

**VALDEZ CITY SCHOOL DISTRICT BOARD OF EDUCATION
VALDEZ CITY COUNCIL CHAMBERS
REGULAR SCHOOL BOARD MEETING MINUTES
MONDAY, SEPTEMBER 28, 2015
6:30 PM**

A. PRELIMINARIES

1. Call To Order

The regular school board meeting for Monday, September 28, 2015, was called to order at 6:32 by President Joe Prax.

2. Pledge of Allegiance

The Pledge of Allegiance was led by President Joe Prax.

3. Roll Call

SCHOOL BOARD

Joe Prax, President
Kathleen Todd, Vice President
Dolores Gard, Treasurer
Bill Comer, Board Clerk
Alan Sorum, Board Member-absent and excused
Bill Connell, Board Member
Darryl Verfaillie, Board Member

ADMINISTRATION

Jim Nygaard, Superintendent
Melissa Reese, HHES Principal
Rod Schug, VHS Principal
Suzie Michaud, SPED Director
Amber Cockerham, Business Manager

4. Review minutes from Regular School Board Meeting, September 14, 2015

Minutes for the regular school board meeting on September 14, 2015 were reviewed. Dolores Gard pointed out that we are actually purchasing the vehicle from Cal Worthington Ford, not Alaska Sales and Service, and asked that a new motion be made with reference to the correct vendor. Per City advice, since the error seems to have been clerical, these minutes are reflecting the change in vendor. The motion does not need to be brought back to the board. Otherwise, the minutes were approved as presented.

B. PUBLIC COMMENT ON NON-AGENDA ITEMS

Doug Desourcie presented a letter from Mr. David Miller, Director of Alaska DOT Northern Region, asking the board to voice concerns regarding repaving the highway. Joe Prax, President, stated that he doesn't think the school board determines road maintenance. Kathy Todd, Vice President, voiced her concern regarding plowing the pass. Superintendent Nygaard stated that DOT has been very supportive of our travel needs.

C. REPORTS

1. Alan Sorum – Legislative Report

Alan Sorum was absent and excused; thus, there was no Legislative Report.

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2. Principal Report – Melissa Reese

Melissa Reese, HHES Principal, reported that Parent/Teacher Conferences were well attended. Elementary students are enjoying art projects, taught by Mr. Calvert. Elementary students are working on literacy and numeracy skills. Most kindergarten students can log into their accounts on the computer. Second graders have had several field trips to learn about germs (at the hospital) and caring for animals (at the animal shelter). HHES is happy to welcome Katie Burns as the new third grade teacher. The 4th graders hiked the pack trail last Friday. They are learning a lot about local history. Students are learning to walk in the common areas, and it has helped tremendously. The Fall book fair was a great success. The elementary school averages 60 volunteers a week from the community, Alyeska, Coast Guard, etc. – and their help is greatly appreciated. Music classes tested out the new staging – and the equipment is wonderful and safe. Students are being encouraged to read the Battle Books. HHES had a great turnout with over 100 participants at their evening of fitness. Overall things are going very well.

3. Student Representative Report

The student representative was absent.

4. Policy Committee Update

Dolores Gard reported that the policy committee is plodding through the 5000's of board policy. If there is a specific policy the Board would like the committee to look at, please let them know.

5. District – Jim Nygaard, Superintendent

Superintendent Nygaard was very pleased with the turnout at parent/teacher conferences. He commented on SCCS (school climate and connectedness survey). Commissioner Hanley will be in town Tuesday night and Wednesday during the day, and has a tight schedule to meet with folks. The school board has been invited to a joint city/school board meeting on December 1, 2015. Superintendent Nygaard is looking for input from the district regarding why the city should fund us in the manner they do.

D. CONSENT AGENDA

1. Approve Personnel Action Report dated September 28, 2015.

Brittany Johnston – rehired for SPED Para position – Level B-2 – Hourly rate of \$17.99 with benefits

Kyra Meyer – GMS Cross Country Run Coach – Level D - \$1299

2. Approve Network Support Contract from TEKMATE LLC.

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3. Approve the purchase of 6 Starting blocks and 6 starting block tops for the pool from Kiefer for the amount of \$19,364.62.

MOTION TO APPROVE ITEMS 1 AND 3 ON THE CONSENT AGENDA, REMOVING ITEM 2 AND MAKING IT ITEM 7 UNDER NEW BUSINESS WAS MADE BY DOLORES GARD AND SECONDED. BOARD VOTE: 6 YEAS. MOTION PASSED.

E. NEW BUSINESS

1. Approve amendments to BP 5113 (d) (Absences and Excuses, page 4)

MOTION TO APPROVE AMENDMENTS TO BP 5113 (D) – ABSENCES AND EXCUSES, PAGE 4 WAS MADE BY DOLORES GARD AND SECONDED. BOARD VOTE: 6 YEAS; MOTION PASSED.

2. Approve amendment to BP 4217.3 – Classified Personnel Layoff/Rehire

MOTION TO APPROVE AMENDMENTS TO BP 4217.3 – CLASSIFIED PERSONNEL LAYOFF/REHIRE, WAS MADE BY DOLORES AND SECONDED. BOARD VOTE: 6 YEAS; MOTION PASSED.

3. Approve amendments to BP 6145 – Extracurricular and Co-curricular Activities 9-12

MOTION TO APPROVE AMENDMENTS TO BP 6145 – EXTRACURRICULAR AND CO-CURRICULAR ACTVITIES 9-12 WAS MADE BY BILL CONNELL AND SECONDED. BOARD VOTE: 6 YEAS; MOTION PASSED.

Dolores Gard, Treasurer, pointed out that the new VHS Handbook wording needed to match the Policy wording, so some changes were needed. Lea Cockerham explained that grade checks with PowerSchool are a lot easier to conduct and are a lot more up-to-date.

4. Discussion of edits on the following policies:

BP 5112.5 – Open/Closed Campus (comma added)

BP 5113 (e) – Absences and Excuses (changed his/her to “their” and added “s” to card & transcript)

BP 5118 – Transfers (box was removed)

AR 5121 (d) – Grades/Evaluation of Student Achievement (sentence added)

BP 5121.2 – Grades/Evaluation of Student Achievement (“participation” was added and grade 6 was removed)

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Kathy Todd, Vice President, asked the board if they wanted small corrections to board policy (such as commas, periods, etc.) on future agendas as consent items or listed individually to be approved by the board. The decision was made to put these items under the consent agenda.

5. Calendar Discussion

Superintendent Nygaard stated that he receives quite a few calls regarding the calendars. He would like to finalize next year's calendar by February 2016. Rod Schug presented a calendar draft. The board asked that he bring another draft back, with the first day of school possibly being later in August.

6. Approve AASB Resolutions per Kathy Todd

MOTION TO APPROVE AMENDMENTS TO AASB RESOLUTIONS PER KATHY TODD WAS MADE BY BILL CONNELL AND SECONDED. BOARD VOTE: 6 YEAS; MOTION PASSED.

Kathy Todd, Vice President, stated that some of the resolutions were fairly obvious to her. She thinks there are some things that AASB should take care of. Superintendent Nygaard appreciates Kathy Todd's eye on the resolutions. AASB feels the attendance age for school should be 6-18. Kathy Todd feels that it should be 6-16.

7. Item #2 (Approve Network Support Contract from TEKMATE LLC) from the consent agenda was moved to Item #7 under new business.

MOTION TO APPROVE NETWORK SUPPORT CONTRACT FROM TEKMATE LLC WAS MADE BY DOLORES GARD AND SECONDED. BOARD VOTE: 6 YEAS; MOTION PASSED.

Dolores Gard, Treasurer, wanted to make sure this contract had been sent out for bid. Melissa Reese, technology director, stated they had received 4 bids on this contract. Selection was based on organizational expertise, planned methodology and strategy, pricing, rates, fees, and response time. Dolores wanted to ensure no particular firm was given a preference by not requiring an audit. TEKMATE will require an audit because it is a 2-3 year contract.

F. UNFINISHED BUSINESS

There was no unfinished business presented.

G. BOARD BUSINESS FROM THE FLOOR

Dolores Gard would like the names on the personnel action report included in the minutes.

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Kathy Todd wanted to make sure there will be student representatives attending the AASB conference. Superintendent Nygaard stated that both young ladies would be in attendance, depending on state swim schedule.

Joe Prax stated that it was nice to participate in the School Climate & Connectedness Survey meetings.

H. INFORMATION ITEMS

1. Commissioner of Education Board/Admin Luncheon – September 30, 2015 @ 11:30AM
2. Dr. Linda Chamberlain, Brain Research Specialist – November 6, 2015
3. Title IX Training – November 6, 2015
4. AASB Annual Conference – November 5-8, 2015 – Anchorage Hilton

I. FUTURE MEETING DATES

1. School Board Meeting, Monday, October 12, 2015 @ 6:30 PM, City Council Chambers
2. School Board Meeting, Monday, October 26, 2015 @ 6:30 PM, City Council Chambers

J. EXECUTIVE SESSION

MOTION TO GO INTO EXECUTIVE SESSION FOR SUPERINTENDENT NYGAARD'S QUARTERLY REVIEW (#2 – SUBJECTS THAT TEND TO PREJUDICE THE REPUTATION AND CHARACTER OF ANY PERSON, PROVIDED THAT THE PERSON MY REQUEST A PUBLIC DISCUSSION) WAS MADE BY KATHY TODD AND SECONDED. BOARD VOTE: 6 YEAS.

THE BOARD ENTERED INTO EXECUTIVE SESSION AT 8:15 PM.

K. RETURN FROM EXECUTIVE SESSION

THE BOARD RETURNED FROM EXECUTIVE SESSION AT 9:02 PM.

L. ADJOURNMENT

The Valdez City School Board meeting on Monday, September 28, 2015, was adjourned at 9:03 PM.

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Submitted by:

Board Approval Date: October 12, 2015

Brenda Kimble
Administrative Secretary

Joe Prax, President

Bill Comer, Board Clerk

Personnel Action Report for 2015-2016

October 12, 2015

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EMPLOYMENT OF ADMINISTRATION

RESIGNATION/RETIREMENT OF ADMINISTRATION

None.

None.

EMPLOYMENT OF CERTIFIED PERSONNEL

None

None

RESIGNATION/RETIREMENT CERTIFIED PERSONNEL

None

None

EMPLOYMENT OF CLASSIFIED PERSONNEL

OLSON, PATRICK

Maintenance I

Salary/Hourly Rate - \$25.52, Level D-8

40 hours per week with benefits

MASTERS, SAMUEL

Custodian

Salary/Hourly Rate - \$18.13, Level C-1

40 hours per week with benefits

RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL

None

None.

OTHER Extracurricular Contracts

BAUMAN, LESLIE	HHES Vocal/Instrumental Music	Level E	\$ 361
FIFAREK, TINA	VHS Cheerleading Coach	Level A-1	\$6256
FLEMING, DOUGLAS	VHS Girls Varsity Basketball Coach	Level A-1	\$6256
LARDY, LYDIA	VHS Assistant Cross Country Ski Coach	Level B-1	\$4091
MOTT, LORRIE	VHS Girls Junior Varsity Basketball Coach	Level B-2	\$3609
WALKER, BECKY	VHS Track and Field Assistant Coach	Level C	\$2647
WEGNER, TODD	VHS Boys Varsity Basketball Coach	Level A-1	\$6256

2015-2016 School Year

Teachers	52.00
*Classified	60.00
Principals	3.00
District Administration	4.00
Associate Principal	<u>1.00</u>
Total Employees	120.00

(*This is the number of classified personnel working for the district. Many of the employees have part-time hours.)

OPEN/CLOSED CAMPUS

Open Campus

The School Board establishes an "open campus" at district middle and high schools. By allowing our students to leave campus during the lunch period, the Board entrusts them with an opportunity to learn responsibility and demonstrate good citizenship. Students shall not leave the school grounds at any other time during the school day without written authorization of their parents/guardians and permission of school authorities. Students who leave school without such authorization shall be classified as truant and subject to disciplinary action.

(cf. 5113 - Absences and Excuses)

Elementary students may leave campus during lunch if the school receives a signed note by the student's parent or guardian.

The Administrator at each school may revoke a student's open campus privilege for disciplinary reasons, including but not limited to, failure to return to campus before classes have started after lunch.

The following absences shall count against the 10 time absence limit:

A student:

1. skips a class having once arrived at school.
2. leaves the school campus without checking out through the office, except during lunch.
- ~~3. is suspended in or out of school.~~
4. is more than 10 minutes late for a class.

If the absence is not excused, make up work will be assigned for the absence, but no credit will be given.

LOSS OF CREDIT/COURSE FAILURE

When a high school or junior high student's absences exceed the 10 time limit he/she will lose credit/fail the class for each affected course. He/she may be given the option of either staying in the class, or be withdrawn from the class, assigned to a study area for the remainder of the semester during the period he/she was scheduled for that class. The determination of placement shall be made by the principal based upon input from the student, parent/guardian and teacher(s).

Students who are habitually truant may be dropped from school enrollment or denied admission if a remedial plan of action is not successful. Credits lost due to poor attendance may be made up in the regular school program, or through correspondence school. A notation shall be made on the student's report card/interim report, transcript, when a grade has been lowered due to a violation of the attendance policy. Students withdrawn from a course for non-attendance will have a "WF" (Withdrawn – Failing) recorded on ~~his/her~~ their report cards and transcripts. That grade will be included in the calculation of his/her grade point average and will affect extra-curricular eligibility. The loss of credit and/or course failure does not preclude disciplinary action initiated by the school where otherwise warranted.

When an Elementary student's absences exceed the 10 day limit, the principal will consider the student for retention in the same grade.

HIGH SCHOOL CREDIT LOSS MAKEUP

Students who have lost credit due to excessive absences, may attend a scheduled Saturday School to make up the needed days. Credit may be reinstated at the completion of the appropriate makeup time. Students must gain makeup approval from the principal.

TRANSFERS**Transfers into the District**

Students who apply for admission to district schools will be placed at the grade level they have reached elsewhere pending observation and evaluation of their academic, social and emotional performance by their teachers, guidance personnel and the principal or designee.

~~Note: The grade placement of a newly enrolled student should be finalized as soon as possible in order to minimize disruption of the student's instructional program. The 15-day period specified below may be modified to reflect district practice.~~

Within 15 days of the student's enrollment, staff shall complete its observation and evaluation and the principal or designee shall determine the student's appropriate grade placement.

(cf. 5111 - Admission)

(cf. 5116 - School Attendance Boundaries)

(cf. 5119 - Children of Military Families)

(cf. 5141.31 - Immunizations)

(cf. 6146.3 - Reciprocity on Standards of Proficiency/ Graduation Requirements)

Transfers out of the District

When a student transfers out of the district, a brief statement will be attached to his/her permanent record showing which basic proficiencies, if any, have been assessed and satisfactorily met according to the standards of this district. This statement will be appended to any permanent record sent to another school.

(cf. 6146.1- High School Graduation Requirements/Standards of Proficiency)

Students transferring or withdrawing from school shall return all school books and materials and settle any unpaid fines on or before their last day of attendance.

(cf. 5125.2- Withholding Grades, Diploma or Transcripts)

(cf. 6161.2 - Damaged or Lost Instructional Materials)

Legal Reference:

ALASKA STATUTES

14.03.080 Free education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

Board Revised and Approved 11/8/10 BP 5118

**VALDEZ CITY SCHOOL DISTRICT
ADOPTED: JUNE 2005**

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)**Repeated Classes**

With the approval of the principal, a student may repeat a course in order to raise his/her grade if they previously received a grade of D or lower. **The student shall only receive credit for taking the course once.**

The highest grade received will be the permanent grade on the student's transcript.

Withdrawal from Classes

A student who drops a course during the first five days of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the five days of the semester shall receive a **WF** grade on his/her permanent record. The Principal may allow the grade to be changed to a **W** because of extenuating circumstances. The Principal's decision shall be final.

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

Elementary School, Grades ~~K-6~~ K-5, Grading Criterion

Elementary grades will reflect a combination of some of the five areas listed below and will not be based on only one evaluation or criteria:

Daily Work

Skill application

Test scores

Student readiness standards

Participation

The subjective judgment of the teacher is a major factor in determining any grade, specifically for participation and skill application.

GRADUATION CEREMONIES AND ACTIVITIES

Note: The following policy suggests various options which may be modified to reflect district practice except that the U.S. Supreme Court has ruled that graduation ceremonies may not include school-sponsored prayers.

~~Note: Effective February 1, 2004, no secondary student may be issued a diploma unless he or she has passed a competency examination in the areas of reading, English, and mathematics (High School Graduation Qualifying Exam). AS 14.03.075.~~

High school graduation ceremonies shall be held to recognize those students who have successfully completed the district graduation requirements and earned the right to receive a diploma. ~~Only students who have met the district graduation requirements but have not passed the state required competency examination may participate in graduation exercises without receiving a diploma.~~

(cf. 6146.1 - High School Graduation Requirements)

In accordance with district rules, the principal may deny a student the privilege of participating in graduation or promotion activities because of misconduct.

(cf. 5144 - Discipline)

School-sponsored invocations and/or benedictions shall not be included in graduation ceremonies.

