employer shall notify the teacher of the non-retention by writing, delivered before March 15, or by registered mail postmarked before March 15.
b. In the case where a tenured teacher is given notice of non-retention, the teacher may, within fifteen (15) calendar days of receipt of notification of non-retention, delivery to the superintendent or designee a written request for a hearing before the School Board. Failure to deliver a written request to the superintendent within the time period allotted shall constitute a waiver of the right to a hearing. If requested, a hearing before the School Board shall be scheduled by the superintendent at the next regular School Board meeting, except that, if the next regular School Board meeting is beyond the end of the normal school year, a special School Board meeting shall be convened to hold the hearing. The superintendent shall notify the teacher in writing of the date, time, and place of the hearing.

c. The hearing shall follow the same procedure outlined for Dismissal of any Teacher.

13. Resignation
When a teacher or principal resigns, the following forms must be submitted to the district office.
   a. District Resignation Form
   b. Teachers Retirement System (TRS) Notification of Termination Form
   c. Contract Summation
   d. Change of address form

14. Procedures for Certificated Recruitment and Hire
The human resources department, upon direction of the superintendent, will ensure that the following takes place and will manage the position announcements, application process and files, screening, interview process, selection process.

   a. Position Announcement

   b. Prepare position announcement containing the following:
      1) Job Title
      2) Job Qualifications
      3) Duties
      4) Salary Range
      5) Closing Date
      6) Contact Person

   c. Send position announcement to the following:
      1) Each unit administrator with a note to post in three public places, and
      2) University of Alaska Teacher Placement -Fairbanks, or
      3) Local newspaper or other placement services as needed.

   d. Application Process
      1) For those applicants requesting in writing an application for a specific position that we have open, send the following:
Applicant Packet, which includes
a. Certificated Application
b. Job description
c. Salary Schedule
d. District Profile information
e. Contact information

2) For those applicants requesting an application in writing for a position not currently open, human resources will send a letter stating that there are no positions open in the requested area. Should the applicant write back and ask to start a file even though there are no open positions, human resources will send an application packet.

e. Applicant Files
   1) When a letter or applicant packet has been sent, human resources will place the initial inquiry letter and response in applicant hold files.

2) Establishing Applicant File
   a. Upon receipt of application, human resources will remove initial letter from hold file and establish an applicant file. Send district reference letter to applicants’ last employer.
   b. Upon receipt of application, human resources will establish applicant log in card file.
   c. As materials such as transcripts, placement papers, reference letter and other materials are received, human resources will place in applicants’ file and note on applicant log.

NOTE: If transcripts, letters and placement papers are received prior to application, human resources will place in hold file with applicant’s initial letter.

f. Applicant Screening
   1) Upon the closing date for a posted vacancy, completed files are screened by the human resources department, under direction of the superintendent, assistant superintendent and Hiring Committee as appropriate.
   2) References are contacted for confirmation as appropriate.

g. Applicant Interviewing
   1) Because of the nature of interviewing applicants in Alaska and the fact that many applicants are not in Alaska, applicants are interviewed by an interview committee selected by the superintendent, and Hiring Committee. Applicants may be interviewed prior to or after the closing date of the position announcement. It is the responsibility of the human resources department to arrange interviews. Not all applicants will be interviewed. Screening of applicants’ qualifications may eliminate some applicants prior to an interview. In addition, having an application on file does not entitle an applicant to an interview.
VII. PERSONNEL

2) Applicants are normally interviewed in Fairbanks or by teleconference, or videoconference.

3) After interviewing, the applicants’ file is noted with date and place of interview and comments placed in applicants file at the discretion of the interviewer.

NOTE: In some emergency or impending situations, an applicant may be interviewed by phone and selection determined. A personal interview of the most successful candidate may then be conducted before hire.

h. Selection

Based on the above procedures, the superintendent or designee, and the Hiring Committee make recommendations to hire.

i. Unsuccessful Applicant Files

1) For all applicants who have filed an official application, their materials are kept on file for 365 days and then destroyed.

2) For applicants in hold file that have not responded after 30 days with a request for application, their initial materials are destroyed.

3) For applicants in hold file who have been sent an application and have not returned the application within 60 days, their initial materials will be destroyed.

4) Applicant files will be reviewed on a monthly basis and files over 365 days old and for which a letter has not been received requesting the file to be activated for another year, the file will be destroyed.

5) The human resources department will send out “thank you” letters as a courtesy to all applicants once a position is filled.

D. Use of Leave Time - Certified

The minimum amount of time for which any type of leave can be taken is 1/2 of the employee’s normal workday. Failure to request leave ahead of time or, in the case of sick leave, (one hour prior to the scheduled work day, or as soon as practical) on the day the employee is sick, shall automatically result in leave without pay. The teacher is required to submit a leave slip for leave taken to document date, times of leave, type of leave request or taken, and must be signed by the teacher and supervisor.

E. Approval of Leave

All types of leave need prior approval of the supervisor (personal, annual, leave with-out pay, court, military, etc.) See the negotiated agreement for timeline to obtain prior approval. Sick leave requires that the individual notify the immediate supervisor one hour prior to the scheduled work day, or as soon as practical, on the morning leave is taken. Failure to get approval for leave or notify the supervisor of sickness (except in unusual or extenuating circumstances) shall result in the automatic deduction of leave without pay.
VII. PERSONNEL

In addition, employees who fail to secure approval of leave before commencement of leave may face deduction of normal leave accumulation for that monthly period and/or other disciplinary action.

F. Procedural Rules For Placement and Advancement of Certificated Teachers on the Salary Schedule

Each teacher shall be placed on the highest number step for which (s)he qualifies on the column except as noted in one and two below. The teacher shall qualify for one step for each year of teaching experience. For experience to count for salary placement, the teaching experience must be acceptable for creditable service for the Teacher Retirement System.

1. A maximum of five (5) years of out-of-state teaching experience will be allowed for initial placement.
2. A maximum of seven (7) years of Alaskan Teaching experience will count towards initial placement.
3. No more than seven (7) total years of teaching experience will count for placement.
4. No teacher previously placed shall have his/her placement reduced as a result of the Negotiated Agreement. Subject to the above provisions, experience both in Alaska and outside will be creditable to placement on the salary schedule.

Placement on columns of the salary schedule will be based on the confirmation of Baccalaureate and Masters college degrees. Credits earned beyond the last conferred degree will be applicable to movement on the columns, provided the credits are earned in the person’s teaching area, major or minor filed (as listed on the degree), courses which are customarily considered education courses, credits required by the district or credits in an endorsement recognized by the Department of Education or approved by the superintendent.

A teacher who completes at least 140 contract days during the school year shall be credited with one-year experience for advancement on the salary schedule.

Timeline for submission of request for advancement on the salary schedule for continuing employees.

1. Request to advance to a higher column on the salary schedule must be received by September 1st of the year in which the advance is to be applied.
2. Official transcripts that verify credits beyond the degree earned for present placement must be received by September 30th of the year in which the advancement is to be applied. The superintendent or designee may waive this rule if the employee can present evidence of unique or extenuating circumstances or difficulties.
G. Guidelines for Local Hire of Teacher Aides

1. At the request of the School Board, the following guidelines have been developed to aid you in the hire of teacher aides. These guidelines include:

   Criteria to review before hire:
   
   a. Educational background of the applicant.
   b. Past work experience which relates to the teacher aide position.
   c. Unique abilities of applicant which are required for certain teacher aide positions such as an Athabascan Language Aide.
   d. Applicants overall ability to fulfill the job requirements as stated in the job description located in the District Procedures Manual.
   e. Personal references.
   f. Information concerning the applicants criminal record, emotional stability, use of alcohol and use of drugs.
   g. Applicants use of appropriate English.

2. Teacher Aide Rating Scale:

   The attached Teacher Aide Rating Scale is intended to be a guide. The plan is that using a rating scale will produce the most qualified applicant. This applicant will be the person with the highest score. There are always exceptions. For instance, when the score of applicants is very close together, you must use your judgment. Also, there are cases where the highest scoring applicant just would not fit into a certain situation. Such as: a male applicant to supervise the girls shower room; where you have a personal knowledge that, in this particular situation, the applicant would not be able to get along with other employees; or possibility where you know you cannot get along with and supervise the employee.

3. Standard interview form:

   This form is not mandatory but has been used by many administrators to interview for classified positions.

4. Further training requirements:

   Based on the unique nature of individuals in aide positions, any aide position that works directly with students in a supervisory, tutoring or “teaching” situation will be required to complete three semester hours of instruction at the college level within each five years of employment or the employee will be terminated. The teacher aide will also participate in mandatory trainings set by state statute. Upon completion of mandatory training, the teacher aide must provide the district office with copies of certificates.
H. Classified Personnel Position Descriptions

1. Administrative Assistant I
2. After School Coordinator
3. Associate Teacher I
4. Associate Teacher II
5. Cook
6. Custodian
7. Indian Education Instructor
8. Maintenance/Custodian I
9. Maintenance/Custodian II
10. Maintenance Person
11. Principal Aide
12. School Bus Operator
13. Teacher Aide I
14. Teacher Aide II
15. Teacher Aide III
VII. PERSONNEL

Job Description: Administrative Assistant I

Definition: Under general direction, performs specialized complex clerical work and/or a wide variety of clerical services requiring independence, judgment, and initiative. Assists directors, coordinators and other administrative personnel in carrying out Board Policy, District Procedures and directions of the Superintendent.

Qualifications:
High School Diploma or GED and a minimum of two years clerical experience with at least one year being at journeyman level. Postsecondary education may be substituted for clerical experience on a year-for-year basis.

Knowledge, Skills and Abilities:

Working knowledge of:

- Principles and practices of clerical support procedures
- Correct business practices, correspondence and typing formats, including English grammar, composition, spelling and punctuation
- Computer systems and software in an business environment

Ability to:

- Comprehend, follow and apply oral and written instructions, statutes, regulations and procedures
- Plan and organize record keeping and filing systems for the work area
- Search for, select, and compile/summarize data and information
- Compare data from a variety of sources for accuracy and completeness, identify discrepancies or inaccuracies and make corrections
- Write memoranda and correspondence related to the work
- Exhibit cheery, supportive, and cooperative behavior in working with the public and office-related people
- Provide training and/or assistance to other staff members with word processing, spreadsheet, and similar business software programs
- Respond to inquiries or provide information to staff, board members and public with considerable tact, diplomacy and discretion in sensitive areas
- Perform basic arithmetic such as fractions, decimals, and percentages
- Use common business equipment
- Lift and carry file boxes up to 40 pounds, or similar office materials

Distinguishing Characteristics:
This position performs complex, specialized or full clerical support to an office, along with setting clerical office procedures for clerks to perform. These tasks are performed with general directions from supervisor while setting the priority. Administrative Assistants are distinguished from the Administrative Clerk classification by the specific and greater knowledge required for a variety of administrative processes and special projects; by the scope and impact upon the organizational unit in assuring adherence to administrative regulatory requirements; by the requirement to analyze and use
information to make recommendations and to design and produce reports; and by the focus on administrative work and not programmatic work.

Examples of Job Duties:
1. Assist in the preparation of reports, grant proposals, compliance reports, and other documents as assigned.
2. Provide confidential administrative support to supervisor/s in all areas of school district operations.
3. Maintain files and records as required.
4. Prepare orders and/or change orders as required.
5. Utilize office machines and computers as required.
7. Monitor and file correspondence in areas responsible.
8. Prioritize correspondence and screen phone calls to Supervisor/s.
9. Handle phone calls and correspondence where authorized.
10. Input data where required.
11. Monitor site reports as authorized.
13. Other duties as assigned.

Working Environment & Equipment Used:
The physical demands include: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some evening and weekend work will be required; High volume of work and strict adherence to workload may be stressful; frequent deadline and/or pressure situations. Some travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
VII. PERSONNEL

Job Description: After School Coordinator

Definition: Assist in the implementation of the school’s after school activities program under the direction of the Unit Administrator.

Qualifications:
High School Diploma or higher.

Knowledge, Skills and Abilities:
- Appropriate use of English
- Ability to follow and give directions
- Works well independently
- Ability to maintain a friendly and professional atmosphere in the classrooms and gymnasium and interactions with other staff, parents and community.
- Ability to work evening hours between 4:00 pm and 9:00 pm

Distinguishing Characteristics:
This position provides active support in the care and delivery for an After School Program.

Examples of Job Duties:
1. Work with individual children or small groups under the direct or indirect supervision of the unit administrator.
2. Provide assistance to teachers in maintaining an after school detention program.
3. Provide supervision to elementary, middle school, and high school open gym hours.
4. Provide support and coordination to other after school programs and classes such as tutoring, Indian education classes, and family math, reading and computer nights.
5. Perform other duties as assigned.

Working Environment & Equipment Used:
The physical demands include: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some evening and weekend work will be required; High volume of work and strict adherence to workload may be stressful; frequent deadline and/or pressure situations. Some travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
VII. PERSONNEL

Job Description: Associate Teacher I

Definition: Assist in the implementation of District educational programs under the direction of Unit Administrator or individual certificated teachers.

Qualifications:
High School Diploma or GED and at least 60 credits in a Bachelor of Education degree program leading to a teaching certificate.

Knowledge, Skills and Abilities:
- Appropriate use of English.
- Ability to follow and give direction.
- Work well independently.
- Working knowledge of various office machines as required: i.e. computer, copy machine, fax machine, etc.
- Ability to maintain a friendly and professional atmosphere in the classroom and interactions with other staff, parents and the community.

Distinguishing Characteristics:
This classification performs support to a classroom, through independent performance of a variety of tasks with general directions. The general directions are defined by established procedure and include priorities of the teacher. This classification differs from the Teacher Aide classification by the number of credits earned toward a Bachelor of Education degree according to the YKSD Career Ladder.

Examples of Job Duties:
1. Work with individual children or small groups under indirect supervision of certificated staff members.
2. Prepare teaching materials as directed by certificated staff.
3. Perform clerical duties as related to classroom instruction.
4. Prepare evaluations on students as directed by certificated staff.
5. Implement requirements as needed for special programs.
6. Keep records on students as directed.
7. Make home visits where directed.
8. Assist in classroom management.
9. Perform other related duties as assigned.

Working Environment & Equipment Used:
The physical demands include: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some evening and weekend work will be required; High volume of work and strict adherence to workload may be stressful; frequent deadline and/or pressure situations. Some travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
**VII. PERSONNEL**

*Job Description:* Associate Teacher II

**Definition:** Assist in the implementation of District educational programs under the direction of Unit Administrator or individual certificated teachers.

**Qualifications:**
High School Diploma or GED and at least 90 credits in a Bachelor of Education degree program leading to a teaching certificate.

**Knowledge, Skills and Abilities:**
- Appropriate use of English.
- Ability to follow and give direction.
- Work well independently.
- Working knowledge of various office machines as required: i.e. computer, copy machine, fax machine, etc.
- Ability to maintain a friendly and professional atmosphere in the classroom and interactions with other staff, parents and the community.

**Distinguishing Characteristics:**
This classification performs support to a classroom, through independent performance of a variety of tasks with general directions. The general directions are defined by established procedure and include priorities of the teacher. This classification differs from the Teacher Aide classification by the number of credits earned toward a Bachelor of Education degree according to the YKSD Career Ladder.

**Examples of Job Duties:**
1. Work with individual children or small groups under indirect supervision of certificated staff members.
2. Prepare teaching materials as directed by certificated staff.
3. Perform clerical duties as related to classroom instruction.
4. Prepare evaluations on students as directed by certificated staff.
5. Implement requirements as needed for special programs.
6. Keep records on students as directed.
7. Make home visits where directed.
8. Assist in classroom management.
9. Perform other related duties as assigned.

**Working Environment & Equipment Used:**
The physical demands include: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some evening and weekend work will be required; High volume of work and strict adherence to workload may be stressful; frequent deadline and/or pressure situations. Some travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
VII. PERSONNEL

Job Description: Cook

Definition:
Prepares meals for school breakfast /lunch program while following federal and state guidelines for the program.

Qualifications:
High School Diploma or GED. A certificate from an accredited college, technical or vocational school for completion of a course of study in professional cooking, food service/dietary management, culinary arts or a closely related area preferred.

Knowledge, Skills and Abilities:
- Knowledge of principles, tools and techniques of food service management, including planning and purchasing.
- Knowledge of general principles of menu planning, modification of recipes, preparation of foods.
- Knowledge of inventory control procedures, procurement and storing of food items and supplies.
- Knowledge of the practices, methods and procedures of volume food preparations; food values, characteristics and nutrition; personal hygiene, food handling, sanitation and safety precautions.
- Ability to lift/unload food and supplies
- Ability to operate kitchen equipment safely.

Distinguishing Characteristics:
This position is responsible for the day-to-day operation of the school cafeteria with general directions. The general directions are defined by established procedures while setting priorities.

Examples of Job Duties:
1. Establish menus in cooperation with site administrator.
2. Prepare meals for students.
4. Clean and maintain utensils necessary to prepare meals.
5. Clean and maintain area where meals are served, if separate from classroom area.
6. Prepare food orders in cooperation with site administrator.
7. Other duties as assigned related to food service at local sites.

Working Environment & Equipment Used:
The job’s functions requires the following physical demands: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. High volume of work and strict adherence to workload may be stressful. Extensive travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
Job Description: Custodian

Definition:
Provides students with a safe, comfortable, clean and efficient place in which to learn, play and develop.

Qualifications:
High School Diploma or GED and at least one year Custodial experience preferred.

Knowledge, Skills and Abilities:
- Knowledge of standard methods; practices; tools; equipment and supplies used to perform custodial services.
- Ability to identify building areas in need of improvement or repair.
- Knowledge of occupational hazards and safety practices and precautions.
- Knowledge of local laws and procedures as pertains to job duties.

Distinguishing Characteristics:
This position is responsible for maintaining the clean and sanitary condition of the building and grounds and the security of the building with general directions. The general directions are defined by established procedures and include priorities of supervisor.

Examples of Job Duties:
1. Keep buildings and premises, including sidewalks, driveways, and play areas neat and clean at all times.
2. Shovel, plow, and/or sand walkways, driveways, parking areas, and steps as appropriate.
3. Check daily to insure that all exit doors are open and all panic bolts are working properly during the hours of building occupancy.
4. Raise the United States Flag at or before 8:00 a.m. on each school day and lower it at or after 3:30 p.m.
5. Sweep classrooms daily and dust furniture.
6. Clean corridors after school each day and during the day when condition requires it.
7. Scrub, hose down and disinfect toilet floors daily, and clean all sanitary fixtures and drinking fountains daily.
8. Wash all windows on both the inside and outside at least twice each year and more frequently if necessary.
10. Perform such yard-keeping chores as grass cutting, tree trimming, and the like, as necessary, to maintain the school grounds in a safe and attractive condition.
11. Keep all floors in a clean and attractive condition and in good state of preservation.
12. Clean all chalkboards at least once a week.
13. Report major repairs needed promptly to Principal/Principal-Teacher.
14. Report immediately to the Principal/Principal-Teacher any damage to school property.
15. Remain on the school premises during school hours and during non-school hours when the use of the building has been authorized and attendance is required by the Unit Administrator.
16. Assume responsibility for the opening and closing of the building each school day and determine, before leaving, that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off.
17. Move furniture or equipment within buildings as required for various activities and as directed by the Unit Administrator.
18. Comply with local laws and procedures for the storage and disposal of trash, rubbish, and waste.
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19. Perform other related duties as assigned.

Working Environment & Equipment Used:
The job’s functions requires the following physical demands: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. High volume of work and strict adherence to workload may be stressful. Extensive travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
Job Description: Indian Education Instructor

Definition: Assist in the implementation of District educational programs under the direction of Unit Administrator or individual certificated teachers.

Qualifications:
High School Diploma or GED and at least 120 credits in a Bachelor of Education degree program leading to a teaching certificate.

Knowledge, Skills and Abilities:
- Appropriate use of English.
- Ability to follow and give direction.
- Work well independently.
- Working knowledge of various office machines as required: i.e. computer, copy machine, fax machine, etc.
- Ability to maintain a friendly and professional atmosphere in the classroom and interactions with other staff, parents and the community.

Distinguishing Characteristics:
This classification performs support to a classroom, through independent performance of a variety of tasks with general directions. The general directions are defined by established procedure and include priorities of the teacher. This classification differs from the Teacher Aide classification by the number of credits earned toward a Bachelor of Education degree according to the YKSD Career Ladder.

Examples of Job Duties:
1. Work with individual children or small groups under indirect supervision of certificated staff members.
2. Prepare teaching materials as directed by certificated staff.
3. Perform clerical duties as related to classroom instruction.
4. Prepare evaluations on students as directed by certificated staff.
5. Implement requirements as needed for special programs.
6. Keep records on students as directed.
7. Make home visits where directed.
8. Assist in classroom management.
9. Perform other related duties as assigned.

Working Environment & Equipment Used:
The job’s functions requires the following physical demands: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. High volume of work and strict adherence to workload may be stressful. Extensive travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
Job Description: Library Aide

Definition: Assist in the implementation of District library programs under the direction of Unit Administrator and Library Media Coordinator.

Qualifications: High School Diploma or GED

Knowledge, Skills and Abilities:
- Appropriate use of English.
- Ability to follow and give direction.
- Work well independently
- Working knowledge of various office machines as required: i.e. computer, copy machine, fax machine, etc.
- Ability to maintain a friendly and professional atmosphere in the library and interactions with other staff, parents and the community.

Distinguishing Characteristics:
This position performs support to students and staff, through independent performance of a variety of tasks with general directions. The general directions are defined by established procedure and include priorities of the Library Media Coordinator and Unit Administrator.

Examples of Job Duties:
1. Work with individual children or small groups under direct or indirect supervision of Library Media Coordinator, Unit Administrator, or certificated staff members.
2. Prepare library space and materials as directed by Library Media Coordinator.
3. Perform clerical duties as related to library functions.
4. Assist certificated staff in locating library materials that relate to current curriculum.
5. Assist in fulfilling grant requirements, such as teaching library skills to K-3.
6. Assist patrons in using library automated system and Internet to locate and use resources.
7. Assist in implementing programs such as Accelerated Reader, Battle of the Books and Migrant Education Book Distribution.
8. Perform other related duties as assigned.

Working Environment & Equipment Used:
The physical demands include: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some evening and weekend work will be required; High volume of work and strict adherence to workload may be stressful; frequent deadline and/or pressure situations. Some travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
Job Description: Maintenance Person

Definition: Performs duties as necessary to insure maintenance of all building systems including preventative maintenance so that there will be no down time during regular school hours.

Qualifications:
High School Diploma or GED and at least two years of building maintenance experience. Post secondary education may be substituted for experience on a year-for-year basis.

Knowledge, Skills and Abilities:
- Knowledge of the practices; procedures; equipment and materials used in the maintenance and repair of buildings and related systems (i.e. mechanical, electrical, heating and plumbing).
- Ability to assess situations and make appropriate judgments.
- Working knowledge of building plans and specifications
- Ability to plan, determine work priorities, schedule, supervise and direct the work of custodians and, if conditions warrant, a crew.

Distinguishing Characteristics:
This position is responsible for on-site monitoring and maintenance of all systems related to the building with general directions. The general directions are defined by established procedures while setting priorities.

Examples of Job Duties:
1. Perform labor necessary to maintain all mechanical, electrical, heating, and plumbing systems in good repair and fully functional.
2. May be required to serve as foreman when conditions warrant hiring a crew.
3. Evaluates, trains, and assists custodians to maintain a clean, orderly, functional school building.
4. Responsible for keeping all maintenance rooms clean and orderly.
5. Responsible for submitting purchase requests for needed spare parts and tools.
6. May be necessary to work a non-regular schedule to maintain and verify all systems functioning.
7. Submit regular written reports concerning needed maintenance.
8. Prepare and carry out a preventative maintenance plan.
9. Other related duties as assigned.

Working Environment & Equipment Used:
The job’s functions requires the following physical demands: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. High volume of work and strict adherence to workload may be stressful. Extensive travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
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Job Description: Maintenance/Custodian I

Definition:
Provides students with a safe, attractive, comfortable, clean and efficient place in which to learn, play and develop. Performs duties as necessary to insure maintenance of all building systems including preventative maintenance so that there will be no down time during regular school hours.

Qualifications:
High School Diploma or GED and at least one year custodial experience and one year maintenance experience preferred.

Knowledge, Skills and Abilities:
- Knowledge of the practices; procedures; equipment and materials used in the maintenance and repair of buildings and related systems (i.e. mechanical, electrical, heating and plumbing) and custodial services.
- Ability to assess situations and make appropriate judgments.
- Working knowledge of building plans and specifications
- Knowledge of occupational hazards and safety practices and precautions.
- Knowledge of local laws and procedures as pertains to job duties.

