Board of Education

Monday, April 13, 2026 Regular Session 7pm
Valdez City Council Chambers, 212 Chenega Ave (corner of Chenega & Fairbanks), A-frame building behind City Hall, Valdez, AK 99686

A. **PRELIMINARIES**
1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Review of Minutes from the Regular School Board Meeting on March 23, 2026.

B. **PUBLIC COMMENT ON NON-AGENDA ITEMS**
1. Public Comment Guidelines

C. **REPORTS/INTRODUCTIONS**
1. Superintendent Report
2. Student Representative Report
3. GMS Principal Report
4. HHES Principal Report

D. **CONSENT AGENDA**
1. Approve Personnel Action Report

E. **NEW BUSINESS**
1. Approve 1st Reading Board Review of Policies: BP 3311 Bids, BP 5021 Noncustodial Parents, BP 5112.5 Open/Closed Campus, BP 5141.2 Concussions And The Use Of Impact Software, BP 5141.31 Immunizations, BP 5144 Discipline, BP 5147 Dropout Prevention, BP 5149 Student Psychological Services and BP 5151 Hazing.
2. Approve RefReps Program Proposal
3. Approve SafeTouch Lesson Plan
4. Approve HHES Pre-School and Student/Parent Handbook FY27
5. Approve GMS Activities and Student/Parent Handbook FY27
6. Approve Recommendations for hire of an Independent Itinerant Physical Therapist, Psychologist and Occupational Therapist for FY27
7. Approve FY27 Budget/Financial plan
8. Approve Classified Contracts for FY27
9. Approve Cultural Heritage Field Trip
10. Approve Colombia Glacier Tour field trip
11. Approve Glennallen Environmental Fair field trip
12. Approve VCS Gifted and Talented Plan

F. **BOARD BUSINESS FROM THE FLOOR**
1. Comments From Board Members

G. **INFORMATION ITEMS**
1. AASB Completed Policies—See Public Content Notes
2. Two board members will be needed to attend graduation.

H. **FUTURE MEETING DATES**
1. April 20, 2026: Policy Review Committee Meeting 6:10pm - Superintendent Office
2. April 27, 2026: Work Session 6pm/Regular Session 7pm - Council Chambers
3. May 11, 2026: Work Session 6pm/Regular Session 7pm - Council Chambers
4. May 18, 2026: Policy Review Committee Meeting 6:10pm - Superintendent Office
5. May 22, 2026: Last Day of School
6. May 26 - May 29, 2026: Alaska School Leadership Institute (ASLI)

Conference 2026 Anchorage

I. **EXECUTIVE SESSION**

1. Go Into Executive Session
2. Come Out of Executive Session

J. **POSSIBLE ACTION FROM EXECUTIVE SESSION**

K. **ADJOURNMENT**

1. Adjourn the Meeting

Board of Education

Monday, March 23, 2026 Regular Session 7pm
Valdez City Council Chambers, 212 Chenega Ave (corner of Chenega & Fairbanks), A-frame building behind City Hall, Valdez, AK 99686

Sonya Ash-Selanoff:	Present
Kalin King:	Present
Scott McCumby:	Present
Dr Kyra Meyer:	Absent
Dr Kathleen Todd:	Present
Bryan Vincent:	Present
Carey Wade:	Present

Kyra Meyer is stuck in airplane traffic and therefore excused, as explained by Kalin King.

A. **PRELIMINARIES**

A.1. Call to Order
Discussion: Meeting called to order at 7:00pm

A.2. Pledge of Allegiance
Discussion: Kalin King led the Pledge of Allegiance

A.3. Roll Call
Discussion: Dr. Kathleen Todd requested going forward to keep track of excused and unexcused absences. Kalin King agreed.

A.4. Review of Minutes from the Regular School Board Meeting on March 9, 2026
Discussion: No meeting minute corrections needed.

B. **PUBLIC COMMENT ON NON-AGENDA ITEMS**

B.1. Public Comment Guidelines
Discussion: No public comments.

C. **REPORTS/INTRODUCTIONS**

C.1. Superintendent Report — **Speaker(s):** Jason Weber
Discussion: Jason Weber gave his report, no questions.

C.2. Director of Curriculum Board Report — **Speaker(s):** Jon Berkeley
Discussion: Jon Berkeley gave his report, no questions.

C.3. Director of Facilities and Operations — **Speaker(s):** Dan Bryant
Discussion: Dan Bryant gave his report, no questions.

C.4. Director of Business Services — **Speaker(s):** Amber Cawley
Discussion: Dan Bryant gave his report, no questions.

C.5. Director of Special Education and Federal Programs — **Speaker(s):** Rylee Ownbey
Discussion: Rylee Ownbey gave her report, no questions.

C.6. Director of Technology — **Speaker(s):** Megan Gunderson
Discussion: Megan Gunderson gave her report, no

questions.

D. **CONSENT AGENDA** — **Speaker(s):** Jason Weber

D.1. Approve Personnel Action Report — **Speaker(s):** Jason Weber

Action(s):
I move that the Board approve the Consent Agenda as presented. This motion, made by Dr Kathleen Todd and seconded by Scott McCumby, Carried.

Voting Detail:

Sonya Ash-Selanoff:	Yea
Kalin King:	Yea
Scott McCumby:	Yea
Dr Kyra Meyer:	Absent
Dr Kathleen Todd:	Yea
Bryan Vincent:	Yea
Carey Wade:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

D.2. Approve budget amendment #26-8 for VHS weight room purchase, approved by the school board on 3.9.2026 — **Speaker(s):** Amber Cawley

Action(s):
I move that the board approve the consent agenda as presented. This motion, made by Dr Kathleen Todd and seconded by Scott McCumby, Carried.

Voting Detail:

Sonya Ash-Selanoff:	Yea
Kalin King:	Yea
Scott McCumby:	Yea
Dr Kyra Meyer:	Absent
Dr Kathleen Todd:	Yea
Bryan Vincent:	Yea
Carey Wade:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

E. **NEW BUSINESS**

E.1. Approve Resolution for House Bill 78 — **Speaker(s):** Jason Weber

Action(s):
I move that the Board approve the resolution for House Bill 78 as presented. This motion, made by Scott McCumby and seconded by Carey Wade, Carried.

Voting Detail:

Sonya Ash-Selanoff:	Yea
Kalin King:	Yea
Scott McCumby:	Yea
Dr Kyra Meyer:	Absent
Dr Kathleen Todd:	Yea
Bryan Vincent:	Yea
Carey Wade:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1
Discussion: Jason Weber gave the report.

Dr. Kathleen Todd expresses her surprise that we are the only state that doesn't provide this kind of benefit for our teachers, stating it must make recruitment that much harder. Kalin King agrees this will be a huge incentive for future employees.
Dr. Kathleen Todd asks before voting if Bryan Vincent and Scott McCumby need to recuse themselves from voting due to this having to do with both the Public Employee's Retirement System and education. Jason Weber explains that this vote is only for advocacy and, therefore, it should be no problem for Bryan Vincent and Scott McCumby to vote.

E.2. Approve Classified Handbook FY27 — **Speaker(s):** Jason Weber

Action(s):
I move that the board approves the revised Classified Employee Hand Book FY27 as presented. This motion, made by Carey Wade and seconded by Bryan Vincent, Carried.

Voting Detail:

Sonya Ash-Selanoff:	Yea
Kalin King:	Yea
Scott McCumby:	Yea
Dr Kyra Meyer:	Absent
Dr Kathleen Todd:	Yea
Bryan Vincent:	Yea
Carey Wade:	Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1
Discussion: Jason Weber gave the report, no questions.

E.3. Discussion; FY27 Budget/Financial plan — **Speaker(s):** Jason Weber

Discussion: Jason Weber led the discussion and reviewed the plan.
Dr. Kathleen Todd asks if the draw on undesignated reserves would amount to 9.03% of the current balance or if that would leave us with 9.03% of the current balance in the reserves. Jason Weber clarifies that it would be taking 9.03% from the current balance. Amber Cawley comes up to clarify and explain that we are not planning on pre-paying for anything. Our intent is that our 10% limit would be carried over and then 9.03% of that 10% would be used next year. Dr. Todd asks if there is anything we could try and pre-pay for and Amber explains we could move money into technology and planned projects for tech or CIP. However, we can't really pre-pay out of the operating fund.

F. **BOARD BUSINESS FROM THE FLOOR**

F.1. Comments From Board Members

Discussion: Sonya Ash-Selanoff: No comment.
Dr. Kathleen Todd: Congratulations and thank you administration for getting this all done so

quickly.
Scott McCumby: Seconds Dr. Todds thanks for getting our budget plan worked out. We didn't anticipate this after our last budget meeting thinking we were all in good shape. But still, this is the best case scenario for having this curveball thrown at us.
Bryan Vincent: Expresses how excited and thankful he is to hear about the High School audio and visual projects as well as the updates on the elevator.
Carey Wade: Echos Bryans words and is excited to hear all these projects moving along. Thanking all the extra work from Dan and Megan especially.
Kalin King: Keywords for tonight are, thank you. States it seems like everyone is working hard, and that's seen through all the reports given tonight. Thank you to everyone.

G. **INFORMATION ITEMS**

G.1. AASB Completed Policies—See Public Content Notes

G.2. February Warrants — **Speaker(s):** Amber Cawley

H. **FUTURE MEETING DATES**

H.1. March 27 - April 1, 2026: ACSA Legislative Fly-In 2026 Juneau

H.2. April 6, 2026: Policy Review Committee Meeting 6:10 PM - Superintendent Office

H.3. April 13, 2026: Work Session 6pm/Regular Session 7pm - Council Chambers

H.4. April 20, 2026: Policy Review Committee Meeting 6:10pm - Superintendent Office

H.5. April 27, 2026: Work Session 6pm/Regular Session 7pm - Council Chambers

I. **EXECUTIVE SESSION**

J. **POSSIBLE ACTION FROM EXECUTIVE SESSION**

K. **ADJOURNMENT**

K.1. Adjourn the Meeting
Discussion: Meeting adjourned at 7:48pm

_____
Board Secretary

Office of Superintendent Valdez City Schools

BOARD REPORT

Apr 13, 2026

Goals:

- Unfortunately we had a few resignations/retirements at the last minute. We had anticipated these departures. We currently have one open elementary teacher, 2 special education positions and a high school English/social studies position. We have been conducting interviews for the elementary and high school positions and we anticipate filling them in the near future. We are working on the 2 special education positions and hiring has been much more difficult due to the high demand for special education teachers.
- The DO/HHES project is in its final stages, the HHES front office moved over spring break and is fully functional. The district office has been moving out slowly, we are waiting on the new furniture to arrive before moving people over.
- VHS gym sound system is up and running and ready for events.
- RFQ High School closed on Wednesday April 1st, I talked with Kasey and there were several completed submissions from firms, so strong interest. I would anticipate hearing from the city about which firm they selected in the next week or so.
- Megan Gunderson and myself attended the ASA conference in Juneau at the end of March. The meetings were informative and productive. We were able to meet with the commissioner of education and our 2 representatives. We spent a considerable amount of time discussing 0.5 preschool and the need for some long term funding fixes.
- The VHS Elevator project is nearing completion and should be operational soon.