Legal Reference:

ALASKA STATUTES

~~14.03.075 Secondary pupil competency testing~~

14.03.090 Sectarian or denominational doctrines prohibited

Elementary and Secondary Education Act, 20 U.S.C. § 9524, as amended by the No Child Left Behind Act of 2001, P.L. 107-110

Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000)

Lee v. Weisman, 505 U.S. 577 (1992)

Revised 1/03

~~Note: Effective July 1, 2011, school districts must take certain steps to implement the Alaska Performance Scholarship Program. This Program provides scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state. School districts must determine scholarship eligibility for each graduating senior and record the eligibility level on the student's permanent record. The record must then be forwarded to the Department of Education and Early Development.~~

The Board supports and encourages all students to obtain higher education through enrollment in college or career and technical programs upon graduation. The Board believes that institutions within the State of Alaska provide strong and varied opportunities to meet the needs and interests of graduating students and further believes that state school attendance helps support a skilled, local workforce. The district supports student participation in the Alaska Performance Scholarship Program so that students may have maximum opportunity to obtain higher education within the State of Alaska.

Students and parents/guardians will be notified at least annually of the opportunities available through the Alaska Performance Scholarship Program. This notice should include information about scholarship eligibility levels; coursework, testing, and grade point average ("GPA") requirements; residency requirements; and the participating colleges and career and technical programs.

The Superintendent or designee shall determine scholarship eligibility for graduating students and will record the appropriate eligibility level on each student's permanent academic record. Students will be provided an opportunity to challenge an error in the eligibility determination. The academic record of graduating students will be transmitted to the Alaska Department of Education and Early Development to facilitate the award of scholarships.

(cf. 5125.2 – Challenging Student Records)

~~Note: In certain circumstances, the Commissioner may waive the curriculum requirements for a scholarship during a grace period of up to 24 additional months after graduation, during which time the student can complete curriculum requirements. A student may be awarded and utilize an Alaska Performance Scholarship during this period. A grace period may be granted to a student where the necessary curriculum was not reasonably available because the student attended a small and remote high school, or because of circumstances beyond the student's control, such as illness or disability. If a student is granted a grace period and elects not to enroll in a qualifying college or post secondary program during that time, a school district may choose to "sponsor" the student. A sponsored student is allowed to enroll for the purpose of obtaining the missing curriculum requirement(s). A sponsored student may be included in the district's count for funding purposes so long as the student is under age 20 at the time of enrollment. Funding will be provided based on each missing curriculum requirement. The following optional language is for those districts wishing to sponsor students.~~

~~The Board approves the sponsorship of district graduates who have been granted a grace period by the Commissioner to meet curriculum requirements for the Alaska Performance Scholarship Program. Sponsored students will be permitted to enroll for the purpose of obtaining missing curriculum requirements, so long as the sponsored student is under the age of twenty (20) at the time of enrollment.~~

Legal Reference (see next page)

BUS CONDUCT

REGULATIONS FOR PUPILS RIDING SCHOOL BUSES **TO AND FROM SCHOOL**

ALL TIMES

1. Exercise good manners, caution and consideration for other people.
2. Obey the school bus driver; his/her primary concern is for your safety.
3. Pupils must sit in assigned seat if required by the driver.
4. Pupils shall not have anything in their possession, which may be used to cause injury.

WAITING FOR THE SCHOOL BUS

1. Stay a safe distance from the roadway.
2. Be at your stop five minutes ahead of time; the driver cannot wait for you.
3. Be in line when the school bus approaches.
4. Stay clear of wheels until the bus has come to a complete stop.
5. Let the smaller children board first.
6. Pupils must cross the highway only in front of the school bus when given permission by the school bus driver.
7. Walk on the left-hand side of the road facing traffic.

BOARDING THE SCHOOL BUS

1. Always use the handrail and go up the steps one at a time.
2. Do not push, crowd, or disturb others.
3. Go directly to your seat and be seated.
4. No animals large or small of any kind are allowed on the school bus at any time.

CONDUCT ON THE SCHOOL BUS

1. Keep the aisle clear.
2. Place books or other gear on your lap.
3. Avoid loud talking, confusion, or anything else that might distract the driver.
4. Keep head, arms, and body inside the bus.
5. Do not throw objects inside or outside the bus.
6. Do not chew tobacco, smoke, eat, or drink on the bus.
7. Remain seated until the bus has come to a complete stop and get off only at your stop.
8. Do not open windows without permission.
9. Assist in keeping the bus clean. Pupils can be held responsible for any damages to the interior of the school bus.
10. In general, classroom conduct will be observed. The school bus is not a playground. Save horseplay and wrestling for another time and place.

BUS CONDUCT

GETTING OFF THE SCHOOL BUS

1. Use the handrail and take one step at a time.
2. Remember pushing or crowding could cause an accident.
3. After you leave the bus, go home or to an assigned place.
4. ~~It is everybody's responsibility to demonstrate good citizenship by cooperating with your school bus driver at all times so that your parents and school district officials can depend upon safe, timely, and efficient pupil transportation to and from school.~~

REMEMBER:

1. Riding the school bus is a **PRIVILEGE** and not a right.
2. If a pupil's conduct is such that the health, safety, comfort, or well-being of others is jeopardized, on or off the bus, the privilege of riding the bus may be denied by school official.
3. A student is not allowed to ride a different bus unless authorized by the parent and approved by the principal.
4. ~~It is everybody's responsibility to demonstrate good citizenship by cooperating with your school bus driver at all times so that your parents and school district officials can depend upon safe, timely, and efficient pupil transportation to and from school.~~

STUDENT DISCIPLINE –SECONDARY SCHOOLS

Discipline:

The Valdez City School District will try to apply discipline, which is progressive in most situations. Discipline can range from an oral warning to expulsion. Disciplinary action applied in any particular case will depend upon specific circumstances and the Valdez City School District reserves the right to apply whatever disciplinary action is appropriate in each case. The appropriate level of discipline requires professional judgment and should, be based on an individualized evaluation of the conduct and the student(s) involved.

Due Process:

Every student has a right to due process. Discipline should be fair and reasonable. Before any discipline action is taken, a student will be given “due process”, which is an opportunity to do the following:

1. find out what the school thinks the student did wrong;
2. present the student’s side of the story.

Procedure and Responsibilities:

Beginning with seventh grade, discipline records shall transfer with students until graduation.

At the Junior High/Middle School, offenses from one school year will be added to those of the previous years to determine the discipline action to be taken. Therefore, from seventh to eighth grade, offenses occurring in one year will progressively increase the disciplinary consequence.

At the high school level, offenses from one school year will be added to those of previous years to determine the disciplinary action to be taken. Therefore, from ninth grade to graduation, offenses occurring in one year will progressively increase the disciplinary consequence

1. **Tobacco** (See Board Policy 5131.62)

- 1st offense1 day in-house suspension
Notification of parents
- 2nd offense3 days in-house suspension
Notification of parents
- 3rd offense and above5 days in-house suspension
Notification of parents

STUDENT DISCIPLINE –SECONDARY SCHOOLS (CONTINUED)

Educational Alternative to Suspension:

Students who violate the school rules regarding tobacco use can attend meetings of the Teens Against Tobacco Use group in place of serving detention. At the meetings, they will discuss the effects of tobacco use, and view educational materials as designated by the school principal on the health risks of tobacco use. Students must earn a certificate of participation from TATU within three weeks of the documented violation.

2. **Alcohol and Other Drugs** (see Board Policy 5131.6)

3. **Truancy** (See school district and building attendance rules.)

4. **Fighting, physical conflict or mutual combat between two or more individuals.**

- 1st offenseAdministrator’s/designee discretion depending on circumstance
- 2nd offenseUp to 10-days suspension
- 3rd offenseUp to 10-days suspension
- 4th offense May lead to recommendation for expulsion

5. **Disruptive Behavior, behavior which materially and substantially interferes with the educational process or lawful activities of others.**

- 1st offenseAdministrator’s/designee discretion
- 2nd offenseUp to 3-days suspension
- 3rd offenseUp to 5-days suspension
- 4th offense.....May lead to recommendation for expulsion

6. **Assault, verbal, written or physical threats directed toward a student or a staff member.**

- 1st offense.....Up to 90 days suspension
- 2nd offense and aboveMay lead to recommendation for suspension

STUDENT DISCIPLINE –SECONDARY SCHOOLS (continued)

7. **Theft, the taking of another’s property without their permission.**

Theft may be reported with local law enforcement agencies.

1st offense.....Administrator’s/designee discretion depending on circumstances

2nd offenseUp to 5-days suspension

3rd offenseUp to 10-days suspension

4th offense and above.....May lead to recommendation for expulsion

8. **Firearm or Other, gun possession or threatened use (BP 5131.7).**

Any offenseConfiscation, with recommendation for expulsion for a minimum of one calendar year

9. **Weapon, possession of any object, other than a firearm, that can be considered a weapon.**

Any offense.....May lead to recommendation for expulsion

Weapon, use of any object, other than a firearm, or the threatened use of any object that can reasonably be considered a weapon, including knife, regardless of the length of the blade.

1st offense and above.....Confiscation, with possible recommendation for expulsion

10. **Damage, Destruction and / or Vandalism.**

1st offenseAdministrator’s/designee discretion and pay for damages

2nd offenseUp to 5-day suspension and pay for damages

3rd offense and above.....5-10 days suspension and pay for damages

STUDENT DISCIPLINE –SECONDARY SCHOOLS (continued)

11. **Computer Hacking**, unauthorized access to a computer system or information on that system.

- 1st offenseAdministrator’s/designee discretion, loss of computer privileges, and restitution for damages
- 2nd offenseUp to 10-days suspension, loss of computer privileges, and restitution for damages
- 3rd offense and above.....May lead to recommendation for expulsion

12. **Academic Dishonesty/Cheating/Plagiarism** may result in disciplinary penalty as well as an academic penalty. Cheating is behavior that falsely presents a student’s work as a product of his or her own effort or as a product achieved in keeping with the rules of the task. Cheating includes, but is not limited to:

- Procuring, possessing, stealing, using or distributing tests, quizzes, answer keys, teaching materials, teacher manuals or teacher textbooks;
- Any attempt to tamper with or alter a teacher’s records or grades;
- Representing the work of others as one’s own work;
- Making use of unauthorized notes, homework assignments, and crib sheets; and
- Obtaining or offering unauthorized assistance or communication on a test, quiz or other assignment.

Behavior that violates this offense may also involve theft and/or unauthorized access to a computer or information on a computer.

Any offenseTeacher recommendation and administrative discretion up to ten (10) days suspension. May lead to recommendation for expulsion.

13. **Arson**, attempting to or actually starting a fire or causing an explosion that burns buildings or property, or taking action that could lead to a fire or explosion.

1st offense and above.....Administrator’s/designee discretion to recommend up to and including expulsion. Contact Authorities.

STUDENT DISCIPLINE –SECONDARY SCHOOLS (continued)

- 14. **False Alarm**, calling in threats to or about a school or district property or school sponsored activity or activating a false fire alarm.

1st offense and above.....May lead to recommendation for expulsion.
 Contact Authorities.

- 15. **Harassment of any type**, defined as any oral, written, or physical conduct relating to race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social or cultural background, or sexual orientation that is sufficiently severe, pervasive, or persistent that it substantially interferes with or limits an individual’s academic or work performance or creates an intimidating, hostile, or offensive academic or work environment.

1st offense.....Administrator’s/designee discretion depending on circumstance
 2nd offense.....Up to 5-days suspension
 3rd offense..... Up to 10-days suspension
 4th offense and above.....May lead to recommendation for expulsion

- 16. **Hazing of any type**, defined as a behavior or pattern of behavior directed at one or more specific individuals, which persecutes, harasses, humiliates, degrades, or endangers the physical safety or an individual.

1st offense.....Administrator’s/designee discretion depending on circumstance
 2nd offense.....Up to 5-days suspension
 3rd offense.....Up to 10-days suspension
 4th offense and above.....May lead to recommendation for expulsion

Reviewed by Administration 9/2014

CAMPUS DISTURBANCES

The School Board recognizes that all school staff must be prepared to cope with campus disturbances and to minimize the risks they entail. Staff should be especially sensitive to conditions that incite racial conflict, student protests, or confrontations.

The Superintendent or designee shall establish at each school a disturbance response plan for curbing disruptions which create disorder and may lead to riots, violence or vandalism at school or school-sponsored events.

The Superintendent or designee shall consult with law enforcement authorities to plan for police support during school disruptions. Each school's disturbance response plan shall address the role of law enforcement. When a disturbance directly threatens students or staff, the Superintendent or designee has the authority to call in law enforcement personnel for assistance and may dismiss school.

Students who participate in disturbances may be subject to disciplinary action.

(cf. 3515 - School Safety and Security)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

CAMPUS DISTURBANCES

All school staff shall respond to campus disturbances in accordance with the school's response plan. Response plans shall describe:

1. the means which will be used to signal an emergency situation and maintain communication among staff and with the Superintendent or designee.
2. each staff member's specific duties during a disturbance.
3. procedures for ensuring the safety of students and staff.
4. conditions, as prearranged with law enforcement authorities, under which the principal or designee shall:
 - a. inform the police.
 - b. secure police assistance.
 - c. give the police responsibility for a specific crisis situation.
5. procedures for the orderly dismissal of school when authorized by the principal or designee.

All media inquiries during crisis situations shall be routed to the Superintendent or designee.

Extension of Class Period

During any disturbance in which additional students might become involved while changing classes, the principal or designee may notify all staff that the present class period will be extended until further notice. Upon receiving this notification:

1. teachers shall ensure that all students in their charge remain in one location under their supervision.
2. teachers shall ask any students who are in the halls to return to their classes at once.

PERFORMANCE ENHANCING DRUGS

~~Note: The following optional policy supports instruction on the effects of anabolic steroids “and other performance enhancing drugs” and may be revised or deleted.~~

The School Board recognizes that the use of performance enhancing drugs presents a serious health hazard to students. Performance enhancing drugs include anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed or other athletic ability, excluding dietary and nutritional supplements such as vitamins, minerals, and proteins which can be lawfully purchased over-the-counter. The Superintendent or designee shall make every effort to ensure that students do not begin or continue the use of anabolic steroids or other performance enhancing drugs.

(cf. 5040 - Student Nutrition and Physical Activity)

Teachers of science, health, physical education and drug education shall include a lesson on this hazard in instruction programs for grades 7-12.

(cf. 6141 - Curriculum Development and Evaluation)

Extracurricular Activities

~~Note: The following optional language is for those districts desiring to prohibit the use of performance enhancing drugs by student athletes. The language calls for removal from the team of those students violating this policy.~~

Participation in athletics and other extra-curricular activities is a privilege. Participants have a responsibility to themselves, their fellow students, their parents and their school to set positive examples of conduct, competition, sportsmanship, and training. Performance enhancing drugs are incompatible with this image and pose a health and safety risk to users and others.

(cf. 6145.2 – Interscholastic competition)

(cf. 6145.21 – Sportsmanship)

Students possessing, using, distributing, or selling anabolic steroids or other performance enhancing drugs will be removed from the extra-curricular activity for the remainder of the season/year and may be banned from future participation as determined appropriate by the Superintendent or designee. Students who participate in athletics and other extra-curricular activities will be notified of this policy and will be informed of the dangers of performance enhancing drugs.

(cf. 6145 – Extracurricular and Cocurricular Activities)

Revised/Board Approved 9/10/07(BP5131.63)

DRESS AND GROOMING

Grades Kindergarten – 12th

1. Students must wear modest clothing. Sexually explicit or suggestive clothing is not school appropriate. Underwear (bra, boxers, etc.), midriffs, and private parts of the body must NOT be visible.
2. Hats of any kind (including bandanas, and scarves, ~~or headbands~~) will not be worn in school between 7:30 a.m. and 3:30 p.m.
3. Clothing imprinted with or promoting obscenity, drugs, alcohol, tobacco, profanity, violence, or illegal behavior is not allowed. Sexually suggestive, racist, or abusive slogans or logos are not to be worn at school.
4. Pants must be worn at or near waist level.
5. Dress and appearance, which are so distracting as to clearly interfere with the educational process or present health and safety hazards shall not be permitted. Students will be asked to change their clothing and disciplinary action may be taken.
6. Students with health or religious needs may make arrangements with the principal.

POSITIVE SCHOOL CLIMATE

~~Note: This optional policy endorses positive steps to discourage campus disturbances and channel students' energies into constructive actions. All parts of this sample may be modified as desired.~~

The School Board desires to provide orderly and caring learning environments in which all students feel comfortable, share the responsibility for maintaining a positive school climate, and take pride in their school and their achievements.

The district shall encourage attitudes and behaviors that promote mutual respect and harmonious relations. The schools shall promote nonviolent conflict resolution techniques and provide students opportunities to voice their concerns about school policies and practices. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns, and other programs in which students may identify and solve problems that affect their school.

The schools shall not tolerate any comments or gestures which are vulgar or obscene or which denigrate others on account of sex, race, color, religion, ancestry, national origin, sexual orientation, handicap or disadvantage. Students shall be subject to disciplinary procedures for harassing, intimidating or bullying other students or for using insults, slurs, or fighting words which may disrupt school activities.

(cf. 5131.4 - Campus Disturbances)

(cf. 5131.43 – Harassment, Intimidation and Bullying)

(cf. 5144 - Discipline)

The curriculum and counseling programs shall foster positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias, and show them how to deal with discriminatory behavior in appropriate ways. The Board encourages the use of cooperative learning strategies in the classroom in order to foster positive social interactions among students.