Distinguishing Characteristics:
This position is responsible for maintaining the clean and sanitary condition of the building and grounds, the security of the building and on-site monitoring and maintenance of all systems related to the building with general directions. The general directions are defined by established procedures and include priorities of supervisor.

Examples of Job Duties:
1. Keep buildings and premises, including sidewalks, driveways, and play areas neat and clean at all times.
2. Regulate heat and ventilation systems to provide temperatures appropriate to the season and to insure economical usage of fuel, water, and electricity.
3. Shovel, plow, and/or sand walks, driveways, parking areas, and steps as appropriate.
4. Check daily to insure that all exit doors are open and all panic bolts are working properly during the hours of building occupancy.
5. Raise the United States Flag at or before 8:00 a.m. on each school day and lower it at or after 3:30 p.m.
6. Sweep classrooms daily and dust furniture.
7. Clean corridors after school each day and during the day when condition requires it.
8. Scrub, hose down, and disinfect toilet floors daily, and clean all sanitary fixtures and drinking fountains daily.
9. Wash all windows on both the inside and outside at least twice each year and more frequently if necessary.
10. Keep grounds free of rubbish.
11. Perform such yard-keeping chores as grass cutting, tree trimming, and the like, as necessary, to maintain the school grounds in a safe and attractive condition.
12. Keep all floors in a clean and attractive condition and in good state of preservation.
13. Clean all chalkboards at least once a week.
14. Make such minor building repairs as directed by Principal/Principal-Teacher.
15. Report major repairs needed promptly to Principal/Principal-Teacher.
16. Maintain on a regular schedule all motors and other mechanical equipment requiring scheduled servicing.
17. Report immediately to the Principal/Principal-Teacher any damage to school property.
18. Remain on the school premises during school hours and during non-school hours when the use of the building has been authorized and attendance is required by the Unit Administrator.
19. Assume responsibility for the opening and closing of the building each school day and determine, before leaving, that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off.
20. Keep an inventory of supplies, equipment, and fuel on hand, and requisitions such needed replacements from the Unit Administrator far enough in advance so that they may be delivered in such time as it will not hinder the custodian in their duties.
21. Conduct an on-going program of general maintenance, upkeep, and repair.
22. Move furniture or equipment within buildings as required for various activities and as directed by the Unit Administrator.
23. Comply with local laws and procedures for the storage and disposal of trash, rubbish, and waste.
24. Conduct periodic inspections and tests of all electrical installations in the school to insure their safe condition.
25. Perform other related duties as assigned.

Working Environment & Equipment Used:
The physical demands include: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some evening and weekend work will be required; High volume of work and strict adherence to workload may be stressful; frequent deadline and/or pressure situations. Some travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
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Job Description: Maintenance/Custodian II

Definition:
Provides students with a safe, attractive, comfortable, clean and efficient place in which to learn, play and develop. Performs duties as necessary to insure maintenance of all building systems including preventative maintenance so that there will be no down time during regular school hours.

Qualifications:
High School Diploma or GED and at least five years custodial/maintenance experience.

Knowledge, Skills and Abilities:
- Considerable knowledge of the practices; procedures; equipment and materials used in the maintenance and repair of buildings and related systems (i.e. mechanical, electrical, heating and plumbing) and custodial services.
- Ability to assess situations and make appropriate judgments.
- Knowledge of building plans and specifications
- Considerable knowledge of occupational hazards and safety practices and precautions.
- Considerable knowledge of local laws and procedures as pertains to job duties.
- Ability to plan; determine work priorities; schedule; supervise and direct work of professional and nonprofessional technical support staff.

Distinguishing Characteristics:
This position is responsible for maintaining the clean and sanitary condition of the building and grounds, the security of the building and on-site monitoring and maintenance of all systems related to the building with general directions. The general directions are defined by established procedures while setting priorities. This position may supervise lower levels.

Examples of Job Duties:
1. Keep buildings and premises, including sidewalks, driveways, and play areas neat and clean at all times.
2. Regulate heat and ventilation systems to provide temperatures appropriate to the season and to insure economical usage of fuel, water, and electricity.
3. Shovel, plow, and/or sand walkways, driveways, parking areas, and steps as appropriate.
4. Check daily to insure that all exit doors are open and all panic bolts are working properly during the hours of building occupancy.
5. Raise the United States Flag at or before 8:00 a.m. on each school day and lower it at or after 3:30 p.m.
6. Sweep classrooms daily and dust furniture.
7. Clean corridors after school each day and during the day when condition requires it.
8. Scrub, hose down, and disinfect toilet floors daily, and clean all sanitary fixtures and drinking fountains daily.
9. Wash all windows on both the inside and outside at least twice each year and more frequently if necessary.
10. Keep grounds free of rubbish.
11. Perform such yard-keeping chores as grass cutting, tree trimming, and the like, as necessary, to maintain the school grounds in a safe and attractive condition.
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12. Keep all floors in a clean and attractive condition and in good state of preservation.
13. Clean all chalkboards at least once a week.
14. Make such minor building repairs as directed by Principal/Principal-Teacher.
15. Report major repairs needed promptly to Principal/Principal-Teacher.
16. Maintain on a regular schedule all motors and other mechanical equipment requiring scheduled servicing.
17. Report immediately to the Principal/Principal-Teacher any damage to school property.
18. Remain on the school premises during school hours and during non-school hours when the use of the building has been authorized and attendance is required by the Unit Administrator.
19. Assume responsibility for the opening and closing of the building each school day and determine, before leaving, that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off.
20. Keep an inventory of supplies, equipment, and fuel on hand, and requisitions such needed replacements from the Unit Administrator far enough in advance so that they may be delivered in such time as it will not hinder the custodian in their duties.
21. Conduct an on-going program of general maintenance, upkeep, and repair.
22. Move furniture or equipment within buildings as required for various activities and as directed by the Unit Administrator.
23. Comply with local laws and procedures for the storage and disposal of trash, rubbish, and waste.
24. Conduct periodic inspections and tests of all electrical installations in the school to insure their safe condition.
25. Perform other related duties as assigned.

Working Environment & Equipment Used:
The job’s functions requires the following physical demands: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. High volume of work and strict adherence to workload may be stressful. Extensive travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
Job Description: Principal Aide

Definition:
Perform a variety of clerical services to support the Unit Administrator. The position requires knowledge and experiences for the performance of various office assignments to be determined by the Unit Administrator.

Qualifications:
High School Diploma or GED and a minimum one year clerical experience. Clerical experience may be substituted for post-secondary education on a year-for-year basis.

Knowledge, Skills and Abilities:
Working knowledge of:
- Various office machines as required, i.e., Macintosh computer, modem, copy machine, duplicating machine, and FAX machine.
- Computer systems and software

Ability to:
- Provide a full range of reception duties.
- Plan, organize and maintain filing system.
- Complete and produce documents, forms, applications, and correspondence utilizing word processing, spreadsheet, and other related software.
- Maintain files as required.
- Prepare purchase orders and/or change orders as required.
- Distribute purchase orders in prescribed manner.
- Maintain the confidentiality of the office.
- Maintain a friendly and professional atmosphere in the office and interactions with staff, parent and community.
- Monitor fixed assets.

Distinguishing Characteristics:
This position performs clerical support to an office, through independent performance of a variety of tasks with general directions. The general directions are defined by established procedure and include priorities of supervisor.

Examples of Job Duties:
1. Prepare a variety of material, such as: letters, student records, reports, memos, and monthly reports from rough draft or corrected copy.
2. Verify totals on report forms, requisitions, etc., and proofread other materials as requested by supervisor.
3. Maintain files as required.
4. Prepare purchase orders and/or change orders as required.
5. Distribute purchase orders in prescribed manner.
6. Utilize various office machines as required, i.e. Macintosh computer, modem, copy machine, duplicating machine, and fax machine.
7. Make travel arrangements for Principal and other staff as directed by Principal.
8. Maintain student attendance, health, and permanent grade records.
9. Direct phone calls, written correspondence, and visiting guests to appropriate personnel.
10. Maintain adequate stocks of office and school supplies.
11. Prepare and submit monthly payroll reports.
12. Prepare and/or assist in the preparation of quarterly attendance; district, state, and federal program reports; and any other reports assigned by the principal.

13. Maintain the confidentiality of the office.

14. Monitor fixed assets.

15. Other related duties as assigned.

**Working Environment & Equipment Used:**

The physical demands include: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some evening and weekend work will be required; High volume of work and strict adherence to workload may be stressful; frequent deadline and/or pressure situations. Some travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
Job Description: Teacher Aide I

Definition: Assist in the implementation of District educational programs under the direction of Unit Administrator or individual certificated teachers.

Qualifications: High School Diploma or GED.

Knowledge, Skills and Abilities:
- Appropriate use of English.
- Ability to follow and give direction.
- Work well independently.
- Working knowledge of various office machines as required: i.e. computer, copy machine, fax machine, etc.
- Ability to maintain a friendly and professional atmosphere in the classroom and interactions with other staff, parents and the community.

Distinguishing Characteristics:
This position performs support to a classroom, through independent performance of a variety of tasks with general directions. The general directions are defined by established procedure and include priorities of the teacher.

Examples of Job Duties:
1. Work with individual children or small groups under direct or indirect supervision of certificated staff members.
2. Prepare teaching materials as directed by certificated staff.
3. Perform clerical duties as related to classroom instruction.
4. Prepare evaluations on students as directed by certificated staff.
5. Implement requirements as needed for special programs.
6. Keep records on students as directed.
7. Make home visits where directed.
8. Assist in classroom management.
9. Perform other related duties as assigned.

Working Environment & Equipment Used:
The physical demands include: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some evening and weekend work will be required; High volume of work and strict adherence to workload may be stressful; frequent deadline and/or pressure situations. Some travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
Job Description: Teacher Aide II

Definition: Assist in the implementation of District educational programs under the direction of Unit Administrator or individual certificated teachers.

Qualifications: High School Diploma or GED and at least 15 credits in a Bachelor of Education degree program leading to a teaching certificate.

Knowledge, Skills and Abilities:
- Appropriate use of English.
- Ability to follow and give direction.
- Work well independently
- Working knowledge of various office machines as required: i.e. computer, copy machine, fax machine
- Ability to maintain a friendly and professional atmosphere in the classroom and interactions with other staff, parents and the community.

Distinguishing Characteristics:
This position performs support to a classroom, through independent performance of a variety of tasks with general directions. The general directions are defined by established procedure and include priorities of the teacher.

Examples of Job Duties:
1. Work with individual children or small groups under direct or indirect supervision of certificated staff members.
2. Prepare teaching materials as directed by certificated staff.
3. Perform clerical duties as related to classroom instruction.
4. Prepare evaluations on students as directed by certificated staff.
5. Implement requirements as needed for special programs.
6. Keep records on students as directed.
7. Make home visits where directed.
8. Assist in classroom management.
9. Perform other related duties as assigned.

Working Environment & Equipment Used:
The physical demands include: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some evening and weekend work will be required; High volume of work and strict adherence to workload may be stressful; frequent deadline and/or pressure situations. Some travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
VII. PERSONNEL

Job Description: Teacher Aide III

Definition: Assist in the implementation of District educational programs under the direction of Unit Administrator or individual certificated teachers.

Qualifications: High School Diploma or GED and at least 30 credits in a Bachelor of Education degree program leading to a teaching certificate.

Knowledge, Skills and Abilities:
- Appropriate use of English.
- Ability to follow and give direction.
- Work well independently
- Working knowledge of various office machines as required: i.e. computer, copy machine, fax machine
- Ability to maintain a friendly and professional atmosphere in the classroom and interactions with other staff, parents and the community.

Distinguishing Characteristics:
This position performs support to a classroom, through independent performance of a variety of tasks with general directions. The general directions are defined by established procedure and include priorities of the teacher.

Job Duties:
1. Work with individual children or small groups under direct or indirect supervision of certificated staff members.
2. Prepare teaching materials as directed by certificated staff.
3. Perform clerical duties as related to classroom instruction.
4. Prepare evaluations on students as directed by certificated staff.
5. Implement requirements as needed for special programs.
6. Keep records on students as directed.
7. Make home visits where directed.
8. Assist in classroom management.
9. Perform other related duties as assigned.

Working Environment & Equipment Used:
The physical demands include: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. Some evening and weekend work will be required; High volume of work and strict adherence to workload may be stressful; frequent deadline and/or pressure situations. Some travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
Job Description: School Bus Operator

Definition:
Provide safe transportation on approved routes for students to and from school.

Qualifications:
1. Be 21 years old or older, and have at least one-year driving experience.
2. Have valid State of Alaska driver’s license and Alaska school bus operator’s permit (received after passing training class).
3. Pass written and driving exam administered by the Department of Motor Vehicles (initially).
4. Be willing to be fingerprinted with background check by the State of Alaska (initially).
5. Pass a State of Alaska school bus physical certified by a medical doctor, a PA licensed by the State Medical Board, or an ANP licensed by the Board of Nursing.
6. Have a clean driving record (5 years) and provide proof with copy for the Department of Public Safety.
7. Not have a history of driving violations, DWI (drugs or intoxicating liquor), and other offenses established by the Department of Public Safety.
8. Not have been convicted of any of the following offenses within 20 years: Sexual abuse of a minor, sexual assault, incest, unlawful exploitation of a minor, contributing to the delinquency of a minor, felony involving possession or distribution of prohibited drugs, or promoting prostitution in the first/second degree.
9. Be thoroughly reliable and of good repute, a person whom students and school officials will respect, whose actions result in a constructive influence over the students.
10. Keep his/her person neat and clean, and able to keep his/her work area neat and clean.
11. Never use tobacco while operating, at loading zones, or on standby during bus runs.
12. Never use controlled substances or intoxicating liquor per requirements of the School District.
13. Have own means of reliable transportation.
14. Attend School District-sponsored training for the purpose of remaining current on driving requirements.
15. Be willing to advise management of any conditions that could prevent the operator from carrying out required duties.

Knowledge, Skills and Abilities:
- Able to follow instructions, written and verbal
- Able to shift a manual transmission proficiently, including downshifting and double clutching (if applicable)
- Knowledge of all federal and state rules and regulations pertaining to school bus transportation
- Ability to supervise and work well with children
- Satisfactorily complete first aid and CPR course

Distinguishing Characteristics:
This position provides transportation for the site with general directions. The general directions are defined by established procedure while setting priorities.

Examples of Job Duties:
1. Operate school district vehicles in a safe and lawful manner at all times.
2. Inspect school bus prior to each trip including regular routes, charters, etc.
VII. PERSONNEL

3. Supervise students on school bus. Responsible for their safety on and off the bus in loading and unloading zones.

4. Maintain discipline and control of students on bus and fill out misconduct reports as required.

5. MUST obey/comply with all federal, state, and district rules and regulations pertaining to school bus transportation.

6. Be punctual to work and punctual on assigned route.

7. Must comply with all YKSD policies as found in the policy manual and changes or amendments as posted.

8. Refuel school bus and check all fluid levels.

9. Report all mechanical defects immediately on pre-trip inspection report. (Turn into principal daily).

10. Sweep and clean school bus including windows, lights, placards, etc. Keep the bus thoroughly clean.

11. Complete required reports on time for the school district and state.

12. Attend mandatory operator’s safety meetings and in-service training. (When required)

13. Maintain and promote good public relations between school district and community.

14. Submit a correct daily bus report and all other required paperwork.

Working Environment & Equipment Used:

The job’s functions requires the following physical demands: occasional lifting (20 pounds maximum), carrying, pushing and/or pulling; some climbing; some stooping, kneeling, crouching and/or crawling; and significant reaching, handling, speaking, writing, hearing, and fine finger dexterity; frequent standing, walking, and sitting, and lifting up to 20 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, color vision, and the ability to adjust focus. High volume of work and strict adherence to workload may be stressful. Extensive travel in small aircraft required. Equipment used includes personal computer, printer, scanner/fax machine, copy machine, telecommunication, and periodic use of other equipment such as LCD panel projections, overhead projectors, slide projectors, and VCR.
VII. PERSONNEL

I. Forms
   1. Classified Application
   2. Classified Evaluation
   3. Resignation/Separation
VII. PERSONNEL

CLASSIFIED EMPLOYMENT APPLICATION
The Yukon-Koyukuk School District is an Equal Opportunity Employer

Position being applied for: ________________________________

Name: ________________________________ Social Security Number: ____________
Address: ________________________________ Telephone - Home: (____) - _________
______________________________ Telephone - Work: (____) - _________
Are you 18 years or older? Yes □ No □

Have you been convicted of a misdemeanor in the past ten years or a felony of any kind? Yes □ No □
If “Yes” please explain ________________________________

Are you able to perform the job duties for the position for which you are applying? Yes □ No □

Do You have a valid Alaska Driver’s License? Yes □ No □ License Number ________________________
If hired, when could you report for work? ________________________________

EDUCATION AND EXPERIENCE

Circle highest year of school completed: 9 10 11 12 Other ____________

Name and address of last school attended:
______________________________
High School Graduate? Yes □ No □
______________________________
High School Equivalency (GED)? Yes □ No □
______________________________
List any courses that relate to the position you are applying for:
________________________________________
________________________________________
________________________________________
________________________________________
If typing or keyboarding is required how many words per minute do you type?
________________________________________

EDUCATION OR TRAINING AFTER HIGH SCHOOL

<table>
<thead>
<tr>
<th>Name and Location</th>
<th>No. of hours (qtr/sem)</th>
<th>Continuing Education Units</th>
<th>Degree or Certificate</th>
<th>Year</th>
<th>Major</th>
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</table>

PROCEDURES MANUAL 37
VII. PERSONNEL

List Office Equipment you are qualified to operate:

List Software you are qualified to use:

EMPLOYMENT HISTORY - List all jobs within past five years, give earlier job history if pertinent to job applied for. Use additional pages if needed to give complete history. Start with last or present position and work backwards.

- Employing Firm
  Firm Address:
  From: ____________  To: ____________
  Hours Per Week: ____________
  Starting Salary: $ _______ per _________
  Final Salary: $ _______ per _________
  No. of employees supervised _______
  Duties
  Name of Supervisor: ____________
  Reason for leaving: ____________________________

- Employing Firm
  Firm Address:
  From: ____________  To: ____________
  Hours Per Week: ____________
  Starting Salary: $ _______ per _________
  Final Salary: $ _______ per _________
  No. of employees supervised _______
  Duties
  Name of Supervisor: ____________
  Reason for leaving: ____________________________

- Employing Firm
  Firm Address:
  From: ____________  To: ____________
  Hours Per Week: ____________
  Starting Salary: $ _______ per _________
  Final Salary: $ _______ per _________
  No. of employees supervised _______
  Duties
  Name of Supervisor: ____________
  Reason for leaving: ____________________________

- Employing Firm
  Firm Address:
  From: ____________  To: ____________
  Hours Per Week: ____________
  Starting Salary: $ _______ per _________
  Final Salary: $ _______ per _________
  No. of employees supervised _______
  Duties
  Name of Supervisor: ____________
  Reason for leaving: ____________________________
REFERENCES - Below, give the names of three persons you are not related to, whom you have known at least one year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Business Phone</th>
<th>Years Acquainted</th>
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CERTIFICATE OF APPLICANT - I hereby certify that all information made on or in connection with this application is true and complete to the best of my knowledge and belief and that I have not knowingly withheld any fact or circumstance. I understand that any misrepresentation or concealment of material fact will be sufficient ground for rejection of this application or removal from employment. I authorize my present and previous employers to release to the Yukon-Koyukuk School District any information they may have regarding my character or my employment record and release said employers from any damage or claim for furnishing said information. I hereby agree to submit to such physical and/or mental examination as may be required. I authorize the Alaska State Police to release any information concerning any previous criminal record I may have.

Signature: ___________________________ Date: ___________________________

EQUAL OPPORTUNITY EMPLOYMENT - The following questions are made for statistical purposes in administering a fair employment program. This information will be filed numerically and no discriminatory actions based on the information provided will be taken by this agency.

I am: (check one of the following)

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<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Spanish</th>
<th>American</th>
<th>Indian</th>
<th>Asian</th>
<th>Eskimo</th>
<th>Alaska</th>
<th>Native</th>
<th>Other</th>
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I was born in the United States: Yes ☐ No ☐ ☐
I am a United States citizen: Yes ☐ No ☐ ☐
I am a Veteran: Yes ☐ No ☐ ☐

If “Yes,” list branch of service and type of discharge: ___________________________

Dates of Alaskan Residence: From ________________ to ________________

PROCEDURES MANUAL
## Yukon-Koyukuk School District
### Performance Evaluation Report

**Classified Personnel**

<table>
<thead>
<tr>
<th>Location:</th>
<th>Name:</th>
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<tr>
<td>Date:</td>
<td>Position:</td>
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</table>

**Employee Status:** (Check One)
- Probationary
- Regular

### Checklist for Specific Job Duties

*(See key on next page for MOSAIC descriptions)*

<table>
<thead>
<tr>
<th>Job Duty</th>
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### Factor

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<tr>
<td>Courteous &amp; Respectful of Others</td>
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<tr>
<td>Observance of Work Habits (i.e. attendance, hours, appearance, clean work area, etc.)</td>
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<td>Positive Attitude</td>
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<td>Initiative &amp; Willingness to Learn &amp; Accept Responsibility</td>
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<td>Accepts Direction</td>
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### Other Job Factors

- Record Job Strengths & Excellent Performance:

- Record specific work performance deficiencies or job behavior requiring improvement or correction (including timelines for improvement).
### MOSAIC Performance Grid Key

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
<th>Key Points</th>
</tr>
</thead>
</table>
| **M**  | Mastery     | *Superior, best*  
*Error-free*  
*Achieves spectacular performance and superlative results*  
*Possesses the highest possible levels of expertise, competence, skill, and knowledge*  
*Are known for their excellence*  
*Are virtually error-free, impeccable— they have no discernible defects or shortcomings* |
| **O**  | Outstanding | *Marks of excellence*  
*No major shortcomings*  
*Achieve superior performance and above-average results; they are clearly ahead of the pack*  
*Have superior expertise, skills, and knowledge*  
*Show marks of excellence*  
*Have a few imperfections, problems, or obstacles they should work on to improve performance and increase growth*  
*Have no major shortcomings or obstacles holding them back* |
| **S**  | Satisfactory | *Meets all basic needs*  
*Adequate*  
*Achieve adequate progress and results*  
*Have several imperfections, problems, or obstacles they should work on to improve performance and increase growth*  
*Are meeting basic demands or desires*  
*May show a few marks of outstanding or extraordinary performance, but not consistently or pervasively* |
| **A**  | Acceptable  | *Okay, needs improvement*  
*Some shortcomings*  
*Achieve adequate progress and results, but sometimes intermittently so*  
*Have a number of significant imperfections, problems, or obstacles they should work on to improve performance and increase growth*  
*Are meeting most, but not all basic demands or desires*  
*Are not doing anything that is outstanding or extraordinary* |
| **I**  | Intolerable | *Not acceptable*  
*Major shortcomings*  
*Are not achieving progress or results necessary for growth and development*  
*Are in a declining or otherwise undesirable state*  
*Have many significant imperfections, problems, or obstacles they must work on soon to improve performance*  
*Will have to exert considerable effort to make progress* |
| **C**  | Counter-Productive | *Better off without it*  
*Serious problems*  
*Are not achieving any progress or results*  
*Are in a rapidly declining state and are totally or near totally hindered from making progress*  
*Must do something soon*  
*Have serious problems and in all probability will require third-party assistance to overcome them* |

---

I acknowledge that I have read this evaluation summary and recommendations, which does not necessarily mean that I agree with them. I further acknowledge that if I wish to respond to this evaluation, a written response must be submitted within 48 hours of receipt of this document.

<table>
<thead>
<tr>
<th>Employee’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer’s Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Resignation / Separation

Employee Instructions: Complete form (Section I) and submit to your immediate supervisor, with a final copy to Human Resources. A copy will be returned to you upon completion of District Office and Board Action.

SECTION I:

I ____________________________, hereby submit my voluntary resignation as ____________________________ (Job title)

Effective date: ____________________________ Time: ____________________________ am/pm

(month) (day) (year)

The reason for resignation is indicated below (mark all that apply):

☐ Another job ☐ Go back to school ☐ Retirement ☐ Medical reasons ☐ Lack of work
☐ Did not like job ☐ Personal reasons ☐ Stay at home ☐ Relocation ☐ Change in family status
☐ Other reason(specify): ____________________________

Current mailing address: ____________________________

Permanent mailing address: ____________________________

Phone # ____________________________ Cell phone # ____________________________ Message # ____________________________

(Employee signature) ____________________________ (Today’s Date) ____________________________

SECTION II

Supervisor: If employee did not voluntarily resign, indicate reason below.