Engagement

- ➢

SEL

- ➢

Concerns

- ➢ Continued increases to health insurance over the past two years are of concern and health care insurance continues to be a challenge for districts across the state to balance budgets.
- ➢ SB 278 I attended the hearing online on April 8th and testified against the bill. This bill would cap the amount of a municipality's minimum contribution at 2% above the previous year or 45% of the base allocation. There is considerable cost shifting to the state in this proposed law, my worries is one there may be unintended consequences financially for municipal districts and two it would further exacerbate the state's ability to equitably fund schools.

Achievement/celebrations

- ➢

VCS Legislative Update

- ➢
- ➢

Valdez High School
Student Representative Report
April 13th, 2026



Recent Events

The Beta Club Induction Ceremony was on April 8th

The Close-Up trip was successful, taking nine students to DC

VHS Prom was on April 11th at the civic center

Upcoming Events

The Aurora Music Festival is on April 16th and 17th

The National Honor Society Induction ceremony is on April 21st

NYO mini meet at Valdez High School April 7th, 8th, and 9th

Concerns

The Elevater is still down, and the construction zone is blocking off the stairwell by the library. It also blocks the usual entrance to the sophomore hallway, causing students to detour upstairs or go through the library to get to class.

Gilson Middle School

BOARD REPORT

Apr 8, 2026

Goals:

- Preparing students for AKStar and end of year projects.
- Create new FY27 goals for GMS in line with VCS goals.
- Prepare for transition from the elementary (Ramskies) and to the high school.

Engagement/SEL

- Track practices have begun and we have 35 students participating. Our new head coach is Pearla Navarro and our new assistant coach is Blair Bailey with Sarah Carter bringing her historical knowledge.
- AKStar testing will be completed this week. Kate Goudreau did a great job with organization and communication throughout the process.
- Students are preparing for Wax Museum, invention convention, The Music Man 6th grade production, and upcoming field trips. In the afternoon of AKStar testing, we will be providing additional project focused time for all students.
- We are also planning a Family Engagement Day to check-in with teachers, communicating expectations and answering questions as the end of year approaches.
- Kate Goudreau and Gianna Giusti are collaborating on a 5th grade and 7th grade partnership to mentor our incoming 6th grade students.
- Our Lunch Bunch has been spotlighting teachers and put together a schoolwide seek and find game to celebrate Easter. Their activities and contributions, led by Kate Goudreau, have added to the positive culture at the school all year long.

Concerns

- We currently don't have a process to allow for teachers to work during the summer for curriculum development or collaboration. Without teacher work days, many teachers will need to use their own time to clean their classrooms and prepare for the fall especially if teachers are being asked to switch classrooms.. It might help to offer 1-2 summer days for teachers to work on curriculum/collaboration/classroom prep depending on what is needed.
-

Achievement/celebrations

- Our Science Olympiad Team represented Valdez well with a 2nd place finish overall in their competition in Fairbanks in March.

  Disease Detectives 1st - Aurora Chase, Abby VandenBerg
  Mariculture 1st - Abby VandenBerg, Taiya Shiell
  Solar Systems 1st - Kaiden Leahy, Claire Sutton
  Entomology 1st - Caleb Gunderson, Abby VandenBerg
  Meteorology 2nd - Callie Winchester, Iris Gheen
  Water Quality 3rd - Collin Leahy, Callie Winchester
  Circuit Lab 1st - Griffin Duval, Caleb Gunderson
  Anatomy and Physiology 2nd - Callie Winchester, Emmitt Nauta
  Potions and Poisons 3rd - Taiya Shiell, Iris Gheen
  Heredity 2nd - Collin Leahy, Lexi Passin
  Scrambler 2nd - Evan Westerlund, Claire Sutton
  Codebusters 5th - Griffin Duval, Caleb Gunderson, Kaiden Leahy
  Write it Do it 10th - Lexi Passin, Boston Tippetts
  Crimebusters 4th - Aurora Chase, Juliette Duval
  Boomilever 5th - Boston Tippetts, Emmitt Nauta
  Helicopter 6th - Evan Westerlund, Juliette Duval
  Hovercraft 5th - Kaiden Leahy, Emmitt Nauta

- Kate Goudreau and Libby Connor have been working together to transition into their new counseling positions for next year.
- NYO had a great mini meet with support from students and the community. We are sending eight middle school athletes to state.
- Coordination for the 2026-2027 sports seasons has begun and we have almost all coaches returning as well as schedules from around the state to plan for our seasons including a new soccer competition season.

- We have had a few new to Valdez families reach out for a tour of the middle school.

Hermon Hutchens Elementary School

BOARD REPORT

April 13, 2026

Goals:

- Preparing for spring testing, which is Tuesday, April 14.

Engagement

- Last week, fourth-grade classrooms held their annual Poetry Cafe events at Rouge's Garden. The students did a great job, and the events were well attended.
- PTA has provided chicken and duck eggs. The eggs are in the incubators now, and students are anxiously waiting for the first signs of hatching.
- Jennie Milton, a professional kiteskier/surfer from Australia, kicked off the annual Kite Festival by hosting an assembly on Friday, April 3. Recently, Jennie published two children's books (available at the library) that teach lessons in resilience and bravery. The first book is based on her brother, a record-breaking paraskier, and how he discovered skiing as a child with one leg. She shared her passion for wind and bravery with students, bringing a variety of kites for them to fly in the gym.
- In collaboration with the Valdez Museum and City Library, the Valdez Art program is happy to announce the return of their District-Wide Art Show. Students from preschool through 12th grade are excited to share their hard work and creativity with their community. The show will be available for families, class field trips, and the first round of cruise ship visitors. The kick-off party took place on April 10th from 4:30- 7:00 pm.
- Family Literacy Night on April 29, 2026, with award-winning novelist and illustrator Terri Libenson.

SEL

- HHES proudly partnered with Advocates of Victims of Violence (AVV) to recognize Go Blue Day on Friday, April 3rd. This collaborative effort helped raise awareness while

fostering a sense of unity and support within our school community. The PTA, alongside AVV, generously provided popcorn and special blue-themed treats for students, adding a fun and meaningful touch to the day. Partnerships like these play a vital role in strengthening connections between our school and the broader community, ensuring our students feel supported, safe, and valued.

Concerns

- Two open positions at HHES for next year that I am working hard to fill with qualified candidates.

Achievement/celebrations

- HHES completed the IditaRead Challenge before spring break. The top five classes were Ms. Shiery's first grade, Ms. Benda's first grade, Ms. Kerney's second grade, Ms. Edens' fourth grade, and Mr. Kerney's fifth grade. School-wide, students logged more than 58,000 minutes of reading.

April 13, 2026

EMPLOYMENT OF ADMINISTRATION

RESIGNATION OF ADMINISTRATION

EMPLOYMENT OF CERTIFIED PERSONNEL

Ethan Davis
GMS Science Teacher
Effective 8/14/2026

Kayden Tague
HHES Teacher
Effective 8/14/2026

RESIGNATION/RETIREMENT CERTIFIED PERSONNEL

Sheridan Edens
HHES Teacher
Effective 5/22/2026

Joshua Bryan
GMS Science/Math Teacher
Effective 5/22/2026

Krista Chadwick
HHES Teacher
Effective 5/22/2026

Lee Chadwick
VHS Teacher
Effective 5/22/2026

Lucia Hedman
HHES Special Education Teacher
Effective 5/22/2026

EMPLOYMENT OF CLASSIFIED PERSONNEL

RESIGNATION/RETIREMENT OF CLASSIFIED PERSONNEL

Destiny Gray
HHES Paraprofessional
Effective 5/22/2026

Tomas Ramos
VHS Custodian
Effective 6/30/2026

Heather Wadsworth
GMS Food Service
Effective 5/01/2026

OTHER CONTRACTS

2025-2026 School Year

Teachers	51
Classified*	56
Principals	3
District Administration	6
Total Employees	**116**

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

BP 3311 Bids

The District shall purchase equipment, supplies and services on a competitive bidding basis when required by law and whenever it appears to be in the best interest of the District. The Superintendent or designee shall establish procedures to insure that

- verbal or informal written quotes are obtained for purchases from $10,000 to $25,000
- formal advertised requests for proposal/bids are solicited for purchases of $25,001 and above. (RFP)

To ensure that good value is received for funds expended, quotes and RFP's shall contain specifications are carefully designed and shall describe in detail the quality, delivery and service required. The Superintendent or designee shall establish procedures to implement these requirements. Prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with OMB's procurement procedures.

Purchases Made Under Federal OMB Funding Awards

All bids under Federal awards must be made in accordance with the standards set forth in 2 CFR 200.320.

One of the following five methods of procurement shall be used for each purchase under a federal award:

1. Micro-purchases: Less than $15,000 ~~$3,000~~ ($2,000 for purchases subject to the Davis-Bacon Act)
    a. No competitive quotes required
    b. Purchases should be spread among qualified suppliers
2. Small Purchases: Between $15,000 and $350,000 ~~$3,000 and $150,000~~
    a. Rate quotes must be obtained from an adequate number of qualified sources
    b. Quotes can be obtained from suppliers or from public websites
3. Sealed bids: Purchases more than $350,000 ~~$150,000~~
    a. Two or more qualified bidders are required
    b. Bids must be publicly advertised and solicited from adequate suppliers.
    c. Lowest bidder for the fixed price contract with specific requirements shall be awarded the contract.
4. Competitive Proposals: Purchases more than $350,000 ~~$150,000~~
    a. A written policy must be adopted for conducting technical evaluations of reviewing proposals and selecting the recipient.
5. Sole Source: Purchases of any amount that meet one of the four requirements
    a. Good/Service is only available from a single source
    b. Only one source can provide the good/service in the time frame required
    c. Written pre-approval from the Federal awarding agency

d. Competition is deemed inadequate, after solicitation attempts through one of the other methods.

Minority Bidding

When procuring contracts under federal awards set forth in 2 CFR 200.320, the District must take affirmative steps to utilize minority businesses, women's business enterprises, and labor surplus area firms when possible. Affirmative steps must include:

1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
2. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
5. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
6. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

EXEMPTION FROM FORMAL BID REQUIREMENTS

Even when the estimated amount of property or services exceeds $15,000, formal bid requirements need not be followed in conjunction with the acquisition of the following property or services:

- Propriety (sole source) items for which no competition exists: including books, films, periodicals and other educational materials.

(cf. 3110 - Transfer of Funds)

(cf. 3300 - Expenditures/Expending Authority)

(cf. 3310 - Purchasing Procedures)

(cf. 3312 - Contracts)

(cf. 9270 - Conflict of Interest)

(cf. 4030 - Nondiscrimination in Employment)

(e. 3310 - Purchasing Procedures, Procurement)

Legal References:

ALASKA STATUTES

14.14.060 Relationship between borough school district and borough

14.14.060(h) Procurement of supplies and equipment

14.14.065 Relationship between city school district and city

14.03.085 Procurement preference for recycled Alaska products

29.71.050 Procurement preferences for recycled Alaska products

35.15 Construction Procedures

36.15.020 Use of local agricultural and fisheries products required in purchases with state money

ALASKA ADMINISTRATIVE CODE

4 AAC 27.085 Competitive pupil transportation proposals

4 AAC 31.080 Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS

2 C.F.R. 200.317-326, Procurement Standards

COURT DECISIONS

Fairbanks North Star Borough School District V .Bowers, 851 P.2d 56 (Alaska1992)

AASB Revised 3/2018

Board Revised and Approved 5/2018

Adopted: June 2005

Amended: 8/2024

Valdez City Schools

BP 5021 Noncustodial Parents

Both natural or adoptive parents of any student may access their child's student records, participate in school activities, visit the student at school and pick up the student after school. These rights shall be respected even if legal custody is vested in only one named parent, unless a court order restricts the right of the noncustodial parent. Parents/ guardians shall be asked to provide evidence of any completed or pending legal action which curtails the noncustodial parent's rights. School staff shall always abide by the most recent court order on the matter, which must be provided to the school staff by the parent/guardian.