(cf. 6141.6 - Multicultural Education)

School staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

(cf. 6142.4 - Community Service)

Legal Reference:

ALASKA STATUTES

14.33.200 Harassment, intimidation and bullying policy

Board Revised and Approved 3/28/2011 BP5137

**VALDEZ CITY SCHOOL DISTRICT
ADOPTED: JUNE 2005**

CHILD ABUSE AND NEGLECT

Note: AS 14.08.111 and AS 14.14.090 require districts to provide mandatory reporters training in the recognition and reporting of child abuse and neglect. Pursuant to AS 47.17.020, teachers, school administrators, and paid athletic coaches are mandated to report child abuse and neglect.

With concern for the well-being of each student, teachers, **all classified staff**, school administrators, and paid athletic coaches shall be trained on the recognition and reporting of child abuse and neglect in accordance with state law. District employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

Note: Many school employees may encounter child abuse and neglect. The following optional language expands the number of school employees offered training in child abuse recognition and reporting. It may be revised or deleted as desired.

In addition to the required training provided above, the Superintendent or designee **may shall** invite classified personnel who have regular contact with students to participate in child abuse and neglect training. Classified personnel should immediately report instances of suspected child abuse or neglect to **DFS and** the site administrator.

Note: Pursuant to AS 47.17.068, failing to report child abuse or neglect mandated by law is a misdemeanor if the person knew or should have known that circumstances gave rise to the need for a report.

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (Regional school boards)

14.14.090 Additional duties

47.17.010-47.17.070 Child protection

Revised/Board Approved 5/27/2014 BP 5141.4

CHILD ABUSE AND NEGLECT

Duty to Report

Teachers and school administrators have a legal duty to report known or suspected child abuse to the nearest office of the Department of Health and Social Services immediately. The reporting duties are individual and cannot be delegated to another individual.

Reporting Procedures

1. Any employee may report known or suspected child abuse, by telephone to the nearest office of the Department of Health and Social Services: Division of Family & Youth Services, Box 2740, Valdez, AK., 907-835-4789.
2. If contact cannot reasonably be made with child protective services and immediate action is needed to protect the child, the employee shall make the report of abuse to a peace officer.
3. In addition to reporting to child protective services, employees shall report harm from known or suspected child abuse to local law enforcement if the harm is believed to have been caused by a person not responsible for the child's welfare or if the employee is unable to determine who caused the harm or whether the person believed to have caused the harm has responsibility for the child's welfare.
4. When an employee is required to contact law enforcement but is unable to make that contact, then the employee should contact the Department of Health and Social Services.
5. When an employee is required to contact Department of Health and Social Services but is unable to make that contact, then the employee should contact law enforcement.
6. The employee must notify their Supervisor that the report has been made.

CHILD ABUSE AND NEGLECT (continued)**Legal Responsibility and Liability**

1. School employees are not civilly or criminally liable for filing in good faith, a required or authorized report of known or suspected child abuse, or for participating in related judicial proceedings.
2. A mandated reporter who fails or refuses to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two or more persons who are required to report have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

(cf. 5145.11 - Questioning and Apprehension)

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to 1) identify incidents of suspected child abuse, and 2) comply with laws requiring reporting of suspected abuse to the proper authorities.

Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

CHILD ABUSE AND NEGLECT (continued)

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action after the filing of formal charges shall be in accordance with district policies, regulations and/or collective bargaining agreements. The Superintendent or designee shall consult with legal counsel in implementing either suspension or dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 /4128 - Suspension/Disciplinary Action)

VALDEZ CITY SCHOOL DISTRICT

CHILD ABUSE REPORTING FORM

(This form must be used for all reports)

Suspected Child Abuse or Neglect Report

All school district personnel shall strictly adhere to the state law mandating the reporting of suspected child abuse and neglect. **(AS 47.010 and .20) & Valdez City School District Policy BB.0507.10**

Teachers and school administrators who suspect child abuse or neglect have a legal obligation to report it to the nearest office of the Department of Health and Social Services (DHSS) as soon as possible, and no later than 24 hours after learning of the suspected abuse or neglect. If the person making the report cannot reasonably contact the nearest DHSS office and immediate action is necessary for the well-being of the child, the person shall make the report to a peace officer, who shall take immediate action to protect the child and shall notify DHSS at the earliest opportunity.

This form should be completed by the person making a report of suspected child abuse or neglect to document the office(s) and person(s) contacted. Please fill in as much information as known and return completed form to the building administrator or if they are not available to the Superintendent of Schools.

1. Student Name: _____ Age: _____ Sex: _____

Grade: _____ Teacher: _____

2. Brothers/Sisters Name(s): _____

3. Parent/Guardian Name and Address: _____

4. Nature and Description of Reported Abuse: _____

You Must Complete the Front and Back of This Form

5. Name, Age, Address of Reported Perpetrator; If Known: _____

6. Other Data Deemed Important:

7. Was information regarding the suspected child abuse or neglect provided to you or a school district employee by another person(s)? (Circle) Yes No

8. Name / Phone Number of Person(s) Providing Information: _____

9. Date / Time Information was Provided: _____

10. Person to Whom Information was Provided? _____

11. Reports Made: *(note the date, time and name of the person(s) to whom reports were made)*

- Department of Health and Social Services / Valdez Family Services (835-4789)

Date: _____ Time: _____ Person(s): _____

- Valdez City Police (835-4560)

Date: _____ Time: _____ Person(s): _____

12. Supervisor of Reporting Person: _____

VALDEZ CITY SCHOOL DISTRICT

Student Waiver of School Official's Presence

CONFIDENTIAL

I understand that the Alaska Department of Health and Social Services or law enforcement agency has requested to interview me. A school district official has explained to me that I can have a district representative present during this interview. Nevertheless, I object to the presence of a district representative at this interview and waive any right I may have to such school official presence.

Student: _____ Date: _____

School Administrator: _____ Date: _____

HEALTH EXAMINATIONS

Note: Pursuant to AS 14.30.020 and AS 14.30.127 districts must provide for or require each child to have a physical examination and a vision and hearing screening examination, upon entry into school or as soon as practical and at regular intervals as determined by the school board.

The School Board recognizes the importance of periodic health examinations conducted according to state health regulations. To determine the health status of students, facilitate the removal of handicaps to learning, and determine whether special adaptations of the school program may be necessary, the Board shall require that physical examinations be conducted, including tests for vision and hearing upon entry into school or as soon as practical.

All personnel employed to examine students shall exercise proper care of each student being examined and shall ensure that the examination results are kept confidential.

The district will annually notify parents of physical exams or screenings of students, except for routine vision and hearing ~~or scoliosis~~ screenings.

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.22 - Infectious Diseases)

Legal Reference:

ALASKA STATUTES

14.30.065 *Supervision*

14.30.070 *Physical examination required*

14.30.120 *Certificate of physical examination*

14.30.127 *Vision and hearing screening examinations*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.055 *Immunizations required*

NO CHILD LEFT BEHIND ACT, Title II, § 1061, P.L. 107-110 (2002)

UNITED STATES CODE

42 U.S.C. §§ 12101 *et seq.* (1997)

20 U.S.C. 1232g § 1400 6301 *et seq.* (1997)

29 U.S.C. § 794(a) (1988)

28 C.F.R. 35

34 C.F.R. pt. 99, 104, 200, 300 *et seq.* (1999)

Revised 1/03

ADMINISTERING MEDICATION

Note: In 2005, AS 14.30.141 was passed requiring districts to permit the self-administration of medication by students for asthma or anaphylaxis. Self-administration may only be permitted upon a school’s annual receipt of written certification by the student’s parent/guardian and the student’s health care provider. The statute also requires parents to release the school district from liability from any injury that may result from the storage and self-administration of asthma and anaphylaxis medication. Finally, the statute provides that students who use the medication in a manner other than prescribed are subject to disciplinary action.

The School Board recognizes that students sometimes may need to take prescribed medication during the school day in order to be able to attend school without jeopardizing their health. In such cases, when the district has received written statements from the student's physician and parent/guardian as required by law, designated personnel shall assist the student in taking the medication.

The Board recognizes that some students have allergies of such severity that they may require an emergency anaphylactic injection during the course of the school day. Parents/guardians who are aware of this foreseeable need may ask the district to store and administer such injections. School staff who may be required to administer anaphylactic injections shall receive appropriate training and will be authorized to administer the injections within the legal provisions of law.

(cf. 5141 - Health Care and Emergencies)

Self-Administration of Medication for Asthma or Anaphylaxis

A student may be permitted to carry medication that has been prescribed or ordered by a physician to stay on or with the student due to a pressing medical need. Students who have received instruction in the self-administration of asthma or anaphylaxis medication shall be permitted to carry and self-administer the medication upon written authorization of the parent/guardian and health care provider, consistent with law and procedures developed by the Superintendent. Written authorization must be submitted annually.

By law, neither the District nor its schools are liable for injuries that may result from the storage or self-administration of medication. No student will be permitted to carry or self-administer a prescribed medication without a release of liability for the school, its employees, and agents. The release of liability shall include an agreement to indemnify and hold harmless the school and its employees or agents from claims arising out of the storage or self-administration of medication.

A student who uses the medication in a manner other than prescribed is subject to disciplinary action.

Legal Reference:

ALASKA STATUTES

09.65.090 Civil liability for emergency aid

14.30.141 Self-administration and documentation of medication

Revised 2/06

VCSD Approved 2/17/07

ADMINISTERING MEDICATION

Before a designated employee administers any prescription or over-the-counter medication to any student during school hours, the district shall have received:

1. A written statement from the student's physician or pharmacy label detailing the prescribed method, amount and time schedules by which the medication is to be taken, and
2. A written statement from the student's parent/guardian requesting the district to assist the student in taking the medication as prescribed by the physician.

Medication shall be in a properly labeled original bottle containing the name and telephone number of the pharmacy, the student's identification, name of the physician, and dosage of the medication to be given. The designated employee shall be responsible for the medication at school and shall administer it in accordance with the physician's indicated dosage schedule.

~~Note: The following optional paragraph may be used to prevent the possibility of a student switching the medication with a controlled substance.~~

All medications must be delivered to the school by the parent/guardian or his/her adult representative.

The designated employee shall maintain a list of students needing medication during school hours, including the type of medication, times, and dosage. This list will be kept in the principal's and/or school nurse's office and shall be reviewed and updated periodically.

The designated employee shall maintain a log recording the student's name and the time and date when medications were given.

All medication shall be kept in a locked drawer or cabinet.

Anaphylactic Injections

1. Parents/guardians of students who may require emergency anaphylactic injections shall provide explicit written permission for authorized staff to administer such injections.
2. Each year, school employees designated by the principal shall receive training in administering anaphylactic injections. Qualified medical personnel shall provide this training.
3. The principal or designee shall schedule inservice meetings to:
 - a. Familiarize authorized staff with the prescribed medications and their location.
 - b. Ensure that authorized staff are competent to administer anaphylactic injections.
 - c. Train all school personnel to recognize the symptoms of anaphylactic reactions.

Physicians and parents/guardians of students who may require anaphylactic injections may be invited to attend these meetings.

ADMINISTERING MEDICATIONS - Continued

4. The principal or designee shall prepare a list naming the students who may need emergency anaphylactic injections. This list shall be posted in the school office, given to all concerned staff, and updated annually.
5. All medication for injections shall be labeled with the student's name, medicine name, and expiration date. It shall be stored in a locked cabinet with easy access by authorized staff.
6. The principal or designee shall post in the school office a list of symptoms usually associated with anaphylactic reactions and a clear, specific procedure for administering injections in case of emergency. If authorized staff are not available at the time of an emergency, this written procedure will be followed by anyone who must administer the injection in order to save a life.

Self-Administration of Anaphylactic Injections (EpiPen) and Asthma Inhalers

1. Students will be permitted to carry and self-administer asthma and anaphylaxis medication if the parents/guardians provide the school with the following:
 - a. written authorization from a parent or legal guardian for the self-administration of the medication.
 - b. written certification from a student's health care provider that the student: (1) has asthma or a condition that may lead to anaphylaxis; and (2) has received instruction in the proper method of self-administration of the medication; and (3) has demonstrated to the health care provider the skill level necessary to use the medication and any device that is necessary to administer the medication as prescribed.
 - c. an Asthma and/or Allergy/Anaphylaxis Action Plan (written treatment plan) signed by the student's health care provider.
 - d. a release of liability for the school and its employees or agents for injury arising from self-administration.
 - e. an agreement to indemnify and hold harmless the school and its employees for claims arising from self-administration.
2. All of the information identified in number 1 above must be updated annually.
3. Schools shall provide a written notice to the student's parents or guardians of the school's absence of liability related to the self-administration of medication according to the law.
4. The principal or designee shall prepare a list of students authorized to carry and self-administer medication. The list shall be posted in the school office, given to all concerned staff, and updated annually.

ADMINISTERING MEDICATION (continued)

5. All inhalers and injection kits shall be clearly labeled with the student's name, medicine name, and expiration date.
6. The student shall report each use of the asthma inhaler or anaphylactic injection to his or her teacher or to the school office so that a record of administration may be kept.
7. Students are not permitted to misuse an inhaler or EpiPen in any way, including sharing the medication with another student, or sticking or spraying it at anyone. Doing so will result in disciplinary action, up to and including, suspension or expulsion. Disciplinary action will not limit the student's immediate access to the prescribed medication.

Revised/Board Reviewed 2/12/07 (AR 5141.21a,b,c)

**VALDEZ CITY SCHOOL DISTRICT
ADOPTED: JUNE 2005**

SAFETY**Supervision**

The principal of each school shall ensure that certificated employees, teacher aides or recess monitor supervise the conduct and safety, and direct the play, of students of the school who are on school grounds during school hours before and after school, during recess, and during other intermissions.

The principal shall inform parents/guardians of the hours before or after school that students may be on campus.

Safety rules for the use of facilities and equipment shall include as appropriate:

1. rules on acceptable playground behavior and on the proper use of play apparatus in **elementary VSD** schools.
2. rules relating to gymnasium and field areas in **high VSD** schools.
3. safety rules clearly posted in science classes.
4. shop class rules, including the requirement that power equipment never be used without the teacher's presence in the shop. Students must pass safety tests at mastery level before using such equipment, and test results must be kept on record.

School staff shall train students on the above rules and include safety instruction in their lesson plans when appropriate. Copies of the rules shall be sent to parents/guardians and be readily available at the school at all times.

The principal or designee shall:

1. clearly identify supervision zones on the playground and require that supervisors remain outside at a location from which they can observe their entire zone of supervision.
2. require that all individuals supervising students remain alert in spotting dangerous conditions and report any such conditions to the principal or designee promptly and in writing.

SUSPENSION AND EXPULSION

Note: 4 AAC 07.010 mandates district policies on substantive and procedural matters related to student behavior, treatment and discipline. The following sample policy may be revised to reflect district philosophy and needs.

The School Board recognizes that maintaining an environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify student behavior standards.

(cf. 5131 - Student Conduct)

(cf. 5144 - Discipline)

(cf. 6154 - Homework/Make-up Work)

The Superintendent or principal may impose suspension when other means of correction fail to bring about proper conduct or for serious misconduct.

The Board may expel a student for severe or prolonged breaches of discipline. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students.

~~Note: The optional language below excludes suspended or expelled students' participation in extracurricular activities.~~

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

The Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall specify procedures for notices and appeals.

(cf. 3514 - Safety)

(cf. 5144.2 - Suspension and Expulsion/Due Process - Individuals with Exceptional Needs)

(cf. 6164.3 - Student Mental Health - Medication and Services)

Legal Reference:

ALASKA STATUTES

14.03.160 Suspension or expulsion of students for possessing weapons

14.30.045 Grounds for suspension or denial of admission

14.30.047 Admission or readmission, when cause no longer exists

14.30.172 Communications not prohibited

ALASKA ADMINISTRATIVE CODE

4 AAC 06.060 Suspension or denial of admission

4 AAC 07.010 - 4 AAC 07.900 Student rights and responsibilities

Goss v. Lopez, 419 U.S. 565 (1975)

Revised/Board Approved 9/10/07 (BP5144.1a&b)

LAW ENFORCEMENT INTERVIEWS AND OR APPREHENSION

The School District believes in cooperating with law enforcement in keeping our schools safe and drug free. To that end the District will cooperate with law enforcement to the best of its ability. The District also has a responsibility to respect and support student and parent wishes regarding the interviewing of students at school.

The following policy will be followed by all District personnel regarding the interviewing of students by law enforcement at school or at school sponsored activities:

1. the building principal or designee shall first ascertain the officer's identity, official capacity, and the authority under which she/he acts;
2. before any interview is conducted the student's parents / guardians must be contacted and permission given for the student to be questioned;
3. exception to parental notification is permissible: ~~is~~
 - if there is cause to believe that the student has suffered harm as a result of abuse or neglect, and / or board policies and administrative regulations relating to the reporting of child abuse or neglect are being complied with;
 - the student, if over the age of (18), may consent to be interviewed on school property;
 - if the law enforcement officer is in possession of a court order requiring that the student be interviewed on school premises the interview may be conducted;
 - if a parent or guardian wishes to be present for the interview, the building principal or designee will inform law enforcement that the interview will not be conducted until the parent or guardian arrives.
4. Law enforcement officer(s) shall not be present when a building administrator or designee is interviewing a student in the normal course of fact finding or information gathering unless parent / guardian permission has been granted.