☐ Probationary hire ☐ Violation of policy ☐ Job elimination/downsizing ☐ Job abandonment
☐ Other: ____________________________

SECTION III

Last day of actual work: ____________________________

Supervisor’s recommendation: ____________________________

Supervisor’s Signature: ____________________________ Date: ____________________________

Superintendent’s recommendation: ____________________________

Superintendent’s Signature: ____________________________ Date: ____________________________

Board Action: ____________________________

Signature: ____________________________ Date: ____________________________
A. The Alaska Human Rights Law (AS18.80.220) and Federal Law Prohibits
   • SEXUAL HARASSMENT
   • UNWELCOME SEXUAL ADVANCES;
   • REQUESTS FOR SEXUAL FAVORS; OR
   • VERBAL/PHYSICAL/VISUAL CONDUCT OF A SEXUAL NATURE CONSTITUTES SEXUAL
     HARASSMENT WHEN:

   1. submission to the conduct is made an explicit or implicit term or condition of
      employment;
   2. submission to or rejection of the conduct is used as the basis for an employment
      decision, or;
   3. the conduct has the purpose or effect of unreasonable interfering with an
      individual's work performance or creating an intimidating or hostile work
      environment.

RETALIATION FOR COMPLAINING ABOUT SEXUAL HARASSMENT IS UNLAWFUL

** IF YOU BELIEVE YOU HAVE BEEN SEXUALLY HARASSED, CONTACT THE COMMISSION STAFF
AND THE YUKON-KOYUKUK SCHOOL DISTRICT'S SUPERINTENDENT.

** COMPLAINTS TO THE ALASKA STATE COMMISSION FOR HUMAN RIGHTS AND TO THE EQUAL
EMPLOYMENT OPPORTUNITY COMMISSION MUST BE FILED WITHIN 180 DAYS OF THE DATE OF
HARM.

** COMPLAINTS TO THE PRINCIPAL AT THE VILLAGE SITE WILL BE FORWARD TO THE
ASSISTANT SUPERINTENDENT WITHIN ONE WORK DAY OF THE RECEIPT OF THE ORAL OR
WRITTEN REPORT OF SEXUAL HARASSMENT.

ALASKA STATE COMMISSION
FOR HUMAN RIGHTS
800 A Street, Suite 204
Anchorage, AK 99501
Toll Free 800/478-4692
In Anchorage 274-4692
TTY/TTD 800/478-3177

EQUAL EMPLOYMENT OPPORTUNITY
COMMISSION
Bay Vista Building
2815 2nd Avenue, Suite 500
Seattle, WA 98121
Toll Free 800/669-4000

OFFICE OF SEXUAL HARASSMENT
YUKON-KOYUKUK SCHOOL DISTRICT
Kerry Boyd, Superintendent
4762 Old Airport Way
Fairbanks, AK 99709-4456
Telephone (907) 374-9400
B. SEXUAL HARASSMENT ADMINISTRATIVE PROCEDURES

Any person who believes she or he has been a victim of sexual harassment by a student or employee of the Yukon-Koyukuk School District or any third person with knowledge or belief of such conduct should report the alleged acts immediately to an appropriate district official as designated by this policy.

Sexual harassment includes:

1. unwelcome sexual advances;

2. request for sexual favors; or

3. verbal, physical, or visual conduct of a sexual nature when:
   
   a. submission to the conduct is made an explicit or implicit term or condition of employment, academic progress, or completion of a school-related activity; or

   b. submission to or rejection of the conduct is viewed as the basis for an employment decision, or, in the case of a student submission to or rejection of such conduct is used in evaluating the individual's performance within a course of study or other school-related activity; or

   c. the conduct has the purpose or effect of unreasonably interfering with an individual's work performance or a student's educational performance or creating an intimidating or hostile environment.

Sexual harassment may take various forms and may be verbal, nonverbal, or physical. Examples of sexual harassment may include unwelcome sexual flirtations, advances or propositions, verbal abuse of a sexual nature, unwanted sexual jokes, whistling, leering, sexually suggestive gestures, sexually suggestive pictures or objects, unwanted touching, cornering or sexual intercourse and assault.

In addition, a supervisor's or co-worker's threat or insinuation, either explicitly or implicitly, that an employee's refusal to submit to sexual advances will adversely affect the employee's work environment or any conditions of employment (or, in the case of a student, a teacher's or employee's threat or insinuation that the student's refusal to submit to sexual advances will adversely affect the student's learning environment or educational opportunities) may also be sexual harassment.

Individuals who experience sexual harassment as set forth above should file a complaint pursuant to this policy or pursuant to state or federal law. A complaint filed pursuant to this policy should be filed with the school principal or designee, the school counselor, the employee's supervisor or the superintendent or designee. Information regarding a
complaint filed pursuant to this policy or an investigation pursuant to this policy shall be kept confidential to the extent possible.

It shall be a violation of this policy to retaliate against an employee or student because they filed a harassment complaint or participated in an investigation or hearing regarding a harassment charge.

If, for any reason, an individual is not satisfied with the results of the investigation pursuant to this policy, the individual may file an appeal with the School Board or file a sexual harassment complaint pursuant to state or federal law.

Disciplinary action will be taken against those individuals who are found to have made false accusations under this policy. See Board Policy 4119-Sexual Harassment.

C. Application to Students
   1. Students may report to the school principal or designee, the school counselor or the superintendent or designee.
   2. A written report of every complaint will be forwarded to the superintendent within one workday of receipt of the oral or written report of sexual harassment.
   3. The superintendent shall promptly appoint someone to investigate the incident.
   4. If the complaint involves the principal or principal-teacher or designee, the complaint should be filed with the superintendent.
   5. To the extent possible, confidentiality will be preserved consistent with applicable laws and the YKSD responsibility to investigate the complaint.
   6. Any student whose conduct is found to constitute sexual harassment shall be subject to disciplinary action deemed necessary and appropriate, including warnings, counseling, suspension or expulsion.

D. Application to Personnel
   1. Employees may report to the school principal or designee, the school counselor, the assistant superintendent or the superintendent or designee.
   2. A written report of every complaint will be forwarded to the assistant superintendent within one workday of receipt of the oral or written report of sexual harassment.
   3. The superintendent shall promptly appoint someone to investigate the incident.
   4. If the complaint involves the principal or principal-teacher or designee, the complaint should be filed with the assistant superintendent.
   5. To the extent possible, confidentiality will be preserved consistent with applicable laws and the YKSD responsibility to investigate the complaint.
   6. Any employee whose conduct is found to constitute sexual harassment shall be subject to disciplinary action up to and including termination from employment.
E. Dissemination and Training

1. The superintendent will be responsible for the overall dissemination and implementation of this policy to all students and staff members plus related activities to include:
   a. Training of supervisory staff.
   b. Informing district office staff of this policy and related procedures.
   c. Support the development of curricular modifications that integrate activities and skill building to help students understand and overcome sexual harassment problems.
   d. Facilitate the investigation, documentation and notification to the superintendent of all complaints of sexual harassment incidents to include:
      1) Qualitative and quantitative incident aggregate data.
      2) Complaint and resolution process evaluations.
      3) Training statistics and schedules.
      4) Ongoing and summative evaluation of the sexual harassment policies and procedures and their implementations.

2. School principals or principal-teachers will be responsible for implementing a plan to help students and staff recognize, understand and prevent sexual harassment that will include:
   a. A copy of the district's policies and procedures.
   b. A detailed, age-appropriate, explanation of the policies and procedures and their purpose.
   c. A safe, age-appropriate and supportive forum for discussion by students of the issue of sexual harassment.

F. Procedure for Training of Counselors and other Certificated Staff in Sex Bias Instructional Materials

Procedure for training of counselors and other certificated staff in the recognition of sex bias in instructional materials, counseling materials and instructional techniques that may be used to overcome the effects of sex bias.

1. Training of Counselors
Counselors shall be trained on a biennial bases in the following areas:
   a. Recognition of sex bias in counseling materials.
   b. Use of techniques to overcome sex bias in counseling materials.
   c. Recognition of sex bias in instructional materials including:
      1) Textbooks
      2) Supplementary Materials
      3) Library Materials
   d. Training methods necessary to carry out training of other certificated personnel in recognition of sex bias in materials and instructional techniques that can be used to overcome the effects of sex bias.
   e. Recognition of sex bias in course listings and offerings.
f. Recognition of sex bias in extra-curricular activities.

2. **Training of other Certificated Personnel**
   Training of certificated personnel in the district will be carried out on a biennial bases by the district counselor in charge of sex bias training. This training shall cover the following areas:
   a. Recognition of sex bias in instructional materials including, but not limited to:
      1) Textbooks
      2) Supplementary Materials
      3) Library Materials
         i. Films
         ii. Books
         iii. Magazines
         iv. Tape Recordings
         v. Reference Materials
   b. Instructional techniques which can be used to overcome the effects of sex bias.
   c. Recognition and correction of sex bias in course listings and offerings.
   d. Recognition and correction of sex bias in recreational and athletic activities.
   e. Each teacher will also be supplied with materials that can be used to supplement areas where sex bias may be found.
   f. Recognition of sex bias in counseling materials.

The district counselor prior to January of each school year shall conduct training on site.
G. NOTIFICATION OF CIVIL RIGHTS COMPLIANCE

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal and State laws, regulations and policies, the Yukon-Koyukuk School District shall not discriminate on the basis of sex, age, race, color, national origin, religion or handicap in its educational programs or activities.

It is the intent of the Yukon-Koyukuk School District to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations and operations. Grievance procedures for Title IX and Section 504 have been established for students, their parents and employees who feel discrimination has been shown by the Yukon-Koyukuk School District.

Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to:

Name of Title IX Coordinator: Kerry Boyd, Superintendent
Name of Section 504 Coordinator: Kerry Boyd, Superintendent

Office Location:
4762 Old Airport Way
Fairbanks, Alaska
Phone: 374-9400

Title IX complaints may also be filed with the Office of Civil Rights:

Office for Civil Rights, Region X
U.S. Department of Education
2901 Third Avenue, M/S 106
Seattle, Washington 98121
Phone: 206-442-1635

Students attending the Yukon-Koyukuk School District may participate in education programs and activities including, but not limited to, health, physical education vocational education and technical education, regardless of race, color, national origin, religion, age, handicap, or sex.
Sexual Harassment Complaint Form

Name: __________________________________________ Date: __________

Who was responsible for the harassment?

Describe the sexual harassment?

Date, time and place the harassment occurred:

Were there other students/employees involved with the harassment?

If yes, who was responsible and describe their involvement:

List any witnesses to the harassment?

What was your reaction to the harassment?

Describe any subsequent incidents?

Signature of Complaint: __________________________________________

This report must be completed and forwarded to the Assistant Superintendent within one workday of receipt of an oral or written complaint.
Sexual Harassment Administrative Incident Report

Name: ___________________________ Date: ____________

Date/s of Investigation:

Findings of Investigation:

What action was taken:

Justification for action:

Date of Conference:

Results of Conference:

Signature of Administrator: ___________________________________________
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B. Alaska Statutes Chapter 17 Child Protection........................................................................ 3
C. Duties of School Officials - Section 47-17-027 .................................................................. 3
   Reporting Suspected Child Abuse Form ............................................................................. 4
A. CHILD ABUSE AND NEGLECT REPORTING PROCEDURES

Report to building principal as soon as possible. Include the following information:
Child's name, sex, physical condition, change in behavior (if any), parent's name(s),
physical address, name of person suspected of harming the child and physical address of
this person.

Principal and the teacher must report the suspected abuse via phone to the nearest
Department of Health and Social Services, Office of Children’s Services, with the
information under (1) of this section and make a verbal report of the suspected abuse.
This will be followed by a written report with the same information, B-222, to be
completed by the teacher and principal reporting the suspected abuse. The Office of
Children’s Services nearest your village are listed below.

<table>
<thead>
<tr>
<th>Location</th>
<th>Contact</th>
<th>Location</th>
<th>Contact</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allakaket</td>
<td>Contact</td>
<td>Fairbanks</td>
<td>(907) 452-1844</td>
<td></td>
</tr>
<tr>
<td>Hughes</td>
<td>Contact</td>
<td>Galena</td>
<td>(907) 656-1667</td>
<td></td>
</tr>
<tr>
<td>Huslia</td>
<td>Contact</td>
<td>Galena</td>
<td>(907) 656-1667</td>
<td></td>
</tr>
<tr>
<td>Kaltag</td>
<td>Contact</td>
<td>Galena</td>
<td>(907) 656-1667</td>
<td></td>
</tr>
<tr>
<td>Koyukuk</td>
<td>Contact</td>
<td>Galena</td>
<td>(907) 656-1667</td>
<td></td>
</tr>
<tr>
<td>Manley Hot Springs</td>
<td>Contact</td>
<td>Fairbanks</td>
<td>(907) 452-1844</td>
<td></td>
</tr>
<tr>
<td>Minto</td>
<td>Contact</td>
<td>Fairbanks</td>
<td>(907) 452-1844</td>
<td></td>
</tr>
<tr>
<td>Nulato</td>
<td>Contact</td>
<td>Galena</td>
<td>(907) 656-1667</td>
<td></td>
</tr>
<tr>
<td>Ruby</td>
<td>Contact</td>
<td>Galena</td>
<td>(907) 656-1667</td>
<td></td>
</tr>
</tbody>
</table>

Mailing Address:

OCS
P.O. Box 239
Galena, AK 99741

OCS
751 Old Richardson, Suite 300
Fairbanks, AK 99701
**B. 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:** includes schoolteachers 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.

Sec. 47.17.070  **Definitions:** see attached

**The above has been condensed, for further information see the above statutes in their entirety.**

**Definitions**

"**Child**" means a person under 18 years of age.

"Child Abuse or Neglect" means the physical injury or neglect, mental injury, sexual abuse, sexual exploitation, or maltreatment of a child under the age of 18.

**C. Duties of School Officials - Section 47-17-027**

(a) If the department or a law enforcement agency provides written certification to the child's school officials that (1) there is reasonable cause to suspect that the child has been abused or neglected by a person responsible for the child's welfare or as a result of conditions created by a person responsible for the child's welfare; (2) an interview at school is a necessary part of an investigation to determine whether the child has been abused or neglected; and (3) the interview at school is in the best interest of the child, school officials shall permit the child to be interviewed at school by the department or a law enforcement agency before notification of or receiving permission from the child's parent, guardian, or custodian. A school official shall be present during an interview at the school unless the child objects or the department of law enforcement agency determines that the presence of the school official will interfere with the investigation. Immediately after conducting an interview authorized under this section and after informing the child of the intention to notify the child's parent, guardian or custodian, the department or agency shall make every reasonable effort to notify the child's parent, guardian or custodian that the interview occurred unless it appears to the department or agency that notifying the child's parent, guardian or custodian would endanger the child.

(b) A school official who, with criminal negligence, discloses information learned during an interview conducted under (a) of this section is guilty of a class B misdemeanor.

* The principal or the principal's designee shall be the school official present.
Reporting Suspected Child Abuse

The following information must be provided to:

(Name of person/position)

(Telephone number or address)

Reports on suspected child abuse and neglect are made to:

(Principal's name)

Teacher/Person reporting abuse

Child's name: ________________________________ Age: _____ Sex: _____

Address: ____________________________________________

Name of person suspected of harm to the child

Address: ________________________________ Age: _____

Physical indicators observed: ________________________________

Behavioral indicators observed: ________________________________

Other indicators observed/known: ________________________________

Reporter's name and position: ________________________________

Date of report: ________________________________

A copy of this completed form is sent to the Office of Children’s Services and to the Superintendent.
A. Procedures

In accordance with the Drug-Free workplace act of 1988, 34 CPR, Part 85, Subpart F, the following procedures will be followed:

1. Statement (a) will be sent to each employee at the beginning of each year and posted on each school site bulletin board.

2. A copy of the district’s Drug-Free Awareness/Assistance materials will be distributed to each employee at the beginning of each year.

3. In the event the district is notified by an employee concerning convictions, the district will notify the appropriate agency concerning the conviction of an employee within 10 days.

4. The district will take one of the following actions within 30 days of receiving a notice of conviction with respect to any employee who is so convicted.

   a. Appropriate personnel action against the employee, up to and including termination or;

   b. Requiring that the employee participate satisfactorily in a drug abuse assistance or rehabilitation program approved by the district.
B. Certification Regarding Drug-Free Workplace Requirements

Grantees Other Than Individuals

This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, CFR Part, 85, Subpart F. The regulations, published in the January 31, 1989 Federal Register require certification by grantees prior to award, that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension, or termination of grants, or government wide suspension or debarment (see 34 CFR Part 85, Sections 85.615 and 85.620).

The grantee certifies that it will provide a drug-free workplace by:

A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of controlled substance is prohibited in the grantee’s workplace and specifying the actions that will be taken against employees for violation of such prohibition;

B. Establishing a drug-free awareness program to inform employees about –
   1. The dangers of drug abuse in the workplace;
   2. The grantee’s policy of maintaining a drug-free workplace;
   3. Any available drug counseling, rehabilitation, and employee assistance programs; and
   4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (A);

D. Notifying the employee in the statement required by paragraph (A) that, as a condition of employment under the grant, the employee will –
   1. Abide by the terms of the statement; and
   2. Notify the employee of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;

E. Notifying the agency within ten days after receiving notice under subparagraph (D) (2) from an employee or otherwise receiving actual notice of such conviction;

F. Taking one of the following actions, within 30 days of receiving notice under subparagraph (D)(2), with respect to any employee who is so convicted –
   1. Taking appropriate personnel action against such an employee, up to and including termination; or
   2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health law enforcement, or other appropriate agency;

G. Making a good faith effort to continue and maintain a drug-free workplace through implementation of paragraphs (A),(B),(C),(D),(E),(F).

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>Application Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Title of Authorized Representative</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

PROCEDURES MANUAL 2
C. Drug-Free Workplace Act of 1988 (34 CFR, Part 85, Subpart F)

It is the policy of the Yukon-Koyukuk School District to provide a drug free workplace as required by the Drug-Free Workplace Act of 1988.

As required, all employees are hereby notified that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace. The proper authorities, including the Village Public Safety Officer and/or the Alaska State Troopers, will be notified in the event an employee violates the above prohibition.

As a condition of employment under any federal grant and as required by law, all employees will:

1. Abide by the requirements above; and

2. Notify the employer of any criminal, drug status, conviction for a violation occurring in the workplace, no later than five days after such conviction.

As required by law, employees are hereby notified that the employer will notify the Federal Agency in charge of the Federal Grants within 10 days after receiving notice from an employee regarding criminal conviction or from an outside agency regarding conviction.

Kerry Boyd
Superintendent

Yukon-Koyukuk School District
4762 Old Airport Way
Fairbanks, AK 99709-4456
(907) 374-9400
X. DRUG FREE WORKPLACE (DRUG FREE WORKPLACE ACT OF 1988)  

D. YUKON-KOYUKUK SCHOOL DISTRICT EMPLOYEES DRUG-FREE AWARENESS/ASSISTANCE PROGRAM

The employees Drug-Free Awareness and Assistant Program is part of an employee package that offers help for personal problems that are interfering or may interfere with job performance. YKSD supervisors and administrators are also available for referral assistance under the program.

Counseling services are available for employees from a number of sources (see attached list). The supervisor and chief district office employees will assist the employees in contacting a private counselor to meet the employee’s needs.

The method of making a referral is described in detail in the following procedures section, as are financial arrangements and supervisor feedback.

E. YUKON-KOYUKUK SCHOOL DISTRICT EMPLOYEES DRUG-FREE AWARENESS/ASSISTANCE PROGRAM POLICY

The Yukon-Koyukuk School District recognized that a wide range of problems not directly associated with one’s job function could have an effect on an employee’s job performance. In most instances, the employee will overcome such personal problems independently and the effect on the job performance will be negligible. In some instances, normal supervisory assistance will serve either as motivation or guidance by which such problems can be resolved so the employee’s job performance will return to an acceptable level. In some cases, however, the efforts of the employee or supervisor have the desired effect of resolving the employee’s problems and unsatisfactory performance persists over a period of time, either constantly or intermittently.

The Board believes it is in the interest of the employee, the employee’s family and the district to provide an employee service, which deals with such persistent problems. Therefore, it is the policy of the District to handle such problems within the following framework:

1. The School Board recognizes that almost any human problem can be successfully treated when a referral is made to an appropriate modality of care. This applies whether the problem is one of physical illness, mental or emotional illness, finances, marital or family distress, alcoholism, drug abuse, legal problems or other concerns.

2. The purpose of this policy is to assure employees that if such personal problems relating to drugs or alcohol are the cause of unsatisfactory job performance, they will receive careful consideration and an offer of assistance to help resolve such problems in an effective and confidential manner.

3. Employees are assured that utilizing this employee service will not jeopardize their job.
F. YUKON-KOYUKUK SCHOOL DISTRICT EMPLOYEES DRUG-FREE AWARENESS/ASSISTANCE PROGRAM POLICIES AND PROCEDURES

1. YKSD will annually orient supervisors to the EDFAAP and present each with policy and procedures manual. The policy and procedures will be located in each school in an agreed upon place. The supervisors will orient their employees to the program with consultation from outside agencies upon request.

2. Self-referrals are treated with complete confidentiality. YKSD will not be informed of any self-referral. Employees may sign a release of information whenever they wish information to be exchanged between YKSD and the private service.

3. Supervisors are encouraged to consistently bring good job performance to the attention of the employee, as appropriate. When unsatisfactory performance occurs it is helpful to the employee to state clearly what the job performance expectations are, in an appropriate way, as soon as possible. If patterns of unsatisfactorily job performance persist they should be documented accurately on an Employee Referral Form (B-231).

4. During a supervisory conference precipitated by a problem job performance, supervisor and employee should complete the following review:
   a. Carefully examine the documented problems
   b. Discuss what is the expected satisfactory behavior
   c. Discuss what was tried to correct the problem in the past
   d. Write a job performance improvement plan, set goals and set a review date
   e. File an Employee Referral Form to the agreed upon service agency

5. When filing a referral, send a copy to the employee, superintendent and the service agency. If the employee agrees with the referral, the supervisor will help set up the first appointment with the service agency.

6. The service agency will report to the referring supervisor when (or whether) the employee do comes in for the first appointment. Details of treatment recommendations will only be discussed if the employee agrees to sign a release of information form.

7. If the employee chooses inpatient treatment, the supervisor may allow the use of leave time, per district policy.

8. Use of the Employee Drug-Free Awareness/Assistance Program does not replace disciplinary procedures. If an employee continues unacceptable job behavior they will face the logical consequences of their action. The health and safety of the school children and all district employees must come first.
9. If the employee accepts the offer of help and the job performance improves to a satisfactory level, no further action will be taken except for follow-through. If the employee refuses the offer of help or the job performance problems continue, the regular disciplinary or termination procedures will apply.

10. If there are meetings or aftercare treatment, these meetings will not be on school time and should not interfere with job performance.

11. It is appropriate for a supervisor to confer with a service agency about a problem employee.

12. Supervisors and other YKSD administrators may request in-services from a service agency on topics that can generally improve job performance such as stress management, dealing with alcoholic family members, time management, making career decisions, problem solving, assertiveness skills, negotiating skills, etc.

13. In reference to financial arrangements:
   a. If a person is referred to a service agency, the first trip will be billed directly to the school district. This will include transportation, lodging, per diem and the cost of the initial evaluation.
   b. Once referred to a treatment agency, those sessions will be paid for by the employee.
G. Counseling Service and Employee Assistance Programs

The following counseling service and employee assistance programs are available:

1. Tanana Chiefs Conference
   Counseling Center
   Chief Andrew Isaac Health Center
   1650 Cowles Street
   3rd Floor, Room 359
   Fairbanks, AK 99701
   907-459-3800 or 1-800-478-4741
   Emergency on-call pager
   (907)496-1621

2. Fairbanks Memorial Hospital Family Recovery Center
   1650 Cowles Street
   Fairbanks, AK
   (907) 452-8047

3. Alaska Center for Responsible Alcohol Control
   3098 Airport Way
   Fairbanks, AK
   (907) 474-0004

4. Fairbanks Resource Agency
   805 Airport Road
   Fairbanks, AK
   (907) 456-8901

5. Milam Recovery Center
   1001 Noble
   Fairbanks, AK
   (907) 456-4526

6. Providence Health System
   (800) 478-0615

7. North Star Hospital
   1650 S. Bragaw
   Anchorage, AK
   (907) 277-1522

8. Ballard Community Hospital
   NW Market and Baines
   Seattle, WA
   (206) 789-7209

9. Riverton Hospital
   12844 Military Road S.
   Seattle, WA
   (206) 594-2260
YUKON-KOYUKUK SCHOOL DISTRICT

Drug-Free Assistant Program

EMPLOYEE REFERRAL FORM

Employee Name _________________________________ Date _____________

Employee Work Address ____________________________________________

Phone Number ___________________________ Referred by ________________

Describe briefly the job difficulty or other reason for referral. Attach copy of attendance/performance record and reports if appropriate.