Upon written request by the custodial parent, the school may communicate with the adult who is the temporary caregiver. The written request shall include contact information for the temporary caregiver and additional contact information as requested by the school.

Upon request, the district shall provide noncustodial parents with school announcements and notices that are sent to the custodial parent.

(cf. 5125 Student Records)

(cf. 5142 Student Safety)

(cf. 6159 Individualized Education Program)

(cf. 6159.1 Procedural Safeguards and Complaints for Special Education)

Legal References:

ALASKA STATUTES

25.20.130 Access to records of the child

UNITED STATES CODE

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT, 20 U.S.C. 1232g

Revised 9/97

ADOPTED: JUNE 2005

BP 5112.5 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.

Revised / Board Approved 10/12/2015 (GP 5112.5)

ADOPTED: JUNE 2005

Valdez City Schools

BP 5141.2 Concussions And The Use Of Impact Software

The Valdez City School District (VCSD) Board of Education believes that protecting our students is a priority and as such has developed the following policy to deal with potential concussions.

VCSD believes that the risk of concussions due to participation in sports activities can and should be significantly reduced by adequate supervision and training, but understands that sometimes concussions happen. VCSD wishes to minimize the chance that students will experience Post-Concussion Syndrome due to sports activities by implementing a Concussion Management Policy.

VCSD believes that all students should be given a baseline neurocognitive test when they first enter middle school and then again when they enter high school ~~Valdez High School.~~ The VCSD currently uses the ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing) software for pre and post testing. VCSD will work with Valdez High School to ensure that all students, not just student athletes, are tested within the first month of their attendance at the High School.

Those students who sustain concussions will be evaluated by a physician prior to being allowed to return to play. The school will readminister the ImPACT neurocognitive ~~neuropcognitive~~ test and provide the baseline and follow up results to the parents to give to the physician to aide in their evaluation of the athlete.

Board Approved 3-7-11(new policy)

ADOPTED: JUNE 2005

Valdez City Schools

BP 5141.31 Immunizations

~~**Note:** Effective July 1, 2009, school children must be immunized against varicella.~~

Prior to first entry into school, a child must be fully immunized as required by law against diphtheria, pertussis, tetanus, polio, measles, rubella, mumps, hepatitis A, hepatitis B, and varicella. Children over the age of 12 shall not be required to be immunized against rubella (4 AAC 06.055).

Any student who does not show evidence of required immunization or who does not present a letter or affidavit from the parent/guardian or physician, physician's assistant, or advanced nurse practitioner stating reasons for exemption based on medical reasons or personal beliefs, shall be excluded from school until such time as the immunization is obtained or affidavit of exemption has been filed with the school.

The Superintendent or designee shall exclude those students who fail to meet immunization requirements as required by law.

Provisional Admission

(cf. 5112.2 - Exclusion)

Note: Pursuant to 4 AAC 06.055 immunizations must be provided by state or federal health services if otherwise unavailable in the district or if unaffordable.

Legal References:

ALASKA STATUTES

14.30.065 Supervision

14.30.125 Immunization

ALASKA ADMINISTRATIVE CODE

4 AAC 06.055 IMMUNIZATIONS REQUIRED

Board Revised and Approved 10/12/09

ADOPTED: JUNE 2005

BP 5144 Discipline

Note: 4 AAC 07.010 mandates districts to adopt policies regarding student rights and responsibilities including substantive and procedural matters related to student behavior, treatment, and discipline. 4 AAC 07.010 further mandates a uniform discipline policy throughout the district and prohibits the use of corporal punishment. 4 AAC 07.050 requires Board review of these policies every three years.

The School Board believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district shall foster a learning environment which reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult-directed to self-directed with minimal application of disciplinary measures.

The Board recognizes that there must exist certain disciplinary policies and regulations relating to student conduct which delineate acceptable behavior and provides the basis for sound disciplinary practices within each school in the district in order to maintain an environment conducive to learning. These policies and regulations will be enforced fairly and uniformly and consistently without regard to race, creed, color or sex.

(cf. 5131 et seq. - Student Conduct)

The administration, teachers and classified staff share mutual responsibility for the enforcement of district policies and regulations pertaining to student conduct and safety. The Board shall give reasonable support and assistance to employees with respect to student discipline. The Board shall review its policies related to student rights and responsibility at least once every three years and shall modify its policies as needed in accordance with law.

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Sufficient support services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior. Students may be assigned to other alternative programs if available or be subject to removal from school.

In-School Suspension

In an effort to establish disciplinary procedures that are effective in reducing student truancy and misbehavior and do not interrupt the educational process, the School Board, Superintendent, or designee may authorize in-school suspension as an alternative to out-of-school suspension. In-school suspension removes the student from the school social scene while still requiring him/her to maintain the same basic school day schedule and to keep up with required academic assignments. Failure to serve in school suspension or removal from the in-school suspension program for disciplinary reasons shall result in out-of-school suspension or additional time assigned.

(cf. 5144.1 - Suspension and Expulsion)

Each principal shall publish school rules for student discipline which describe the school's behavior management plan and consequences for student misconduct. Special care shall be taken when developing school rules to solicit the views of the school community, including administrators, teachers, classified personnel, parents/guardians and students.

School site rules must be strictly based on district policy, regulation and state and federal laws and be enforced fairly and uniformly. Building principals are required to submit to the Superintendent for review and approval, school rules for student discipline. These must be submitted at the end of the current school year for the start of the next school year.,

At the beginning of each school year, the Superintendent or designee shall ensure that every student and his/her parents/guardians are notified in writing of the availability of Board policies and administrative regulations related to student rights and responsibilities. Such policies shall be posted in accordance with law. (4 AAC 07.030)

Corporal Punishment

Note: The use of corporal punishment is prohibited in Alaska's schools. 4 AAC 07.010. Corporal punishment is defined as the application of physical force to the body of a student for disciplinary purposes. 4 AAC 07.900. In 2000, the state enacted a law requiring school districts to adopt standards relating to when a teacher, teacher's assistant, or other person responsible for students is authorized to use reasonable and appropriate force to maintain classroom safety and discipline as described in a criminal statute, AS 11.81.430(a)(2). That statute provides for the use by a supervising teacher of reasonable and appropriate nondeadly force if authorized by school regulations adopted by the school board. AS 14.33.120(a)(4). However, effective October 2014, the legislature enacted AS 14.33.125-127, which defined and established limitations on the use of restraint and seclusion of students. (*See BP 5142.3.*)

Corporal punishment is prohibited by law as a disciplinary measure against any student. School administrators and teachers shall employ other means of disciplining students. Restraint and seclusion, if used in full compliance with applicable law, is not corporal punishment.

(cf. 3514 - Safety)

(cf. 4158 - Employee Security)

(cf 5142.3 - Restraint and Seclusion)

Reporting to Law Enforcement

Note: Effective January 1, 2001, a teacher, teacher's assistant, administrator, or other employee responsible for students who, during the course of employment, observes a student committing a crime must report the crime to local law enforcement. AS 14.33.130. The obligation to report to law enforcement resides with the staff member observing the crime. "Crime" means an offense for which a sentence of imprisonment is authorized; a crime is either a felony or a misdemeanor. AS 11.81.900.

In addition to subjecting a student to discipline, any crime committed by a student while at school, on school grounds, or during any school sponsored activity on or off campus shall be reported to law enforcement. Criminal proceedings are independent of actions taken by the School District. The district may impose discipline for misconduct regardless of whether criminal charges are filed or a conviction is obtained. The Superintendent should ensure cooperation with law enforcement in the criminal investigation of students who commit crimes while under the jurisdiction of the school.

(cf. 1410 - Interagency Cooperation for Student and Staff Safety)

Legal References:

ALASKA STATUTES

11.81.430 Justification, use of force, special relationships

11.81.900 Definitions

14.33.120-.140 School disciplinary and safety program

ALASKA ADMINISTRATIVE CODE

4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities

4 AAC 06.175-177 Reporting and training on restraint and seclusion

REVISED 10/2022

ADOPTED: JUNE 2005

BP 5147 Dropout Prevention

The School Board is deeply concerned about the many students who leave school without graduating. The Board particularly desires to provide a learning environment conducive to keeping in school those "high-risk" students who are susceptible to frequent absenteeism, truancy, or tardiness, or who have the potential to drop out because of pregnancy or marriage, financial needs, dislike of school, classes, or teachers, lack of basic skills, disciplinary problems, low self-esteem, emotional or physical problems, or feelings of alienation.

The Board sees every student as a valuable individual to be carefully nurtured and equipped to become a productive citizen.

The Board will review data to understand if there is a disproportional dropout rate of students by race, gender, and economic status. The Board will take action to address and resolve any disproportionality.

The Board recognizes that children who have experience trauma drop out of school at a significantly higher rate than those who have not experience trauma. The symptoms of traumatic stress can have an impact on educational success due to risk factors such as learning challenges, low academic achievement, emotional disturbance, disengagement, and/or truancy. To support the needs of students experiencing trauma, and the needs of all students who may be at risk of dropping out, the District will provide evidence-based approaches to create safe, trauma-informed, ~~trauma, informed~~, and culturally safe climates and practices. The District will work to identify those students with increased risk for not completing high school in order to provide additional supports, which may include referrals for external services available to support the student or student's family.

Because children all differ, variations of pace, topic and activity are needed to challenge and interest them. Besides seeking continual improvement in the quality and relevancy of our educational programs, the Board encourages the use of appropriate, evidence-based, dropout prevention strategies at all age and grade levels.

The Board directs the Superintendent to implement this policy with parental and community involvement.

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.51 - At-risk Youths)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5113 - Absences and Excuses)

ADOPTED: JUNE 2005

Revised and Approved: 10/14/2019

Valdez City Schools

BP 5149 Student Psychological Services

It is the policy of the Board to utilize all resources available in order to meet the psychological needs of the students within the district. Psychological services in compliance with state and federal mandates as well as Board policy will be made available.

Psychological Testing of Students

~~Psychological tests will be administered to students only by certified school psychologists/psychometrists employed for this purpose or by interns under their supervision. Adherence to this policy will insure quality psychological services and will protect the educational rights, dignity, and privacy of students and parents.~~

Psychological evaluations will be made only after informed and written consent of the child's parent or guardian is obtained, unless the student is of legal age to give his/her informed and written consent. Psychological data will be only one of several criteria for determining any change in a student's educational program. Psychological data older than three years will not be used as the basis for prescriptive teaching or placement.

This policy is in compliance with the General Education Provisions Act, Part C; the Family Educational Rights and Privacy Act of 1974, under Public Law 93-380. To ensure confidentiality of psychological records, written parental consent is required prior to the release of psychological data. The aforementioned act further requires: the signature of all persons, agencies, or organizations desiring access to the records of students; the right of parents to inspect all psychological records pertaining to their child; the opportunity for a hearing to challenge the contents of their child's psychological records; and that students age 18 and older are given all rights accorded to parents.

ADOPTED: JUNE 2005

BP 5151 Hazing

There will be no hazing of students by anyone in any way.