If and when a student is interviewed on school grounds or at a school sponsored activity the following conditions shall be followed:

1. the building principal or designee shall accommodate the questioning in a way that causes the least possible disruption to the school process;
2. the building principal or designee will provide the student appropriate privacy;
3. the principal or designee shall be present during the interview unless the student or parent does not wish the administrator to be present;

Instruction

E 6153 (a)

SCHOOL-SPONSORED TRIPS

**VALDEZ CITY SCHOOL DISTRICT
BOARD APPROVAL REQUEST FOR STUDENT TRAVEL**

Date:
To:
Thru:
From:
Re:

1. Who is Traveling:

Valdez High School Band & Choir

2. Number of Students Traveling:

~ 30

3. Number of Chaperones and Names (if available):

*Ann Norris, director
Teresa Cummins, parent
Colleen Price, parent
Mindi Baczuk, parent*

4. Date(s) of Travel:

Sunday, Dec. 4 to Saturday, Dec. 10

5. Method of Travel (include itinerary if available):

*Bus to Anchorage
Roundtrip air travel to Honolulu
Bus to Valdez*

6. Destination (Include itinerary if available):

Pearl Harbor, 75th Anniversary Mass & Choir Performance

7. Reason for Travel:

Music, history, and cultural experience

VHS students will perform with a mass band or choir on Dec. 7, the 75th anniversary of the attack on Pearl Harbor, under the director of composer Robert W. Smith. The group will

8. District Account and Amount(if applicable): include Japanese and American

Pep Band Students.

300,001,850.597.840

9. Fundraising Activities and Target Amount (if applicable):

Evening At the Pops, Evening at the Bops
Work projects, ie. Haunted house, Child care at Alyeska party,
Student store, etc.

10. What is the plan if fundraising target is not met:

Students will pay by installment. Each installment can be reduced by individual and group fundraising

11. Additional Cost to the District (substitute registration, etc.):

Substitutes for teacher travelers

75th Anniversary PEARL HARBOR MASS BAND PERFORMANCE

*in
Choir*



Pearl Harbor, Hawaii — To commemorate the 75th Anniversary of the attack on Pearl Harbor, the USS Battleship Missouri Memorial together with Educational Discovery Tours and EMI Hawaii, proudly host a mass band performance featuring student musicians from Japan and the United States of America.

December 7th is a day forever etched in the history and culture of both countries, and it is our ultimate goal to pay respect, remember and never forget the tragedies of World War II.

The mission of this cultural exchange is to demonstrate in a truly remarkable manner, how cultures once opposed can work together 75 years after the "Day of Infamy". It is our hope that students will educate each other by sharing cultural practices and present the world, "A Gift of Music" on December 7th, 2016.

This is a "Once in a Lifetime" opportunity for music students. The event is open to all that wish to participate.



Call us at 800.544.4723 or visit us at www.EducationalDiscoveryTours.com



ROBERT W. SMITH

Robert W. Smith is one of the most popular and prolific composers of music literature in America today. We are honored to have Mr. Smith join the 75th Anniversary Pearl Harbor Mass Band as creative production director. With his personal connection to this project it is assured the event will have an innovative new approach to recognizing our hero's of the past and reconciliation for the future.

The following are selections for this once in a lifetime event:

BAND PIECES

- United States of America National Anthem
- The Country of Japan National Anthem
- Hawaii Pono "I" the Hawaiian State Song
- Summon The Heroes composed by John Williams
- The Armed Forces Salute
- The Greatest Generation composed by Robert W. Smith
- America The Beautiful
- FURUSATO - Traditional Japanese My Old Country Home
- Eternal Father Strong To Save
- One Voice composed by Barry Manilow arranged by Robert W Smith

CHORAL

- United States of America National Anthem
- Hawaii Pono "I" the Hawaiian State Song
- America The Beautiful
- One Voice composed by Barry Manilow arranged by Robert W Smith



Subject to Change and Revision

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75th Anniversary of Pearl Harbor

Valdez High School Band and Choir

December 5 – 9, 2016

5 Day / 4 Night Flexible Itinerary

28225.1

Day 1 Monday 12/5 E KOMO MAI - ALOHA AND WELCOME TO HAWAII

Arrive in Honolulu International Airport where you will be greeted by your **Educational Discovery Tours Trip Leader** along with a **Traditional Flower Lei**. Luggage will be collected and we depart for our Waikiki Hotel.

The Hotel has inside corridors with girls and boys on separate floors, with chaperones intermingled between. Key packets will be ready upon our arrival and porters will deliver luggage.

Tonight enjoy a **Pizza Party** with your local Tour Director. This will include an informative briefing to go over hotel rules, local area shopping and safety.

Day 2 Tuesday 12/6 MASS BAND KICK-OFF EVENT and SCAVENGER HUNT

Rise and Shine it's enjoy your first Breakfast in Paradise.

This morning, along with your **EDT Trip Leader**, take a trip to Hawaii's most famous landmark **Diamond Head** with the opportunity to experience a climb to the summit. Only 99 stairs and a 1.4 mile trail separate you from the 763ft. summit where you'll experience a spectacular 360 degree panoramic view.

In the afternoon, assemble with bands from across America and Japan for the **75th Anniversary Mass Band Kick-Off Event**. The Flags of both countries will be presented, along with a singing of the National Anthems, and the stories of two of the most influential post WWII Music Composers and Conductors from The United States Of America and Japan. Around this time, we will also introduce the winners of the

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International Honor Band who will be performing at tomorrow night's closing ceremonies. (Director's speak with your Tour Coordinator regarding auditioning).

Following the introduction of the overall event, you will now gather together with a world renowned musical composer and conductor for a **Mass Band Music Rehearsal**.

Following an afternoon of music and rehearsals, this evening it is your chance to get **Wiki Wacky in Waikiki** while participating in our acclaimed **scavenger hunt – local style!** Your **EDT Trip Leader** will separate you into teams with chaperones (who must participate), given a treasure map, a clue sheet and an allowance for **dinner**. Now it's off to scavenger Waikiki, gaining knowledge of its history and culture along the way.

Day 3 Wednesday 12/7 **75th Anniversary Pearl Harbor Mass Band and Choir Performance Day**

Rise and Shine it's Hawaiian Time to enjoy another Breakfast in Paradise.

Depart your hotel with your **EDT Trip Leader** for the **USS Battleship Missouri Memorial**.

Today we are here to remember and pay tribute to the infamous event that happened exactly 75 years to the day so many years ago.

Our composite band made up of youth musicians from America and Japan will join together for a once in a lifetime occasion to demonstrate in a truly remarkable manner, how cultures once opposed can join together sharing cultural practices and presenting the world, "A Gift of Music"!

12:00PM 75th ANNIVERSARY MASS BAND PERFORMANCE

After our performance, enjoy meeting new friends with a **Deli Style Picnic Lunch** under large Banyan Trees with a spectacular view of Pearl Harbor.

Later on in the evening, we'll all gather together again in celebration of our hard work and dedication to peace with a special **Under a Hula Moon Celebration Concert**, performed by the **International Honor Band and** directed by three special conductors. Meanwhile, we will be enjoying an East Meets West dinner served via food stations of ethnic cuisine from Hawaii, Japan and some of America's favorites.

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Day 4 Thursday 12/8 POLYNESIAN EXPLORATION

Rise and Shine it's Hawaiian Time to enjoy Breakfast in Paradise.

Depart for Pearl Harbor again, but this time to the **USS Arizona Memorial**. Today you will learn one of our country's most valuable history lessons: how men and women gave their lives on December 7, 1941 "The Day of Infamy". This experience will make you proud to be an American and thankful for the freedoms we enjoy today.

Information on the USS Arizona Memorial's "**Witness to History**" program can be found at www.pearlharbormemorial.com

In the afternoon, depart for **Polynesian Cultural Center** including a visit to the **Dole Plantation** on the way. At the Polynesian Cultural Center, you will take an adventure into **the cultures of Polynesia as you visit the seven villages** that represent the islands. Enjoy the shows at a leisurely pace during the day and don't forget to stop and catch an IMAX Movie of your choice.

Gather together for an all you can eat **Polynesian feast at the Ali'i Luau Grounds**. Everyone will be greeted with flower lei and enjoy traditional Hawaiian song, chants and of course the famous Hula Dancing. Menu Includes: Kalua Pork, Poi (the purple stuff), Lomi Lomi Salmon, Teriyaki Chicken, Fresh local Fish, full salad and fruit bar and all you can drink soda.

Move from dinner into the 3,000-seat open-air theatre for the best show in the islands, "**HA the breath of Life**". You will be amazed as performers enlighten you of their island dances and music.

Day 5 Friday 12/9 ALOHA AND GOODBYE

Rise and Shine it's Hawaiian Time to enjoy your final Breakfast in Paradise.

Today is departure day. We bid you Aloha and a Big Mahalo for visiting the islands. We hope you have a safe journey home and take some of the Mana (*Hawaiian Spirit*) with you. **Changing Rooms and Optional Tours** will be available for late departing flights.

VHS has requested to extend to Saturday to include a day of snorkeling and/or clinic with the Hawaiian Youth Opera Chorus.

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EDT Travel Package Includes:

- Services of a full time, **24/7 Trip Manager** throughout
- 4 Nights Hotel Accommodation (inside corridors)
- 4 Full American Breakfasts and 4 Dinners, 1 lunch
- Traditional Flower Lei Greeting
- Deluxe Motor coach Transportation to all venues as listed in itinerary
- Arrival Transfer with Porterage
- Hotel & Tour Briefing with Pizza Party
- Diamond Head Hiking Adventure
- 75th Anniversary Mass Band Kick Off Event and Rehearsal
- Wiki Wacky Scavenger Hunt with dinner allowance
- Participation in 75th Anniversary Mass Band Cultural Exchange Event
- 75th Anniversary Pearl Harbor Mass Band Aloha Shirt
- 75th Anniversary Pearl Harbor Mass Band Patch
- 75th Anniversary Pearl Harbor Mass Band Group Photo
- Live International Webcast of 75th Anniversary Pearl Harbor Mass Band Performance
- 75th Anniversary Pearl Harbor Mass Band Plaque of Participation
- Deli Style Picnic Lunch
- 75th Anniversary Under A Hula Moon Dinner Celebration
- 75th Anniversary Under A Hula Moon Dinner International Honor Band Concert
- USS Arizona Memorial Tour
- Dole Pineapple Plantation
- Polynesian Cultural Center Ali'i Luau Package
- Departure Day Changing Rooms
- Departure Transfer
- All Taxes and Gratuities (Except Tour Director)
- Liability Insurance Coverage
- One souvenir trip DVD for each traveler

Prices listed on following page

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www.EducationalDiscoveryTours.com

Tour Pricing NOT including Airfare*

Minimum 40 paying participants on each bus, 1:40 complimentary traveler

Student Price \$1342 Adult Price \$1543

Minimum 35 paying participants on each bus, 1:35 complimentary traveler

Student Price \$1377 Adult Price \$1583

Minimum 30 paying participants on each bus, 1:30 complimentary traveler

Student Price \$1423 Adult Price \$1636

Notes

Occupancy: Adult price based on double occupancy, student price based on quad/triple.

Included traveler ratio: Every school is different. If you require a different included traveler ratio, please inform your EDT Program Director.

Airfare: Airfare will be determined by your point of departure, and your specific days of travel. Your EDT Program Director will help you establish rates.

Equipment: Equipment transportation, luggage fees, and local equipment rental such as instruments, risers or sound are not included. These are additional. An allowance for this may be added to the tour per the director's request.

Itinerary: This itinerary is customizable, to an extent. Please speak with your EDT Program Director if you wish to modify this program, add or remove days, etc.

Meals: Meals are included as per the itinerary

The above itinerary and rates can only be confirmed with signed Letter of Understanding and initial deposit.

For more information, please contact your Program Director at Educational Discovery Tours – 1 800 544 4723. We look forward to your participation in this once in a lifetime event!

Airfare estimate \$550 - rt

Project:
Valdez School District - Walk in
Freezer 10x12

Presented By:
Alaska Restaurant Supply, Inc.
2511 Eagle Street
Anchorage, AK 99503
907.276.7044

Quote: 14355

Item	Qty	Description	Sell	Sell Total
1	1 ea	WALK IN FREEZER, MODULAR, SELF-CONTAINED Nor-Lake Model No. KLF771012-C Kold Locker™, Indoor -10° F Freezer, 10' x 12' x 7'-7" H, with floor, 26 gauge embossed coated steel interior & exterior finish, self-closing door, locking deadbolt handle, Capsule-Pak™ ceiling mount, 1-1/2 hp, 208-230v/60/1 Dimensions 91.00(h) x 120.00(w) x 144.00(d) 1 ea 18 Month Labor/Service and original equipment parts warranty 1 ea 15 year original equipment panel warranty 1 ea 5 Yr compressor warranty (net) 1 ea Standard 26" door width, door hinge to be specified later Class 150 Weight: 2424 lbs total	\$13,900.00	\$13,900.00
			ITEM TOTAL:	\$14,045.00
2	4 ea	DUNNAGE RACK Cambro Model No. DRS600480 S-Series Dunnage Rack, slotted top, 3000 lb. load capacity, 21"W x 60"L x 12"H, polypropylene, one-piece, seamless double wall construction, 4" square legs, speckled gray, NSF Dimensions 12.00(h) x 60.00(w) x 21.00(d) Weight: 136 lbs total Cube: 38.880	\$199.00	\$796.00
3	2 ea	DUNNAGE RACK Cambro Model No. DRS360480 S-Series Dunnage Rack, slotted top, 1500 lb. load capacity, 21"W x 36"L x 12"H, polypropylene, one-piece, seamless double wall construction, 4" square legs, speckled gray, NSF Dimensions 12.00(h) x 36.00(w) x 21.00(d) Weight: 40 lbs total Cube: 11.440	\$145.00	\$290.00
			Total	\$15,131.00

Prices Good Until: 10/31/2015

All pricing includes freight to destination

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: \$15,131.00

Valdez City Schools



October 12, 2015

City of Valdez
Attn: Mayor Weaver
PO Box 307
Valdez, AK 99686

Dear Mayor Weaver:

The Valdez City School District would respectfully like to submit our request of \$10,644,412 to the City Council for your consideration. This request will fund to the 'cap' and also allow us to continue to fund our programs outside of the Operating Fund as the city funded them the prior year.

The district has been working diligently to create efficiencies with cross trainings and multi endorsements of staff. Budget prep for FY17 has already begun and the administration is developing priorities to meet the growing population. As our enrollment increases, so do the needs of the children. We are fortunate to be collecting on the dividends of the city support with targeted CIP projects and energy efficiencies.

Currently the district's enrollment is 643, including the homeschool students. This is an increase from the prior year enrollment of 602 students. VCS is successfully reaching out to the homeschool population in Valdez and serving those family's needs. With city support, this program and others will continue to grow.

In the FY16 budget, the salaries and benefits are 82.6% of the Operating budget. Fuel and electricity for the District are another 10% of the budget and the remaining amount is spent on professional development for staff, curriculum supplies and maintaining the buildings.

As you are aware, the health insurance unexpectedly increased over a million dollars from the prior year. Continued flat funding from the legislature makes city support critical. With the unexpected increase to insurance, the reserves will be required to cover that cost. The projected reserve will be approximately 5%.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Joe Prax", is written over the typed name.

Joe Prax, President
Valdez City School District

Valdez City School District – Office of the Superintendent

PO Box 398 – 112 West Klutina Street - Valdez, AK 99686

Telephone (907) 835-4357 Fax (907) 835-4964

www.valdezcityschools.org

STATE OF ALASKA



Executive Proclamation by Governor Bill Walker

WHEREAS, young people are Alaska's greatest resource and promise for a prosperous future; the education they receive in our school systems is an invaluable opportunity to instill in them values that will serve them and Alaska for the rest of their lives; and

WHEREAS, school principals play a vital role in setting the academic tone for their schools and creating an environment where students will thrive; and

WHEREAS, principals have the responsibility of working collaboratively with teachers to meet high standards and essential academic goals so that Alaska's students will be well equipped to enter the workforce and become the professionals, educators, artists, entrepreneurs, and political leaders of the future; and

WHEREAS, our communities, teachers, parents, and students benefit greatly from good leadership, vision, and motivation provided by Alaska's school principals and their ability to facilitate successful programs and implement purposeful curriculum to meet the educational needs of every student; and

WHEREAS, we express our deep appreciation for the hard work and dedication of Alaska's school principals and their foundational contributions to a prosperous future for Alaska's students and our state as whole.

NOW THEREFORE, I, Bill Walker, GOVERNOR OF THE STATE OF ALASKA, do hereby proclaim October 2015 as:

School Principal Recognition Month

in Alaska, and encourage all Alaskans to recognize the important role principals play in providing successful schools that will prepare Alaska's youth for future success.

Dated: September 21, 2015



Bill Walker

*Bill Walker, Governor
who has also authorized the
seal of the State of Alaska to
be affixed to this proclamation.*

Valdez City Schools Plan of Service for Gifted Students

July 2015- July 2020

Assurance

By my signature below, I assure that

Valdez City School District

Will provide personalized instruction for Gifted and Talented Students, ages 3-21 years of age pursuant to Title IV, Chapter 52 of the Alaska Administrative Code and the plan and procedures described herein.