Job Problem Documentation

☐ Absenteeism
   _____ Number of days

☐ Tardiness
   _____ Number of times

☐ On the Job Absenteeism

☐ Accidents
   _____ Number of Work Related Accidents

☐ Student Health & Safety at Risk
   _____ Number of times in past 12 months

☐ Attitude Problems

Indicate Attempts at Correction

_____ Number of Verbal Warnings
   ___________________________ Dates

_____ Number of Written Reprimands
   ___________________________ Dates

☐ This is a Disciplinary Referral

_____ Number of Disciplinary Layoffs
   ___________________________ Dates

Other ___________________________
   ___________________________
   ___________________________

Briefly describe attempts at correction and describe employee's reaction to confrontations and motivation for referral.

Other Comments:

______________________________
Supervisor's Signature

PROCEDURES MANUAL 8
YUKON-KOYUKUK SCHOOL DISTRICT

Drug-Free Assistant Program

EMPLOYEE PERFORMANCE REPORT

Employee __________________________________________ Date ______________________

Position ______________________________________ Location ____________________

Supervisor’s Comments: ______________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Employee’s Comments: ______________________________________________________

___________________________________________________________________________

___________________________________________________________________________

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___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Employee Signature

__________________________________________

Supervisor/Principal-Teacher Signature

__________________________________________

Superintendent or Designee’s Signature
YUKON-KOYUKUK SCHOOL DISTRICT

Drug-Free Assistant Program

EMPLOYEE ATTENDANCE/PERFORMANCE RECORD

20__/____

Supervisor ___________________________________________ Employee ____________________________________

**BEHAVIOR:**

- [ ] Sick  
- [ ] Tardy  
- [ ] Unscheduled Leave  
- [ ] On-the-Job Problems

**PENALTIES FOR VIOLATIONS:**

- Involuntary leave without pay
- Voluntary leave without pay
- Termination
- Required treatment for problem

________________________
Date

Problems Description and Action Taken

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Take corrective action if there is major or repeated minor problems. Acknowledge good performance.
XI. DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS (Board Policy 4021)  Rev 2011

School bus drivers employed by the district are subject to drug and alcohol testing pursuant to a program that complies with state and federal law. These district regulations reflect several requirements of the federal drug testing regulations, but are not intended to modify or limit the procedures for drug and alcohol testing specifically addressed in state or federal law. District personnel will adhere to the detailed provisions of these laws in administering the district’s testing program.

A. Definitions
For purposes of these regulations, the term “tests” includes both drug and alcohol tests, unless specifically stated otherwise, in context.

The terms “drugs” and “controlled substances” have the same meaning and are interchangeable in these regulations.

“Safety-sensitive functions” include all on-duty functions performed from the time a driver begins work or is required to be ready to work until the driver is relieved from work and all responsibility for performing work as a driver. These functions include by way of example, driving, waiting to be dispatched, inspecting and servicing equipment, supervising, performing or assisting in loading and unloading, repairing or obtaining and waiting for help with a disabled vehicle, performing driver requirements related to accidents and performing any other work for the district.

B. Prohibited conduct
Drivers shall be prohibited from any drug or alcohol use that could affect performance on the job, including use during the four hours before driving, during any period of time the employee is driving and during the eight hours following an accident, should one occur.

Any driver required to use a controlled substance during any of these periods shall obtain in advance a written statement from a qualified physician instructing the employee to use the controlled substance and advising the employee that the substance does not adversely affect the employee’s ability to safely operate a school bus or other motor vehicle. It is the employee’s responsibility to submit this document to the employee’s supervisor prior to using the controlled substance during any of the prohibited periods described above and to use the substance in accordance with the physician’s instructions.
XI. DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS (Board Policy 4021) Rev 2011

C. Required Testing

1. **Pre-employment tests**
   Drug and alcohol tests will be required of an applicant for a position, as a bus driver only after the individual has been offered the position. Pre-employment tests shall be conducted before the first time a driver performs any safety-sensitive function for the district. Employment with the district is conditional upon the applicant successfully passing these tests.

   Unless otherwise prohibited by law, exceptions may be made for drivers who have had the alcohol test required by law within the previous six months and participated in the drug testing program required by law within the previous 30 days, provided that the district has been able to make all verifications required by law.

2. **Post-accident tests**
   Before any employee may operate a school bus, the district will provide the employee with information concerning post-accident testing procedures. Alcohol and drug tests will be conducted as soon after an accident as is practicable on any driver who:

   a. was performing a safety-sensitive function with respect to the vehicle and the accident involved serious injury or the loss of human life.

   b. received a citation under any state or local law for a moving traffic violation arising out of the accident.

   Drivers shall make themselves readily available for drug and alcohol testing after an accident, absent the need for immediate medical attention. No driver involved in any accident, whether or not there was serious injury or death, may use alcohol or a controlled substance for eight hours after the accident, or until the employee has undergone a drug and alcohol test, whichever is first.

   If an alcohol test is not administered within two hours after the accident, or a drug test is not administered within 32 hours after the accident, the district will prepare and maintain records explaining why the test was delayed or not conducted.

3. **Reasonable suspicion tests**
   Whenever a supervisor or district official has a reasonable suspicion that a bus driver has, violated the district’s prohibitions against the improper use of alcohol or drugs, the district may conduct a test of that driver. This reasonable suspicion must be based on specific, contemporaneous, articulated observations concerning the driver’s appearance, behavior, speech or body odors. These
XI.  DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS (Board Policy 4021)  Rev 2011

observations also may include indications of chronic use or the withdrawal effects of controlled substances.

Alcohol tests will be authorized for reasonable suspicion only if the required observations are made during, just before or just after the period of the workday when the driver must comply with these prohibitions. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the district will prepare and maintain a record explaining why a test was not conducted within that time. Attempts to conduct an alcohol test will terminate after eight hours.

A supervisor or district official who makes a finding of reasonable suspicion also must make a written record of the observations made that lead to a reasonable suspicion. This written record must be made within 24 hours of the time the test is given, or before the test results are released, whichever is first. The individual making the reasonable suspicion shall not be the individual conducting the test, unless other persons qualified to administer the test are not reasonably available and there is danger that a proper test will not be conducted.

4. Random tests
Drug and alcohol tests of bus drivers shall be conducted on a random basis at unannounced times throughout the year. Tests for alcohol or drugs shall be conducted just before, during or just after the performance of safety sensitive functions. The number of random alcohol tests annually must equal 25% of the average number of driver positions. The number of random drug tests annually must equal 50% of the average number of driver positions. Drivers shall be selected by a scientifically valid random process and each driver shall have an equal chance of being tested each time selections are made.

5. Return to duty tests
Prior to being permitted to return to performing safety-sensitive functions for the school district, a driver shall be administered a drug or alcohol test, as appropriate. Employees whose conduct involved misuse of drugs or alcohol may not return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result or the return-to-duty alcohol test produces a verified result that meets federal and district standards.

6. Follow-up tests
A driver who violates the district’s drug or alcohol prohibition and is subsequently identified by a substance abuse professional as requiring assistance in resolving a drug or alcohol problem will be subject to unannounced follow-up testing as directed by the professional, in accordance with law. Follow-up alcohol testing will be conducted just before, during or just after the time when the driver is performing safety sensitive functions.
D. Enforcement

Any driver who refuses to submit to a post-accident, random, reasonable suspicion or follow-up test shall not perform or continue to perform safety-sensitive functions.

Drivers who test positive for alcohol or drugs in violation of this policy or law shall be subject to disciplinary action up to, and including, dismissal.

E. Records

Employee drug and alcohol test results and records shall be maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver shall receive copies of any records pertaining to the employee’s use of drugs or alcohol, including any records pertaining to the employee’s drug or alcohol tests.

Records shall be made available to a subsequent employer or other identified persons only as permitted by law and expressly requested, in writing, by the driver.

F. Notifications

Each driver shall receive copies of educational materials that explain the requirements of the Code of Federal Regulations (CFR), Title 49, Part 382, together with copies of any other required materials and a copy of the district’s policy and regulations for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify:

1. the person designated by the district to answer driver questions about the materials;

2. the categories of drivers who are subject to the Code of Federal Regulations, Title 49, Part 382;

3. sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382;

4. specific information concerning driver conduct that is prohibited by Part 382;

5. the circumstances under which a driver will be tested for drugs and alcohol under Part 382;

6. the procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results and ensure that test results are attributed to the correct driver;

7. the requirement that a driver submit to drug and alcohol tests administered in accordance with Part 382;
8. an explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;

9. the consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment;

10. the consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04; and

11. information concerning the effect of drugs and alcohol on an individual’s health, work and personal life; sign and symptoms of a drug or alcohol problem (the driver’s or a coworker’s), and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to an employee assistance program or referral to management.

Each driver shall sign a statement certifying that the employee has received a copy of the above materials.

Before any employee operates a commercial motor vehicle for the school district, the district shall provide the employee with post-accident procedures that will make it possible for the employee to comply with post-accident testing requirements.

Prior to performing drug and alcohol tests, the district shall inform drivers that the tests are given pursuant to the Code of Federal Regulation, Title 49, Part 382. This notice shall be provided only after the compliance date specified in law.

The district shall notify a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of the employees’ employment application.

The district shall notify a driver of the results of random, reasonable suspicion and post-accident drug tests if the test results are verified positive. The district shall tell the driver which controlled substances were verified as positive.
A. Student Drug-Free Schools Policy

1. Students-Alcohol & Other Drugs
   Because the use of alcohol and other drugs adversely affects a student’s ability to achieve academic success, is physically and emotionally harmful and has serious social and legal consequences, the School Board intends to keep district schools free of alcohol and other drugs.

   Alcohol, like any other controlled substance, is illegal for use by minors. The School Board desires that every effort be made to reduce the chances that our students will begin or continue the use of alcohol and other drugs. The superintendent or designee shall develop a comprehensive prevention program that includes instruction, intervention, and enforcement/discipline. The superintendent or designee shall clearly communicate to students, staff, and parents/guardians all School Board policies, procedures, and school rules related to this prevention program. Special efforts shall be made to ensure that these materials are understood by parents/guardians, and students of limited literacy or limited English proficiency.

   Recognizing that keeping schools free of alcohol and other drugs is a concern common to the district and community, the School Board supports cooperation among schools, parents/guardians, law enforcement and other appropriate community organizations involved in preventing alcohol and other drug abuse.

2. Instruction
   The district shall provide preventative instruction which helps students avoid the use of alcohol and other drugs and teaches students how to influence their peers to avoid and or discontinue the use of alcohol or other drugs. Such instruction may be included as part of the health and science and other appropriate curricula.

   The School Board encourages staff to display attitudes that make them positive role models for students with regard to alcohol and other drugs. Staff should help students see themselves as responsible partners in efforts to maintain a safe and constructive school climate.
3. **Intervention, Support, Referral**
   The School Board recognizes that there are students in our schools who use alcohol and drugs and can benefit from intervention. The School Board supports intervention programs that include the involvement of students, parents/guardians and community organizations. The School Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his parent/guardian or with any staff member, especially the counselor or with Natural Helper peers. Students who disclose past use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be punished or disciplined for such past use. The School Board recognizes the presence of recovering students in the schools and the necessity to support these students in avoiding re-involvement with alcohol and other drugs.

4. **Enforcement and Discipline**
   The superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs on school property at all times. Students possessing, selling or using alcohol and other drugs shall be subject to disciplinary procedures in accordance with the law. School authorities may search students and school properties for drugs and alcohol in accordance with the law.

**B. Procedures**

In concurrence with federal and state regulations, the Yukon-Koyukuk School District is a drug and alcohol free place to work and learn. In order to ensure that YKSD schools are drug and alcohol free and in recognition that effective learning cannot take place when a student is either under the influence of alcohol or drugs or is using such controlled substances after school, the following procedures are instituted. The purpose of these policies and procedures is to help students to attain a healthy and drug-free life style.

1. **No student may attend school while under the influence of drugs or alcohol.**
   A teacher or school staff member who observes a student to be under the influence of drugs or alcohol (see attached list of indicators) will report the student to the principal. The principal will follow due process to immediately suspend the student. Students may not re-enter school without a conference with parents/guardian and the principal.

   Any student who has been suspended for being under the influence of drugs or alcohol will be referred to a list of counseling agencies for initial evaluation. The student will need to present evidence of contacting one of the agencies on the list for evaluation and follow-up counseling prior to readmission to school.
2. Teachers and administrators who observe indicators that out of school illegal use of drugs is negatively impacting a student’s school performance, such as sleeping in class, consistent tardiness, failure to complete work, etc., will bring this behavior to the attention of the principal/designee who will request a conference with the student and with the parent or guardian. The student will be referred to a counseling agency for initial evaluation and counseling. If parents do not follow up on this recommendation, the neglect to do so will be reported to OCS as neglect, as per State and federal law.

C. Youth Alcohol Treatment Facilities

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akeela House, Anchorage</td>
<td>(907) 561-5266</td>
</tr>
<tr>
<td>Age: 17-50</td>
<td></td>
</tr>
<tr>
<td>Raven’s Way, Sitka</td>
<td>1-800-478-2451</td>
</tr>
<tr>
<td>222 Tongass Dr.</td>
<td>(907) 966-3061</td>
</tr>
<tr>
<td>Sitka, AK 99835</td>
<td></td>
</tr>
<tr>
<td>Charter North, Anchorage</td>
<td>1-800-478-7575</td>
</tr>
<tr>
<td>Cook Inlet Tribal Council</td>
<td>(907) 272-7529</td>
</tr>
<tr>
<td>Fairbanks Native Association</td>
<td>Graf Rheeneerhaanjii</td>
</tr>
<tr>
<td>2550 Lawlor Road</td>
<td>(907) 455-4725</td>
</tr>
<tr>
<td>Ralph Perdue Center</td>
<td>(907) 456-1053</td>
</tr>
<tr>
<td>3100 S. Cushman Street</td>
<td>(907) 452-1648</td>
</tr>
<tr>
<td>North Star Hospital</td>
<td>1-800-478-KIDS</td>
</tr>
<tr>
<td>ARCH, Volunteers of America of AK</td>
<td>(907) 694-3336</td>
</tr>
<tr>
<td>Eagle River</td>
<td></td>
</tr>
<tr>
<td>Milam Recovery Center, Fairbanks</td>
<td>(907) 456-4526</td>
</tr>
<tr>
<td>Nugen’s Ranch, Wasilla</td>
<td>(907) 376-4534</td>
</tr>
<tr>
<td>AK Addiction Rehabilitation Services</td>
<td></td>
</tr>
<tr>
<td>Family Recovery Center</td>
<td>(907) 458-5540</td>
</tr>
<tr>
<td>Galena Mental Health</td>
<td>1-800-478-1618</td>
</tr>
</tbody>
</table>
D. Signs and Symptoms of Chemical Dependence List:
1. Increase in the amount of alcohol or other drugs used.
2. Arrested for MIP (Minor in Possession) offense.
3. Dramatic change in mood when drinking or using.
5. Dishonesty with peers about drinking or using.
6. Failed attempts to quit or cut down on chemical use.
7. Association with known heavy users.
8. Frequent excuses for chemical use.
9. Protecting supply of chemicals.
10. Low self-image.
11. Hangovers or bad trips.
12. School suspension because of chemical use.
13. Frequent mood changes.
15. Stealing money for chemicals.
16. Using chemicals while alone.
17. Loss of control while using or drinking.
19. Suicidal thoughts or behaviors.
20. Dropped by girlfriend or boyfriend because of chemical use.
21. Violent behavior when high or drunk.
22. Preoccupation with chemicals.
23. Increase in frequency of chemical use.
24. Increase in tolerance.
25. Memory loss.
26. Using chemicals in the morning.
27. Loss of friends.
28. Frequent broken promises.
29. Defensive when confronted.
30. Fired from jobs.
31. Going in for a chemical dependence evaluation.
32. Entering a chemical dependence treatment program.

E. Early Signals of Alcoholism:
1. Difficult to get along with when he/she is drinking.
2. Drinks because he/she is depressed or to calm nerves.
3. Drinks until he/she is “dead drunk” at times.
4. Can’t recall some drinking episodes.
5. Hides liquor.
6. Lies about his/her drinking.
7. Neglects to eat when he/she is drinking.
8. Neglects his/her family when drinking.
XII. Student Drug-Free Schools Policy & Procedures

Student Referral Form

Student name_________________________________________ Date ___________________

Student Home Address __________________________________________________________

Parent Name_________________________ Parent Phone number ________________

Referred by_______________________________________________________________

Describe briefly the school performance difficulty or behavior problem or other reason for referral. Attach copy of disciplinary report or teacher report cards, letters to parents, etc.

School Problem Documentation

Absences: number of days last quarter _________ last semester _________

Tardiness: number of days last quarter _________ last semester _________

Class failures or D/F reports__________________________

Disciplinary Reports:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Additional relevant student behavior or school performance information
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Other Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Principal’s Signature ____________________________ Teacher’s Signature

Counselor’s Signature ____________________________ Referent’s Signature
Student Performance Report

Student name__________________________________________Date____________________

Student Home Address______________________________________________________________

Parent Name__________________________Parent Phone number________________________

Teacher comments_________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Counselor comments_________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Principal comments_________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Student comments___________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Parent comments___________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Student’s Signature__________________________Date____________________

Parent’s Signature__________________________Date____________________

Principal’s Signature__________________________Date____________________
A school employee confiscating any weapons or dangerous instrument shall deliver it to the building principal or other appropriate authority immediately. If an employee confiscates a weapon or dangerous instrument or knows or suspects that a student possesses such a weapon or instrument, which has not been confiscated, the employee shall report the matter to the principal immediately and the principal shall take appropriate action. When informing the principal about the possession or confiscation of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, the names of any witnesses, the location and circumstances of the matter. The principal shall also report any possession of a weapon or dangerous instrument to the student's parents/guardians and the superintendent.

The principal shall take appropriate disciplinary action which the principal determines proper in accordance with existing School Board policies and regulations. Additionally, the principal shall recommend the expulsion for not less than one (1) calendar year of any student determined to be in violation of the district's policies and regulations concerning weapons and dangerous instruments, along with any special circumstances, including aggravation or mitigations, which may be considered in modification of any period of expulsion.

The superintendent shall report to the School Board all violations of the School Board’s policies on weapons and dangerous instruments. In addition, the superintendent shall provide a report to the Alaska Department of Education and Early Development with a description of the circumstances surrounding expulsions relating to the violations of the School Board’s policy on weapons and dangerous instruments. This report shall include, at a minimum, the following: (1) the name of the school concerned; (2) the number of students expelled from such school, and; (3) the types of weapons and dangerous instruments concerned.

Definitions:
For the purposes of Policy 5131.7(a) and these regulations:

1. the terms "weapon" and "dangerous instruments" are defined as a "firearm" as such term is defined in section 921 of Title 18, United States Code. The definition shall also include, to the extent not already included in the above definition, any pistol, revolver, rifle, shotgun, air gun, spring gun, zip gun, bomb or other explosive, poison, dangerous or deadly gas, slingshot, bludgeon, throwing star, brass knuckles or artificial knuckles of any kind, any knife having a blade of greater than three inches, any knife having a blade of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in an open or partially opened position;

2. "school official" is defined as a principal, the superintendent, or the superintendent's designee.
A. An annual professional development plan will be developed and implemented based upon the identified professional development needs of the certificated staff. This plan will consist of a district-wide plan for all certificated staff members with individual school site and programmatic components. To the extent appropriate and feasible, professional development plans are to reflect the professional development needs of the instructional aides.

1. **Professional development for all teachers in the district will be based on the following concepts:**
   - The content of professional development should focus on what students are to learn (Alaska State Standards and YKSD Curriculum) and how to address the different problems students may have in learning the manual.
   - Professional development should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning.
   - Professional development should involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.
   - Professional development should be primarily school-based and built into the day-to-day work of teaching.
   - Most professional development should be organized around collaborative problem solving.
   - Professional development should be continuous and on-going, involving the follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives.
   - Professional development should incorporate evaluation of multiple sources of information on (a) outcomes for students and (b) the instruction and other processes that are involved in implementing the lessons learned through professional development.
   - Professional development should provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.
   - Professional development should be connected to a comprehensive change process focused on improving student learning.

2. **Timelines and Reporting Form:**
   Finalized professional development plans for the upcoming school year (district-wide, site and programmatic) are to be submitted to the superintendent or designee by June 1st.
   - District-wide Needs Survey: April 1
   - Results of Needs Survey Disseminated: April 15
   - Site Needs Survey: May 1
   - Site Plans to Superintendent: June 1
   - Program Plans to Superintendent (IEA, Title I, Summer Math & Reading, etc.): June 1
   - All Plans to the Superintendent: June 1
3. Procedures for District-Wide Professional Development Plan
   - Superintendent or designee surveys certificated staff to identify professional
     development needs prior to April 1. Superintendent or designee complies survey
     results and disseminates the results to program administrators, principals and
     superintendent prior to April 15.
   - Based on this survey and in consideration of the district’s mission, goals and
     objectives and state federal educational regulations, the superintendent or
     designee develops the district-wide plan to include items identified in section 01
     above.
   - Superintendent or designee formulates the district-wide professional
     development through consideration of the district-wide needs survey, school site
     plans and program plans.
   - Superintendent or designee submits in-service requests to the Department of
     Education and Early Development for approval.

4. Procedures for Professional Development Plans in Support of District
   Programs
   Program administrators for counseling, special education, media, Title
   I/Migrant/Bilingual, Vocational Education, Curriculum and Native
   Language/Cultural Heritage shall develop professional development plans related
   to specific program needs and in support of the district’s mission, goals and
   objectives.
   - Based on the district-wide professional development survey and in consideration
     of the district’s mission, goals & objectives and state and federal educational
     regulations, program administrators develop the professional development plan
     in support of individual programs to include items identified in section 1 above.
   - Program administrators submit program plans to superintendent or designee no
     later than June 1.

5. Procedures for Site-based Professional Development Plans
   - Principal surveys certificated staff and instructional aides to identify professional
     development needs prior to May 1.
   - Principal meets with certificated staff and instructional aides to finalize site
     professional development plans. Site may use up to 2 release days (in-service) per
     school year for professional development.
   - Based on this survey and in consideration of the district’s and school site’s
     mission, goals & objectives, and state and federal educational regulations, the
     principal, in close collaboration with certificated staff and instructional aides,
     formulates a site-based professional development plan to include all items
     identified in section 1 above.
   - Principal submits site-based plan to superintendent or designee no later than the
     1st of June.
A. Introduction

Definition of “crisis”: For our purposes, the definition of crisis encompasses any event, impending event, or unstable condition which:

- Seriously impacts members of the school community.
- Causes persons to feel distress, hardship, fear, or grief.
- Results in temporary weakened problem-solving/coping skills or emotional insecurity.
- Has traumatic elements or events that might leave people vulnerable to Post-Traumatic Stress Disorder (PTSD) or traumatic reactions.

B. Philosophy

It is the philosophy of the Yukon-Koyukuk School District that the students and staff should be provided with a safe learning environment.

There is a sense of security in knowing we have a plan for crisis intervention. Knowing the appropriate procedures and to utilize them, keeps a crisis from becoming chaos.

C. Policy

Policy provides both a foundation and a framework for action. The chances of effectively managing a crisis are increased with consistent district policies.

D. Media Policy

Presence of media during a crisis event is the single most powerful outside force that can interfere with an effective response effort. Media people are well trained in skills to get into the scene and into the midst of the mayhem. Because of this, administrators’ attention can sometimes be drawn away from the true task at hand to the media’s agenda.

- The primary person to give information to the press, on behalf of the district, will be the superintendent or designee.

E. Memorials

- The school is not to dramatize the suicide (no memorial services at the school; no closing of the school for the funeral; no memorial events).
- Arrangements are made for the students and staff members who wish to attend the funeral.
- Sites should show culturally sensitive awareness.
F. Crisis Events Affecting Students/Staff

The crisis events affecting students or staff that this plan will specifically address are:

- Death
- Suicide
- Potential suicide or serious injury
- Murder
- Missing child
- Terminally ill/medically frail in the classroom
- Trauma (natural disaster, accidents, crime, other)
- High coverage national media events such as Waco or the Gulf War

G. Site Crisis Response Plans

- The site crisis response plans will follow the guidelines of district policies.