Hazing means a behavior or pattern of behavior directed at one or more specific individuals which persecutes, harasses, humiliates, degrades, or endangers the physical safety of an individual.

INITIATIONS

All forms of initiations by school or non-school groups are prohibited unless prior approval has been obtained from the building principal. ~~An initiation is a ceremony, ritual, test or activity with which a group admits a new member.~~

In obtaining prior approval, the following rules apply:

- the group proposing the initiation must have an adult sponsor.

- the group or sponsor must submit a written request to the principal ~~with details of the proposed initiation activity at least three weeks prior to the activity.~~

- the principal has the authority to amend, change, or put conditions on the proposed initiation activity prior to granting approval.

- no initiation that meets the definition of hazing shall be approved under any circumstances.

- approval must be applied for annually or, in any event, before any subsequent initiation.

ADOPTED: JUNE 2005

RefReps Program Proposal

Program Overview

RefReps is an online course series designed to prepare high school students for officiating youth sports. The program provides flexible implementation options, allowing schools to offer it as either a semester-long or year-long course. Students may complete multiple courses within a single school year.

Upon successful completion, students can earn elective credit toward graduation while gaining practical skills and potential employment opportunities in sports officiating.

Program Offerings

RefReps aligns closely with the athletic programs currently offered at Valdez City Schools, including:

- Basketball
- Wrestling
- Track and Field
- Volleyball
- Swimming

Additional course offerings, such as Cross Country, are expected to be available in the near future.

Instructional Model

The program will be facilitated by the high school Physical Education teacher, who will serve as the instructor of record. The instructor will utilize RefRep's comprehensive online platform to assign coursework, monitor student progress, provide feedback, and track completion.

Student Benefits

- Real-world skills in sports officiating
- Opportunities for part-time employment within the community
- Increased understanding of rules, sportsmanship, and game management
- Elective credit toward graduation

Implementation Flexibility

RefReps is designed to integrate seamlessly into existing school schedules with flexible pacing, the ability for students to complete multiple certifications, and adaptability for semester or year-long structures.

Budget Overview (One School Year)

Schools/organizations are purchasing one seat license per learner per sport. For example, 20 students in a one semester stand-alone course, studying three sports each, requires 60 seat licenses.

Purchasing Options:

1- Individual Pricing

- $50 per course per student
- Point of View Training Pack $25 per Pack

2- Structure 1: Bulk Purchasing of Seats (10+ Seats)

- FREE Instructor Portal Access for up to 2 instructors
- Client Success onboarding and assistance
- 24/7 Support Help Center

3- Structure 2: Purchasing of Less Than 10 Seats

- $500 Instructor Portal Access for up to 2 instructors
- Partial discount per seat (may vary based on state)
- Client Success onboarding and assistance
- 24/7 Support Help Center
- Seat licenses start at $50 per seat. Seats include student access for a single sports officiating course and a single, applicable POV Training Video Pack ($75 total value).

Unused seat licenses do NOT expire annually and will remain available as credit(s) on your account until consumed by any learner you designate. A seat license is considered "consumed" once the learner completes the first module in any sport course for which they are registered.

Learners maintain access to the completed sport module(s) for as long as their RefReps account stays active, even after they graduate from your school or program! "Active" is defined as logging into their RefReps account at least once per year starting with the day their account is created.

Conclusion

RefReps offers a unique opportunity to combine career readiness, community engagement, and physical education. By implementing this program, Valdez City Schools can expand student opportunities while supporting local athletic programs with trained student officials.

Ref Reps, LLC

11589 Weeping Willow Dr
Zionsville, IN 46077 USA
hype@refreps.com
https://www.refreps.com

Estimate

ADDRESS
Jon Berkeley
Valdez High School
319 Robe River Dr.
Valdez, AK 99686

ESTIMATE	1643
DATE	04/08/2026
EXPIRATION DATE	05/07/2026

ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
RefReps OES Legacy Seat Licenses	Includes one RefReps Education Course Legacy Seat License per learner per sport course and one POV Video Training Pack when applicable. Instructors will receive access to all Basic Learning Activities.	50	50.00	2,500.00

We accept payment by ACH and credit card.

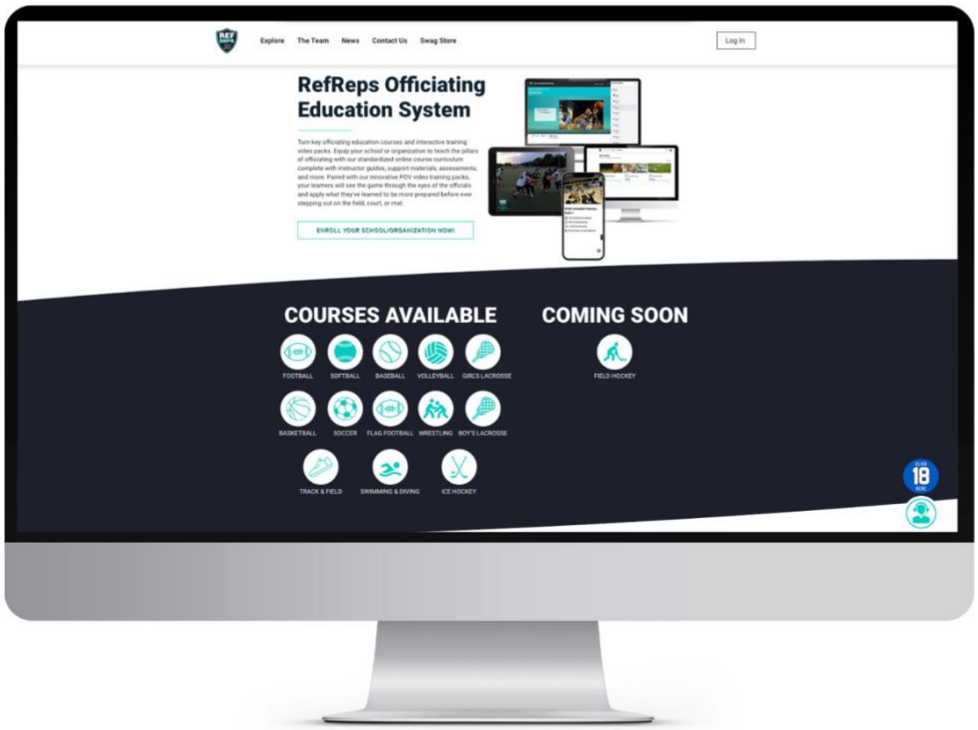
Paying by check?
Please make payable to:
Ref Reps, LLC
11589 Weeping Willow Dr.
Zionsville, IN 46077

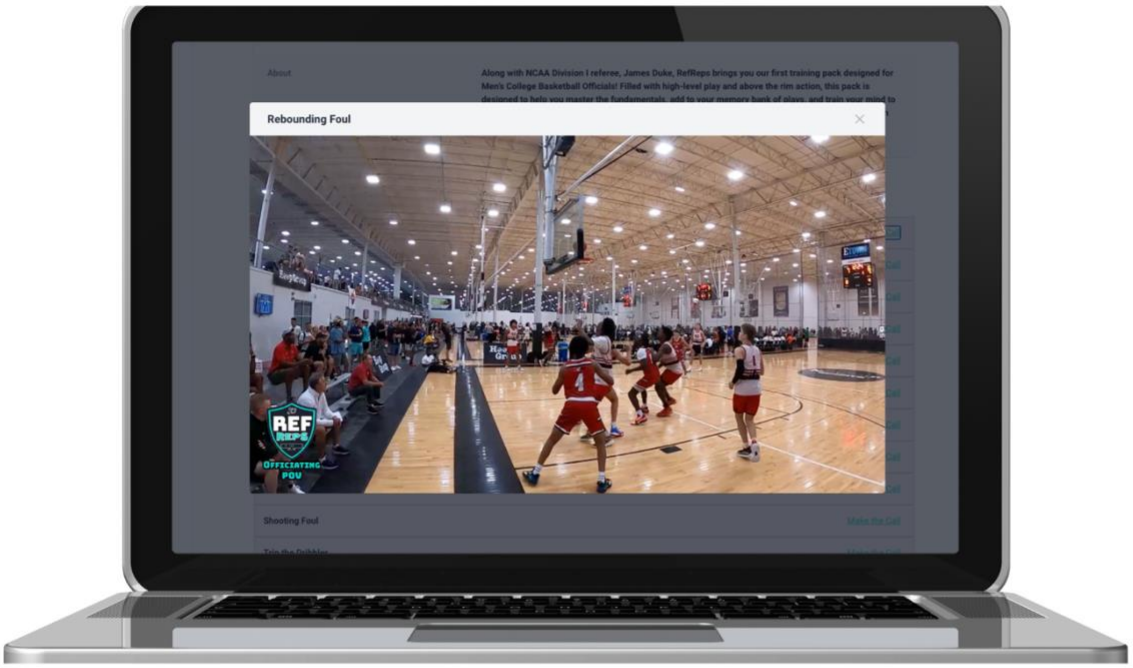
SUBTOTAL	2,500.00
DISCOUNT 10%	-250.00
TOTAL	**$2,250.00**

Accepted By

Accepted Date

OFFICIATING EDUCATION SYSTEM





HYPE@REFREPS.COM
WWW.REFREPS.COM

INTRO TO SPORTS OFFICIATING

Intro to Sports Officiating - Implementation Guide

WHY INTRO TO SPORTS OFFICIATING?

- According to the NFHS, the number of registered high school officials has dropped 20%, from approximately 250,000 officials to 200,000, over the past three years.
- A 2018 NASO survey showed 8 of 10 officials quit in the first 3 years citing lack of support and lack of standardized trainings and expectations.
- Alaska, faced with many unique challenges such as geography and weather, is certainly not immune to the officiating shortage faced by states across the country. (Referee Magazine, 12/11/21)

COURSE OFFERING OPPORTUNITY

Intro to Sports Officiating

Physical Education

Advanced Physical Education Elective

Team Sports

(Stand-alone course or addition to existing curriculum)

WHAT IS THE REFREPS OFFICIATING EDUCATION SYSTEM?

The RefReps OES, is an engaging, informative, and inclusive sports officiating education curriculum. It incorporates innovative point of view technology to put the learner in position to make the call on the court, field, mat, pitch, or track.

Developed by educators and officials, using National Federation of High Schools (NFHS) rules, RefReps can flexibly fit into any schedule or instructional setting your school may use. It has been designed to provide the depth and breadth of content that helps students develop leadership, time management and conflict resolution skills, and become immediately employable!

HOW MIGHT THE REFREPS OES LOOK IN MY SCHOOL?

OPTION 1 : As a stand-alone course

RefReps is robust in allowing teachers/facilitators to offer three sports to fill a semester's worth of learning and activity. Web-based instructional modules, combined with interactives and activities to understand the mechanics and philosophy of officiating, provide learners with engaging classroom activities. Comprehension quizzes at the end of each module ensures learners are building a solid foundation of understanding before they ever officiate their first contest. Access to the patented point of view video scenarios allow learners to make the call and get instant feedback from their movements. Students then put what they learn into action by participating in practice/scrimmage settings to hone mechanics and get a true feel for the game. The state licensure exam is recommended to serve as the course's final assessment and officiating two real games in a local recreation or community league setting is recommended as micro-internships.