Jim Nygaard(Superintendent, Valdez City School District)

Date of Signature: _____

School Board Approval: _____

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Gifted & Talented Plan of Service

Philosophy Statement:

Valdez City School District believes in differentiated education for gifted children wherever the need arises. Gifted and talented students shall include those students who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas. By cultivating these areas, the individual and society will benefit. The district acknowledges that all the resources of these children's environment (home, school, community) are important to them reaching their fullest potential. To this end, the District will fulfill its obligation as stated in Alaska Statutes, Article 4, Section 14.30.352 (Attachment A), to help develop the special qualities of each gifted child.

Research Basis: The Valdez City School District's plan for services for gifted and talented students is based primarily on this document: The National Association for Gifted Children (NAGC) <http://www.nagc.org> and RTI Action Network (<http://www.rtinetwork.org>).

Instruction Model

It is the function of Valdez City Schools to stimulate interest in learning with emphasis on the intellectual and social-emotional growth. It is the intention of Valdez City Schools to foster the growth and development of each student by nurturing and instructing their unique gifts with sensitivity to their individual needs.

These needs are best met on an ongoing daily basis, within the general education environment, by an appropriately trained school staff with access to adequate resources. This is not the responsibility of one person. All school district staff including administrators, teachers, interventionists, related support staff, gifted and talented coordinator, psychologists and counselors, as well as parents, must be involved in planning, implementing, supporting, and evaluating the educational services provided to our students. The students themselves have the responsibility to take advantage of the opportunities and services provided for them.

The Valdez City Schools will utilize the Response to Intervention (RtI) three-tiered model and the Valdez Comprehensive Evaluation Model as a systemic approach to serving intellectually and academically gifted students.

The RtI process begins at Tier 1. Tier 1 instruction consists of high quality core curriculum, which is differentiated to meet various student needs. Students with advanced learning needs in any academic subject are identified through use of a balanced series of assessments. If the assessment data shows that a student's learning needs are beyond the level that can be met through classroom differentiation, gifted interventions will be implemented to provide more challenge and/or a faster pace of learning. This is Tier 2 of the RtI model. Student progress will be monitored on an ongoing basis to ensure that students are continually learning at an appropriate level and pace. A small number of highly gifted students may need more than what can be provided at Tier 2. These students will be provided with Tier 3 interventions, which are more intensive and individualized. Tier 3 intervention may include accelerated instruction/curriculum.

Paired with appropriate instruction and intervention is the availability of student support services. School guidance counselors provide social/emotional support as well as course and career planning services.

The key to making this model work for G/T students is ongoing staff development, school-wide collaboration, and family involvement.

Students gifted in areas other than intellectual/academics must also be identified and served. Opportunities to develop leadership, creativity, and artistic gifts should be available across the curriculum and through student involvement in extra-curricular and community activities.

Plan

1. To develop a plan to screen and identify GT students in the district.
2. Develop a program to serve the needs of qualified students.
 - A. Each learner will be involved in the development of his/her program.
 - B. The student will choose the means to pursue a study when given a choice.
3. An educational support system will be developed by the Student Learning Plan Team (SLP).
 - A. Resources will be made available to implement the program.
 - B. The support system will be responsible for implementing the goals and objectives contained in the plan.
4. The program will provide information and training for those directly and indirectly responsible for the identified students.
 - A. Teacher training on identification and curriculum development will be conducted.
 - B. Information regarding characteristics of the gifted and talented will be placed in the district newsletter.

Long Term Goals

- Develop in students the use of higher mental abilities such as analysis, decision-making, and synthesis of a variety of information and subjects.
- Provide students with high-quality, engaging, and intellectually challenging curriculum that meets their present and future academic needs.
- Provide students with appropriate curriculum activities that help develop cognitive, effective, and social skills.

Short Term Goals

- Students will select a topic of their interest and pursue a self-selected problem in original research, mathematic, science, art, writing, theater, web homepage design, and so on- that leads to an original product or service for an authentic audience.
- Students will present information gained to other students by class reports, presentations, displays, bulletins board etc.
- Incorporate independent study courses when appropriate to allow students to pursue areas of interest.

Child find & Identification Procedures

The G/T Program Coordinator will annually supervise the following activities:

1. Public Awareness - Each year, the district conducts activities for creating public awareness of the needs of G/T children in the following ways:
 - Announcements in local newspaper and/or the school bulletins.
 - Announcements made at in-school staff meetings
 - Notices posted around the community to include grocery stores, the post office, banks, libraries, the public health office, public community offices, and schools.

2. **Referral** – Referrals may be submitted to the principal or Director of Special Education by any of the following persons: parents, legal guardians, teachers, school administrators, counselors, and/or community agencies. Students who have been identified in other school districts for G/T programs will need to meet the requirements of the VCSD G/T Program in order to qualify for program services. VCSD GT referrals are made utilizing a standard referral form.
3. **Screening** – Upon receipt of a G/T referral, Student Learning Plan-Team members shall determine the need for further evaluation based on a screening of information to include a review of the student’s cumulative file for report card grades, teacher anecdotal data, and standardized test scores. Also included will be documentation of efforts to meet the students’ needs in the regular classroom and the results of those efforts. If the screening supports the probability of requiring services, the school will proceed with the evaluation. If the evidence does not support the referral, the parent will be given notice of the district’s decision not to proceed with the evaluation and the reason(s) for this decision.

Roles/Responsibilities

The primary responsibilities of various stakeholders involved in the delivery of Gifted and Talented Educational Services include, but are not limited to, those listed below:

Teachers (all content areas)

- Screen/pre-assess and review data to identify students in need of challenge/enrichment, including those who may be underachievers or twice exceptional.
- Ensure differentiated lessons include options for advanced students
- Notify and collaborate with G/T Coordinator for students requiring Tier 2/3 gifted interventions.
- Guide and support students in learning how to self-advocate
- Communicate and collaborate with parents and other school personnel to meet the learning needs of students with special gifts and talents
- Engage in professional development activities related to gifted education

Counselors

- Assist in the identification of students in need of advanced learning opportunities
- Provide students with individual and group counseling
- Collaborate with parents and other school personnel to maximize opportunities for students with gifts and talents
- Engage in professional development activities related to gifted education

School Psychologists

- Assist in the review of data and identification of students with advanced learning needs
- Provide additional diagnostic testing as needed

G/T Coordinator

- Review data to help identify students with advanced learning needs
- Collaborate with teachers and other school personnel for students in need of Tier 2/3 gifted interventions
- Collaborate with counselors for students in need of support/guidance
- Conduct classroom searches for students with talents in the areas of leadership, creativity, and the arts
- Maintain records on students with gifts and talents
- Communicate and collaborate with parents and other school personnel to meet the learning needs of students with gifts and talents
- Work with administrators to ensure G/T plan is effectively implemented throughout the district
- Manage resources for Gifted and Talented Educational Services

Administration

- Convene Student Learning Plan meetings for students in need of Tier 3 gifted interventions
- Provide professional development opportunities in the area of gifted education
- Ensure that “intervention time” includes opportunities for those in need of gifted intervention/enrichment

- Allow for flexible/creative scheduling so that gifted students have opportunities to work with similar ability peers.
- Ensure adequate resources are available for meeting gifted educational needs
- Participate in Student Learning Plan meetings for students requiring Tier 3 interventions
- Work with G/T Coordinator and other school personnel to ensure G/T plan is effectively implemented throughout the district

Parents

- Provide opportunities and encouragement for their children to explore a wide variety of activities, books, movies, art, music, cultures, and other experiences
- Communicate and collaborate with school personnel in efforts to identify and meet student learning needs
- Guide and support their children in learning how to cope with both failure and success
- Guide and support their children in learning how to advocate for himself/herself

Program Criteria

The following are the criteria for entry into the G/T Program. The district utilizes a system of balanced assessment from multiple criteria to determine student with gifted and talented needs, which may include pre-assessment/screening data, reading benchmark data, standardized test data, rating scales, classroom assessment/products, nominations, and/or teacher observation. If the Student Learning-Team believes that factors such as cultural and economic have adversely affected student's eligibility, it may waive or make adjustments to the criteria via a written report. After formal evaluations are completed by qualified personnel, parents, teachers, and the principal, a determination of whether or not the student is eligible to participation in the G/T Program will be made.

Eligibility Criteria

1. All of the following:
 - A. Score 130 or above on an intellectual ability test. Score in the 97th percentile on overall intellectual ability test.
 - B. Score in the 97th percentile or above in at least 5 out of 6 subject areas on an individual academic/educational achievement test or above proficient/advanced on all areas of an academic/educational standardized test.
2. Two of the following:
 - A. **HIGH ACHIEVEMENT** - 3rd grade and above are eligible in this category; requires advanced levels on standardized tests and report cards for three consecutive years in BOTH Language Arts and Math.
 - B. **SPECIFIC ACADEMIC ABILITY**- 4th grade and above are eligible for identification in this category; requires three consecutive years of advanced levels on standardized tests and report cards in a tested academic area.
 - C. **INTELLECTUAL** – Kindergarten through 5th grade are eligible for identification in this category; requires markedly advanced levels of performance on standardized tests and progress reports with demonstration of astute intelligence in relation to their peers; eligibility is determined by using the district matrix. (Attachment C)

- D. **TALENTED** – Kindergarten and above are eligible for identification in this category; Talented Education Programs include Visual Art, Music, or Theatre. Students are to demonstrate exceptional talent in one of these arts areas.

Four and Five Year Olds

When parent (s)/guardian(s) of four and/or five year old children make the district aware of their child's accelerated abilities, the building principal, will meet with the parent(s)/guardian(s) to determine if the Early Admission procedure should be utilized. The purpose of the Early Admission procedure is to identify children who are academically superior in all areas of development and demonstrate a superior degree of readiness for the demands of kindergarten or first grade. See Board Policy 5111 (b)

Identification & Selection

The identification and selection for the G/T Program will be done by a team composed of at least the following members:

- Parent/Legal Guardian
- Regular Classroom Teacher
- Resource Teacher
- District Representative

The Student Learning Plan-Team members will review all documentation and assessment data before making a determination of whether or not the student is eligible for participation in the G/T Program.

- Documentation that supports entry to VCSD G/T Program may include teacher observations and documentation of modification attempted, samples of student work, formative assessments, standardized assessments, grades, and/or state required assessment etc.

- Data may include review of intelligence, academic/educational, and/or standardized profile, nomination forms, anecdotal narratives, grade average, student-interest surveys, student interviews, and completion of the Gifted Evaluation Scales.

Once a student has been identified as G/T, the SLP-Team members will address the following issues in writing to determine if special facilities, equipment, or methods are required in order to make the student's educational program effective.

1. What needs of the student are not presently being met in the regular classroom?
2. Which of at least one of the following are needed to make the student's educational program effective? Explain the basis of the selection.
 - A. Advance placement or acceleration in particular subject area
 - B. Access to people or material resources not normally available in general education classroom
 - C. Instruction in subject area or skills not available in classroom
 - D. Different learning climate/environment than that in classroom
 - E. Special equipment or facilities not normally found in classroom
 - F. Other

Program Choices & Curricular Alternatives

Once the SLP-Team members determine student eligible for the G/T Program, the SLP-Team members will meet to develop the Student Learning Plan. Program choice and curricular alternatives that are available to G/T students are, but not limited to the following:

1. Accelerated instruction and materials in the area of strength with the regular classroom. Student covers the same material as other children in their class, but completes work that is at significantly higher level and challenge. Acceleration is considered as an option on an individual basis when determined by the Team to be in the best academic interest of the G/T student. The elementary program offers an ongoing acceleration program in Math and Language Arts.

2. G/T students at the elementary have the option of participating in a pullout program that allows the student to pursue areas of special interests, when offered.
3. Within-class grouping includes separating students in each class for small-group instruction, usually according to reading or math ability. Within-class grouping also includes cooperative learning, in which two to four students with similar interest, master materials or produce a group answer to a problem; skill groups, in which small groups work on specific skills (e.g., math or reading); group created to complete projects of various types; and peer teaching.
4. Placement in a higher grade for instruction in an area of strength. This most often happens with math because it is so sequential. For instance, the SLP may determine that it is the best interest of the G/T middle school student to enroll in some selected high school math classes. Students who take high school classes during middle school will be offered a choice at the beginning of the freshman year in high school to have these classes included on their high school transcript.
5. Placement in an advanced multi-grade level class in the GT/SPED Classroom. Along with reading and writing, the use of inquiry techniques and discussion is a major focus of this class.
6. Mentorships with people skilled in a field of interest to the students.
7. Independent study sessions can be designed for students to pursue in depth a topic of their choice. Typically, a small group of students meet once or twice a week in the GT/SPED classroom to work individually or in a group to develop a project related to their interest, which they then display or share in some way.
8. Students gifted in arts receive special attention within their regular art class and also have a chance to further develop their skills in special art classes that may be offered during or after school, depending on scheduling.
9. High school students who have completed course offerings in their subject of interest will be given opportunity to enroll in higher-level correspondence, online courses, and dual credit classes. Online learning courses will be free of charge if they are available from the online providers VCSD has under contract. In addition, high school G/T students may enroll in the Project Learning elective course (when offered) to pursue independent projects or internships to investigate individual interests/talents.

10. Credit by examination is through successful completion of tests; through these programs student can demonstrate mastery of college level material and be eligible for college credit (Advanced placement and the College Level Examination Program are two examples.)
11. Early entrance to school is an acceleration type of program, where a gifted child who shows readiness to perform schoolwork enters kindergarten or first grade one to two years earlier than the usual starting age.

Parent Notification and Participation

Parents/legal guardians will receive written notification when their child has been identified to participate in the G/T Program and will be given the opportunity to decline participation. Notification will include a narrative description of the type of programs available to their student.

Cost of Services

The evaluation and services of the G/T Program will be provided at no cost to the parents/legal guardians other than those fees that are normally charged to students as part of the regular education program.

Re-evaluation

A re-evaluation of each student is conducted at least once every three years or sooner if a need arises. The assessment does not need to duplicate the original evaluation, but should provide evidence of continued eligibility for G/T placement. Group academic/educational achievement tests can be used in place of individual assessment for those students who are obviously still in need of and eligible for the program.

Annual Review

Since a student's educational needs are continually changing, (either because of individual changes or class placement decisions) it is understood that just because a student qualifies for the G/T Program one year, it doesn't necessarily mean that he/she will qualify every year.

A student may enter and exit the program several times throughout his/her 13 years of public schooling, but once a student has been identified as gifted based on district criteria, the student will not normally have to be re-identified if he/she is entered, exited, and then re-entered within three years of the initial evaluation.

Exiting the Program

If a student is not succeeding in the G/T Program, the SLP-Team should meet to discuss the situation and decide if the student should be decertified and exited from the G/T Program or whether the plan needs to be altered.

Sometimes a student fails to do the work because of insufficient task commitment. In this case, the student, teacher, and parent should set specific requirements for remaining in the program, set a time during which those requirements must be met, and exit the student at an SLP-Team meeting if requirements are not met.

Requests made by students, parents or staff for exit due to personal or family, reasons will be considered by the SLP-Team.

Gifted and Talented Program Review

The Superintendent and/or the Director of Special Education shall review the G/T Program at least once every year.

Attachment A

Alaska Statutes, Article 4, Section 14.30.352

Programs for gifted children. (a) Every school district shall establish education services for gifted children that provide for student identification, student eligibility, student learning plans, and parental and student participation, including an appropriate review process, consistent with regulations adopted by the department.

(b) State reimbursement for transportation of gifted children shall be as provided for transportation of all other pupils, except that eligibility for reimbursement is not limited to transportation between the child's residence and the school, but shall also include transportation between a school and another location of instruction as routinely required by the gifted education program of the district.

Valdez City School District
 Gifted and Talented Student Referral Form

Child's Name:	School:	Grade:
Referred by:	Date:	DOB:
Parent Phone Number:	Parent Address:	

**Please note: The VCSD recognizes the unique educational needs of truly gifted students and offers services to assist in making their education more challenging and enriching. The VCSD's Gifted and Talented Program is limited to those students abilities are so above grade-level that their needs cannot be met in the regular classroom program even with accommodation.*

**Directions: In completing this referral form, please circle the number that most accurately describes this student's level in each of the following areas. A #1 represents a major challenge and a #5 represents a major strength. Please answer the following questions, attach appropriate documentation, sign, and turn the form into the principal or special education director.*

Superior Academic Performance Specify Subjects:	1	2	3	4	5
Superior Ability Specify Areas:	1	2	3	4	5
Task Commitment	1	2	3	4	5
Creativity	1	2	3	4	5
Leadership	1	2	3	4	5
Visual/Performance Arts	1	2	3	4	5

1. Why is this student being referred to the Gifted and Talented Program?

2. What modifications or other steps have been taken to meet the student's needs within the regular education program/classroom?

***Please attach documentation that will support this referral (i.e. grades, standardized test scores, verification of student participating in a G/T program with another district etc.)**

Signature: _____ Date: _____

Site Administrator's Recommendation (Please Initial):

_____ I have reviewed this referral and screening information and I agree that this student should be evaluated for the G/T Program.

_____ I have reviewed this referral and screening information and I do not agree that this student should be evaluated for the G/T Program for the following reason(s):

Parent Notification of Referral for Evaluation for Gifted Program

Date: _____

Dear: _____

Your child has been referred for consideration for the Valdez City School District’s (VCSD) Gifted and Talented Program. VCSD recognizes that a student may sometimes have abilities that are so superior to the average student that their needs cannot be met through the regular educational program. We provide special services to assist in enriching and challenging these students.