H. Training

- Training on district crisis procedure will be given, on an annual basis, to all district certified staff during the Fall District-Wide In-service.
- Training on site crisis procedures will be given, on an annual basis, to all district classified and certified staff at each school site at the beginning of the school year.
- Each teacher/classroom will have a copy of the site crisis response plan.

I. Crisis Plan Reviews

- Both district and site crisis plans must be reviewed annually.

J. Crisis Intervention Plan

(Principal shall refer to the Site Crisis Response Plan)

The principal (or designee) immediately contacts the following people:

1. School Counselor
2. Superintendent

- The principal will issue a written statement (Crisis Alert Form #2) providing accurate information, which is faxed immediately to the district office ATTN: Superintendent.
- The crisis team will identify staff, students, and families who need support.
- Principal/Counselor will develop a plan of intervention for K-12 students.

K. Death of a Student or Staff Member

When the death of a student or staff member occurs, the principal or designee shall:
• Verify death
• Notify superintendent or acting superintendent
• Contact family of deceased to offer condolences/assistance
• Site crisis team notified and convened ASAP
• Crisis team procedures are implemented according to the Site Crisis Team Plan (Form #1)
• Principal will convene a staff meeting and provide accurate information at that time

L. Other Crisis-Threat of harm to staff or student(s)

1. Evacuation procedures:
   • Principal should call 911 or other local system.
   • Alert bus system.
   • Advise where students should go.
   • Roll call.
   • Notify community of evacuation.
   • Practice drills (4 minimum drills during school year).

2. Lock Down
   A lock down in a school will take place upon the threat of a violent act by an individual(s).

3. Lock Down Procedures
   • Lock down notification shall be announced or indicated by prearranged signal.
   • All interior and exterior doors will be locked.
   • Students and staff will be secured in classrooms.
   • Certified staff members will check hallways.
   • The principal or designee will give the “all clear” signal before the lock down is discontinued.
   • Practice drills (4 minimum drills during the school year).
4. Non-school time incident or death of staff/student (weekends, holidays, vacations, etc.)
   • Principal shall brief staff before school convenes.
   • If necessary, the principal shall initiate the Crisis Plan/Response Team.

5. Natural Disasters/Catastrophic Event
   In the event of a natural disaster or catastrophic event:
   • Principal shall refer to the Crisis Intervention Plan.
   • If necessary, the principal will refer to evacuation plan.
A. PURCHASING

No purchase shall be authorized without the following purchasing documentation. If any employee of the district obligates district funds without purchasing documentation, he or she will be personally responsible for payment.

1. Vendors
   Unless absolutely necessary, have the item shipped by the vendor to the site because it is more cost efficient. The business office will enter new vendors.

   1099/Contractual Agreement Vendors will be determined by the business office and appropriately flagged in the computer. W-9 is required for payment and for set up of a new vendor.

   It is important to remember that prices from all vendors change rapidly. It is to your advantage to obtain up-to-date catalogs and to discard any which are not current. Using an out-dated catalog may cause as much as 45 days delay in receiving the items by the time the company gets confirmation from the business office for a price change.

   The purchasing department assumes the prices and information you have listed on the purchase request are accurate.

   Please keep in mind the following when choosing vendors:
   1. First choice of vendors for supplies is a Fairbanks (local) vendor.
   2. The further away, the more cost for shipping.
   3. The further away, the less likely the vendor is to know the unique challenges in getting materials into villages.
   4. The further away, the more time involved in receiving materials.

2. Purchase Orders (PO)

   ALL YKSD PURCHASE ORDER REQUESTS (POR) ARE PROCESSED USING ALIO PROGRAM

   Purchase order procedure (OVERVIEW)
   - Request is made in Alio
   - POR is automatically sent to next level for review and approval
   - Purchasing Department will convert the POR to Purchase Order (PO)
   - PO is sent to the vendor to fill the request
   - PO is sent to the originator of the POR for file
   - Receiving completed by Originator or designee
Step by Step Process

Step 1: URL address https://alioapp2.emanet.com/forms/frmservlet?config=vers10g

Step 2: Log – In

--User Name: Last name (5 digits), Initial of first name
--Password: ******
--Database: YKSD

*Change User name and password
*Cannot be viewed by anyone else (if you forget, we can only give you a new one)

**If you Do Not get this Log-In Screen, Please Call Technology Dept @ (907)374-9413

For Teachers: First screen looks like this...
Site Secretary: First screen looks like this...

**Principals/Directors are similar to above.**

Click on Requisition Entry/Approval
STEP 3 Requisition Process

I. Requisition Entry Global Procedures

Toolbar Description:

Previous Menu Bar: takes you back one screen
XVI. PURCHASING

Save your work!
1. Save the Purchase Requisition (POR) at any point in the process
2. When closing the requisition by clicking on RED X
   - “Save Only” — save POR prior to adding an account structure for validation or fund allocation
   - “Save and Finalize” — to finalize the requisition by allocating the funds requested to the accounts entered on the Accounts tab
   - “Exit without Saving” — to exit the POR entry page w/o saving the changes

II. Searching for a POR (find mode)

1. Requisition/Entry Approval
2. Enter the requisition# then Click Find (binoculars icon) or Click Find and use Prev & Next button to page through PORs
III. Creating a Requisition (entry mode)

- If necessary, click New button (+ icon) to get blank fields and in Entry mode
- Click Requisition# button (system generated requisition #)
- Date Entered (auto)
*Do not change default cells*
1. **Order Header Tab:** prompted: enter the following
   - Vendor# or Vendor Name
   - Locations (Order and Ship)
   - Requester (person requesting the requisition)
   - Phone (907)***,***
   - Order Type
     - RQ = Normal PO
     - TA = Travel
     - BLKT = PO to cover regular charges over a period of time
   - Freight cost or percent (Actual cost is preferred) – DO NOT ADD SHIPPING COSTS HERE
   - Discount % - DO NOT ENTER ANY INFORMATION HERE
   - Date Needed (mmddyyyy)
   - Special Instruction PO (message for the vendor)
   - Footer Code
2. Items Tab: click the tab
   - Catalog (vendor’s part/item number)
   - Description: be specific
   - Quantity
   - Unit Cost
   - UOM
   - Freight/Percent/Discount---previously filled in Order Header tab
   - “Enter” for next line item

3. Accounts Tab: Click on Accounts tab
   
   ***Shaded areas are informational only—cannot override
   - From To line: leave as 1 to 9999 – unless multiple accounts are being used then use specific line numbers
   - Account Number (always start with 1 and enter rest of the account number), tab 2x
   - Amount or Percent, tab: It will automatically carry-over the total
   *if allocating to multiple accounts: Manually type in the amount then Tab down to next row and the rest of the balance will be allocated
   - Click Finish button when complete
   - Double click to make sure that the “Unallocated” section is 0.00
   - Save and Finalize if you click the red x; if not finished, save only; if you want to cancel the req#, exit without saving.
* “Insufficient Fund” error: You must do budget change request through Principal/Director
* “No Account” error: Ensure the account is set up

Either of these errors will cause the POR to be in “Unfinished Save” or “Accounting Error” status

“Unfinished Save” status: 1. Problem-no budget for the line item Fix-Need to submit budget change request through principal/director; or 2. Problem-Did not click “Finish” button in the accounts tab Fix-Click “finish” if request is complete; or 3. Problem-Chose “Save Only” when closing the screen Fix-If complete with request, click “finish” or if clicking on red x – choose “Save and Finalize”; if not complete with request, return and finish soon as possible

“Accounting Error” status: 1. Problem-incorrect account code Fix-ensure all the numbers are correctly entered with dashes; 2. Problem-account not set up in Alio Fix-call business department; 3. Problem-item total does not match account total Fix-Ensure From-To columns do not overlap and/or the allocation is properly distributed to the account code
4. **Viewing Approval Status** - shows the current status/location of the approval chain
   - Either Click on Find button (binocular) and enter Req # then click binocular again to find particular Req#
   - Click Find button (binocular) twice for all Req#s in Alio for your department
   - Click on Approval Tab – use Prev/Next button to scroll through the list

![Image of Alio screen showing requisition approval process]

### IV. **Approving Requisitions**

*After POR is entered, it needs to be approved. Approval process is determined by the approval chain established in the Alio*

1. Click Requisition Entry/Approval
2. Approve option and the Inquire Tab appears
3. Review & check the POR for accuracy by clicking through the tabs
4. Click “Approve” button and the next POR needing approval appears
5. If approver makes a change, the POR moves on to next level
V. Disapproving Requisitions

1. Same procedure are Approve EXCEPT: Click “Disapprove” button
2. Reason for disapproval and click OK

**POR is returned to originator**
1. Receiving in Alio

**Receiving Procedure**

Upon receipt of items contained on a purchase order, inventory is verified by the originator or designee.

Then the Originator will log into ALIO and complete the Receiving Process as follows:

**Step 1:** Log in to Alio  
**Step 2:** Click on “Purchase Order Receiving”.

![ALIO interface with menu options]
Step 3: Enter PO number

Step 4: Verify the correct PO is displayed on the screen. (IF NOT, CLICK “Find” and ENTER correct PO# again)

Step 5: If ALL items are received on the PO
- Enter Packing/Invoice number
- Enter Date Received
- Enter Comments
<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Qty Ordered</th>
<th>Qty Received</th>
<th>Qty Cancelled</th>
<th>Unit Price</th>
<th>Adj Ext Cost</th>
<th>UOM</th>
<th>Catalog No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lead for Eraser Pencil</td>
<td>200</td>
<td>00</td>
<td>00</td>
<td>12.35</td>
<td>247.65</td>
<td>BX</td>
<td>078665</td>
</tr>
<tr>
<td>2</td>
<td>Yellow Pencil Tri-Write</td>
<td>1200</td>
<td>00</td>
<td>00</td>
<td>2.65</td>
<td>32.16</td>
<td>BX</td>
<td>076464-030</td>
</tr>
<tr>
<td>3</td>
<td>Black Pencils Tri-Write</td>
<td>1200</td>
<td>00</td>
<td>00</td>
<td>5.97</td>
<td>71.64</td>
<td>BX</td>
<td>081383-030</td>
</tr>
<tr>
<td>4</td>
<td>Assorted Dry Erasers</td>
<td>300</td>
<td>00</td>
<td>00</td>
<td>20.55</td>
<td>67.16</td>
<td>BX</td>
<td>1501090-030</td>
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<tr>
<td>5</td>
<td>9&quot;x12&quot; Ruled Ruler Board</td>
<td>100</td>
<td>00</td>
<td>00</td>
<td>1.00</td>
<td>10.00</td>
<td>PK</td>
<td>081999-030</td>
</tr>
<tr>
<td>6</td>
<td>1&quot;x12&quot; Dry Eraser</td>
<td>2000</td>
<td>00</td>
<td>00</td>
<td>1.00</td>
<td>21.60</td>
<td>PK</td>
<td>084465-030</td>
</tr>
<tr>
<td>7</td>
<td>Bat-Mite Chalk &amp; Dust</td>
<td>500</td>
<td>00</td>
<td>00</td>
<td>8.65</td>
<td>51.54</td>
<td>PK</td>
<td>088025-000</td>
</tr>
<tr>
<td>8</td>
<td>Stick Non-Pierce Adhesive</td>
<td>300</td>
<td>00</td>
<td>00</td>
<td>3.25</td>
<td>9.85</td>
<td>EA</td>
<td>099291-000</td>
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<tr>
<td>9</td>
<td>Scotch 3850 Tape</td>
<td>1000</td>
<td>00</td>
<td>00</td>
<td>42.61</td>
<td>42.61</td>
<td>EA</td>
<td>078674-030</td>
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<tr>
<td>10</td>
<td>Scotch 1&quot;x60 Strapping Tape</td>
<td>200</td>
<td>00</td>
<td>00</td>
<td>7.85</td>
<td>157.44</td>
<td>EA</td>
<td>090716-030</td>
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<tr>
<td>11</td>
<td>1/2&quot;OS 1yds Highland Hemming Tape</td>
<td>10000</td>
<td>00</td>
<td>00</td>
<td>95</td>
<td>9500</td>
<td>EA</td>
<td>040722-000</td>
</tr>
</tbody>
</table>

**Receiving**

- [ ] Retain
- [ ] Return

<table>
<thead>
<tr>
<th>Qty Received</th>
<th>Packing No</th>
<th>Date Received</th>
<th>Receiving Comment</th>
<th>User Name</th>
<th>Qty Cancelled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**PO No:** 10011

**PO Date:** 07-07-2009

**Vendor:** 91144

**SCHOOL SPECIALTY PUBLISHING CHILD**
Step 6: Click “Receive All” button

IF only Part of the Items Received or item cancelled:
- Enter Packing number/Invoice number
- Enter Date Received
- Enter the Quantity in the lower left section of the screen
- If item is Cancelled; enter quantity in the lower Right section of the screen
Step 7: Verify the process and click Save icon and click Red X to close screen
B. PURCHASING LIMITS

The following limits on purchasing authority provide appropriate internal controls required by the Governmental Accounting and Auditing Procedures.

<table>
<thead>
<tr>
<th>Role</th>
<th>Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Education</td>
<td>by budget</td>
</tr>
<tr>
<td>Superintendent</td>
<td>$40,000</td>
</tr>
<tr>
<td>Chief Financial Officer</td>
<td>$ 3,000</td>
</tr>
<tr>
<td>Directors</td>
<td>$ 2,000</td>
</tr>
<tr>
<td>Principal</td>
<td>$ 1,000</td>
</tr>
<tr>
<td>Project Manager</td>
<td>$ 1,000</td>
</tr>
<tr>
<td>Maintenance Mechanics</td>
<td>$ 500</td>
</tr>
</tbody>
</table>

*Prior Board approval is required for purchase requests over $40,000.

Alio program will automatically send to proper approval authority for the above criteria. After appropriate approval, purchase order requests will be forwarded to purchasing department and it will be converted to PO.

The Business Office will review and make corrections as needed for coding, vendors, comparison against original purchase order requests and tests for reasonable costs. The business office has the authority to change any vendor and/or purchase order. The business office will approve and take the following action:

A. Within budget - converted to a Purchase Order

B. Over budget:

1. Business office will contact originating entity to prepare a budget adjustment.
2. Once budget adjustment has been made, POR may be converted to a PO.
3. Certain POR’s may be approved even though they are over budget. The superintendent or CFO can approve emergency items.

Notations should be made on the disapproved purchase order request as to justification.

The purchasing department prints the POs once it has gone through the approval workflow.

Equipment Purchases

All purchase order requests for equipment must have justification for purchase attached and approved by site director and superintendent.
Purchasing Policy and Procedures

Verbal Quotes are obtained for purchases between $501 - $2,000

Informal Written quotes are obtained for purchases between $2,001 - $25,000

Informal RFP’s are obtained for purchases between $25,001 - $50,000

Formal advertised bids are solicited for purchases over $50,001

A Property Purchase Form is administered by the Purchasing Department for items $500 and above. The tag and the paperwork will be mailed to the site. The Inventory tag is attached to the item(s) for proper tracking. The form is completed by a site administrator and mailed back to the Purchasing Department.

Items $5,000 and above will be tagged as capital assets, and recorded in the fixed asset system. A Property Purchase Form and tag will be mailed to the site. The form is completed by site administrator and mailed back the Purchasing Department.

C. PURCHASE ORDER OVERAGES

Purchase order overages of $50 or less have the blanket approval of the superintendent. Purchases over $50.01 or more requires an Advice of Change. This can be done by email to the purchasing department.

D. DISPOSAL OF PROPERTY

1) Property deemed of value and ready for disposal may be placed open for bid by the superintendent.

2) Property deemed of no value may be disposed of only upon written approval of the superintendent.

If there is any property at your site that is in excess, you must contact the superintendent for approval of disposal prior to disposal.

Do not dispose of any property without written authorization from the superintendent. A Property Transaction Form must be filled out, the tag attached, and the form mailed to the Purchasing Department for authorization before any items(s) are disposed of. Contact the Purchasing Department for assistance.
E. SPECIAL SERVICE CONTRACTS

Certain types of work are carried out under contracts. These contracts are for specific jobs and/or assignments to be completed. **Contracts are issued only from the district office. No administrator will enter into a Special Service Agreement without written approval from the business office and the Superintendent.** If you have an area under a project (such as consultant) which would come under a contract, please contact the business office with all the necessary information prior to contractor beginning services.

Special Service Agreements are submitted to the Superintendent for approval with a Purchase Order Request, business license, and current W-9 form. After approval the Contract, Purchase Order Request, and the W-9 forms are submitted to the Purchasing Department for processing.

A shortened version of the contract form is included in the forms that follow in this section. You may use this shortened version for contracts under $10,000 and for things that run for short periods of time such as two or three-day in services put on by a consultant.

F. PETTY CASH

**MONEY IN SCHOOL BUILDINGS**

Money collected by district employees and student organizations shall be handled according to prudent business procedures. All money collected shall be receipted and accounted for and directed within 48 hours to the proper location of deposit. Any money left overnight in schools shall be kept in locked locations provided for safekeeping of valuables.

**Petty Cash Funds:**

The purpose of a petty cash fund is to have cash available in the office of the Site Administrator or other administrative officer for express charges, postage due and other unforeseen small expenses, which cannot conveniently be charged and handled in the usual manner.

**Petty Cash Procedure:**

1. At the start of the new school year, $300.00 in check form is written and distributed by the Business Office to the Principal or Director of each school. This check is to be cashed by the Principal or Director and utilized for their School’s Petty Cash Fund. The Principal or Director is responsible for the maintenance of these funds throughout the year.

2. All disbursements of the Fund are recorded on the Petty Cash Reconciliation form, coded to appropriate expenditure accounts and supported by attached receipts.

3. Replenishment of the Fund requires the Petty Cash Reconciliation Form to be tallied and sent into the Business Office along with original attached receipts. A check is
then written by the Business Office to the Principal or Director for the appropriate amount to be cashed and utilized to replenish the Fund.

4. At the close of each school year (prior to June 30), a final Reconciliation is performed and turned in to the Business Office by the Principal or Director along with attached receipts and any remaining cash. Both cash and receipts shall total $300.00 at all times.

5. Money left overnight in schools shall be kept in a safe or secured place.

G. FORMS
YUKON-KOYUKUK SCHOOL DISTRICT
Property Transaction Form

Date ______________________

<table>
<thead>
<tr>
<th>Asset Number</th>
<th>Remove &amp; place asset tag here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Location (Site/Bldg/Room)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturer</td>
</tr>
<tr>
<td>Model number/name</td>
</tr>
<tr>
<td>Serial Number</td>
</tr>
<tr>
<td>Purchase Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Transaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase</td>
</tr>
<tr>
<td>Transfer</td>
</tr>
<tr>
<td>Adjustment</td>
</tr>
<tr>
<td>Bid Sale</td>
</tr>
<tr>
<td>Disposal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Office Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase Order #:</td>
</tr>
<tr>
<td>Vendor #:</td>
</tr>
<tr>
<td>PO Line #:</td>
</tr>
<tr>
<td>Cost:</td>
</tr>
<tr>
<td>Invoice #:</td>
</tr>
<tr>
<td>Fund Code:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Condition of Asset</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Fair</td>
</tr>
<tr>
<td>Trash</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For Disposal Only:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location Before Transfer</td>
</tr>
<tr>
<td>Location After Transfer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For Transfers Only:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location Before Transfer</td>
</tr>
<tr>
<td>Location After Transfer</td>
</tr>
</tbody>
</table>

Prepared By: _________________________________

Approval

Administrator _________________________________

CSC _________________________________

District Office _________________________________

Notes

PROCEDURES MANUAL
Special Services Agreement  
Between  
Yukon-Koyukuk School District  
and ____________  
Made this _____ day of __________ 20   

Social Security Number ______________________  
Business License Number ____________________ Expires ______________

Because the District wishes to enter into an agreement for special services rather than establish an employer-employee relationship the following conditions are set out as part of the agreement. Any changes after the initial agreement has been signed must be in writing and signed by both parties. No other method may be used to amend this contract.

Section I  
Special Services to be Provided

The Contractor agrees to provide the following services:

Section II  
Duration of Agreement

This agreement runs from _____ _________ 20_______ to _____ _________20_______. All extensions or changes to dates shall be in writing and are valid only if signed by both parties.

Section III  
Payment to Contractor

The district agrees to pay ________________________________.

Section IV  
General Considerations

A. Termination: This agreement may be terminated at any time by either party.

In the case of termination the Contractor shall receive the fair value of services performed to the date of termination.

Materials in possession of the Contractor at time of termination pertaining to this Agreement whether complete or incomplete shall become the property of the District.

B. Assignment: The Contractor shall not assign the services to be performed under this Agreement without written permission of the District.

C. Independent Status: The Contractor understands that it has independent status and shall not act as officers, employees or agents of the District. The Contractor may act as an agent of the District only if it is expressly written into this Agreement.
D. Equal Employment Opportunity: The Contractor agrees to abide by any “Equal Employment Opportunity” state or federal laws, which may apply to this Agreement.

E. Audit Requirements: The Contractor agrees to abide by all applicable state and federal laws pertaining to maintaining records for audit and will maintain all records for a period of time of not less than three (3) years after final payment of this Agreement.

This Agreement is agreed to by the Contractor and District and executed as noted below:

Contract must be reviewed prior to providing services:

By: ____________________________ Date: ________________
    Chief Financial Officer

District
Yukon-Koyukuk School District
4762 Old Airport Way
Fairbanks, Alaska 99709-4456

Contractor

By: ____________________________
    ____________________________
    Kerry Boyd
    Superintendent

Date: ________________ Date: ________________
**XVI. PURCHASING**

### W-9 Request for Taxpayer Identification Number and Certification

**Give form to the requester. Do not send to the IRS.**

<table>
<thead>
<tr>
<th>Name (as shown on your income tax return)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business name, if different from above</td>
</tr>
</tbody>
</table>

**Check appropriate box:**
- Individual/sole proprietor
- Corporation
- Partnership
- Limited liability company
- Enter the tax classification (D=dissolved entity, C-corporation, P-partnership)
- Exempt payee

<table>
<thead>
<tr>
<th>Address (number, street, and apt. or suite no.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>City, state, and zip code</td>
</tr>
</tbody>
</table>

**List account number(s) here (optional)**

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the names given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see how to get a TIN on page 3.

**Note:** If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

**Part II Certification**

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding.
3. I am a U.S. citizen or other U.S. person (defined below).

**Certification Instructions:** You must cross out item 2 above if you have been notified by the IRS that you are not subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement account (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

**Sign Here**

| Signature of U.S. person | Date |

**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Purpose of Form**

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA. Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding,
3. Claim exemption from backup withholding, or

If you are an exempt payee, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

**Note:** If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester’s form if it is substantially similar to this Form W-9.

**Definition of a U.S. person.** For federal tax purposes, you are considered a U.S. person if you are:
- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

**Special rules for partnerships.** Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partner's share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:
- The U.S. owner of a disregarded entity and not the entity.
**DIRECT PAY INVOICE**

To: Yukon-Koyukuk School District  

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Unit Cost</th>
</tr>
</thead>
</table>

Fund Code:  
Approved by:  
Title:  
Address:  

Total of this Invoice  
Pay to:  
Payee:  

Use this form for Local Purchases (incidents, emergencies, reimbursements, services, etc.) Attach paid receipts and/or sales tickets signed by Purchaser, show purchase order or authorization where applicable.
Petty Cash Reconciliation

Attach receipts to this form when submitting to the Business Office.

<table>
<thead>
<tr>
<th>Date</th>
<th>Pmt. Made to</th>
<th>Code to charge</th>
<th>Amount</th>
<th>Balance</th>
<th>P/T Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>100-____-000-000000-612</td>
<td>300.00</td>
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</table>
A. TRAVEL RULES

PRIOR TO TRAVEL on district business, employees must have authorization from their supervisor and the superintendent (or designee) in the form of a signed/approved Travel Authorization (TA). All the TA’s will be requested in Alio by filling out a Purchase Order Requisition (POR) which then will be processed into a TA Purchase Order (PO). If applicable, THREE (3) PORs will be required: ONE for Transportation, ONE for Per Diem, and ONE for Hotel Accommodations. Student Travel has other requirements (see student travel attached).

Employees authorized to travel for district YKSD business will follow the rules below:

1. Travel will be by the most direct route and efficient means. The assigned POR number will be referenced on all travel documents.

2. Air Travel shall be by coach class at the lowest rate available (First class, Business class and/or Y or B fares are not authorized). Employees are encouraged to make travel arrangements at least 21 days in advance of departure when there is an advantage price break.