OPTION 2 : As a curriculum enhancement to pre-existing Physical Education courses or as an option in a Physical Education rotation

Units dedicated to learning about and playing a specific sport generally entail history, some basic rules and equipment discussion, and then playing. Why not take the rule and game play discussion to the next level? The flexibility of RefReps allows students to work through single

sports in approximately 7-15 class periods, depending on the sport. With basic assignments and time practicing and scrimmaging, students can get a survey overview of a sport and still be prepared to start officiating games at a beginning level!

OPTION 3 : During built in enrichment/remediation/exploration time

If you have time daily, or during your school week, where students have time for enrichment, remediation, or choice activities– give them an option that is engaging and can lead to immediate employment. A single sport in RefReps can be completed, in basic fashion, in about 7-15 class periods, depending on the sport. Signing students up for RefReps is a great way to engage them during this time while supporting student learning and growth.

OPTION 4 : As a sports team

Completing the RefReps curriculum as a team will help your student-athletes have a better understanding of the rules, fair play, and lead to greater understanding of communicating with game officials during contests. Knowing the rules of the game, and the mechanics officials use, can lead to a safer play experience for your teams. Your team members may then work your camps and clinics while supporting safety and fair play for younger athletes who attend your programming. Providing RefReps for your student-athletes is a gift that will allow them to get licensed, earn extra money, and stay a part of the game after their playing careers have ended.

OPTION 5 : For coaches, parents, and other adults in your grassroots and feeder programs

If you have people who wish to support student athletes in your building, help them get their officiating licenses! They can serve as emergency subs; or work with student-athletes in your feeder teams to support the health and sustainability of your program. All this while helping develop empathy for those that officiate contests, which will help the overall culture of sports in your community.

SEAT LICENSES

Schools/organizations are purchasing one seat license per learner per sport. For example, 20 students in a one semester stand-alone course, studying three sports each, requires 60 seat licenses. 30 students in a basketball Team Sports class studying RefReps: Basketball requires 30 seat licenses. A single learner completing eight different sports modules requires eight seat licenses.

Unused seat licenses do NOT expire annually and will remain available as credit(s) on your account until consumed by any learner you designate. A seat license is considered "consumed" once the learner completes the first module in any sport course for which they are registered.

Learners maintain access to the completed sport module(s) for as long as their RefReps account stays active, even after they graduate from your school or program! "Active" is defined as logging into their RefReps account at least once per year starting with the day their account is created.

FUNDING OPTIONS

The RefReps Officiating Education System is both an educational technology resource, and a consumable resource that is used and “kept” by students. Remember, we want to be a part of the officiating education journey of our learners. Whether it is a student who gets RefReps OES through their high school or university, or an adult learner who purchases RefReps OES direct from our website, the access by the learner to the RefReps sport modules they complete does not expire until their account becomes inactive

which occurs when the user does not log in for more than one year. Otherwise, the RefReps OES sports they consume are theirs to use to support their development as an official.

How can RefReps OES seat licenses be paid for by schools?

The RefReps Officiating Education System is consumable education technology, and it can be paid for through curriculum, materials, and technology accounts. But there are some other ways to pay for RefReps OES as well:

- One of our most popular options is for students to work a contest, or contests, as a part of the course through a partnership between the school and its "in-house" feeder program or a partnership with a local organization (YMCA, CYO, Little League, Youth League, etc). The student learner officiates the contest with a mentor official as capstone/final for the class, and rather than getting paid for that contest or contests, the money is paid or donated back to the school to offset the cost of the course or for the course in the future.
- Depending on your state, the cost of RefReps OES may be passed on to student families as a part of the course/resource fees. Ideally, schools would support underwriting at least part of those costs.
- PTOs and Education Foundations for the school, school district, or state athletic associations are often looking for worthwhile causes to support. RefReps OES provides academic rigor, supports a healthy lifestyle, and provides opportunities for immediate employability.
- Athletic departments can support the funding of RefReps OES as they are ultimately one of the main beneficiaries.
- Athletic booster programs can support funding of RefReps OES as they want to support athletics at the school or district level.
- Local officials' associations may be great partners to underwrite the costs of the course. Remember to share with them that these new officials will eventually become dues-paying members in those associations.
- Consider local businesses, perhaps those owned by officials, that may support athletics already. This may be a new avenue for them to support a school's athletic program.
- Grant opportunities may be available through organizations like Action for Healthy Kids, USA Football, or other organizations that support healthy lifestyles and sports.

*The above are suggestions. All questions related to the funding of the RefReps OES should be directed to the business office of individual schools, districts, or organizations for approval.

Intro to Sports Officiating - Example Baseball/Basketball Course Map

The following is an example of a single semester course map where Intro to Sports Officiating is being offered as a standalone course. Implementation may vary dependent on the ability and direction of the instructor. This layout is only a suggestion as RefReps can flexibly fit into any schedule or instructional setting your school may use. The RefReps team is regularly developing activities and assessments for teachers to use with students. All items may be accommodated to meet the local needs of the learners.

BASEBALL

Total video module run time is approximately 4 hours and 58 minutes

Suggestion for a schedule with 4 hours and 10 minutes per week with daily 50-minute class periods or approximately 8 hours over two weeks in a block schedule.

Week 1

Introduction to the class

Why I want to be an umpire/KWL

Walk the field

Module 1 (33:49)-Definitions

Module 2 (37:16)-Players, Field, and Equipment

Definitions Assessment

Equipment identification

Legal vs. Illegal equipment

Week 2

Module 3 (38:22)-Substituting, Coaching, Bench and Field Conduct and Charged Conferences

Understanding the line-up card

Legal vs. Illegal substitutions

Module 4 (15:16)-Starting and Ending Game

Module 5 (21:13)-Dead Ball, Suspension of Play

Week 3

Module 6 (22:35)-Pitching

Identifying pitches

Calling balls, strikes, fouls

Mechanics

Module 7 (20:46)-Batting

Module 8 (41:27)-Baserunning

Field Time to see these things in action!

Week 4

Module 9 (19:27) Scoring, Record Keeping

Score a game activity

Module 10 (15:06) Umpiring

Module 11 (32:51) Two-Person Umpiring Mechanics

Guest Speaker-Local Umpire

Field Time

Week 5-Final Assessments

Upcoming test review/using the NFHS Rule/Case Books

Baseball licensing test

Plan for/Work 2 local youth games

Reflection paper focusing on: Understanding/Philosophy of game, Empathy for officiating, Values and qualities learned from umpiring.

Celebrate achievements

BASKETBALL

Total video module run time is approximately 4 hours and 58 minutes

Suggestion for a schedule with 4 hours and 10 minutes per week with daily 50-minute class periods or approximately 8 hours over two weeks in a block schedule.

Week 1

Introduction to the class

Why I want to be a referee/KWL

Walk the court

Module 1 (61:06)-Definitions

Module 2 (17:56)-Court and Equipment

Definitions Assessment

Court time/scrimmage

Week 2

Module 3 (26:29)-Officials and their duties

Signals

Module 4 (31:15) Players, Substitutes, and Equipment

Walk the court

Signals Assessment

Guest speaker-Local coach(es)-Coach/Official relationships

Court time/scrimmage

Week 3

Module 5 (30:10)-Scoring and Timing Regulations

Review scorebook and game clock

Assessment-Score a recorded game

Module 6 (19:18)-Live Ball and Dead Ball

Module 7 (15:44)-Out of Bounds and Throw In

Court time/scrimmage

Week 4

Module 8-Free Throws (15:44)

Free throw contest

Module 9-Violations and Penalties (35:22)

Court time to practice signals for violations

Module 10-Fouls and Penalties (41:33)

Court time/scrimmage

Week 5

Module 11-Two Person Officiating Mechanics (14:49)

Court time/scrimmage

Module 12-Three-Person Officiating Mechanics (18:44)

Court time/scrimmage

Guest speaker-Referee(s) from local association

Week 6-Final Assessments

Upcoming test review/using the NFHS Rule/Case Books

Basketball licensing test

Work 2 local youth games

Reflection paper focusing on: Understanding/Philosophy of game, Empathy for officiating, Values and qualities learned from officiating.

Celebrate achievements

Do you have additional questions about how you can implement RefReps at your school? Contact Dr. David Pillar, Education Engagement and Advancement Specialist at david@refreps.com .

REFREPS

OFFICIATING EDUCATION SYSTEM



COURSE OFFERING

Intro to Sports Officiating
Physical Education
Advanced Physical Education Elective

WHAT THEY'RE SAYING

"I have been working with officials for close to 25 years and viewing this program and seeing how it fit into an educational curriculum was my 'a ha' moment!"

- Dana Pappas
NFHS Director of Officiating Services

STUDENT EMPLOYABILITY

Refereeing
Work: 30hrs
Get Paid: $975+

Traditional Student Jobs
Work: 30hrs
Get Paid: $390

TURN-KEY OFFICIATING EDUCATION CURRICULUM FOR TODAY'S STUDENT



Standardized digital course curriculum
Detailed instructor guides & course maps
Resources for active learning opportunities
Features built in assessments & reporting
Innovative & interactive POV video content

TEACH STUDENTS TO REFEREE

Football	Baseball	Softball
Basketball	Volleyball	Flag Football
Lacrosse (Boys & Girls)	Soccer	Wrestling
Ice Hockey	Swim & Dive	Track & Field

VISIT WWW.REFREPS.COM TO GET STARTED TODAY!

Ms. Giusti's SafeTouch Lesson Plan: "My Trusted Hand"

Grade Level: K–5 (can be adjusted by depth of discussion)

Time: 30 minutes

Objective

Students will:

- Identify at least five trusted adults in their lives
- Understand the importance of seeking help from safe adults
- Practice how to ask for help in unsafe or uncomfortable situations

---

Standards Alignment

Alaska Safe Children's Act

Aligned with **Alaska Safe Children's Act**, which requires schools to provide age-appropriate instruction on:

- Personal safety and abuse prevention
- Identifying and seeking help from trusted adults
- Developing skills to respond to unsafe situations

ASCA Mindsets & Behaviors

Mindsets:

- **M 1:** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **M 2:** Sense of acceptance, respect, support and inclusion for self and others

Behavior Standards:

Self-Management Skills:

- **B-SMS 2:** Demonstrate self-discipline and self-control
- **B-SMS 7:** Demonstrate effective coping skills when faced with a problem

Social Skills:

- **B-SS 2:** Create positive and supportive relationships with other students
- **B-SS 3:** Create relationships with adults that support success

Learning Strategies:

- **B-LS 7:** Identify long- and short-term goals (adapted: identifying support systems as a personal safety goal)

Materials

- Pre-cut paper hand templates (or have students trace their own hand)
- Powerpoint for discussion
- Markers/pencils/crayons

Lesson Procedure

1. Warm-Up Discussion (5–7 minutes)

Review Powerpoint as a whole group (attached)

Ask:

- “What is a trusted adult?”
- “How do you know if someone is safe to talk to?”

---

2. Direct Instruction (5–10 minutes)

Explain:

- Everyone should have **at least 5 trusted adults**
- These adults can be from different places:
    - Home

    - School
    - Community

Emphasize:

- If one adult doesn't help, **keep telling until someone does**
- It's okay to ask for help, even if it feels hard or scary

---

3. Activity: "My Trusted Hand" (15–20 minutes)

Directions:

- Each finger represents one trusted adult
- Students write one name on each finger
- Inside the palm, students can write:
    - "People who help keep me safe" OR
    - "I can ask for help"

---

4. Practice Scenarios (Optional – 5–10 minutes)

Read simple scenarios:

- "You feel unsafe at recess"
- "Someone tells you to keep an uncomfortable secret"

Ask:

- "Which trusted adult could you go to?"
- "What could you say?"