This letter is designed to accomplish two items. First to let you know that your child has been referred to the district’s Gifted and Talented (G/T) Program and second to let you know the status of that referral which is marked below.

_____ The information does not support the likelihood that your child will qualify for the VCSD’s G/T Program; therefore, no further assessment will take place. (Please see the attached referral for the reason).

_____ The information provided supports the likelihood that your child is gifted; therefore, he/she will need to have further assessment to verify this. The evaluation requires your permissions and is outlined below. To qualify for VCSD’s G/T Program, your child will be assessed in the following areas: (1) Classroom, (2) Intellectual Ability, (3) Academic Achievement, (4) Gifted Characteristics and/or Gifted Visual Arts.

If you agree to proceed with the evaluations, please sign below. A copy of this page with you signature will be returned to you upon receipt. Evaluations will be completed within 90 school days. Please feel free to contact the school at **834-4713** if you have any questions.

Cordially.

Principal



I give consent for VCSD to complete the evaluations outlined above to determine whether or not my child is eligible for the VCSD’s G/T Program.

Parent/Legal Signature: _____ Guardian

Date: _____

Gifted and Talented Evaluation Summary and Eligibility Report

Note: Score 130 or above on WISC-R or Score in the 98th percentile in overall intellectual ability based on another individual intelligence test.

Parent Observation/Input	Provided by _____ Date _____
Intellectual Ability	Provided by _____ Date _____
Academic Achievement	Provided by _____ Date _____
Other:	Provided by _____ Date _____
Other:	Provided by _____ Date _____
Other:	Provided by _____ Date _____

Does the student require specially designed instruction in order to make the educational program effective?	Yes	NO
Does the student consistently complete exemplary classroom work?	Yes	No
Does the student consistently require additional work/activities beyond the classroom?	Yes	No
Does the student consistently require more advanced curriculum than the rest of the classroom?	Yes	No
Will the student's education be adversely affected if not provided with services through the G/T Program? How?	Yes	No

ILP Team Decision/ Signatures:

_____ The student does meet the criteria as outlined by his/her intellectual ability, achievement scores, assessment profiles, and classroom achievement; therefore, is eligible for the VCSD's GT Program.

_____ The student does meet the criteria as outlined by his/her intellectual ability, achievement scores, assessment profiles, and classroom achievement; therefore, is **NOT** eligible for the VCSD's GT Program.

Parent/Legal
Guardian: _____ Date: _____

Regular
Teacher: _____ Date: _____

G/T and or SpED
Teacher: _____ Date: _____

District Representative: _____ Date: _____

**STUDENT PLAN OF SERVICE
FOR G/T PROGRAM**

NAME:	DOB:	GRADE:
GRADE:	PLAN DATE:	
ANNUAL REVIEW DATE:	RE-EVALUATION DATE:	

SLP Team Signatures:

Parent/Legal Guardian: _____

Regular Teacher: _____

SpEd/GT Teacher: _____

District Representative: _____

Student's strengths:

Student's Goal:

Parent's Goals For Student

Parent/teacher/student's concern or comment:

Student Placement:

Reasons for Placement:

Accommodation Needed

VALDEZ CITY SCHOOLS
NOMINATION OF STUDENT FOR GIFTED PROGRAM

Student Name _____ Grade _____ Age ____ Birthdate _____
 Teacher Name _____ Parent Name(s) _____ Today's Date _____
 Rater Name _____ Subject area of referral _____

The following is a list of characteristics. We are interested in knowing whether or not the nominated student has demonstrated all or some of these characteristics. Please complete the form as thoroughly as you can.

	No	Yes	Some- times	Comments
1. Reads widely and a great deal.....	_____	_____	_____	_____
2. Outstanding in an academic area (which).....	_____	_____	_____	_____
3. Wide range of interests	_____	_____	_____	_____
4. Is a risk taker, adventuresome.....	_____	_____	_____	_____
5. Likes to solve problems	_____	_____	_____	_____
6. Large vocabulary for age (oral/written).....	_____	_____	_____	_____
7. Above average language development	_____	_____	_____	_____
8. Knows a great deal about many subjects (which).....	_____	_____	_____	_____
9. Desires to excel (motivated)	_____	_____	_____	_____
10. Learns quickly and easily if motivated	_____	_____	_____	_____
11. Enjoys complexity	_____	_____	_____	_____
12. Keen sense of humor.....	_____	_____	_____	_____
13. Anticipates outcomes (cause/effect relationships).....	_____	_____	_____	_____
14. Excellent memory	_____	_____	_____	_____
15. Long attention span.....	_____	_____	_____	_____
16. Sets own goals (realistic)	_____	_____	_____	_____
17. Examines others' opinions before acceptance	_____	_____	_____	_____
18. Forms own opinions and judgments	_____	_____	_____	_____
19. Interested in "adult" subjects such as politics, current events, religion, world problems	_____	_____	_____	_____

Scoring Matrix

DATE : _____ GRADE: _____

STUDENT'S LEGAL NAME: _____ Last name, First name, Middle name

MEASURE	Record the student's most recent scores in the appropriate space. Circle the weighting factor that corresponds to the obtained scores. Total the weighted scores.							Score /4
INTELLECTUAL ABILITY	SCALE	I.Q. SCORES:	130+	129-125	124-120	119-116	<input type="checkbox"/> 115	
WISC IV or K-BIT 2	FULL SCALE		4	3	2	1	0	/4
WISC IV/K-BIT 2	VERBAL		4	3	2	1	0	/4
WISC IV/K-BIT 2	PERFORMANCE		4	3	2	1	0	/4
WISC IV/K-BIT 2 TOTAL	GAI							/12
ACADEMIC (WJIV) ACHIEVEMENT		%ILE SCORE	99-96 %ILE	93-95 %ILE	92-90 %ILE	89-85 %ILE	<input type="checkbox"/> 85 %ILE	
MAPS	MATHEMATICS CONCEPTS		4	3	2	1	0	/4
	MATHEMATICS PROBLEM SOLVING		4	3	2	1	0	/4
	READING COMP.		4	3	2	1	0	/4
	READING VOC.		4	3	2	1	0	/4
ALASKA MEASURES OF PROGRESS		SCORE	ADV >500	ADV <500	PROF			
	READING TOTAL		4	3	1			/4
	WRITING TOTAL		4	3	1			/4
	MATH TOTAL		4	3	1			/4
TOTAL								/12
TEACHER RATING SCALE	SCALE	SCORE	48+	40-47	30-39	<input type="checkbox"/> 30		
	TEACHER		4	3	1	0	/4	
TOTAL								/32 /28

Add the WISC IV/K-BIT 2 scores to either the MAPS or STATE ASSESSMENT scores and then to the teacher rating score for the TOTAL Score out of 48. Student qualifies when scores are 45/48 or higher.

Gifted Program Teacher Checklist

Name: _____ Grade: _____ Date: _____

School: _____ Teacher: _____ How long have you known this student? _____

Directions: Please read the statements carefully and place a check in the box according to the following scale of values:

1. Seldom or never observed the characteristic
2. Occasionally observe this characteristic
3. Often observe this characteristic
4. Almost always observe this characteristic

	1	2	3	4
Part I Learning Characteristics				
1. Has unusually advanced vocabulary for age or grade; uses words in a meaningful way; communicates with richness of expression, elaboration and fluency.				
2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of children his/her age).				
3. Has quick mastery and recall of factual information.				
4. Has rapid insight into cause and effect relationships; tries to discover the how and why of things; asks many provocative questions.				
5. Has a ready grasp of subtle concepts and can quickly make valid generalizations about events, people or things; looks for similarities and differences in events, people and things.				
6. Is a keen and alert observer; usually sees more or gets more out of a story, film or book than others.				
7. Read a great deal independently; usually prefers advanced level books, seeks difficult material.				
8. Tries to understand complex material. Analyzes and reasons; sees logical relationships.				
Total of Learning Characteristics value scale				
Part II Motivational Characteristics				
1. Becomes absorbed and truly involved in certain topics or problems of interest.				
2. Is persistent in completing challenging tasks.				
3. Loses interest with routine tasks.				
4. Is self-motivated.				
5. Exhibits perfectionist tendencies; is self-critical; is not easily satisfied with own work.				
6. Has sophisticated sense of humor.				
7. Is aware of global/social issues in which many of their peers are not interested.				
8. Challenges opinions and ideas.				
9. Initiates activities and demonstrates leadership qualities.				
10. Is concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.				
Total of Motivational Characteristics value scale				
Combined Total For Learning And Motivational Characteristics				

References

- Davis, Gary. A, Rimm Sylvia. B & Siegle, Del (2011). Characteristics of Gifted Student, In Sixth Edition, *Education of the Gifted and Talented*: Pearson Learning.
- Harvey, S. & Goudvis. Anne(2000). *Strategies That Work: Teaching Comprehension to Enhance Understanding* . Markham, ON: Pembroke Publishers, Ltd.
- Jones, Leo (2007). *The Student-Centered Classroom*. New York: Cambridge University Press.
- Sousa, D. (2009). Challenging the Gifted Brain. In *How The Gifted Brain Learns* (2nd ed., p. 45). Thousand Oaks, California: Corwin.
- Winebrenner, S., Rimm, S. (2001). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented*. Minneapolis, MN: Free Spirit Publishing.

Valdez City Schools

P.O. Box 398

Valdez, Alaska 99686

**BUDGET AMENDMENT REQUEST
16-1**

Justification for Amendment

Each year in the budget process, we estimate the movement on the salary schedule our current staff will do, and also the education and years of experience the new hires will bring. This amendment reflects actual salaries for our current staff. The original FY16 budget reflected an estimated 21.78% increase in health insurance costs. The actual 'premium' for health insurance increased by 46.88%. This amendment reflects that increase.

SUBMITTED ON: October 6, 2015

REQUESTED BY: Amber Cockerham

Actions to be taken:

ACCOUNT NUMBER	LINE ITEM DESCRIPTION	CURRENT BUDGET	INCREASE	DECREASE	AMENDED BUDGET	NARRATIVE JUSTIFICATION FOR EACH CHANGE
100.0xx.100.315	Regular Instruction Salaries	\$3,028,534.00	\$32,702.00		\$3,061,236.00	
100.0xx.100.36x	Regular Instruction benefits	\$1,590,804.63	\$6,928.00		\$1,597,732.63	
100.0xx.160.315	Vocational Ed Salaries	\$143,656.00		\$55,683.00	\$87,973.00	
100.0xx.160.36x	Vocational Ed Health benefits	\$55,800.00		\$14,988.00	\$40,812.00	
100.0xx.200.315	Special Ed Salaries	\$593,278.00	\$24,366.00		\$617,644.00	
100.0xx.200.323	Special Ed Aide Salaries	\$422,386.00		\$44,901.00	\$377,485.00	
100.0xx.200.36x	Special Ed benefits	\$492,300.00		\$7,335.84	\$484,964.16	
100.0xx.300.315	Support Serv-Students Salaries	\$179,620.00	\$4,575.00		\$184,195.00	

ACCOUNT NUMBER	LINE ITEM DESCRIPTION	CURRENT BUDGET	INCREASE	DECREASE	AMENDED BUDGET	NARRATIVE JUSTIFICATION FOR EACH CHANGE
100.0xx.300.36x	Support Serv-Studentsbenefits	\$105,014.87	\$875.57		\$105,890.44	
100.0xx.100.361	Regular Instruction Health Ins	\$946,800.00	\$224,400.00		\$1,171,200.00	
100.0xx.110.361	Technology Health Ins	\$50,200.00	\$9,600.00		\$59,800.00	
100.0xx.120.361	Bilingual/Bicultural Health Ins	\$42,000.00	\$8,400.00		\$50,400.00	
100.0xx.160.361	Vocational Education Health Ins	\$46,000.00		\$18,200.00	\$27,800.00	
100.0xx.200.361	Special Education Health Ins	\$553,100.00	\$67,200.00		\$620,300.00	
100.099.220.361	Special Ed-Support Health Ins	\$49,000.00	\$9,600.00		\$58,600.00	
100.0xx.300.361	Support Serv-Students Health In	\$69,000.00	\$14,400.00		\$83,400.00	
100.0xx.350.361	Support Serv-Inst. Health Ins	\$149,400.00	\$28,800.00		\$178,200.00	
100.0xx.400.361	Building Admin Health Ins	\$69,000.00	\$14,400.00		\$83,400.00	
100.0xx.450.361	Building Admin-Support Health In	\$72,600.00	\$14,400.00		\$87,000.00	
100.099.510.361	District Admin Health Ins	\$47,000.00	\$12,000.00		\$59,000.00	
100.099.550.361	District Admin Support Health Ins	\$72,200.00	\$14,400.00		\$86,600.00	
100.099.600.361	Operations and Maint Health Ins	\$389,800.00	\$19,200.00		\$409,000.00	
255.099.790.361	Food Services Health Ins	\$146,920.00	\$29,880.00		\$176,800.00	
	TOTALS		\$536,126.57	\$141,107.84		

DRAFT #1 School Calendar 2016-2017 DRAFT #1

Due Date: July 1, 2016

District Name: Valdez City School District

School:

Approved By:

Title:

		Aug-16						Sep-16						Oct-16														
C	School Closes	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S						
E	End of Quarter		1	2	3	4	5	6					1	2	3							1						
H	Legal Holiday																											
I	Inservice Day	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8						
M	Parent-Teacher Conf Meeting reqts									H																		
N	Parent-Teacher Conf Not meeting reqts	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15						
O	School Opens										N											E						
S	Saturday School	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29						
T	Testing																				I							
V	Vacation Day															30	31											
W	Teacher Workday																											
X	Emergency Closure Day	2							0							1												
G	Graduation	12							20							21												
		13							22							21												
		Nov-16						Dec-16						Jan-17						Feb-17								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	Th	F	S	S	M	T	W	T	F	S	
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"DRAFT #2 School Calendar 2016-2017 DRAFT #2 October 2, 2015

Due Date: July 1, 2016 DRAFT #2--October 2, 2015

District Name: Valdez City School District

School:

Approved By:

Title:

		Aug-16						Sep-16						Oct-16														
C	School Closes	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S						
E	End of Quarter		1	2	3	4	5	6					1	2	3							1						
H	Legal Holiday												I	W														
I	Inservice Day	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8						
M	Parent-Teacher Conf Meeting reqts									H	O						N											
N	Parent-Teacher Conf Not meeting reqts	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15						
O	School Opens	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22						
S	Saturday School	28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29							
T	Testing			I																								
V	Vacation Day														30	31												
W	Teacher Workday																											
X	Emergency Closure Day	1							1						1													
G	Graduation	1							20						20													
		1							22						21													
		Nov-16						Dec-16						Jan-17						Feb-17								
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			1	2	3	4							1		1	2	3	4	5	6						1	2	3
	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
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1							2						# of Inservice Days:						# of Inservice Days:									
18							20						22						9									
18							# of Teacher Days: 20						23						10									

Form Number



Re: BUSINESS OFFICE REPORT
 From: Amber Cockerham
 Date: October 6, 2015

- ❖ The draft audit should be delivered to us by October 9th. It has been delayed due to the new GASB 68 regulations.
- ❖ We have currently spent 19.77% of our budget. At the same point in FY'15, FY'14, FY'13, and FY'12, we had spent 19.21%, 12.81%, 20.18%, and 18.7% respectively

	2015-16 Original Budget	2015-16 Amended Budget	2015-16 Spent	2015-16 Remaining
REGULAR INSTRUCTION	\$ 4,861,531.63	\$ 4,861,531.63	\$ 883,543.60	\$ 3,977,988.03
CURRICULUM	\$ 192,677.96	\$ 192,677.96	\$ 26,349.63	\$ 166,328.33
TECHNOLOGY	\$ 427,006.00	\$ 427,006.00	\$ 101,727.20	\$ 325,278.80
BILINGUAL/BICULTURAL VOCATIONAL EDUCATION	\$ 109,447.14	\$ 109,447.14	\$ 18,280.81	\$ 91,166.33
SPECIAL EDUCATION	\$ 255,224.26	\$ 255,224.26	\$ 28,065.69	\$ 227,158.57
SPECIAL ED SUPPORT	\$ 1,698,874.92	\$ 1,698,874.92	\$ 266,560.04	\$ 1,432,314.88
SUPPORT SERV-STDNTS	\$ 286,559.19	\$ 286,559.19	\$ 70,607.57	\$ 215,951.62
SUPPORT SERV-INSTR	\$ 294,684.89	\$ 294,684.89	\$ 53,006.90	\$ 241,677.99
BUILDING ADMIN BUILDING ADMIN SUPPORT	\$ 881,982.64	\$ 881,982.64	\$ 162,722.79	\$ 719,259.85
BUILDING ADMIN	\$ 459,570.85	\$ 459,570.85	\$ 119,365.02	\$ 340,205.83
SUPPORT	\$ 231,106.08	\$ 231,106.08	\$ 49,208.61	\$ 181,897.47
DIST ADMINISTRATION	\$ 333,732.54	\$ 333,732.54	\$ 73,151.68	\$ 260,580.86
SCHOOL BOARD	\$ 73,600.00	\$ 73,600.00	\$ 4,672.94	\$ 68,927.06
DIST ADMIN-SUPPORT	\$ 398,369.02	\$ 398,369.02	\$ 134,753.43	\$ 263,615.59
OPER/MAINTENANCE	\$ 3,472,173.01	\$ 2,430,521.11	\$ 512,513.39	\$ 1,918,007.72
LONG TERM LEASE			\$ 52,352.63	\$ (52,352.63)
TOTALS	\$ 13,976,540.13	\$ 12,934,888.23	\$ 2,556,881.93	\$ 10,378,006.30
TRANSPORTATION	\$ 557,689.36	\$ 557,689.36	\$ 15,791.75	\$ 541,897.61
COMMUNITY ED	\$ 1,041,651.90	\$ 1,041,651.90	\$ 219,648.59	\$ 822,003.31
FOOD SERVICE	\$ 741,804.65	\$ 741,804.65	\$ 138,640.47	\$ 603,164.18
PUPIL ACTIVITIES	\$ 497,486.06	\$ 497,486.06	\$ 52,584.10	\$ 444,901.96
CIP-Technology	\$ -	\$ -	\$ -	\$ -
TECHNOLOGY	\$ 125,000.00	\$ 125,000.00	\$ -	\$ 125,000.00
CIP-Building	\$ -	\$ -	\$ -	\$ -