3. Air charters may be used in emergency situations or when travel by coach would result in greater cost to the district.

4. Written justification for emergency travel shall be submitted to the superintendent with the POR number.

5. Unit Administrators or employees are not authorized to charge travel to the district office or the school without prior assignment of a POR number and proper approval signatures. In addition, any changes to the remote site travels must be approved prior to the travel.

6. The use of rental vehicles requires the written authorization, via POR, of the employee's supervisor and superintendent (or designee) prior to departure. Rental vehicles are to be reserved at the lowest rate available to the employee or school district (government, association or special discount). The size of the vehicle is to be determined by the number of employees, students or other district officials using the vehicle.

7. With prior written authorization of the employee's supervisor, private automobiles may be used for district business, provided that adequate insurance coverage is present and verified by the business office at AKEBS. Employees shall be reimbursed at the IRS approved mileage rate for using private vehicles on district business. As of January 1, 2009, the rate is 55 cents per mile. The mileage rates are...
updated by the IRS on January 1st of each year or earlier through IRA announcements. Visit irs.gov for the updates.

8. Employees are encouraged to use public conveyances whenever feasible. Taxi fares for district business are reimbursable upon submission of receipts with final Travel Authorization reimbursement via Purchase Order.

9. Excess baggage to be paid for by the district shall be limited to that necessary for the conduct of district business. Employees should anticipate any excess baggage they will have before travel and obtain administrative approval on a POR. When feasible, excess baggage should be shipped airfreight.

10. Employees are responsible to cancel all unused travel reservations (e.g., hotel, rental vehicle, airplane) at least 24 (twenty-four) hours in advance. Any unused tickets must be attached to the final TA Purchase Order returned to the business office at AKEBS within two weeks of travel.

11. Employees shall secure the lowest rate possible for hotel accommodations (government, association, conference) when on district business. Employees are encouraged to share hotel accommodations when feasible.

12. The district will not compensate employees for personal hotel room charges. Personal hotel room charges are to be paid by the employee during check out.

13. A travel advance may be requested. The request must be received and noted on the initial TA POR ten days prior to travel. The amount of an advance is 100% of the per diem and 100% of mileage if using a personal vehicle.

14. All travel must be finalized with the signatures of employee and director/administrator confirming the information is complete, using the FINALIZED TRAVEL WORKSHEET. Any additional expenses and/or cash receipts associated with the trip must be attached to final TA/PO/WORKSHEET and sent to Accounts Payable for processing within TWO weeks of final travel.

CHARGES for any travel services ARE NOT ALLOWED!

B. TRAVEL AUTHORIZATION PROCEDURES

Please follow these procedures when traveling. To avoid delays in travel, please make travel plans at least 3 weeks in advance.

Log in Alio with your User ID and password:
https://alioapp2.emanet.com/forms/frmservlet?config=vers10g
I. STAFF TRAVEL
Per Diem, and/or Airline, and/or Rental Car, or Mileage Reimbursement

1. If applicable, make flight &/or Rental car reservations using the POR #’s obtained from Alio. Generate a POR completely as below.

2. Estimate Per Diem or Meals, Mileage and other charges to be reimbursed to the traveler. List a detail of these costs in Description field.
   a. 12:01 A.M. to 8:00 A.M. $18.00
   b. 8:01 A.M. to 5:00 P.M. $18.00
   c. 5:01 P.M. to 12:00 A.M. $18.00

NOTE: Travel using grant fund is a little different. For example, Staff Development for principals/teachers may require state approval. This approval must be done prior to traveling and used in filling out the POR.

Travel Authorization

Order Header Tab:
1. Ensure you’re in Entry mode...see below
2. Click “Green +” for new record
3. Click Requisition # button for new req# *Write this Req# down for your reference*
4. Click in Vendor field and enter traveler’s vendor number, then TAB
5. Location Order/Ship:
   -Using GRANT FUND, enter 0451
   -Using General FUND, enter your department “function” (ex: 0600 Maintenance, 0555 Data Processing, etc)*
   For RCS offices use “Location” (0421 Fairbanks, 0423 Anchorage, etc)*
   * see the Chart of Accounts
6. Requestor: person requesting the POR
7. Order Type: TA
8. Footer Code: INFO
Items Tab:
1. For *Per Diem*:
   - Description field: Enter Per Diem with dates
   - Quantity
   - Unit Cost
2. For **Mileage reimbursement**
   - Description field: enter From and TO locations of travel, miles
   - Quantity – “1”
   - Unit Cost=total amount of mileage reimbursed
3. For *Car Rental*: (if authorized AND paying out of pocket for later reimbursement)
   - Description field: Enter confirmation# with dates of travel, name of vendor
   - Quantity
   - Unit Cost

*(PLEASE DO SEPARATE POR’S TO VENDORS FOR AIRLINES, HOTELS & CAR RENTALS)*
XVII.  TRAVEL

![Image of a computer screen showing an Oracle Millennium Edition interface with a requisition entry approval window and several tables with data entries. The tables contain columns for Item, Catalog, Description, Product Class, Extended Cost, Quantity, Unit Cost, UOM, Freight Cost, Percent, Discount, Amount, Percent, Asset Tag No., Grouping, and Final Cost.]
Accounts Tab:
1. Enter Account Number and Tab
2. If using GRANT FUND: only one line: 0-XXX-XXX-XXX-XXXXXX-420
3. If General Fund: Mileage= 0-100-XXX-XXX-000000-421
   Per Diem= 0-100-XXX-XXX-000000-422

Airline Reservations

1. Make airline reservations if needed. Follow the below steps to filling out the Request in Alio.

Order Header Tab:
1. Ensure you’re in Entry mode...see below
2. Click “Green +” for new record
3. Click Requisition # button for new req# ****Use this number to make Airline Reservation****
4. Click in Vendor field and enter vendor number, then TAB
5. Location Order/Ship:
   -Using GRANT FUND, enter 0451
   -Using General FUND, enter your department “function” (ex: 0600 Maintenance, 0555 Data Processing, etc)*
   For RCS offices use “Location” (0421 Fairbanks, 0423 Anchorage, etc)*
* see the Chart of Accounts

6. Requestor: person requesting the POR
7. Order Type: TA
8. Special Instructions PO: enter Request # from generating POR for member traveling
9. Footer Code: INFO

Items Tab:
1. For Airlines:
   - Description field: Enter confirmation#, dates of travel, to/from destination and traveler name(s)
   - Quantity
   - Unit Cost
   (If more than one traveler, use a separate line item for each)

Hotel Reservations
1. Make hotel reservations if needed. Follow the below steps to filling out the Request in Alio. Notify hotel of tax exempt status and request government rate. YKSD TAX exempt ID# is 92-0058051.

Order Header Tab:
1. Ensure you’re in Entry mode...see below
2. Click “Green +” for new record
3. Click Requisition # button for new req# **Use this number to make Hotel Reservation**
4. Click in Vendor field and enter vendor number, then TAB
5. Location Order/Ship:
   - Using GRANT FUND, enter 0451
   - Using General FUND, enter your department “function” (ex: 0600 Maintenance, 0555 Data Processing, etc)*
   For RCS offices use “Location”(0421 Fairbanks, 0423 Anchorage, etc)*
   * see the Chart of Accounts
6. Requestor: person requesting the POR
7. Order Type: TA
8. Special Instructions PO: enter Request # from generating POR for member traveling
9. Footer Code: INFO

**Items Tab:**
1. For **Hotel Reservations:**
   - Description field: Enter confirmation#, dates and guest name
   - Quantity
   - Unit Cost
Accounts Tab:
1. Enter Account Number and Tab
2. If using GRANT FUND: only one line; 0-XXX-XXX-XXX-XXXXX-420
3. If General Fund: Hotel= 0-100-XXX-XXX-000000-420

• The POR is electronically approved. The requester’s Principal/Director will review the POR within their department and will continue to Superintendent (or designee) for further review and approval. Purchasing department will then convert the POR to a PO. Purchasing agent will fax/email a copy to vendors. Lastly, the purchasing agent will send a copy to the PO originator to use as receiver. Use the receiver to finalize the travel.
• Once a trip is complete, submit final TA PO, along with a FINALIZED TRAVEL WORKSHEET with all changes made and cash receipts attached to the Administrator for signature, traveler must also sign TA PO. The final TA PO and a FINALIZED TRAVEL WORKSHEET is submitted to Accounts Payable to close the travel. Please complete this within 2 weeks of each trip!
• If a traveler’s advance is overpaid, he/she will have the option to reimburse the district via a payroll deduction in the next pay period or pay with cash or check at the time the TA PO is finalized.
C. STUDENT TRAVEL: RULES AND REGULATIONS

1. Procedure for Securing Student Travel Approval
   a. Complete ONE Field Trip Request form for each trip or activity (i.e. sports, Youth AFN, Student Government, etc.)
   b. Complete POR’s in Alio for airlines, vehicle rentals, and hotels (if needed)
   c. If Indian Ed., Title I, or any other federal funds will be used for student travel then the Field Trip Request and Objectives must be sent to the Director of Federal and State Programs (Gina Hrinko)
   d. For travel using site 100 funds or student activity funds, POR will be routed through principal/director and Superintendent or designee.

   NOTE: All Field Trip Requests & applicable forms must be received by the superintendent at least two weeks prior to travel. Travel must not exceed the amount in the school’s instruction budget plus the local student activity fund or special revenue funds such as Indian Education.

   Upon approval by the C.S.C., a certified chaperone need not travel with the team to “away” games. However, a certified chaperone must accompany the team if travel is to last longer than two days or attending a tournament or meet with more than one team in attendance.

2. Procedures for Field Trips
   The District recognizes that field trips are valuable education experiences and encourages participation whenever possible. Careful planning, such as explained below, should go into field trips in order to eliminate problem areas:

   a. The field trip shall be developed in consultation with the Community School Committee; each field trip must have approval of the CSC and the superintendent and the Director of Federal and State Programs if funded through grants. The resulting plan shall include:

      • Brief explanation and purpose of the trip
      • Student list (names of students with grade levels)
      • Name of certified and/or non-certified chaperones
      • Itinerary
      • Budget
      • If using federal funds, a list of objectives, how they are to be achieved, student’s responsibilities, and how the objectives will be assessed
      • Snowmobile/Boat Lease Agreement if needed
Chaperone student ratio (One chaperone from the community for each number of students listed below):

<table>
<thead>
<tr>
<th>Students</th>
<th>Community Chaperone</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10</td>
<td>1</td>
</tr>
<tr>
<td>11-15</td>
<td>2</td>
</tr>
<tr>
<td>16-20</td>
<td>3</td>
</tr>
</tbody>
</table>

b. No student shall be allowed to miss over 20 days of school except by petition to the superintendent.

3. Once the Field Trip Request has been approved by district office administration, a TA PO will be completed in Alio for you (if there is a cash advance needed). The unit administrator will make travel arrangements and submit POR’s in Alio for airlines or car rental (if needed). If a cash advance has been requested, the Field Trip Request must be received and approved by district office administration no later than 2 weeks before trip is scheduled in order to allow enough lead-time for checks to be returned to the school principal for the trip.

4. Parents should be fully informed of the trip; consent forms should be on file and a copy taken on the trip for all students.

5. After the trip is completed, send all receipts with Field Trip Log, final TA PO (signed), and excess funds to Accounts Payable within 10 school days.

NOTICE: Unless written approval for the trip has been processed by the AKEBS, via TA PO no travel is authorized. Trips taken without authorization are at the unit administrator’s expense.

NOTICE: Unit administrators are not authorized to charge any travel. The TA PO must be issued to the vendor before the trip is to take place. Trips charged by the unit administrator are at the unit administrator’s expense.

6. **Subsistence Days**
   Students will be excused three days per year for subsistence activities. The students must complete the following procedure for the absence to be excused:
   1. Prearranged form completed and returned to site administrator.
   2. 1/2 page journal entry per day to be turned-in to language arts teacher and CSC.
   3. Assignments collected from teachers before absence begins.

Assignments made-up within 10 calendar days following the completion of the absence.

**D. TRAVEL FORMS**
# Finalized Travel Worksheet

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>____________________________</th>
<th>TA/RQ#</th>
<th>________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departure Date:</td>
<td>________________</td>
<td>Return Date:</td>
<td>________________</td>
</tr>
<tr>
<td>Departure Time:</td>
<td>________________ AM/PM</td>
<td>Return Time:</td>
<td>________________ AM/PM</td>
</tr>
</tbody>
</table>

**Actual Per Diem:** ________________

**Amount of Per Diem Advanced:** ________________

**Difference:** _______ (+/-)

**Out of pocket costs:** (receipts must be attached & supervisor approval required)

- **Excess Baggage:** ________________
- **Parking:** ________________
- **Ground Transportation:** ________________
- **Other:** ________________ (please specify)

**Total out of pocket:______

Due to Employee: ________________

Due to District**: ________________

---

**I agree to reimburse the district if my travel advance is overpaid, either through a payroll deduction or by paying with cash or check. (please choose one below)**

- [ ] Payroll Deduction
- [ ] Cash/Check reimbursement

**Employee’s Signature:** ____________________________

**Supervisor’s Signature:** ____________________________

**Date:** 3/31/14
FIELD TRIP REQUEST

SCHOOL ___________________________ DATE OF REQUEST ___________________________

If this trip requests Federal funds, then complete Travel Objectives Form and send to the State and Federal Grants Director.

PURPOSE OF TRIP:

# OF STUDENTS TRAVELING: _________ GRADE LEVELS: _________

STUDENT NAMES:

__________________________________________
__________________________________________
__________________________________________
__________________________________________

NAMES OF CHAPERONE (S):

__________________________________________
__________________________________________

TRANSPORTATION PROVIDED BY:

__________________________________________  [ ] CHARTER  [ ] SEAT FARE  [ ] SCHOOL VEHICLE

TRIP ITINERARY

TA# ________________ (Requisition#)

FROM ___________________________ DEPARTURE DATE ___________________________
TO ___________________________ DATE OF ARRIVAL ___________________________
FROM ___________________________ DEPARTURE DATE ___________________________
TO ___________________________ DATE OF ARRIVAL ___________________________
FROM ___________________________ DEPARTURE DATE ___________________________
TO ___________________________ DATE OF ARRIVAL ___________________________
FROM ___________________________ DEPARTURE DATE ___________________________
TO ___________________________ DATE OF ARRIVAL ___________________________
BUDGET

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. AMOUNT OF TRAVEL</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>B. AMOUNT OF MEALS</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>C. AMOUNT OF LODGING</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>D. AMOUNT OF SUBSTITUTE</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>E. OTHER COSTS (EXPLAIN)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>F. TOTAL COST</td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

Are you requesting a check issued to the chaperone for meals, lodging, gas, etc.?  
Yes ☐ No ☐

ACADEMIC COMPONENT:
What activities relating to the classroom are students required to complete on this trip?

☐ 30+ minutes SSR w/ Reading Log ☐ 30+ minutes Study Hall
☐ Writing Journal ☐ Other (please describe)
☐ Daily Math Assignments
☐ Daily English Assignments

Please keep in mind that travel arrangements for the trip are the responsibility of the Unit Administrator if this trip receives approval. **No travel is to be charged to the District without a completed Travel Authorization.**

This form must be sent to the Superintendent at least two weeks prior to travel in order for the trip to be approved.

SITE APPROVALS:

_________________________ Date ____________________________
Signature of CSC Chairperson Date

_________________________ Date ____________________________
Signature of Unit Administrator Date

DISTRICT OFFICE APPROVALS:

☐ APPROVED ☐ DISAPPROVED

_________________________ Date ____________________________
Signature of Superintendent Date

PROCEDURES MANUAL 14
Field Trip Travel Objectives

If using federal funds for travel, then complete A-D and send to the State & Federal Programs Coordinator.

A. Objectives (relating to State and District performance standards) to be achieved during travel:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

B. How will the objectives be achieved?

________________________________________________________________________

________________________________________________________________________

C. What will the students' responsibilities be?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

D. How will the objectives be assessed?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Follow-up activities:
Check with the State & Federal Grants Coordinator for follow-up reports to be sent to the Grants Office. Some federal grants may need student reports or other assignments for grant year-end or quarterly reporting.
FIELD TRIP LOG
Cash Receipts for Field Trips - KEEP ALL RECEIPTS AND ATTACH

SITE:

Purpose of Trip: Tips for Food may be accounted for if receipts show

Dates: Tips for cabs are not counted

<table>
<thead>
<tr>
<th>Category</th>
<th>Vendor</th>
<th>Date</th>
<th>Amount</th>
<th>Receipt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel/Gas</td>
<td></td>
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PROCEDURES MANUAL 16
PARENT PERMISSION FOR FIELD TRIP
YUKON-KOYUKUK SCHOOL DISTRICT

________________________________________
School

________________________________________
Student’s Name

I/We ___________________________ give consent for our child to participate in the
(Parents of Student)
________________________________________. We understand that the trip is to last for
(Activity)
________________________________________ however, due to circumstances beyond the control
(Duration) of the chaperone, the trip may vary by several days.

I/We understand that the above named child will abide by the rules and regulations as established by
the school, the CSC, and the chaperones; should the above child not follow the rules and regulations,
the school is not liable for the child’s activities. Should the child not follow the rules, the child may be
sent home. We understand we will be responsible for the cost of transportation if this should be
necessary.

I/We consent to emergency medical treatment, hospitalization or other medical treatment as may be
necessary for the welfare of the above named child, by a physician, qualified nurse, and/or hospital, in
the event of injury or illness during all periods of time in which the student is away from his/her legal
residence as a member of this school field trip and hereby waive on behalf of myself and the above
named child any liability of the Yukon-Koyukuk School District/ __________________________ School, any of
its agents or employees, arising out of such medical treatment.

I/We understand the local Board of Education or ASAA does not carry field trips, sports or activity
insurance and will not assume responsibility for injuries sustained in this school activity or field trip.
I/We also understand that accident insurance coverage is my responsibility.

INSURANCE COVERAGE

_____ Native Services  _____ Military
_____ Blue Cross/Blue Shield  _____ Family
_____ Denali Kid Care  _____ None: I/We will assume financial responsibility for injuries.

Date Signed ____________________________

________________________________________
Signature of Student(s)

________________________________________
Signature of Parent or Guardian
Student Absence Due to Travel

Period Covered__________________

This report is submitted quarterly to the Superintendent.

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<tr>
<th>STUDENT’S NAME</th>
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This report should be prepared cumulatively throughout the year. Cumulatively means you add up the previous reports, so that all totals for all students are totaled for the report up to that point of the year. The final will contain data on all students who traveled throughout the entire year.
SUBSISTENCE ACTIVITY ABSENCES

Before students are absent for subsistence reasons, their parents/guardians should write the Site Administrator to ask that the expected absence be excused. The Site Administrator or designee may deny the request if he/she believes that the absence would be educationally harmful to the student or set a poor example in matters of school attendance for the student or other students. If the request is denied, written reasons will be provided and forwarded to the district office.

Please fill in the following information:

Date ______________________

Time ______________________

Student’s Name ________________________________________________

Name of parent/guardian or parent representative:

______________________________________________________________

Date of absence/absences ________________________________________

Reason for subsistence absences:

________________________________________________________________

Method of contact:
   Phone call ______________
   At School ______________
   Home visit _____________

☐ Excused   ☐ Unexcused

Signature of Student ____________________________________________

Signature of Parent ____________________________________________

Signature of Site Administrator _________________________________

Assignments due date _________________________________________

Additional Remarks
________________________________________________________________
________________________________________________________________

PROCEDURES MANUAL
A. CLASSIFIED PERSONNEL

Classified employees are paid on the 15th & last working day of each month. All hourly classified employees submit their time worked and any absences on a time sheet to their immediate supervisor for signature. Payroll checks for all employees are sent to the school offices by the District Office on payday for disbursement, except for the RCS Staff.

The Classified Employee's Personnel Rules Handbook is the official guide for actions concerning classified employees.

1. Timesheets

All timesheets, leave slips, summation sheets must be faxed/scanned/mailed to Payroll.

• Timesheets for the mid-month classified payroll (usually paid the 15th) must be in to Payroll by the 1st and no later than the 5th of the month by 4:30 pm.

• Timesheets for the end of the month payroll for both CERTIFIED & CLASSIFIED (usually paid on the last day of the month) must be turned in to Payroll by the 16th of the month and no later than the 20th by 4:30 pm. THIS INCLUDES ALL LEAVE SLIPS FOR CERTIFIED STAFF AS WELL. CERTIFIED LEAVE SLIPS MUST BE TURNED IN EACH MONTH THAT LEAVE IS TAKEN.

• Timesheets that coincide with the holidays will be requested earlier.
  o For example, for the Thanksgiving Holiday, timesheets for the pay period ending on November 15th will be due to Payroll on November 16th, 4:30 pm. THIS INCLUDES ALL LEAVE SLIPS FOR CERTIFIED STAFF FOR THE END OF THE MONTH PAYROLL AS WELL. AS CERTIFIED LEAVE SLIPS MUST BE TURNED IN EACH MONTH THAT LEAVE IS TAKEN.

  o For the Christmas holiday, timesheets for the pay period ending December 15th will be due to Payroll on December 16th, 4:30 pm. THIS INCLUDES ALL LEAVE SLIPS FOR CERTIFIED STAFF FOR THE END OF THE MONTH PAYROLL AS WELL. CERTIFIED LEAVE SLIPS MUST BE TURNED IN EACH MONTH THAT LEAVE IS TAKEN.

• If the 1st or 16th falls on a Saturday or Sunday, the timesheets are due on Friday, the day before, by 4:30 pm.

• Timesheets that are not turned in on time will go on the next payroll run. No exceptions.

2. Leave Slips
Except for sudden illnesses, regular full-time & regular part-time employees must have supervisor approval of absences on a Leave Slip.

No person may approve his or her own leave request.

Leave slips for all regular full time and regular part time classified employees must be signed, submitted with the time sheets. A leave slip for each type of leave including leave without pay must be submitted.

The employee submits a completed Leave Slip and turns in the 4-part copies to the school principal for signature. There should be leave slips that are 4-part copies kept with the Secretary for employees.

The school principal approves or disapproves the request, and returns the pink copy of the Leave Slip to the employee.

The White & Yellow copies go to the School Secretary. The Secretary will in turn the white copy to Payroll. The principal keeps the yellow copy.

**NOTE:** If a copy of the form is used the original must be kept by the Principal to submit to Payroll & Principal must keep a copy, and give the employee a copy (See forms in this section of the Business Procedures).

In all cases, including sick leave and emergency leave, the Leave Slip must be completed. It is the responsibility of the employee to complete the form on the first day of return to work.

3. **Start and Stop Dates**
   A listing of each employee's position authorized for your school will be issued at the beginning of the year. This will include the day employees are authorized to begin work and the ending date. Time sheets submitted for work outside of these dates will not be paid without prior approval.

4. **Over Time**
   Over time is not authorized. Time slips submitted for hours in excess of the time authorized will not be paid unless prior approval is received from the program Director or Superintendent. Overtime hours for classified employees are any hours above 40 hours in one work week. YKSD Workweek is Sunday-Saturday for purposes of overtime.

5. **Employee Benefits (Regular and Regular Part-Time Only)**

   Working Hours per Week
1. Less than 15
   a. Workman's Compensation Insurance
   b. Unemployment Insurance

2. 15 to 29 Hours
   a. Workman's Compensation Insurance
   b. Unemployment Insurance
   c. Public Employees Retirement System

3. 30 Hours or More
   a. Workman's Compensation Insurance
   b. Unemployment Compensation
   c. Public Employees Retirement System
   d. Medical Insurance
   e. Life Insurance


7. Payroll Advance Request
   Employees are allowed three payroll advances per fiscal year. To request a payroll advance, please have the employee send the request form to the District Office. Payroll Advances will be deducted from the next paycheck and cannot be split between pay periods. Payroll Advances are usually not available in June, July or August of each year due to closing out Payroll and lack of work hours for the new fiscal year.

   Payroll must have a copy of Classified Employee timesheet in order to process payroll. Payroll Advances cannot exceed 80% of the wages during the request period. The maximum that can be received by any employee is $1000 per request. Approved Payroll Advances will be processed by Accounts Payable on Fridays Check Run, by 4:30pm.

B. CERTIFICATED PERSONNEL
   Certified employees are paid once a month, on the last working day of the month, per the negotiated agreement, except for November, December, & May, when they are paid before the holiday. Payroll checks for are sent to the school offices by the Business Office on payday for disbursement, except for the RCS Staff. Summer paycheck stubs are mailed to the current address on file.
1. **Certificated Absentee Report**  
*MUST BE SENT IN MONTHLY.*  
This report (197) must be completed and submitted to the school secretaries to be signed by the building principal and forwarded to the Human Resource Department, the last working day of each month with leave slips for certificated employee attached.