Practice simple scripts:

- "I need help."
- "Something happened and I don't feel safe."

---

5. Closing & Reinforcement (5 minutes)

Reinforce:

- You deserve to feel safe

- Trusted adults are there to help
- Keep asking until someone listens

Optional closing statement for students to repeat:

> “I am important. I deserve to be safe. I can ask for help.”

Assessment

- Completion of the “Trusted Hand”
- Ability to name at least one trusted adult
- Participation in discussion or scenarios

Safe & Unsafe Touches





© Growing in Guidance 2021

Touching is a part of life.

Most of the time touching is good, and we like it!

© Growing in Guidance 2021

We enjoy touch when we hug our friends or family.



© Growing In Guidance 2021

Touching is good when we need help with something.



© Growing In Guidance 2021

These are examples of

SAFE TOUCHES.

© Growing In Guidance 2021

We know a touch is safe when...

1. Both people want to touch.

2. No one is getting hurt.

3. No one is wanting to keep it a secret.

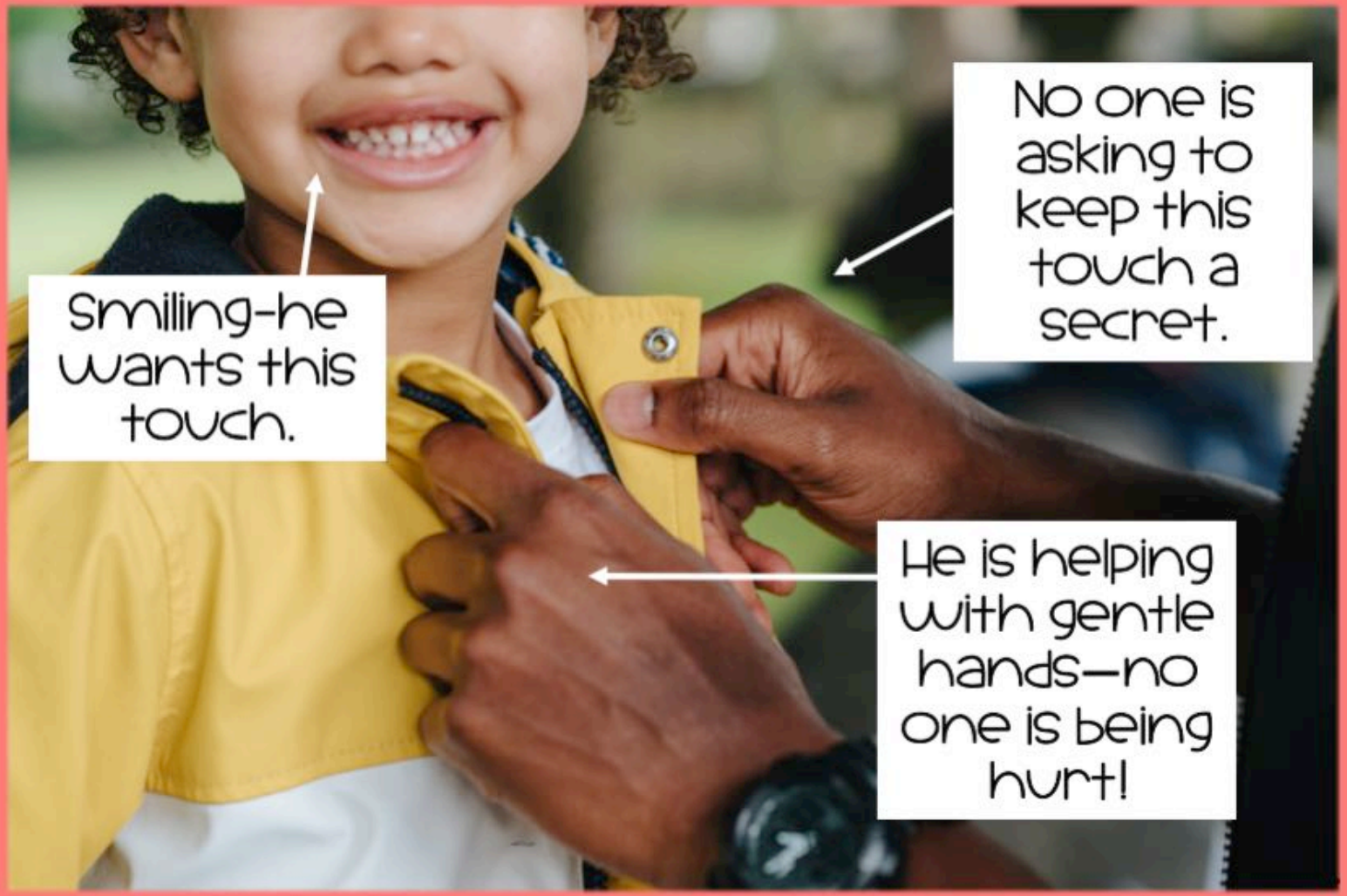
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This is a safe touch because...



© Growing In Guidance 2021

This is a safe touch because...



© Growing In Guidance 2021

Touches are a normal part of life, but not all touches are safe.

© Growing in Guidance 2021

Some touches are

UNSAFE TOUCHES.

© Growing in Guidance 2021

We know a touch is unsafe when...

1. Someone does not want to touch.
2. Someone is getting hurt.
3. Someone is wanting to keep it a secret.
4. The touch involves private body parts (parts of your body that would be covered by a swimsuit).

© Growing in Guidance 2021

This is an unsafe touch because...



This boy looks worried– He does not want this touch!

This boy is hurting the other boy.

© Growing in Guidance 2021

This is an unsafe touch because...



This girl looks hurt—She does not want this touch!

This girl doesn't want the other girl to tell anyone because she doesn't want to get in trouble—she wants the touch to be a secret.

This girl is hurting the other girl.

© Growing in Guidance 2021

Say "NO" to unsafe touches.

© Growing in Guidance 2021

It is even okay to tell an adult "NO" about an unsafe touch.

© Growing in Guidance 2021

Always tell an adult about unsafe touches right away.

© Growing in Guidance 2021



You're the boss of your body!

You get to decide what touches you are comfortable with.

© Growing in Guidance 2021

Let's Review!

You decide if it is Safe or Unsafe.

© Growing In Guidance 2021

Safe or Unsafe?



Josie and Maddy are best friends. Josie puts her arm around Maddy when she sees her at school in the morning.

© Growing in Guidance 2021

Safe or Unsafe?



© Growing In Guidance 2021

Safe or Unsafe?



Antonio pushes Carl down on the playground.

© Growing In Guidance 2021

Safe or Unsafe?



What should Carl do?

© Growing In Guidance 2021

Safe or Unsafe?



Raj and Alex high five in the hallway.

© Growing in Guidance 2021

Safe or Unsafe?



© Growing In Guidance 2021

Safe or Unsafe?



Mike and Jay play a 3-legged race in P.E.

© Growing in Guidance 2021

Safe or Unsafe?



© Growing In Guidance 2021

Safe or Unsafe?



Tina kicks Emma because she made her angry.

© Growing in Guidance 2021

Safe or Unsafe?



What should Emma do?

© Growing In Guidance 2021

Safe or Unsafe?



Jeromy put his foot on Aaron and laughed when Aaron slipped and fell down.

© Growing in Guidance 2021

Safe or Unsafe?



What should Aaron do?

© Growing In Guidance 2021

Safe or Unsafe?



Pria's coach touched her during ball practice, and it just didn't feel right. He told her she shouldn't tell anyone about it.

© Growing in Guidance 2021

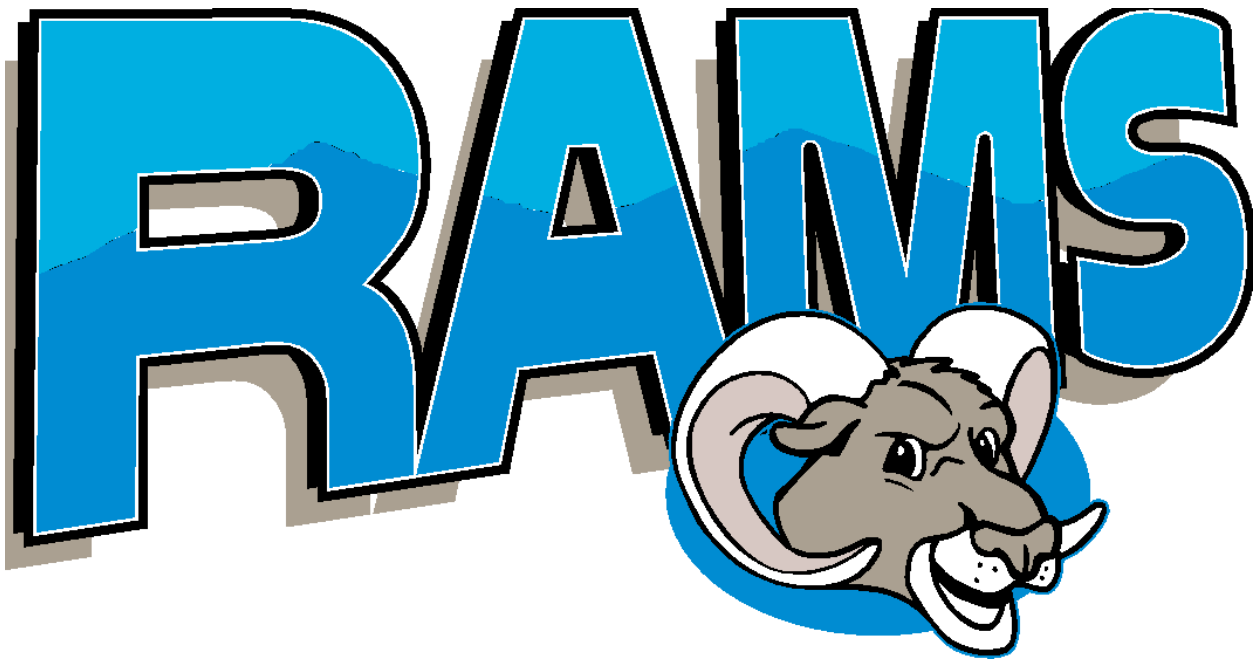
Safe or Unsafe?



What should Pria do?

© Growing In Guidance 2021

Hermon Hutchens Elementary School Student/Parent Handbook



Revised April 2026

District Strategic Goals and Vision

Mission

Schools, parents, and community united in education for life: Instructing, inspiring, and empowering every student in a safe environment.

Goals & Objectives

- We will incorporate new levels of knowledge, talent, creativity, workforce development, and leadership for the best education of our students.
- We will achieve greater levels of coherence, alignment, and integration, throughout the district; increase staff trust and morale; and strengthen relationships through communications.
- We will support and advocate for schools where our students perform at the highest levels and exceed state and federal accountability standards.