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-99501	E	860 UNITED STATES POST OFFICE	1500.00	09/30/15	9/15	CL 26887	1500.00
-99500	E	125 PITNEY BOWES GLOBAL	401.04	09/30/15	9/15	CL 27281	401.04
-99499	E	410 FLEET SERVICES	1475.51	09/30/15	9/15	CL 27382	1475.51
-99498	E	125 PITNEY BOWES GLOBAL	115.23	09/30/15	9/15	CL 27386	115.23
-99497	E	125 PITNEY BOWES GLOBAL	115.23	09/30/15	9/15	CL 27387	115.23
-99496	E	125 PITNEY BOWES GLOBAL	122.22	09/30/15	9/15	CL 27388	122.22
-99495	E	1946 GCI COMMUNICATIONS CORPORATION	145.45	09/30/15	9/15	CL 27390	145.45
-99494	E	1588 UNITED PARCEL SERVICE	19.90	09/30/15	9/15	CL 27399	19.90
-99493	E	3164 BANK OF AMERICA	122.96	09/30/15	9/15	CL 27402	122.96
-99492	E	3164 BANK OF AMERICA	959.53	09/30/15	9/15	CL 27403	959.53
-99491	E	3164 BANK OF AMERICA	216.71	09/30/15	9/15	CL 27404	216.71
-99490	E	3164 BANK OF AMERICA	7899.39	09/30/15	9/15	CL 27405	7899.39
-99489	E	3164 BANK OF AMERICA	2000.24	09/30/15	9/15	CL 27408	2000.24
-99488	E	3164 BANK OF AMERICA	1856.74	09/30/15	9/15	CL 27406	1856.74
35440	C S	316 WASILLA MIDDLE SCHOOL	0.00	09/02/15	_____	CL 27133	
35441	C S	2825 MEYER, KYRA	0.00	09/02/15	_____	CL 27134	
35442	C S	3241 MEHLBERG, AMBER	0.00	09/02/15	_____	CL 27135	
35443	C S	811 REESE, MELISSA K	0.00	09/02/15	_____	CL 27136	
35444	C S	811 REESE, MELISSA K	0.00	09/02/15	_____	CL 27137	
35445	C S	1695 MOND, TAMRYN L	0.00	09/02/15	_____	CL 27138	
35446	C S	150 ANCHORAGE CHRISTIAN SCHOOLS	0.00	09/02/15	_____	CL 27139	
35447	C S	1436 PALMER HIGH SCHOOL	0.00	09/02/15	_____	CL 27140	
35448	C S	2776 JONAS, DAVID	0.00	09/02/15	_____	CL 27141	
35449	C S	2157 FIFAREK, TINA J	0.00	09/02/15	_____	CL 27142	

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35450	C S	3124 CUMMINS, TERESA C	0.00	09/02/15	_____	CL 27143	
35451	C S	281 RETALIA, SANDRA	0.00	09/02/15	_____	CL 27144	
35452	C S	3099 PRICE, CAROL COLLEEN	0.00	09/02/15	_____	CL 27145	
35453	C S	2724 PRICE, PHILIP	0.00	09/02/15	_____	CL 27146	
35454	C S	1186 A PLACE ON COHO BED AND BREAKFAST	0.00	09/02/15	_____	CL 27147	
35455	C S	1543 ALASKA, STATE OF	0.00	09/02/15	_____	CL 27148	
35456	C S	9 ARCTIC OFFICE PRODUCTS	0.00	09/02/15	_____	CL 27149	
35457	C S	148 COMBUSTION & CONTROL, INC.	0.00	09/02/15	_____	CL 27150	
35458	C S	148 COMBUSTION & CONTROL, INC.	0.00	09/02/15	_____	CL 27151	
35459	C S	148 COMBUSTION & CONTROL, INC.	0.00	09/02/15	_____	CL 27152	
35460	C S	1452 COTTER UNLIMITED	0.00	09/02/15	_____	CL 27153	
35461	C S	215 DEEL COMPUTER CORPORATION	0.00	09/02/15	_____	CL 27154	
35462	C S	228 EAGLE QUALITY CENTER	0.00	09/02/15	_____	CL 27155	
35463	C S	2876 FLEMING, DOUGLAS M	0.00	09/02/15	_____	CL 27156	
35464	C S	2608 GIUSTI, GIANNA	0.00	09/02/15	_____	CL 27157	
35465	C S	231 GOPHER SPORT	0.00	09/02/15	_____	CL 27158	
35466	C S	2510 MOEMS	0.00	09/02/15	_____	CL 27159	
35467	C S	3270 PANKAU, TIFFANY SUZANNE	0.00	09/02/15	_____	CL 27160	
35468	C S	3099 PRICE, CAROL COLLEEN	0.00	09/02/15	_____	CL 27161	
35469	C S	625 THE MOUNTAIN SKY HOTEL & SUITES	0.00	09/02/15	_____	CL 27162	
35500	* S	316 WASILLA MIDDLE SCHOOL	300.00	09/02/15	_____	CL 27133	300.00
35501	S	2825 MEYER, KYRA	90.00	09/02/15	_____	CL 27134	90.00
35502	S	3241 MEHLBERG, AMBER	90.00	09/02/15	_____	CL 27135	90.00
35503	S	811 REESE, MELISSA K	90.00	09/02/15	_____	CL 27136	90.00

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35504	S	811 REESE, MELISSA K	420.00	09/02/15	_____	CL 27137	420.00
35505	S	1695 MOND, TAMRYN L	80.00	09/02/15	_____	CL 27138	80.00
35506	S	150 ANCHORAGE CHRISTIAN SCHOOLS	30.00	09/02/15	_____	CL 27139	30.00
35507	S	1436 PALMER HIGH SCHOOL	24.00	09/02/15	_____	CL 27140	24.00
35508	S	2776 JONAS, DAVID	80.00	09/02/15	_____	CL 27141	80.00
35509	S	2157 FIFAREK, TINA J	60.00	09/02/15	_____	CL 27142	60.00
35510	S	3124 CUMMINS, TERESA C	60.00	09/02/15	_____	CL 27143	60.00
35511	S	281 RETALIA, SANDRA	100.00	09/02/15	_____	CL 27144	100.00
35512	S	3099 PRICE, CAROL COLLEEN	60.00	09/02/15	_____	CL 27145	60.00
35513	S	2724 PRICE, PHILIP	60.00	09/02/15	_____	CL 27146	60.00
35514	S	1186 A PLACE ON COHO BED AND BREAKFAST	900.00	09/02/15	_____	CL 27147	900.00
35515	S	1543 ALASKA, STATE OF	49.75	09/02/15	_____	CL 27148	49.75
35516	S	9 ARCTIC OFFICE PRODUCTS	2698.00	09/02/15	_____	CL 27149	2698.00
35517	S	148 COMBUSTION & CONTROL, INC.	3012.50	09/02/15	_____	CL 27150	3012.50
35518	S	148 COMBUSTION & CONTROL, INC.	2432.50	09/02/15	_____	CL 27151	2432.50
35519	S	148 COMBUSTION & CONTROL, INC.	13.48	09/02/15	_____	CL 27152	13.48
35520	S	1452 COTTER UNLIMITED	241.00	09/02/15	_____	CL 27153	241.00
35521	S	215 DEEL COMPUTER CORPORATION	1978.98	09/02/15	_____	CL 27154	1978.98
35522	S	228 EAGLE QUALITY CENTER	254.34	09/02/15	_____	CL 27155	254.34
35523	S	2876 FLEMING, DOUGLAS M	388.45	09/02/15	_____	CL 27156	388.45
35524	C S	2608 GIUSTI, GIANNA	0.00	09/02/15	_____	CL 27157	
35525	* S	231 GOPHER SPORT	1344.49	09/02/15	_____	CL 27158	1344.49
35526	S	2510 MOEMS	109.00	09/02/15	_____	CL 27159	109.00
35527	S	3270 PANKAU, TIFFANY SUZANNE	328.12	09/02/15	_____	CL 27160	328.12

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35528	S	3099 PRICE, CAROL COLLEEN	1076.61	09/02/15	_____	CL 27161	1076.61
35529	S	625 THE MOUNTAIN SKY HOTEL & SUITES	834.00	09/02/15	_____	CL 27162	834.00
35531 *	S	1140 PORRITT, DEEANN	200.00	09/04/15	_____	CL 27164	200.00
35532	S	3106 COPELAND, DEREK GEORGE	439.37	09/04/15	_____	CL 27165	439.37
35533	S	2968 MCKAY, BRUCE LLOYD	65.00	09/04/15	_____	CL 27166	65.00
35534	S	2829 FYTEN, DEREK R	476.32	09/04/15	_____	CL 27167	476.32
35535	S	3286 TONG, SYRILIN ANN	476.32	09/04/15	_____	CL 27169	476.32
35536	S	3086 MCKAY, ANDREW LLOYD	65.00	09/04/15	_____	CL 27170	65.00
35537	S	3296 REACH EDUCATION CONSULTING	3153.64	09/10/15	_____	CL 27172	3153.64
35538	S	3292 AGILE SPORTS TECHNOLOGIES	1600.00	09/10/15	_____	CL 27173	1600.00
35539	S	1718 SEDOR WENDLANDT, EVANS & FILIPPI, LLC	154.49	09/10/15	_____	CL 27174	154.49
35540	S	2105 BRYSON III, WILLIAM H	321.00	09/10/15	_____	CL 27176	321.00
35541	S	2583 LIDDELL, SARAH	53.00	09/10/15	_____	CL 27177	53.00
35542	S	309 EDELMAN, ELIZABETH E	8.00	09/10/15	_____	CL 27178	8.00
35543 C	S	3047 ALASKA CHIP COMPANY, LLC	0.00	09/10/15	_____	CL 27179	
35544 *	S	3298 SPECIAL MARKETS INS. CONSULTANTS, INC	1064.80	09/10/15	_____	CL 27180	1064.80
35545	S	3297 HOPE PH. D, CAROLEN A	5473.50	09/10/15	_____	CL 27181	5473.50
35546	S	16 ARTS DESIGN DEBRA YAMAKAMI	188.00	09/10/15	_____	CL 27182	188.00
35547	S	1623 RADOTICH, STEVE	65.00	09/10/15	_____	CL 27183	65.00
35548	S	1702 PORRITT, STANLEY C	65.00	09/10/15	_____	CL 27184	65.00
35549	S	1367 HUOT, ERIC L	65.00	09/10/15	_____	CL 27185	65.00
35550	S	2776 JONAS, DAVID	65.00	09/10/15	_____	CL 27186	65.00
35551	S	1695 MOND, TAMRYN L	65.00	09/10/15	_____	CL 27187	65.00
35552	S	2817 PORRITT, SCOTT H	65.00	09/10/15	_____	CL 27188	65.00

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35553	S	121 COPPER VALLEY ELECTRIC ASSOC	28966.04	09/10/15	_____	CL 27190	28966.04
35554	S	1140 PORRITT, DEEANN	200.00	09/16/15	_____	CL 27191	200.00
35555	S	2963 MOORE SR., SHANE S	65.00	09/16/15	_____	CL 27192	65.00
35556	S	3303 TISE, PAULINE L	65.00	09/16/15	_____	CL 27193	65.00
35557	S	2075 SNOW, DAVE	65.00	09/16/15	_____	CL 27194	65.00
35558	S	3145 WINGARD, TROY E	65.00	09/16/15	_____	CL 27195	65.00
35559	S	1971 WAGNER, FREDRICKA B	110.00	09/16/15	_____	CL 27196	110.00
35560	S	3304 TIEMESSEN, AMY L	521.32	09/16/15	_____	CL 27197	521.32
35561	S	3302 HAKEN, MILTON JEFFREY	544.12	09/16/15	_____	CL 27198	544.12
35562	S	1186 A PLACE ON COHO BED AND BREAKFAST	225.00	09/16/15	_____	CL 27199	225.00
35563	S	43 C.A.T. TRANSPORTATION	109.65	09/16/15	_____	CL 27200	109.65
35564	S	826 FIRST STUDENT, INC.	19073.40	09/16/15	_____	CL 27201	19073.40
35565	S	245 HARRIS SAND & GRAVEL INC	683.02	09/16/15	_____	CL 27202	683.02
35566	S	1535 HAYDEN, KATHY	44.42	09/16/15	_____	CL 27203	44.42
35567	S	749 HECKATHORN, JENNY	523.07	09/16/15	_____	CL 27204	523.07
35568	S	2776 JONAS, DAVID	65.00	09/16/15	_____	CL 27205	65.00
35569	S	1410 KELLER, KIMBERLEY A	120.00	09/16/15	_____	CL 27206	120.00
35570	S	3283 LALLY, DONNA M	1701.76	09/16/15	_____	CL 27207	1701.76
35571	S	2889 LANGSETH, WENDY M	199.68	09/16/15	_____	CL 27208	199.68
35572	S	3241 MEHLBERG, AMBER	65.00	09/16/15	_____	CL 27209	65.00
35573	S	2825 MEYER, KYRA	65.00	09/16/15	_____	CL 27210	65.00
35574	S	1695 MOND, TAMRYN L	65.00	09/16/15	_____	CL 27211	65.00
35575	S	1962 NAPA AUTO PARTS	55.92	09/16/15	_____	CL 27212	55.92
35576	S	2819 OVERDUYN, LEO J	60.00	09/16/15	_____	CL 27213	60.00

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35577	S	599 PROSPECTOR, THE	48.00	09/16/15	_____	CL 27214	48.00
35578	S	954 RADIO SHACK	55.97	09/16/15	_____	CL 27215	55.97
35579	S	1412 SOUTH CENTRAL HARDWARE, INC.	3342.60	09/16/15	_____	CL 27216	3342.60
35580	S	2827 YOUNG, CARL C	60.00	09/16/15	_____	CL 27217	60.00
35581	S	1683 AGS PUBLISHING	223.86	09/16/15	_____	CL 27218	223.86
35582	S	1805 ALASKAN INDUSTRIES, INC.	175.00	09/16/15	_____	CL 27219	175.00
35583	S	1267 AMAZON CREDIT PLAN	827.98	09/16/15	_____	CL 27221	827.98
35584	S	1591 APPLE COMPUTER, INC.	1149.00	09/16/15	_____	CL 27222	1149.00
35585	S	16 ARTS DESIGN DEBRA YAMAKAMI	1696.88	09/16/15	_____	CL 27223	1696.88
35586	S	16 ARTS DESIGN DEBRA YAMAKAMI	71.25	09/16/15	_____	CL 27224	71.25
35587	S	16 ARTS DESIGN DEBRA YAMAKAMI	505.00	09/16/15	_____	CL 27225	505.00
35588	S	16 ARTS DESIGN DEBRA YAMAKAMI	65.00	09/16/15	_____	CL 27226	65.00
35589	S	1191 ASAA	2540.00	09/16/15	_____	CL 27227	2540.00
35590	S	805 ASSOCIATED SUPPLY COMPANY INC.	374.52	09/16/15	_____	CL 27228	374.52
35591	S	1420 BARTLETT HIGH SCHOOL	40.00	09/16/15	_____	CL 27229	40.00
35592	S	1185 BYU INDEPENDENT STUDY	995.00	09/16/15	_____	CL 27230	995.00
35593	S	5 CDW-G GOVERNMENT INC	102.63	09/16/15	_____	CL 27231	102.63
35594	S	1661 COMPUTER RESOURCES, LLC	1795.01	09/16/15	_____	CL 27232	1795.01
35595	S	228 EAGLE QUALITY CENTER	101.08	09/16/15	_____	CL 27233	101.08
35596	S	2275 EVER LAST CLIMBING INDUSTRIES INC	2234.29	09/16/15	_____	CL 27234	2234.29
35597	S	120 FOLLETT SCHOOL SOLUTIONS INC	344.26	09/16/15	_____	CL 27235	344.26
35598	S	1987 LIDDELL, JESSICA I	27.44	09/16/15	_____	CL 27236	27.44
35599	S	548 NICHOLS SIGNS	4870.00	09/16/15	_____	CL 27237	4870.00
35600	S	1445 SU VALLEY JR/SR HIGH SCHOOL	40.00	09/17/15	_____	CL 27248	40.00