2. **Leave Slips**  
Except of sudden illnesses, employees must have supervisor approval of absences on a Leave Request form.

The employee submits a completed Leave Slip and turns in the 4-part form to the school principal for signature. There should be leave slips that are 4-part copies kept with the Secretary for employees.

The school principal approves or disapproves the request, and returns the pink copy of the *Leave Slip* to the employee.

The *White & Yellow* copies go to the School secretary. The Secretary will in fax the white copy to Payroll and turns the original in with the Absentee Report. The principal keeps the yellow copy.

**NOTE:** If a copy of the form is used the original must be kept by the Principal to submit to Payroll & Principal must keep a *copy*, and give the employee a *copy* (See forms in this section of the Business Procedures).

In all cases, including sick leave and emergency leave, the Leave Slip must be completed. It is the responsibility of the employee to complete the form on the first day of return to work.

Leave Slips (195) are filled out and sent attached to the Certificated Absentee Report at the end of each month. These must be signed by the employee and administrator.

Compare with absentee log to make sure all leave slips are turned in! The best practice is to fax/scan/email the leave slips as soon as the leave is taken, so you know it’s turned in.

3. **Contract Summation**  
Certified administrative employees complete a monthly contract summation form in addition to the absence report forms. This report (194) is maintained on a monthly basis for each certificated employee and a copy sent to the District Office at the end of the school year. Prior to the last working day the final copy is signed and forwarded to the district office. The Superintendent signs the summation forms, and forwards them to the Payroll Department.
4. **Administrative Leave**
   Only approved by the Superintendent.

5. **Sick Leave Bank Usage (Participating Certified Teachers Only)**
   Please see page 13 & 14 of the MYEA Negotiated Agreement.

   All requests for the Sick leave bank must go to the MYEA President, prior to usage. It is the participating teacher’s responsibility to follow through on all sick leave bank requests!!

   Payroll will not do any requests, without the participating member going through the Association President and will process Bank members leave request only if appropriate documentation is provided. Otherwise your sick leave balance will be charged for any sick days.

   If a teacher submits a leave slip indicating “sick leave bank”, then the appropriate forms must be attached at the time of leave. (Form attached)

6. **Request to Hold Checks at District Office**
   Only available for those who do not have direct deposit.

7. **Payroll Advance Request**
   See Classified Employee explanation

C. **HOUSING**

   Anyone living in YKSD Housing must have a lease on file. The leases are coordinated through the District Office (907-374-9407).

   In those cases where employees rent district housing, the rental rate will be deducted from the employees pay check on a monthly basis, along with the security deposit. A daily rate will be established for employees who vacate housing before the end of the month, as per the lease agreement. If an employee chooses to rent from someone in the community, it is the employee’s responsibility to pay their landlord and not the responsibility of the District.

   Some units are designated as pet free. There is only one pet per household, which must be pre-approved by the Director of Facilities prior to the pet being in the unit. There is a $50 non-refundable pet fee per month. See lease agreement.
D. EXTRA-CURRICULAR PAY

1. This form will be filled out, signed and sent to the district office prior to the activity taking place.

2. The number of practices, overnights and meets will be established prior to the activity commencing.

3. The initial pay agreement will be received and approved at the district office level, however, a contract adjustment will not be initiated until we receive a final pay agreement from you after the activity is completed and all equipment and uniforms have been inventoried and stored.

4. Read the negotiated agreement section on extra-curricular, pay pages 13-15, before completing the agreement. (NOTE: Extra-duty pay is an entirely different procedure and is seldom utilized.) Extra-duty pay is defined on page 24 of the Negotiated Agreement under Section 4, Non-Standard School Days.

E. PAYROLL FORMS
Extra-Curricular Pay Agreement Request

I, ____________________________, agree to supervise and direct the following activity: ____________________________. I understand that compensation will be paid according to the teachers’ negotiated agreement. I further understand that if I am not able to carry out the activity, the amount listed will be adjusted. In addition, I understand that compensation will be added to my present teaching contract salary or classified employee wages at the completion of the activity and that during the time I am supervising this activity I am acting in the same capacity and have the same responsibilities as if I were supervising students in a classroom.

Job Description:
1. Supervise students involved in this activity.
2. Instruct students in fundamentals of the activity or sport.
3. Instruct students in rules and regulations of activity or sport.
4. Take reasonable precautions to insure that all equipment is in a safe condition before allowing students to use it.
5. Secure building and/or equipment after use.
6. Act as chaperone on all trips away from the school.
7. All uniforms will be collected and inventoried before being paid for activity.

Group __________________________ Amount __________________________

Activity __________________________

☐ Initial Agreement

______________________________  ________________________________
Signature of Activity Sponsor      Date Signed

______________________________  ________________________________
Signature of Principal            Date Signed

DISTRICT OFFICE APPROVAL SECTION

☐ Final Agreement

Authorizing payment AFTER the completion of the Extra-Curricular Activity

______________________________  ________________________________
District Office Authorized Rep.   Date Signed
**YUKON-KOYUKUK SCHOOL DISTRICT**

**CLASSIFIED EMPLOYEE HIRE/CHANGE REQUEST**

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<th>Employee Name:</th>
<th>Temporary Position:</th>
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<td>Social Security #:</td>
<td>Location:</td>
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### SECTION I

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<th>Rehire</th>
<th>Remove From Payroll</th>
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**Change(s) Made:**
- Position: 
- Fund code: 
- Hours Authorized: 
- Hourly Rate: 
- Other (explain): 

**Effective Date:**
- Removal/Separation Packet: Required

### SECTION II

**Rate per hour:**
- (See District Classified payscale)
- # of days
- # of hours

**Total Salary Budgeted for Position:**
- # of days x rate (or Total Salary Budgeted)

**Salary Placement Range:**
- Step: 
- College Degree: 
- Verified: 
- Years of Experience: 
- Verified: 

*Verification is documented with original transcripts from college and form signed by prior employer.*

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<th>Funding code(s)</th>
<th>Salary Breakdown</th>
<th>Percentage(s)</th>
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*Not to exceed budgeted amount*

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*must total 100%*

### SECTION III

See Payroll Checklist for appropriate position and submit all forms with hire paperwork for Classified and/or Temporary Hire.

### SECTION IV:

I understand I have 30 days to provide all verifying documentation

- Verified by: 
- Date: 
- Director: 
- Date: 
- Director: 
- Date: 
- Superintendent: 
- Date: 

FAX to: HR 907-374-9442
Daily Attendance Record

Employee Name: ________________________________  Title: ________________________________

Employee #: ________________________________  F/T: ______  P/T: ______  Temp: ______

Site: ________________________________  Supervisor: ________________________________

For the Period Beginning: ________________________________  And Ending: ________________________________

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<th>Annual Leave</th>
<th>Leave W/O Pay</th>
<th>Total Hours</th>
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Employee Signature: ________________________________  Date: ________________________________

Supervisor's Signature: ________________________________  Date: ________________________________
## Electronic Deposit Authorization

**Name:**

___

**Employee Number:**

___

I hereby authorize Yukon Koyukuk School District to make payroll deposits to my bank account.

**Financial Institution:**

__________

**Check one**

- [ ] Checking
- [ ] Savings

**Account Number:**

__________

**Routing Number:**

__________

---

**Voided Check Must Be Attached**

(Used to verify your banks transit routing and account number)

**Required**

---

**Signature:**

___

**Date:**

___

Revised 03.17.10
# PAY ADVANCE REQUEST FORM

**To:** Payroll  
**Fax:** 907-374-9442  
**Vendor #**  
**Rev$2011**  
**Payroll Advance #**  
**Date:**  
**Payroll Advance will be deducted from pay**  
**Payroll Advance Amount**  
**Not to exceed $1,000.00**

**Employee Name (Please Print)**

---

**Date Payroll Advance will be deducted from pay**

---

**Employee Signature**

---

**Chief Financial Officer**

---

**Payroll Use Only:**

- Amount available for pay advance equals 80% of Net $  
- Employee #

---

**Payroll Signature**

---

**Note:** Payroll must have a copy of your timesheet in order to process the advance. Approved pay advances will be processed with the next accounts payable check run on Fridays by 4:30 pm.

---

**Complete below how you would like to receive the pay advance:**

- [ ] Deposited in a Local Bank:  
  (Attach all banking information for the deposit)

- [ ] Picked Up:
  
  Name of Person (ID may be required for security)

- [ ] Mail check to this address:

---

**Pay Advance Request**
XVIII.
PAYROLL (CERTIFIED & CLASSIFIED)

Yukon Koyukuk School District
4762 Old Airport Way
Fairbanks, Alaska 99709
907-374-9400
CONTRACT SUMMATION

Employee: __________________________ SS#: __________________________
Total Contract Days: ___________ Job/Site: __________________________

COMPUTATION OF YOUR PAY WILL BE BASED ON THE FOLLOWING INFORMATION:

<table>
<thead>
<tr>
<th>Days Taught (Teachers)</th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Total Days</th>
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<tbody>
<tr>
<td>Inservice Days (Teachers)</td>
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<td>Work Days (Teachers)</td>
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<td>Legal Holidays</td>
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<tr>
<td>Days Worked (Administrators)</td>
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<td>Court Leave *</td>
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<td>Administrative Leave **</td>
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<td>Annual Leave</td>
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<td>Comp Days</td>
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<tr>
<td>Non-Add/Leave Without Pay ***</td>
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<td>Non-Add</td>
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<tr>
<td>Vacation Days (Teachers/Principals)</td>
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<tr>
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<td>Total Contracted Days per Month</td>
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</tbody>
</table>

I hereby certify that the foregoing information is correct.

___________________________  _________________  _________________
Employee’s Signature         Date               Last Date of Duty

I hereby certify that the above employee has fulfilled his/her contract as indicated above; has completed all necessary reports and accounts for all books and equipment for which he/she was personal responsible.

___________________________  ______________________
Superintendent/Assistant Superintendent/Director/Site Administrator Date of Approval

DISTRICT OFFICE USE

<table>
<thead>
<tr>
<th>Date Received</th>
<th>Date Entered</th>
<th>Final Status</th>
<th>Initial</th>
</tr>
</thead>
</table>

Contract Summation

PROCEDURES MANUAL
### LEAVE APPLICATION

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>MI</th>
<th>EMPLOYEE NUMBER</th>
<th>LOCATION CODE</th>
</tr>
</thead>
</table>

#### LEAVE TYPE – CHECK ONLY ONE

<table>
<thead>
<tr>
<th>ANN</th>
<th>SICK</th>
<th>COURT</th>
<th>PERS</th>
<th>ADMIN</th>
<th>LWOP</th>
<th>OTHER/EXPLAIN</th>
</tr>
</thead>
</table>

#### DAYS

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>ENDING</th>
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</thead>
<tbody>
<tr>
<td>MO</td>
<td>DAY</td>
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</table>

<table>
<thead>
<tr>
<th>EMPLOYEE’S SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>SUPERVISOR’S SIGNATURE</th>
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SUBMIT WITH TIMESHEET

White-Payroll
Yellow-Supervisor
Pink-Employee

---

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</table>

SUBMIT WITH TIMESHEET

White-Payroll
Yellow-Supervisor
Pink-Employee

---

PROCEDURES MANUAL

13
# Employee's Monthly Absentee Report

**Yukon-Koyukuk School District**  
4782 Old Airport Way  
Fairbanks, Alaska 99709-4456

**Employee's Monthly Absentee Report**

School ___________________ Date ___________________

Report for the CALENDAR MONTH ____________________, 20 __

Mail NO LATER THAN the FIFTH of each month along with copies of ALL leave slips. Indicate ALL absences of Teachers and Administrators:

- Check "S" = SICK
- Check "A" = ADMINISTRATIVE
- Check "P" = PERSONAL
- Check "O" = OTHER

<table>
<thead>
<tr>
<th>EMPLOYEE'S NAME</th>
<th>DATES ABSENT</th>
<th># OF DAYS</th>
<th>Reason Absent</th>
<th>SUBSTITUTE'S NAME</th>
</tr>
</thead>
<tbody>
<tr>
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<td>S A P O</td>
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</table>

Explanation for Administration leave:

State: "No Absences during this Calendar Month" if applicable.

Principal Signature ____________________ Title ____________________

---

Employee Absentee Report
EMPLOYEE CHANGE OF ADDRESS FORM

To change your mailing address, please fill out the following and turn in to Payroll. Be advised that it is the employee’s responsibility to make sure Payroll has the correct mailing address. Payroll **will not** take changes over the phone. Thank you for your cooperation.

<table>
<thead>
<tr>
<th>Old Address:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>New Address:</th>
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<tbody>
<tr>
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<td></td>
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</tbody>
</table>

EMPLOYEE NAME: ____________________________________________

EMPLOYEE SIGNATURE: _______________________________________

DATE SIGNED: _____________________________________________

***FAX TO PAYROLL (907) 374-9442***

Business Office Use Only:

Date Entered: __________________ By: __________________________
SICK LEAVE BANK ENROLLMENT FORM
FOR CERTIFICATED TEACHERS

If you wish to enroll in the Sick Leave Bank as described on pages 13 – 14 of the Teachers’ Negotiated Agreement, please complete and return this form to Payroll before September 30. If appointed after the commencement of school, you have (45) days to enroll from date of hire.

One day of sick leave will automatically be deducted upon enrollment and placed in the bank.

When the Sick Leave Bank is depleted to zero, each member will automatically donate 1 (one) additional day up to a maximum of 3 (three) days per year. An individual member may donate more than three days by indicating to the Business Office in writing the number of days to be donated.

* The Sick Leave Bank is open to all those teachers covered by the Middle-Yukon-Education-Association negotiated agreement.

I have read and understand the Sick Leave Bank as described on pages 13-14 of the Teachers’ Negotiated Agreement. I also understand donated days are non-refundable.

NAME: ________________________________

EMPLOYEE NUMBER: __________________

WORK SITE: ____________________________

_______________________________________  _____________________________
SIGNATURE                               DATE
# Acting Principal Report

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Actual Dates</th>
<th># of Days</th>
<th>Acting Principal Name</th>
<th>Reason Why Principal Gone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter</td>
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<tr>
<td>2nd Quarter</td>
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<tr>
<td>3rd Quarter</td>
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<tr>
<td>4th Quarter</td>
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</tbody>
</table>

Fax form each month to Human Resources (907) 374-9442

Principal Signature (required!!!)
A. GENERAL FUND BUDGET
1. The Superintendent and CFO decide on projections for student enrollment in the next fiscal year. This is based on demographics and movement of cohorts.
2. The CFO creates a preliminary budget to encompass current staffing and benefits and their movement on the board approved salary schedules and negotiated agreements. This budget also encompasses utilities and fixed costs, as well as any other known annual leases or agreements that will need to be paid.
3. The Superintendent and CFO appropriate a reasonable portion of the remaining funds for discretionary funds at the department and site level. These funds are to be used to cover substitute wages & benefits, supplies, and student activities.
4. Principals and Directors are given a budget workbook which they can use to develop their budgets. Site budgets are to be developed with input from the CSC as well as other interested stakeholders. Once developed, budget workbooks are signed by the principal/director and the CSC representative.
5. Budgets from the departments and sites are integrated with the preliminary budget to produce one document to be presented to the School Board.
6. The School Board allows budget hearings at two meetings before approval is given.
7. The General Fund budget, once adopted, is sent to the State Dept of Education for final approval no later than July 15.
8. Any revisions made to the General Fund Budget must be approved by the School Board. These are presented at the regular meetings of the School Board.

B. GRANT BUDGETS
1. The Superintendent and Grant Program Manager work together to integrate grant funding with the overall objectives and goals of the School District. Careful attention is paid to the purpose of the grant and best use of the funding.
2. Working with the CFO, the Program Manager develops a budget for the grant funding available which follows District cost parameters for salaries, benefits, per diem, etc.
3. The Program Manager signs the initial budget and narrative and submits it to the granting agency.
4. When the granting agency returns a signed copy of the budget, it is entered into ALIO and ready for use by the program manager.
5. All expenditures against the grant must be reviewed and approved by the program manager to assure appropriate use of the funds. This is done by using the workflow programmed into ALIO.
6. On a quarterly basis, the CFO requests reimbursement for expenditures charged against the grant funding.
### YKSD Chart of Accounts

#### PY 2012

<table>
<thead>
<tr>
<th>FUND</th>
<th>LOCATION</th>
<th>OBJECT</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 General Fund</td>
<td>400 Alaska</td>
<td>010 Appropriation from Fund Balance</td>
<td>311 Superintendent</td>
</tr>
<tr>
<td>205 Pupil Transportation</td>
<td>402 Russia</td>
<td>020 Food Service Local Income</td>
<td>312 Assistant Superintendent</td>
</tr>
<tr>
<td>225 Boarding Home</td>
<td>403 Japan</td>
<td>030 Interest Income</td>
<td>313 Principal</td>
</tr>
<tr>
<td>230 Future Educators of Alaska</td>
<td>404 Kyrgyzstan</td>
<td>040 Other Local Revenue</td>
<td>314 Certified Director/Coordinator</td>
</tr>
<tr>
<td>238 Pre-K Program</td>
<td>405 North Korea</td>
<td>046 Rental Income</td>
<td>315 Teacher</td>
</tr>
<tr>
<td>250 Capacity Building Grant</td>
<td>406 Mali</td>
<td>047 E-rate Income</td>
<td>316 Cert Extra Duty</td>
</tr>
<tr>
<td>255 Nutrition Services</td>
<td>407 Mexico</td>
<td>051 Foundation</td>
<td>318 Cert Specialist</td>
</tr>
<tr>
<td>259 Title I A</td>
<td>408 Nigeria</td>
<td>055 Mail/Local</td>
<td>321 Classified Director/Coordinator</td>
</tr>
<tr>
<td>260 Title I A Basic</td>
<td>410 Peru</td>
<td>056 TRS OBO</td>
<td>322 Classified Extra Duty</td>
</tr>
<tr>
<td>261 Title I A Basic</td>
<td>420 Raven Admin</td>
<td>057 PERS OBO</td>
<td>323 Sides</td>
</tr>
<tr>
<td>262 Title I A 10% Professional Dev</td>
<td>421 Raven - Fairbanks</td>
<td>065 Pupil Transportation</td>
<td>324 Support Staff</td>
</tr>
<tr>
<td>263 Title I A 5% Highly Qualified</td>
<td>423 Raven - Anchorage</td>
<td>080 School Construction</td>
<td>325 Maintenance/Custodial</td>
</tr>
<tr>
<td>264 Title I A 1% Parental Involvement</td>
<td>425 Raven - Wasilla</td>
<td>090 Other State Revenue</td>
<td>326 Food Service</td>
</tr>
<tr>
<td>266 Title I School Improvement 1003(a)</td>
<td>427 Raven - Delta</td>
<td>110 Impact Aid</td>
<td>327 Bus Driver</td>
</tr>
<tr>
<td>270 Migrant Ed RIF</td>
<td>428 Raven - Soldotna</td>
<td>140 Direct Federal Aid</td>
<td>329 Classified Substitutes/Temporary</td>
</tr>
<tr>
<td>271 Local Fiscal Stability Funds</td>
<td>429 Raven - Juneau</td>
<td>150 Fed Revenue Passed Through State</td>
<td>330 Board Member Stipend</td>
</tr>
<tr>
<td>272 Education Jobs ARRA</td>
<td>440 Distance Delivery</td>
<td>161 USDA Food Service Revenue</td>
<td>361 Health Insurance</td>
</tr>
<tr>
<td>273 Title I C, Migrant Ed</td>
<td>500 Districtwide</td>
<td>162 USDA Commodities</td>
<td>362 Unemployment</td>
</tr>
<tr>
<td>275 Preschool Disabled</td>
<td>600 Central Office</td>
<td>210 Student Activity Income</td>
<td>363 Worker's Compensation</td>
</tr>
<tr>
<td>276 Preschool Disabled ARRA</td>
<td>699 PERS/TRS OBO</td>
<td>250 Transfers from other funds</td>
<td>364 FICA</td>
</tr>
<tr>
<td>280 Title VI B, IDEA</td>
<td>365 TRS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>281 Title VI B, IDEA ARRA</td>
<td>366 PERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>285 Title I IID</td>
<td>367 Life Insurance</td>
<td></td>
<td></td>
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<tr>
<td>290 Title I IID</td>
<td>120 Bilingual/Bicultural</td>
<td>516 Ass't Sup't's Office</td>
<td>410 Professional/Technical</td>
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<tr>
<td>291 Title I IID</td>
<td>140 Correspondence</td>
<td>550 District Admin Support</td>
<td>420 Staff Travel</td>
</tr>
<tr>
<td>295 Title I IID</td>
<td>141 Correspondence - Extra Curricular</td>
<td>551 Fiscal Services</td>
<td>423 Taxable Board Per Diem</td>
</tr>
<tr>
<td>300 Youth Survey</td>
<td>144 Raven - Late Enrollment</td>
<td>555 Human Resources</td>
<td>425 Student Travel</td>
</tr>
<tr>
<td>305 Title I ESEA</td>
<td>145 Raven Family General Instruction</td>
<td>555 Data Processing</td>
<td>430 Internet Connections</td>
</tr>
<tr>
<td>306 Title I ESEA</td>
<td>146 Raven - preschool</td>
<td>600 Operations &amp; Maintenance</td>
<td>431 Water &amp; Sewer</td>
</tr>
<tr>
<td>307 Title I ESEA</td>
<td>147 Raven - AIDE Students</td>
<td>760 Student Activities</td>
<td>432 Sanitation</td>
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<tr>
<td>315 JOM</td>
<td>160 Vocational Instruction</td>
<td>760 Pupil Transportation</td>
<td>433 Telephone</td>
</tr>
<tr>
<td>316 JOM</td>
<td>200 Special Education</td>
<td>790 Food Service</td>
<td>434 Postage</td>
</tr>
<tr>
<td>317 JOM</td>
<td>220 Special Ed Support Services</td>
<td>811 District Admin</td>
<td>436 Electricity</td>
</tr>
<tr>
<td>318 JOM</td>
<td>320 Guidance Counseling</td>
<td>822 Site Acquisition</td>
<td>437 Propane</td>
</tr>
<tr>
<td>319 JOM</td>
<td>330 Health Services</td>
<td>833 Design</td>
<td>438 Heating Fuel</td>
</tr>
<tr>
<td>321 JOM</td>
<td>380 Instruction Support Services</td>
<td>884 Construction Mgmt</td>
<td>440 Other Purchased Services</td>
</tr>
<tr>
<td>322 JOM</td>
<td>390 Library Services</td>
<td>885 Construction</td>
<td>441 Rentals</td>
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<tr>
<td>323 JOM</td>
<td>400 School Administration</td>
<td>886 Equipment/Furnishings</td>
<td>442 Building Repair</td>
</tr>
<tr>
<td>324 JOM</td>
<td>410 School Admin Support</td>
<td>887 Technology</td>
<td>443 Equipment Repair</td>
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<tr>
<td>325 JOM</td>
<td>415 Non-Instructional Class Rooms</td>
<td>888 1% for Art</td>
<td>445 Insurance &amp; Bond Premium</td>
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<tr>
<td>326 JOM</td>
<td>416 District Administration</td>
<td>889 Contingency</td>
<td>446 Property Insurance</td>
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<tr>
<td>327 JOM</td>
<td>418 Board of Education</td>
<td>890 Fund Transfers</td>
<td>450 Supplies, Materials &amp; Media</td>
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<tr>
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<td>450 Board of Education</td>
<td>451 Teaching Supplies</td>
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<td>Nulato Roof Repairs</td>
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<td>Afakanet Well Replacement</td>
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<td>522</td>
<td></td>
<td>DW Fire Alarm System Upgrade</td>
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<td>529</td>
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<td>DW Sprinkler System</td>
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<td>DW Fuel Tank Disposal</td>
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<td>Kaltag Heating</td>
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<td>540</td>
<td></td>
<td>Huslia High Exterior Upgrade</td>
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<td>542</td>
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<td>USDA Kaltag</td>
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<td>544</td>
<td></td>
<td>Ruby Playground</td>
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<td>Huslia Mall</td>
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<td>Emergency Repairs</td>
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<td>710</td>
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<td>Student Activities Funds</td>
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<td>761</td>
<td></td>
<td>Lefebuur Scholarship</td>
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<td>762</td>
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<td>Sarah Good Scholarship</td>
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<td>765</td>
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<td>Odysseyware Fund</td>
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<td>462</td>
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<td>Maintenance Supplies</td>
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<td>Custodial Supplies</td>
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<td>Office Supplies</td>
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<td>467</td>
<td></td>
<td>Small Tools &amp; Equipment</td>
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<td>468</td>
<td></td>
<td>Vehicle Oil &amp; Gas</td>
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<td>469</td>
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<td>Food</td>
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<td>471</td>
<td></td>
<td>Textbooks</td>
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<td>Library Books</td>
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<td>Periodicals</td>
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<td></td>
<td>Inventoryed Equipment</td>
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<td>479</td>
<td></td>
<td>Other Supplies</td>
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<td>481</td>
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<td>Other Expenses</td>
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<td>Dues &amp; Fees</td>
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<td>495</td>
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<td>Indirect Costs</td>
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<td>Unexpected Debt</td>
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<td>510</td>
<td></td>
<td>Equipment</td>
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</tbody>
</table>
Students in YKSD are given a variety of assessments during the school year, and the type of assessment they will vary based on their grade level. Some of the assessments are mandated by the State of Alaska and others are given within our district to keep track of student progress. Each type of assessment is described in this section.