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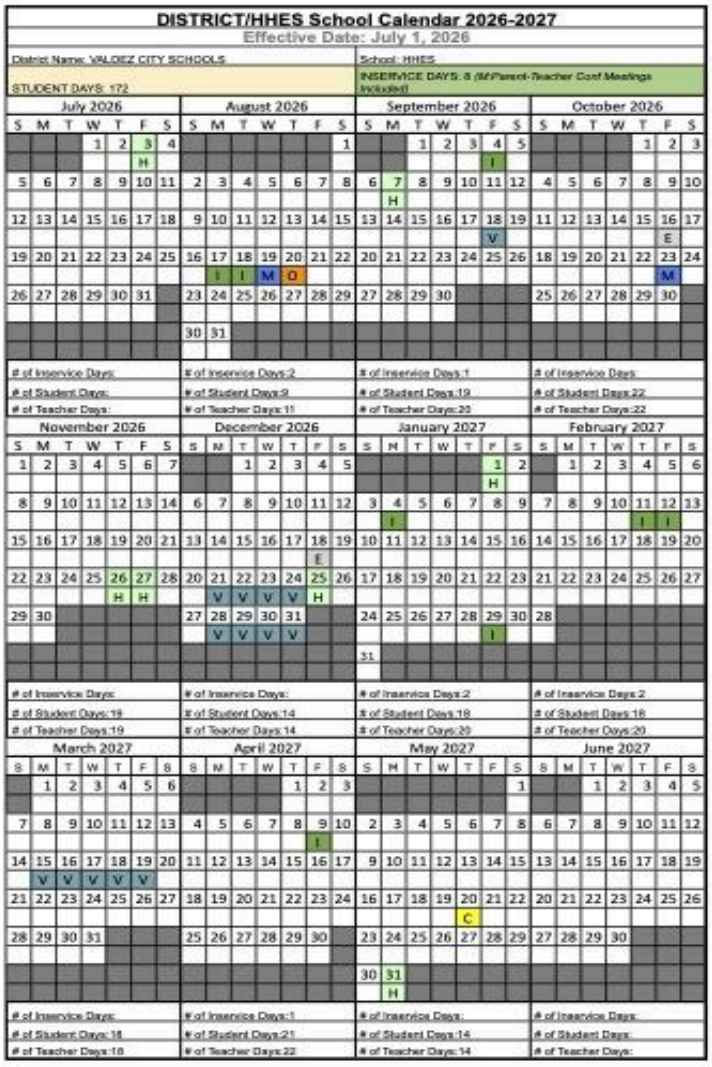
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Staff Directory

Staff can be reached by calling the office at 907-835-4728. The building secretary will then transfer your call to the corresponding employee. Below is a list of staff emails for your convenience.

Principal Krista Howell	khowell@valdezcityschools.org
Admin. Assistant Jennifer Shiell	jshiell@valdezcityschools.org
Building Secretary Rachel MacDonald	rmacdonald@valdezcityschools.org
Librarian Lorraine Critchlow	lcritchlow@valdezcityschools.org
Preschool Molly Dibb	mdibb@valdezcityschools.org
Kindergarten Cheryl Derifield	cderifield@valdezcityschools.org
Kindergarten Samantha Cook	scook@valdezcityschools.org
Kindergarten Jessica Tran	jtran@valdezcityschools.org
Grade 1 Jennifer Benda	jbenda@valdezcityschools.org
Grade 1 Tauga Shiery	tshiery@valdezcityschools.org
Grade 2 Krista Chadwick	kchadwick@valdezcityschools.org
Grade 2 Kelsey Kerney	kkerney@valdezcityschools.org
Grade 3 Melissa Koontz	mkoontz@valdezcityschools.org
Grade 3 Jennifer Tate-Lee	jtatelee@valdezcityschools.org
Grade 4 Sheridan Edens	sedens@valdezcityschools.org
Grade 4 Melissa McCumby	mmccumby@valdezcityschools.org
Grade 5 Jessica Gillam	jgillam@valdezcityschools.org
Grade 5 Karen Mehl	kmehl@valdezcityschools.org
Grade 5 Joe Kerney	jkerney@valdezcityschools.org
Special Education Holly Makowsky	
Special Education Mikaleigh Bottieri	mbottieri@valdezcityschools.org
Special Education Lucia Hedman	lhedman@valdezcityschools.org
Speech Rachel Sutton	rmsutton@valdezcityschools.org
Reading Specialist Katie Burns	kburns@valdezcityschools.org
Title 1 Carrie Stander	cstander@valdezcityschools.org
School Counselor Gianna Giusti	ggiusti@valdezcityschools.org
Art Jessica Bugni	jbugni@valdezcityschools.org
Music Chey Olson	colson1@valdezcityschools.org
Physical Education Alexandra Irving	airving@valdezcityschools.org

2026-2027 District Calendar



DISTRICT/HHES School Calendar 2026-2027

Effective Date: July 1, 2026

District Name: VALDEZ CITY SCHOOLS | School: HHES

STUDENT DAYS: 172 | INSERVICE DAYS: 8 (M/Parent-Teacher Conf Meetings Included)

July 2026

S	M	T	W	T	F	S
			1	2	3	4
					H	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

# of Inservice Days:
# of Student Days:
# of Teacher Days:

August 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
	I	I	M	O		
23	24	25	26	27	28	29
30	31					

# of Inservice Days:2
# of Student Days:9
# of Teacher Days:11

September 2026

S	M	T	W	T	F	S
		1	2	3	4	5
					I	
6	7	8	9	10	11	12
	H					
13	14	15	16	17	18	19
					V	
20	21	22	23	24	25	26
27	28	29	30			

# of Inservice Days:1
# of Student Days:19
# of Teacher Days:20

October 2026

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
					E	
18	19	20	21	22	23	24
					M	
25	26	27	28	29	30	

# of Inservice Days:
# of Student Days:22
# of Teacher Days:22

November 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
				H	H	
29	30					

# of Inservice Days:
# of Student Days:19
# of Teacher Days:19

December 2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
					E	
20	21	22	23	24	25	26
	V	V	V	V	H	
27	28	29	30	31		
	V	V	V	V		

# of Inservice Days:
# of Student Days:14
# of Teacher Days:14

January 2027

S	M	T	W	T	F	S
					1	2
					H	
3	4	5	6	7	8	9
	I					
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
					I	
31						

# of Inservice Days:2
# of Student Days:18
# of Teacher Days:20

February 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
				I	I	
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

# of Inservice Days:2
# of Student Days:18
# of Teacher Days:20

March 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
	V	V	V	V	V	
21	22	23	24	25	26	27
28	29	30	31			

# of Inservice Days:
# of Student Days:18
# of Teacher Days:18

April 2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
					I	
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

# of Inservice Days:1
# of Student Days:21
# of Teacher Days:22

May 2027

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
				C		
23	24	25	26	27	28	29
30	31					
	H					

# of Inservice Days:
# of Student Days:14
# of Teacher Days:14

June 2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

# of Inservice Days:
# of Student Days:
# of Teacher Days:

X	Emergency Closure Day
C	School Closes
E	End of Quarter
H	Legal Holiday
I	Inservice Day
M	Parent-Teacher Conf Meeting reqts
N	Parent-Teacher Conf Not meeting reqts
O	School Opens
S	Saturday School
T	Testing
V	Vacation Day
W	Teacher Workday
RF	Required Friday
FF	Flex Friday

School Holidays	
Independence Day	7/3/2026
Labor Day	9/7/2026
Thanksgving and the day after	11/26- 11/27/2026
Christmas	12/25/2026
New Years	1/1/2027
Memorial Day	5/31/2027

If one of these holidays falls on a Saturday, the Friday immediately preceding is a school holiday. If one of these holidays falls on a Sunday, the Monday immediately following is a school holiday.

1.0 General Information

1.1 NOTICE OF NONDISCRIMINATION It is the policy of Valdez City Schools not to discriminate on the basis of race, religion, color, age, national origin, parenthood, pregnancy, marital status, changes in marital status, sex, disability, handicap, veteran's status, veteran's disability, or political affiliation in admission and access to, and treatment or employment in, its programs and activities.

Students attending Valdez City Schools may participate in education programs and activities, including, but not limited to, health, physical education, and vocational and technical education, regardless of race, color, national origin, age, handicap, or sex.

Grievance procedures for student and employee concerns in the areas of sex equity (Title IX) and handicap (Section 504) have been established by Valdez City Schools. Inquiries or complaints regarding compliance with these regulations may be directed to Valdez City Schools, VCS Superintendent, PO Box 398, Valdez, AK 99686 (see BP 5145.3 Nondiscrimination).

1.2 DISSEMINATION OF OUTSIDE LITERATURE All notices and information passed out through the school must have been approved by the principal. Please contact the principal if you have posters, handouts, or notices to distribute or display.

1.3 EARLY ARRIVAL OF STUDENTS Because of limited supervision, students should not arrive at school earlier than 7:55 am. All students, with the exception of preschool and bus students, will enter through the main entrance as marked. Between 7:55 am and 8:20 am, K-3 students will remain in the lunchroom. Grades 4 and 5 will utilize their commons area. During this time, students can eat, play games, and socialize with their peers.

1.4 FOOD SERVICE Breakfast and lunch are eaten in the cafeteria, and students are under the direct supervision of aides, teachers, and cafeteria staff. It's expected that food is eaten before students enter class. Breakfast is available to

purchase for all students in the morning before class.

1.5 FREE OR REDUCED-PRICE FOOD SERVICE Parents and/or guardians may apply for free or reduced-price food service anytime during the school year by completing an application available in the school office or online through Nutrition Services. All applications are evaluated by the school district business manager. All information is confidential. (see BP 3553 Free and Reduced-Price Meals).
https://www.valdezcityschools.org/departments/business-services/nutrition-services

1.6 LOST AND FOUND An area for lost and found items is located outside the office. Check this area periodically if your child is missing hats, gloves, and so on. All articles at the end of each semester will be donated to a charitable organization.

1.7 PARENT–TEACHER ASSOCIATION The Hermon Hutchens Elementary School PTA (Parent–Teacher Association) is an opportunity for parents and members of the community to become actively involved in providing support programs and activities for our school. There are dozens of ways to be involved, whether by volunteering at the school or from home. Meetings are scheduled monthly during the school year. Contact information for the PTA can be obtained at the HHES office.

1.8 PARENT VOLUNTEERS. HHES highly encourages parent and community volunteers. Please contact your child's homeroom teacher or the office if you are interested in volunteering or know somebody that is. Note all volunteer activities are based on student need and should have a positive direct impact on student learning. All parents and guests entering the school are required to sign in at the front office and wear a visitor/volunteer badge/sticker.

1.9 TELEPHONE USAGE The school telephone number is 907-835-4728. Students are allowed to use the phone only for business or an emergency. Students must have permission from their teacher or office staff to use the phone. Calling to see whether they can go home with a friend is not considered business or an emergency, and permission to use the phone will not be granted. Urgent messages can be delivered to students, but please allow time for delivery.

1.10 ELECTRONIC SURVEILLANCE Hermon Hutchens Elementary School employs the use of electronic surveillance equipment for security purposes throughout the public areas of the building and grounds. This equipment may or may not be monitored at any time.

1.11 ENTRANCES Buses will drop off students on the Egan side of the building using the drive-up entrance. The main entrance (parent pick-up/drop-off and building entrance) is in the main parking lot off Kutina.

2.0 Classroom Expectations

2.1 PARTIES Teachers are allowed to schedule three regular parties per year. The students and their teachers may choose three of the following: Halloween, Christmas, Valentine's Day, and/or end-of- school year. To avoid hurt feelings, we also request that invitations to private parties **NOT** be distributed at school unless they include the entire class.