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35601	S	629 ADVANCE PIERRE FOODS	640.02	09/18/15	_____	CL 27239	640.02
35602	S	589 SCHWAN'S FOOD SERVICE, INC.	617.56	09/18/15	_____	CL 27240	617.56
35603	S	332 USDA COMMODITY PROGRAM/ ST OF ALASKA	229.68	09/18/15	_____	CL 27241	229.68
35604	S	920 FOOD SERVICES OF AMERICA	1922.90	09/18/15	_____	CL 27243	1922.90
35605	S	309 EDELMAN, ELIZABETH E	95.13	09/18/15	_____	CL 27244	95.13
35606	S	446 WILSON BROS. DISTRIB. CO., INC	4338.54	09/18/15	_____	CL 27245	4338.54
35607	S	446 WILSON BROS. DISTRIB. CO., INC	2949.64	09/18/15	_____	CL 27246	2949.64
35608	S	519 CHILDS, PAUL C	128.00	09/18/15	_____	CL 27247	128.00
35609	S	386 NORTH PACIFIC FUEL	6488.59	09/18/15	_____	CL 27249	6488.59
35610	S	2088 VALDEZ OFFICE SUPPLY	25.94	09/18/15	_____	CL 27250	25.94
35611	S	1213 THE ODOM CORPORATION	179.76	09/18/15	_____	CL 27251	179.76
35612	S	228 EAGLE QUALITY CENTER	36.42	09/18/15	_____	CL 27252	36.42
35613	S	330 AK STAFF DEVELOPMENT NETWORK	295.00	09/18/15	_____	CL 27255	295.00
35614	S	249 CARLILE TRANSPORTATION SYSTEMS, INC.	8.13	09/18/15	_____	CL 27256	8.13
35615	S	228 EAGLE QUALITY CENTER	813.54	09/18/15	_____	CL 27257	813.54
35616	S	537 FAR NORTH MEDIA, INC.	319.20	09/18/15	_____	CL 27258	319.20
35617	S	920 FOOD SERVICES OF AMERICA	4289.89	09/18/15	_____	CL 27259	4289.89
35618	S	920 FOOD SERVICES OF AMERICA	3312.18	09/18/15	_____	CL 27260	3312.18
35619	S	759 GRAINGER ELECTRIC	401.64	09/18/15	_____	CL 27261	401.64
35620	S	759 GRAINGER ELECTRIC	193.80	09/18/15	_____	CL 27262	193.80
35621	S	759 GRAINGER ELECTRIC	123.14	09/18/15	_____	CL 27263	123.14
35622	S	759 GRAINGER ELECTRIC	311.10	09/18/15	_____	CL 27264	311.10
35623	S	759 GRAINGER ELECTRIC	126.42	09/18/15	_____	CL 27265	126.42
35624	S	759 GRAINGER ELECTRIC	89.00	09/18/15	_____	CL 27266	89.00

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35625	S	2231 HALTNESS EQUIPMENT LLC	35.00	09/18/15	_____	CL 27267	35.00
35626	S	3191 HD MARINE LLC	421.66	09/18/15	_____	CL 27268	421.66
35627	S	749 HECKATHORN, JENNY	141.91	09/18/15	_____	CL 27269	141.91
35628	S	257 HOUGHTON MIFFLIN COMPANY	544.27	09/18/15	_____	CL 27270	544.27
35629	S	1668 JUNIOR LIBRARY GUILD	516.73	09/18/15	_____	CL 27271	516.73
35630	S	2899 KINETIC ELECTRIC, LLC	2200.00	09/18/15	_____	CL 27272	2200.00
35631	S	318 NASCO MODESTO	1483.00	09/18/15	_____	CL 27273	1483.00
35632	S	318 NASCO MODESTO	1584.55	09/18/15	_____	CL 27274	1584.55
35633	S	318 NASCO MODESTO	371.10	09/18/15	_____	CL 27275	371.10
35634	S	2579 NAT'L ASSOC OF SECONDARY PRINCIPALS	95.00	09/18/15	_____	CL 27276	95.00
35635	S	2819 OVERDUYN, LEO J	109.28	09/18/15	_____	CL 27277	109.28
35636	S	1625 PANORAMA NORTH	960.00	09/18/15	_____	CL 27278	960.00
35637	S	1666 PETRO MANAGEMENT SERVICES LLC	688.00	09/18/15	_____	CL 27279	688.00
35638	S	167 PIP PRINTING & DOCUMENT SERVICES	3061.75	09/18/15	_____	CL 27280	3061.75
35639	S	599 PROSPECTOR, THE	1739.22	09/18/15	_____	CL 27282	1739.22
35640	S	2787 PEARSON ASSESSMENTS	61.00	09/18/15	_____	CL 27283	61.00
35641	S	2787 PEARSON ASSESSMENTS	180.90	09/18/15	_____	CL 27284	180.90
35642	S	1633 RAVN ALASKA, INC.	1320.00	09/18/15	_____	CL 27285	1320.00
35643	S	1424 REALLY GOOD STUFF, INC	152.14	09/18/15	_____	CL 27286	152.14
35644	S	3280 SHEILA'S CERAMICS	360.00	09/18/15	_____	CL 27287	360.00
35645	S	3280 SHEILA'S CERAMICS	4537.40	09/18/15	_____	CL 27288	4537.40
35646	S	1264 STAN STEPHENS GLACIER & WILDLIFE CRUISES	3250.00	09/18/15	_____	CL 27289	3250.00
35647	S	495 STUSSER ELECTRIC COMPANY	221.15	09/18/15	_____	CL 27290	221.15
35648	S	1799 TIME FOR KIDS	231.92	09/18/15	_____	CL 27292	231.92

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35649	S	476 UNISOURCE WORLDWIDE, INC.	121.95	09/18/15	_____	CL 27293	121.95
35650	S	320 NORTHWEST TEXTBOOK DEPOSITORY CO.	1389.60	09/18/15	_____	CL 27294	1389.60
35651	S	152 NORTHERN OFFICE SUPPLY	195.49	09/18/15	_____	CL 27295	195.49
35652	S	2787 PEARSON ASSESSMENTS	175.25	09/18/15	_____	CL 27296	175.25
35653	S	1341 VALDEZ, CITY OF	1960.48	09/18/15	_____	CL 27298	1960.48
35654	S	1341 VALDEZ, CITY OF	45.00	09/18/15	_____	CL 27299	45.00
35655	S	790 VALDEZ U-DRIVE	339.25	09/18/15	_____	CL 27300	339.25
35656	S	446 WILSON BROS. DISTRIB. CO., INC	3334.80	09/18/15	_____	CL 27301	3334.80
35657	S	446 WILSON BROS. DISTRIB. CO., INC	4728.05	09/18/15	_____	CL 27302	4728.05
35658	S	446 WILSON BROS. DISTRIB. CO., INC	4986.05	09/18/15	_____	CL 27303	4986.05
35659	S	446 WILSON BROS. DISTRIB. CO., INC	4884.40	09/18/15	_____	CL 27304	4884.40
35660	S	446 WILSON BROS. DISTRIB. CO., INC	4633.85	09/18/15	_____	CL 27305	4633.85
35661	S	446 WILSON BROS. DISTRIB. CO., INC	4806.45	09/18/15	_____	CL 27306	4806.45
35662	S	446 WILSON BROS. DISTRIB. CO., INC	4929.65	09/18/15	_____	CL 27307	4929.65
35663	S	866 COCKERHAM, H LEA	45.00	09/18/15	_____	CL 27308	45.00
35664	S	333 CARGILL KITCHEN SOLUTIONS	231.50	09/24/15	_____	CL 27309	231.50
35665	S	313 ANADYR ADVENTURES, INC.	1920.00	09/24/15	_____	CL 27310	1920.00
35666	S	2843 KIMBLE, BRENDA G	111.90	09/24/15	_____	CL 27311	111.90
35667	S	1140 PORRITT, DEEANN	300.00	09/24/15	_____	CL 27312	300.00
35668	S	309 EDELMAN, ELIZABETH E	30.00	09/24/15	_____	CL 27313	30.00
35669	S	1186 A PLACE ON COHO BED AND BREAKFAST	525.00	09/24/15	_____	CL 27314	525.00
35670	S	228 EAGLE QUALITY CENTER	337.70	09/24/15	_____	CL 27315	337.70
35671	S	2776 JONAS, DAVID	65.00	09/24/15	_____	CL 27316	65.00
35672	S	1695 MOND, TAMRYN L	65.00	09/24/15	_____	CL 27317	65.00

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35673	S	2816 LANGSETH, RONAL J	80.00	09/24/15	_____	CL 27318	80.00
35674	S	2983 BACZUK, MINDI J	90.00	09/24/15	_____	CL 27319	90.00
35675	S	984 CREPIN, CATHY	90.00	09/24/15	_____	CL 27320	90.00
35676	S	1823 GILSON, THERESA A	420.00	09/24/15	_____	CL 27321	420.00
35677	S	2608 GIUSTI, GIANNA	90.00	09/24/15	_____	CL 27322	90.00
35678	S	1944 HALE & ASSOCIATES, INC.	50.00	09/24/15	_____	CL 27323	50.00
35679	S	1404 HEDMAN, LUCIA	90.00	09/24/15	_____	CL 27324	90.00
35680	S	508 ALASKA WINTER, INC.	1371.40	09/24/15	_____	CL 27325	1371.40
35681	S	476 UNISOURCE WORLDWIDE, INC.	1499.40	09/24/15	_____	CL 27326	1499.40
35682	S	1591 APPLE COMPUTER, INC.	1302.00	09/24/15	_____	CL 27327	1302.00
35683	S	215 DEEL COMPUTER CORPORATION	7802.52	09/24/15	_____	CL 27329	7802.52
35684	S	2704 IXL LEARNING INC	349.00	09/24/15	_____	CL 27330	349.00
35685	S	2358 NORTHWEST EVALUATION ASSOCIATION	375.00	09/24/15	_____	CL 27331	375.00
35686	S	2787 PEARSON ASSESSMENTS	130.35	09/24/15	_____	CL 27332	130.35
35687	S	1633 RAVN ALASKA, INC.	3960.00	09/24/15	_____	CL 27333	3960.00
35688	S	495 STUSSER ELECTRIC COMPANY	410.20	09/24/15	_____	CL 27334	410.20
35689	S	62 THE LAKEFRONT ANCHORAGE	387.00	09/24/15	_____	CL 27335	387.00
35690	S	62 THE LAKEFRONT ANCHORAGE	258.00	09/24/15	_____	CL 27336	258.00
35691	S	62 THE LAKEFRONT ANCHORAGE	258.00	09/24/15	_____	CL 27337	258.00
35692	S	62 THE LAKEFRONT ANCHORAGE	258.00	09/24/15	_____	CL 27338	258.00
35693	S	62 THE LAKEFRONT ANCHORAGE	258.00	09/24/15	_____	CL 27339	258.00
35694	S	2973 ARAMBURO, ALVIN N	65.00	09/24/15	_____	CL 27340	65.00
35695	S	1609 WALKOTTE, ROBERT M	459.37	09/24/15	_____	CL 27341	459.37
35696	C S	2829 FYTEN, DEREK R	0.00	09/24/15	_____	CL 27342	

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35697 *	S	375 SHARRAI, ADAM E	80.00	09/24/15	_____	CL 27343	80.00
35698	S	3314 WARD, JOHN R	65.00	09/25/15	_____	CL 27344	65.00
35699	S	3302 HAKEN, MILTON JEFFREY	544.12	09/25/15	_____	CL 27345	544.12
35700	S	2989 FAIRBANKS FOOTBALL OFFICIALS ASSOCIATION	1510.00	09/25/15	_____	CL 27346	1510.00
35701	S	3309 MCMILLIAN, ROBERT LEE	65.00	09/25/15	_____	CL 27347	65.00
35702	S	63 MORRISON, TRISTY	890.65	09/29/15	_____	CL 27348	890.65
35703	S	228 EAGLE QUALITY CENTER	305.10	09/29/15	_____	CL 27349	305.10
35704	S	1543 ALASKA, STATE OF	49.75	09/29/15	_____	CL 27350	49.75
35705	S	2481 VALDEZ CITY SCHOOLS	355.21	09/29/15	_____	CL 27351	355.21
35706	S	1543 ALASKA, STATE OF	49.75	09/29/15	_____	CL 27352	49.75
35707	S	249 CARLILE TRANSPORTATION SYSTEMS, INC.	115.07	09/29/15	_____	CL 27353	115.07
35708	S	228 EAGLE QUALITY CENTER	9.16	09/29/15	_____	CL 27355	9.16
35709	S	1365 LYONS, BARBARA J	81.40	09/29/15	_____	CL 27356	81.40
35710	S	2819 OVERDUYN, LEO J	135.00	09/29/15	_____	CL 27357	135.00
35711	S	1623 RADOTICH, STEVE	60.00	09/29/15	_____	CL 27358	60.00
35712	S	1702 PORRITT, STANLEY C	60.00	09/29/15	_____	CL 27359	60.00
35713	S	2817 PORRITT, SCOTT H	60.00	09/29/15	_____	CL 27360	60.00
35714	S	1367 HUOT, ERIC L	60.00	09/29/15	_____	CL 27361	60.00
35715	S	2816 LANGSETH, RONAL J	80.00	09/29/15	_____	CL 27362	80.00
35716	S	375 SHARRAI, ADAM E	80.00	09/29/15	_____	CL 27363	80.00
35717	S	2699 ATS ALASKA, INC.	210.00	09/29/15	_____	CL 27364	210.00
35718	S	5 CDW-G GOVERNMENT INC	63.92	09/29/15	_____	CL 27365	63.92
35719	S	2528 COMPEHOS, JENA K	68.63	09/29/15	_____	CL 27366	68.63
35720	S	846 CRAIG, MIKE	380.00	09/29/15	_____	CL 27367	380.00

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35721	S	228 EAGLE QUALITY CENTER	59.38	09/29/15	_____	CL 27368	59.38
35722	S	3004 FLEMING, DENNIS M	80.00	09/29/15	_____	CL 27369	80.00
35723	S	1081 GIBBS, ROBERT T	80.00	09/29/15	_____	CL 27370	80.00
35724	S	227 HILL, FRED A	80.00	09/29/15	_____	CL 27371	80.00
35725	S	658 PRAX, LAURIE	80.00	09/29/15	_____	CL 27372	80.00
35726	S	74 REGION III A.S.A.A.	1284.00	09/29/15	_____	CL 27373	1284.00
35727	S	1863 SHARRAI, NOELLE G	80.00	09/29/15	_____	CL 27374	80.00
35728	S	2481 VALDEZ CITY SCHOOLS	20.00	09/29/15	_____	CL 27375	20.00
35729	S	3279 SKATE IN SCHOOL	2630.00	09/29/15	_____	CL 27376	2630.00
35730	S	1203 SUPLAY WRESTLERS WORLD	379.85	09/29/15	_____	CL 27377	379.85
35731	S	737 UNALASKA CITY SCHOOL	868.50	09/29/15	_____	CL 27378	868.50
35732	S	3146 WOODS, TAWNYA	80.00	09/29/15	_____	CL 27379	80.00
35733	S	2734 SPRINGHILL SUITES	109.00	09/29/15	_____	CL 27380	109.00
35734	S	973 KVAK RADIO	1244.00	09/30/15	_____	CL 27381	1244.00
35735	S	1316 GCI	12211.86	09/30/15	_____	CL 27383	12211.86
35736	S	1673 ALASCOM, INC.	4.00	09/30/15	_____	CL 27384	4.00
35737	S	3315 WISE, LORNA L	2368.69	09/30/15	_____	CL 27389	2368.69
35738	S	1365 LYONS, BARBARA J	232.00	09/30/15	_____	CL 27391	232.00
35739	S	1677 BENDA, JENNIFER J	148.50	09/30/15	_____	CL 27392	148.50
35740	S	3040 AT&T MOBILITY	86.86	09/30/15	_____	CL 27393	86.86
35741	S	122 COPPER VALLEY TELECOM	3226.89	09/30/15	_____	CL 27394	3226.89
35742	S	2899 KINETIC ELECTRIC, LLC	395.00	09/30/15	_____	CL 27396	395.00
35743	S	1902 KIMBERLIN WATER TAXI & FREIGHT	400.00	09/30/15	_____	CL 27397	400.00
35744	S	1174 MCKAY, SCOTT D	5.99	09/30/15	_____	CL 27398	5.99
Total for Claim Checks			267574.07				
Count for Claim Checks							288

of Checks: 288

Total: 267574.07

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35115	S	537 FAR NORTH MEDIA, INC.	79.20	06/30/15	_____	CL 26859	79.20
35395	S	2231 HALTNESS EQUIPMENT LLC	58.33	08/21/15	_____	CL 27075	58.33
Total for Claim Checks			137.53				
Count for Claim Checks			2				

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Fund/Account	Amount
100 OPERATING FUND	
601	\$151,193.80
205 TRANSPORTATION FUND	
601	\$15,791.75
255 LUNCH FUND	
601	\$52,001.64
262 FLOW THROUGH MINI GRANTS	
601	\$3,250.00
264 TITLE VI-B	
601	\$780.00
265 INDIAN EDUCATION	
601	\$382.34
267 TITLE II PART A	
601	\$13.35
268 TITLE I-A, BASIC	
601	\$2,247.83
270 CARL PERKINS, VOC.ED.	
601	\$400.00
271 TITLE I-C, MIGRANT	
601	\$235.48
272 MIGRANT BOOKS	
601	\$355.21
300 STUDENT ACTIVITY FUND	
601	\$10,397.12
301 ACTIVITY FUND	
601	\$30,388.02
Total:	\$267,436.54