A. STATE OF ALASKA STUDENT ASSESSMENT PROGRAM

All public school students in Alaska are required to participate in the State of Alaska Student Assessment Program. The major assessments included in the State program are: the Standards Based Assessments (SBAs) and the High School Graduation Qualifying Exam (HSGQE). All assessments are given at the student’s grade level.

1. Standards Based Assessments (SBAs) Standards Based Assessments in Reading, Writing, and Math are given to students in grades 3-10 during the first week in April of each school year. Students in grades 4, 8, and 10 are also given the Science SBA. Test dates for the 2011-12 school year are:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science SBA (grades 4, 8, &amp; 10)</td>
<td>April 2, 2012</td>
</tr>
<tr>
<td>Reading SBA (grades 3-10)</td>
<td>April 3, 2012</td>
</tr>
<tr>
<td>Writing SBA (grades 3-10)</td>
<td>April 4, 2012</td>
</tr>
<tr>
<td>Math SBA (grades 3-10)</td>
<td>April 5, 2012</td>
</tr>
<tr>
<td>Make-up Tests</td>
<td>Through April 16, 2012</td>
</tr>
</tbody>
</table>

**Attendance for the SBAs**

The No Child Left Behind Act requires that 95% of students in grades 3-10 participate in the Standards Based Assessments in Reading, Writing, and Math. Our schools and our district need to assess 95% of our students to meet the participation criteria for Adequate Yearly Progress (AYP). Schools with small numbers of students can only have two students miss the SBAs, or that school will not meet AYP.

2. High School Graduation Qualifying Exam: The HSGQE is given to students beginning in spring of their 10th grade year and offered for retesting during both the fall and spring of each year after that. Students may retake any portion of the HSGQE as many times as needed to reach proficiency level. Students must pass all three parts of the HSGQE and complete all course requirements to earn a high school diploma. Once a student passes the Reading, Writing or Math section of the HSGQE, he or she does not need to take that section of the exam again.

**HSGQE Test Dates in 2011-12:** Fall Retest dates are: October 4 for Reading, October 5 for Writing, and October 6 for Math. Spring test dates are April 3 Reading, April 4 Writing, and April 5 Math. There are no make-up tests for the HSGQE.

Practice tests for the SBAs and HSGQE, along with other State assessment information, can be found at [www.eed.state.ak.us/tls/assessment](http://www.eed.state.ak.us/tls/assessment).
3. **Kindergarten Developmental Profile.**  Incoming Kindergartners are assessed by their classroom teachers using the State of Alaska *Kindergarten Developmental Profile*. The KDP lets teachers know the strengths of their students in motor skills, general knowledge, language and communication skills, and social skills. The Alaska Department of Education (DEED) requires that all Kindergarten and students entering first grade be given a developmental profile or a state approved assessment. A certified teacher will observe each kindergartener over a 4-6 week period and assess where each child is at using a rubric. Results for each child will be reported on an online classroom reporting form. More information can be found at [www.eed.state.ak.us/lis/assessment/developmental.htm](http://www.eed.state.ak.us/lis/assessment/developmental.htm). Results for each kindergartner must be input on the State website by November 1.

4. **TerraNova.** The TerraNova is a multiple-choice, norm-referenced, standardized test that is given to public school students in grades 5 and 7 across the state. This test measures student progress in achieving skills in reading, writing, math, social studies, and science. According to State guidelines, reading, language arts, and math are required to be given, while the social studies and science subtests are not. YKSD gives only the required sections. The State has chosen to continue the TerraNova because while SBAs show how our students are meeting State standards, the TerraNova provides a way to see how well students are achieving skills compared to their grade level peers nationally.

Testing takes place according to the manufacturer’s (CTB McGraw-Hill) exact instructions for validity. This norm referenced test is mandated by the Alaska Department of Education. Fifth graders are given the Level 15 test and seventh graders are given the Level 17 test. Testing window: February 6-10, 2012

5. **WorkKeys** is given to all public school students in grade 11. Students in grade 12 have the option of retaking the WorkKeys assessment if they want to achieve a higher score. WorkKeys is a job skills assessment that measures “real world” skills that employers believe are critical to job success. WorkKeys test questions are based on situations in the everyday working world. WorkKeys is a joint effort by both the State Department of Education and Early Development and the Department of Labor and Workforce Development to assess the job readiness skills of high school students. Testing Window: November 7 – 18, 2011

6. **English Language Proficiency (ELP) Assessment**
Specific teachers and students who are involved in the English Language Proficiency Assessment are determined each year based on responses regarding use of another language in the home as reported on a Parent Language Questionnaire. The PLQ is part of each student’s registration packet. A Classroom Observation Form can also be completed by the teacher to determine how well a child with a second language is performing in the classroom. The diagnostic assessment chosen by the State of Alaska is the W-APT, and results guide the types of resources and supports to use in instruction. The State requires that students who are identified as LEP be assessed each spring to measure progress toward language proficiency. The assessment is called ACCESS for ELLS.
Assessment Window: February 1 to March 30, 2012
7. National Assessment of Education Progress (NAEP) tests are national assessments given every other year. NAEP tests were given in 2010-11, and will not be given in the current year (2011-2012). Unlike the other state and district level assessments, schools and districts do not receive results from NAEP. Results are compiled on a state level and a federal level as gauge of student progress across time.

B. DISTRICT-LEVEL ASSESSMENTS

In addition to the State required assessments, YKSD has put into place several formative assessments to chart the academic growth of students from K-12. This section summarizes these district-level assessments.

1. AimsWeb is an assessment that measures early literacy skills, and will be given to students in grades K-2 three times during the school year. AimsWeb is one way to begin monitoring student progress and addressing student needs at the early primary grades.

   Fall Benchmark Window: September 19 – September 30, 2011

   Winter Benchmark Window: January 9 – January 20, 2012

   Spring Benchmark Window: May 1 – May 11, 2012

2. Measure of Academic Progress (MAP) will be implemented for the first time in YKSD during the 2011-12 school year. YKSD is working with the Northwest Evaluation Association to implement the formative assessments in the core areas of reading, language usage, and math. MAP is an interactive program that adjusts items based on a student’s responses as they take the test. For example, if a student answers a question correctly, they are presented with a more challenging item. If a student misses a question, they are presented with another question that is a bit less challenging. MAP describes this process as narrowing in on a student’s learning level with content that allows them to succeed. MAPs are aligned with State and national standards. The assessment will be given to students in grades 3-12 three times during the school year, and to students in grade 2 in winter and spring. MAP is designed to measure student growth in content areas, and focus on a student’s achievement level and academic needs. Results provide teachers with information that can help guide instructional planning for students individually or in groups.

   Fall Implementation Window: September 19 – November 30, 2011

   Winter Implementation Window: December 1, 2011 – February 29, 2012

   Spring Implementation Window: March 1 – May 11, 2012

3. Writing Assessment The Writing Assessment is given to students in grades 3-12, and may be expanded to include students in grades 1 and 2 beginning this year. Towards the end of the first semester of the school year, YKSD sends every school a binder...
containing writing prompts for each grade level. Students complete the writing assessment in December. YKSD has a contract with Education Northwest to score the writing samples and provide detailed feedback on how each student performed. Results are received in February, and areas in need of improvement can be addressed and practiced before the SBAs and HSGQE's are given in early April.

C. TEST SECURITY

Each school principal and each Alaska certified proctor shall be trained to give the SBA and the HSGQE. The principal is responsible for all testing material. The principal must inventory all testing material upon receipt. All SBA, HSGQE and TerraNova testing materials shall be locked in a secure area before testing, after each day of the test, and after completion of the tests.

Duration of testing and conditions for HSGQE and the SBA examinations shall take place according to the Alaska Department of Education’s exact instructions. Testing shall take place no earlier than 7:30 a.m. According to the directions, students have as long they want to complete their SBA or HSGQE, but most are finished by 5:00 p.m.

Certified teachers of grades 3 through 10 can administer the SBA for their classes. Teacher aides may help proctor the SBAs for students in grades 3-9, but according to State guidelines, only certified staff can give the HSGQE.

Failure to keep all testing material secure, and/or administering the tests according the Alaska Department of Education, DRC and CTB McGraw-Hill’s exact instructions shall be referred to the Professional Teaching Practices Commission. If proctors who are administering the tests have questions or concerns, contact the the District Testing Coordinator.

D. RETURNING THE TESTS

All the SBA, HSGQE and TerraNova materials shall be inventoried before being sent by certified mail to: Yukon Koyukuk School District, Director of Instruction, 4762 Old Airport Way, Fairbanks, Alaska 99709. Materials must be sent from the schools to the district office within two days following testing.

E. WHO IS TESTED?

All YKSD students in grades 3 through 10 take the SBA. For the tenth graders, the Grade 10 SBA and HSGQE are given together as one test and produce two sets of results: one for meeting the Grade 10 standards and one for determining Proficiency on the HSGQE. Due to the No Child Left Behind Act, all schools are required to have a 95% attendance rate for 3rd thru 10th grade students during SBA and HSGQE statewide testing. To ensure full accountability, the district must assess all students, including students with disabilities and those who are limited English proficient. Students with special needs are provided with their approved accommodations for taking the test. Any accommodations that students
may need will have to be documented in the student’s IEP three months prior to the SBA and HSGQE. Check with the Director of Special Education, to answer any questions regarding students with special needs.

F. TEST REPORTS AND REPORTING

YKSD provides a variety of test results to schools, parents, teachers, administration and school board members. These reports are provided by CTB McGraw-Hill, DRC, the State of Alaska Department of Education and Early Development, and/or are generated by the district office using Power School or DIASA. A copy of each student’s results is mailed from the district office directly to parents and village schools.


2. **YKSD Generated Reports.** A variety of reports are generated and provided to schools by the YKSD Student Tracking System. These include school gain/loss reports, individual student’s longitudinal achievement and school class cohort longitudinal achievement. Additional reports are available upon request.

3. **Report Distribution.** Each fall all schools within the district will receive both the CTB McGraw-Hill, DRC, State, AYP and YKSD generated reports.

4. **Reporting Test Scores to Parents.** Results from the TerraNova, SBA and HSGQE will be sent to each parent/guardian and school within two weeks after receiving them at the district office. Each fall teachers are to share test scores with parents (and students in grades 3-12) in a face-to-face conference on or before the end of the first quarter. At that time, teachers, parents and students will review test scores and plan goals for the year using the YKSD Individual Learning Plan. The Individual Learning Plan, with goals, must be signed and on file in the principal’s office by November 15th of each year and a copy sent to the Superintendent. These procedures may vary for the parents in the correspondence school. RCS reports will be mailed and conferences with parents will be held face-to-face or telephonically.

G. TEST RESULTS INTERPRETATION

Parents will receive different reports depending on the type of test their student took. Results from the SBA and HSGQE will be presented in a Grade Level Guide to Interpretation. Results from the Terra Nova are described on the Home Report. The Home Report states when the student took the test and gives the overall performance national percentile scores for Reading, Language, Math and Total Battery. There are also short synopsizes describing what objectives the student has mastered or needs further assistance within the areas of Reading, Language, and Math. CTB-McGraw-Hill (Terra Nova test) provides more information regarding the testing process and how scores should be read. National Percentiles do not report what percent of the test was correct. A National Percentile score (or rank) of 65 means that the student’s score was higher than the scores of 65% of the students in the norming group for that student’s grade at that time of the year. The Class Record Sheet gives the test results for all students in grade K-12. The test scores are
reported in National Percentile (NP), National Stanine (NS), Grade Equivalent (GE) and Normal Curve Equivalent (NCE). More information can be obtained from the District Test Coordinator.
A. Purpose
Supplemental Programs

1. Cultural Heritage Components
   a. Native Language Instruction
   b. Cultural Arts, Skills, and Crafts' Instruction
   c. Local History Instruction and/or Projects

2. Academic Enrichment Components
   a. Instructional Aides
   b. Tutoring

3. Student Leadership

B. Implementation
The site administrator in cooperation with the community school committee shall
develop a Johnson O'Malley program plan in September each year under the
parameters of the JOM Grant Award.

Native preference is to be given when filling any JOM position.

All new and entering students must have completed Johnson O'Malley Student
Certification forms with files maintained at the district office and at site.

C. Forms
Forms that are required by the program will be distributed by the Federal Programs
Office.

D. Budgets
The site administrator in cooperation with the community school committee shall
develop the program plan in May for the next school year. Site budget funding will be
provided at the beginning of the school year

E. Evaluation
Quarterly Johnson O'Malley Progress Reports are required. Documentation must be
kept on site with copies submitted to the director of state and federal programs.
Native language, student leadership, and/or academic tutoring programs require pre-
and post-assessments, and documentation of student participation in activities.
XXII. INDIAN EDUCATION PROGRAM (IEA)

A. Purpose
   Supplemental Programs

   1. Academic Enrichment Components
      a. Instructional Aides
      b. Tutoring

B. Implementation
   The site administrator in cooperation with the community school committee shall
develop an Indian Education program plan each year under the parameters of the IEA
Grant Award. This plan is due in May for the next school year.

   Native preference is to be given when filling any IEA position.

   All new and entering students must have completed Indian Education Student
   Eligibility Certification forms filed at the district office with copies maintained on site.

C. Budgets
   The site administrator in cooperation with the community school committee shall
develop the program plan in May for the next school year. Site budget funding will be
provided at the beginning of the school year

D. Evaluation
   Quarterly Indian Education Progress Reports are required. Documentation must be kept
on site with copies submitted to the director of state and federal programs.

E. Forms
   Needed forms follow this page and are available on the YKSD web site or from the
   Federal Programs office.
INDIAN STUDENT ELIGIBILITY FORM
(ED 506 FORM)

The LEA in documenting an Indian student’s eligibility uses the Indian Student Eligibility Certification Form.

At this time, the ED 506 Forms are not needed in schools funded by the Bureau of Indian Affairs.

The ED 506 Forms on file as of October 19, 1994 meet the requirements of the program legislation and may continue to be used as long as those student(s) are enrolled in your school system. Please do not attempt to replace those forms on file with new forms.

GUIDANCE FOR NEW PROJECTS ON CONDUCTING THE STUDENT COUNT

1. Before including a student in the count of Indian children to generate funds under the formula grant program, the LEA needs to —
   - Establish any count period, which should not exceed 30 consecutive days, during which the LEA conducts the count;
   - Determine that the child was enrolled in the LEA’s schools during the count period and received a free public education;
   - Obtain for each child included in the count the student certification (ED 506) form. In order for a child to be eligible to be counted (Section 9116(b)(2)), the form must include the following information, at a minimum:
     a. The name of the child,
     b. The name of the tribe or band of Indians which the student, parent, or the grandparent is a member, as defined by the tribe or band; and
     c. The parent’s dated signature.
2. The aggregate number of Indian students meeting the above criteria may be identified in the count to generate funds.
3. A school enrollment roster/listing, dated to correspond with the LEAs count period indicated in the application, must be maintained to document the enrollment of each of the Indian students counted.
4. Indian children for whom LEAs do not have a signed and dated student certification form on file before the end of the count period may not include that child in the count.
5. LEAs have a responsibility for maintaining on file the student certification forms used to substantiate the count that generated the funds for the program. These records are to be maintained for a period of three (3) years after completion of the activity for which the grant funds were used.
Parents: Please return this completed form to your child's school. In order to apply for a formula grant under the Indian Education Program, your child's school must determine the number of Indian children enrolled. Any child who meets the following definition may be counted for this purpose. You are not required to complete or submit this form to the school. However, if you choose not to submit a form, the school cannot count your child for funding under the program. This form will become part of your child's school record and will not need to be completed every year. This form will be maintained at the school and information on the form will not be released without your written approval.

Definition: Indian means any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribe or bands terminated since 1940, and those recognized by the State in which the tribe or band reside; or (2) a descendant in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

NAME OF CHILD

(As shown on school enrollment records)

Date of Birth

School Name

Grade

NAME OF TRIBE, BAND OR GROUP

Tribe, Band or Group is: (check one)

Fed. Recognized

Including Alaska Native

State

Recognized

Terminated

Organized Indian Group

Meeting #5 of the

Definition Above

Name of individual with tribal membership:

Individual named is (check one): _____ Child _____ Child's Parent _____ Child's Grandparent

Proof of membership, as defined by tribe, band, or group is:

A. Membership or enrollment number (if readily available) __________________________ OR

Other (explain) __________________________

Name and address of organization maintaining membership data for the tribe, band or group:

__________________________________________________________________________

I verify that the information provided above is accurate:

PARENT'S SIGNATURE __________________________ DATE __________________________

Mailing Address __________________________ Telephone __________________________
INDIAN EDUCATION PROGRAM
QUARTERLY PERFORMANCE REPORT

Date: ______________________________________

School Site: ____________________________________

Quarter: ______________________________________

Component Type (Circle Appropriate Type):
Please Note: A separate activity summary must be completed for each component.

  Academic Enrichment   Cultural Heritage/Arts   or   Student Leadership

Hours Per Day of Class (if Relevant): __________

Days Per Week of Class: __________

Name/s of Instructor/s: __________

Activity Summary w/statement of how student progress is monitored:
(Please attach supporting documentation, photos, etc.)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Number of Participants per Grade Level Served:

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<th>2</th>
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<th>4</th>
<th>5</th>
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<th>12</th>
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Component Cost: $______________ per Quarter

Principal’s Signature: _______________________

PROCEDURES MANUAL
A. Purpose

1. Supplemental Programs
   Identification of students who may have limited English proficiency in the English language enables the school to provide appropriate learning programs for the student. Students may receive academic and language development support and enrichment.
   Academic Support and Enrichment:
   a. Instructional Aides
   b. Tutoring

2. Identification
   Upon enrolling their student in Kindergarten, or enrolling new students in the school, parents are asked to complete a Parent Language Questionnaire. This is referred to as the pre-screening process and is the first step in identifying whether the student speaks only English or if there is another language spoken in the home.

   Information provided from the questionnaire determines whether the child will receive follow-up observations by the classroom teacher, or be assessed for limited English proficiency. Forms provided to each enrolling family and the student’s teacher:

   a. The Parent Language Questionnaire should be filled out by all newly enrolled families. If the answer to question 1 or 2 in Part I or the answers to questions in Part II or III of the Parent Language Questionnaire indicate that a language other than English is either spoken in the home, spoken to the student, or spoken by the student, the student should be assessed for English language proficiency.
   b. The Language Observation Checklist Form A may be used to gather additional information about a student’s language. If the PLQ indicates that a language other than English has had an impact on the student’s English language proficiency, the student’s teacher may complete the observation checklist. If the checklist indicates five or more “No” answers in Part A or that a student is not fluent in reading, writing, or oral language based on the teacher’s knowledge, then the student should be referred for a formal assessment.
   c. If the Parent Language Questionnaire and/or the Language Observation Checklist A indicate that a language other than English is spoken, the student will be given the W-APT. This assessment has been approved by the State of Alaska Department of Education and Early Development for use beginning in the 2011-12 school year to determine whether a potential LEP student is in fact limited English proficient. The W-APT measures language proficiency in speaking, listening, reading, and writing.

3. Implementation
   Training on both the identification tools and the annual assessment tool will be provided to site staff. Students who are identified as LEP will have an Individualized Learning Plan written to address their individual language needs, and may receive accommodations for classroom work and state assessments. School teams are responsible for developing plans to address the needs of their LEP students.
4. Forms
   Needed forms follow this page and are available on the district’s website.

5. Budgets
   Site funding allocations will be provided at the beginning of the school year.

6. Evaluation
   After the initial assessment to determine eligibility the students will be evaluated annually using the State approved exam. The annual assessment shall determine whether the student will be exited or continue eligibility for the next school year.

B. Definition of Limited English Proficient Student

The term “limited English proficient”, when used with respect to an individual, means an individual –
A) who is aged 3 through 21;

B) who is enrolled or preparing to enroll in an elementary school or secondary school;

C) who falls into one or more of the following categories of individuals:
   (i) an individual not born in the United states or whose native language is a language other than English;
   (ii) an American Indian, Alaska Native, or a native resident of the outlying areas (Virgin Islands, Guam, American Samoa, or Northern Mariana Islands) who comes from an environment where a language other than English has had a significant impact on the individuals level of English language proficiency; and

D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the
   (i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the state assessments in reading and writing;
   (ii) ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.
**XXIII. BILINGUAL PROGRAM**

**PARENT LANGUAGE QUESTIONNAIRE**
(Home Language Survey)
YUKON-KOYUKUK SCHOOL DISTRICT
This form is required by State and Federal law.

Identification of students who may have limited proficiency in the English language enables the school to provide appropriate learning programs for the student. Please complete this form and return it to the school office as soon as possible. If you have questions or need help with the form, please contact: ________

**Student Name:** ____________________________________________ **Alaska Student ID #:** ____________________________

(Last Name, First Name) Date of Birth: ______/_____/______

**Place of Birth:** ____________________________________________

**School:** __________________________________________________

**Grade:** ________ **Sex:** □ Female □ Male

---

**PART I: STUDENT LANGUAGE BACKGROUND**

1. What is the first language learned by the student? □ English □ Other Specify _______________________

2. What language(s) does the student currently use in the home? □ English □ Other Specify _______________________

3. Is this student participating in a student exchange program? □ Yes □ No Specify ______

4. How long has the student attended school in the U.S.A.? □ 3 or more full school years □ Less than 3 full school years

---

**PART II: FAMILY LANGUAGE BACKGROUND** (Please complete all columns)

<table>
<thead>
<tr>
<th>Mother/Guardian</th>
<th>Father/Guardian</th>
<th>Other Significant Adult*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Home community and State
2. First language learned
3. Language(s) spoken to the student
4. Language(s) spoken in the adult’s home

*Other significant adult could be a grandparent, aunt, uncle, daycare provider, etc. who has contributed to the student’s language development.

---

**PART III: PARENT VERIFICATION OF LANGUAGE USE** (Please check appropriate box)

<table>
<thead>
<tr>
<th>When the student speaks with</th>
<th>Only the other language, no English</th>
<th>Mostly the other language, some English</th>
<th>The other language &amp; English equally</th>
<th>Mostly English, some of the other language</th>
<th>Only English</th>
</tr>
</thead>
<tbody>
<tr>
<td>family, he/she speaks:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| When the student speaks with friends, he/she speaks: |

Parent/Guardian Signature: __________________________ Telephone Number: __________________________

Printed Name: __________________________ Date: __________________________
**LANGUAGE OBSERVATION CHECKLIST**

**PART A**

This form must be completed by English speaking teacher(s) in collaboration with program staff familiar with the student.

Student Name: ____________________________ Alaska Student ID # ____________

(Last Name, First Name) 

School: ____________________________ Grade: _____ Language: ____________________

(home language other than English)

Compared to Standard English-speaking students of the same age, does the student consistently exhibit any of the following characteristics when listening, speaking, reading or writing?

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>Oral</th>
<th>Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Uses pronouns, genders correctly.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>b. Uses tenses correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Uses singular &amp; plural forms correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Uses prepositions correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Understands teacher directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Uses appropriate sentence structure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Uses developmentally appropriate vocabulary.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**READING – PLEASE CHECK ONE:**

☐ Non-Reader (not reading)

☐ Developing Reader (reading below grade level)

☐ Fluent (at or above grade level)

**COMMENTS:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**WRITING – PLEASE CHECK ONE:**

☐ Non-Writer (not writing)

☐ Developing writer (writing below grade level)

☐ Fluent (at or above grade level)

**COMMENTS:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**ORAL – PLEASE CHECK ONE:**

☐ Non-Speaker (non-English speaker)

☐ Developing speaker (speaks below grade level)

☐ Fluent (at or above grade level)

**COMMENTS:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Date (Month/Day/Year) Printed Name Signature Position