2.2 SCHOOL HOURS Regular school hours are from 8:20 a.m.–3:05 p.m, Monday through Thursday, and from 8:20 a.m.–2:15 p.m. on Fridays. After-the-Bell activities are scheduled from 3:15 p.m.–4:15 p.m, Mondays, Tuesdays, Wednesdays, and Thursdays. All school rules apply during regular school hours, while riding the bus, and during After-the-Bell activities.

2.3 LUNCHROOM EXPECTATIONS

Teachers will walk students to the cafeteria and assist those who are receiving school lunch/purchasing milk. Students are expected to use inside voices and remain seated while in the cafeteria. Students must not run in the cafeteria and are expected to clean up their area before being excused to line up for recess. A recess duty supervisor will walk students from the cafeteria to their classroom to prepare to go outside.

3.0- Student Health and Safety

3.1 ACCIDENTS Every accident in the school building, on the school grounds, or at any school-sponsored event must be reported to the person in charge, who may contact the school office for documentation, and the parents will be notified.

3.2 BICYCLES/ROLLERBLADES/SKATEBOARDS/SCOOTERS Students who ride their bicycles/rollerblades to school should remember the following:

1. Be familiar with the laws and safety rules for bicycle operation and practice the rules.
2. Upon entering the school grounds, walk your bicycle directly to the racks located in front of the school.
3. Rollerblades will not be worn in the school building.
4. Bicycles should be equipped with locks to prevent unauthorized borrowing.
5. Bicycles/rollerblades/scooters may not be used except to-and-from school. No motorized scooters.
6. Upon leaving at the end of the day, students are not allowed to ride near the school buses or around the cars in the parking lot. Students are expected to walk their bicycles on the sidewalk.

3.3 EARTHQUAKE During strong earth tremors, the following procedure shall be employed.

INDOORS 1. Stay indoors. 2. Move under sturdy furniture such as desks, tables, and so on. 3. Move toward the center of the building into hallways. 4. Stay away from windows and other glass objects. 5. Do not use candles, matches, or other open flames. 6. Because aftershocks may occur, once outside of a damaged building, do not reenter.

OUTDOORS 1. Stay away from buildings where there is danger of falling debris. 2. Stay away (fifty yards) from buildings, power lines, and poles. 3. If in a moving vehicle, stop and remain inside (See AR 6114.3 Earthquake Emergency Procedures)

3.4 CLOTHING AND DRESS CODE We require that during the winter months, students keep a light pair of shoes (preferably gym shoes) in their lockers to change into upon entering the building. Students generally will not be allowed to wear outdoor coats, jackets, and hats inside the building unless an emergency occurs.

Students should come to school dressed with appropriate apparel during the

winter months. Whenever the temperature (with wind chill) is zero degrees and above, we have students participate in outdoor recess. All students must have coats, hats (hoods), gloves, boots, long pants, and/or snow pants for outside recess. Students without appropriate winter apparel will be required to remain under covered areas during recess.

3.5 PERSONAL CARE AND DRESS CODE Personal aerosols such as hair gel, hair spray, perfume, deodorant, shaving cream, and so on should remain at home. Use of perfume is discouraged because of chemical sensitivities.

1. Students must wear modest clothing. Underwear (bra, boxers, etc.), midriffs, and private parts of the body must not be visible.

2. Hats, hoods, and bandanas will not be worn in the building. Hair bands are permitted.

3. Clothing imprinted with or promoting obscenity, drugs, alcohol, tobacco, profanity, violence, or illegal behavior is not allowed. Sexually suggestive, racial, or abusive slogans or logos are not to be worn at school.

4. Pants must be worn at or near the waist level.

5. Dress and appearance that 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. Parents of students requiring exceptions to the dress code to accommodate religious or health needs may make arrangements with the principal (see Board Policy AR 5132).

3.6 EVACUATION SHELTER Our school is a city-designated evacuation shelter. In case of a disaster, and particularly a tsunami, we will keep your child at school, unless you pick him/her up at the office.

3.7 FIRE DRILLS To ensure the safety of your child, we will conduct one fire drill per month. The following is the procedure we will use:

1. The sounding of the alarm is the signal to evacuate the building.
2. If feasible, teachers should turn off their classroom lights and close/lock their

classroom doors.

3. Students and personnel should move rapidly along the designated pathways to an exit. No one should run. If there is smoke in the pathway, crawl to an exit.

4. If the exit or pathway to an exit has become blocked, you should work back to an alternative exit.

5. After leaving the building, students should proceed to a distance of at least 100 feet from the building and avoid fire lanes. Care should be exercised to avoid interfering with the firefighting equipment.

6. Students are expected to become familiar with the fire drill exit route posted in each room. (Teachers must be prepared to give directions pertaining to leaving their classrooms.) (See AR 6114.1 Fire Drills and Fires)

3.8 HEAD LICE Please check your child's head periodically during the school year. In order for a student to return to school, the parent must treat the child with a head lice treatment at home.

3.9 IMMUNIZATIONS State law requires that students be properly immunized. A child who has not met the Alaska immunization requirements will not be allowed to enter school. It is the parent's responsibility to provide the school with a medically verified, date- and dose-specific immunization record. It is the parent's responsibility to notify the office of any immunization updates. Religious exemption and Medical exemption forms are available in the office and must be resubmitted annually (see BP 5141.31 Immunizations).

3.10 INSURANCE Accident insurance is provided for students during the school day and for related school activities or twenty-four-hour coverage is provided. Information regarding insurance is available at the school office and sent home at the beginning of the school year.

3.11 INTRUDER RESPONSE ALICE is an acronym for Alert, Lockdown, Inform, Counter, and Evacuate, and it is designed to supplement current lockdown procedures as a stand-alone defensive strategy for an active intruder event. The main objective of the program is to provide the students and staff with options to increase their chance of survival during an intruder emergency. The school performs at least one ALICE drill per year.

3.12 LOCKERS Each student shall be assigned a locker. Lockers for students

will not include locks. Student lockers are the property of Valdez City Schools and, as such, may be opened and inspected by school authorities. Security of personal property in school lockers and security of the locker is the student's responsibility. The school is not responsible for lost or stolen articles. (Refer to A.S.14.03.103)

3.13 MEDICATION If it becomes necessary for a student to take any form of medication at school, a "Long- or Short- Term Request for Administration of Prescribed Medication" form signed by the parent must be on file in the office. All medication will be kept in and dispensed through the main office. Please send any of these medications in their appropriate medication bottle, with name, dosage, and prescription number labeled on the front. Safeway Pharmacy has volunteered to split monthly doses into two bottles—one for school—if the request is made. We ask that you make this request when refilling the prescription.

3.14 PETS AND ANIMALS AT SCHOOL Because of the unpredictable behavior of animals around many children and because of allergens, we ask your cooperation in keeping pets at home. If you would like to bring a pet to show your child's class outside, please arrange a day and time with the teacher. Individuals with disabilities are allowed to bring their service animals in accordance with school board policy(s).

3.15 SCHOOL CLOSURES AND SCHOOL-WIDE EMERGENCY NOTIFICATIONS Emergency closures of school due to weather conditions or similar factors will be announced over the local radio stations as soon as they occur. Closures during the regular school day because of a building emergency are handled in a pre-arranged orderly manner. No child will be sent home during the day without the knowledge and permission of parents or parental authority. One of the means to inform the general public is by the mass media including the district telephone alert system, radio, television, social media, and the school district website. The superintendent shall provide prompt and accurate information.

3.16 SCHOOL COUNSELING An elementary school counselor provides a comprehensive K-5 program that fosters development in academic, career, and personal/social domains for all students. Program components include *Guidance Curriculum*, *Individual Student Planning*, *Responsive Services*,

Consultation, Collaboration, Referrals, Support in Crisis Situations, Small Group Education, and Connections between school and community. If further services are required, the school counselor will refer to and help the parent/legal guardian contact the Providence Valdez Counseling Center (see BP 6164.2 Guidance and Counseling Services).

4.0- Academics

4.1 ACADEMIC STANDARDS We follow the Alaska Department of Education and Early Development (EED) standards. Valdez City Schools curricula are aligned to state and national standards. For complete information about Alaska student standards, visit http://education.alaska.gov/akstandards.

4.2 POWERSCHOOL AND REPORTING Grades will be reported quarterly and are a composite of academic achievement, classroom participation/citizenship, and classroom attendance. PowerSchool is our student information management system. PowerSchool's Parent Portal provides parents/guardians with confidential, real-time access to information about their child(ren), including attendance and grades, through their own secure account. See the building secretary to obtain the forms and information needed to create your own personal, confidential PowerSchool Parent Portal account. Grade reports, in the form of report cards, are issued four times during the year. These reports are one method of reporting pupil progress. Report cards may be held until all books (library and text) are returned and/or fines paid (see BP 5121.2 through BP 5121.9 Grades/Evaluation of Student Achievement).

4.3 GRADING K-5 grading will reflect a combination of some of the following five areas: daily work, skill application, test scores, student readiness standards, and participation and will not be based only on one evaluation or criteria. The subjective judgment of the teacher is a major factor in determining any grade, specifically for participation and skill application.

Kindergarten through 5th grade will follow this system:

1,2,3,4, no mark

1= Far below proficient
2= Below proficient but progressing
3= Proficient level of performance
4= Mastery level of performance

No mark = Not evaluated at this time

(BP 5121.2)

4.4 KINDERGARTEN The law concerning kindergarten states that a child who is five years of age before September 1 preceding the beginning of the school year may enter a public kindergarten. Proof of age (registered birth certificate) is required before entering kindergarten.

4.5 LIBRARY Students are encouraged to check out books from the library. In the event that a book is misplaced or lost, please notify the library staff and a bill will be sent to cover the replacement of the book(s). If the book is found later, a refund will be made to you.

4.6 PARENT–TEACHER CONFERENCES The school will regularly schedule parent–teacher conferences in the first and second ~~third~~ quarters each school year. Parents are welcome to request additional conferences at any time by contacting their child's teacher or school office (see BP 5124 Communication with Parents/Guardians).

4.7 PASS AND RETENTION A child may be considered for retention in a grade level if it can be clearly demonstrated that the child is not academically ready for the next grade level, and retention will be beneficial to the child. The principal, working with parents and staff, will make the final decision on retention (see BP 5121.8 Grades/Evaluation of Student Achievement).

4.8 TESTING- Students at HHES take the following tests: NWEA MAP Testing K-5, mClass K-5, AKSTAR 3-5, Alaska Science Assessment 5. Test results will be mailed home or shared at parent-teacher conferences.

4.9 FIELD TRIP- Field trips are a privilege, and the ability to participate in school field trips may be revoked. A student must have a completed permission slip turned in before the departure of the trip. Consequences for inappropriate behavior prior to or during the field trip could include missing the field trip, returning to school, or being sent home.

5.0 Special Programs

5.1 CHILD FIND SCREENING All 3 to 5-year-old preschool children are eligible

to participate in the Valdez City Schools Preschool Screening. During the screening, children who exhibit delays in speech/language, motor, social or emotional development will be referred for further in-depth assessment. Annual screenings will take place. A determination will be made within a week and recommendations given to the parents. If you feel your child experiences a delay in any of the areas mentioned above, please contact the **Special Education Office at (907) 835-4713** for an appointment.

5.2 EARLY INTERVENTION PROGRAM Valdez City Schools provides Early Intervention Services for children from preschool to kindergarten (ages three to five) who have identified special education needs (see Child Find Screening section). The purpose of Early Intervention Services is to intervene at the earliest stages when delays or disruptions in development are first identified, to help children reach their full potential. Early Intervention Services are provided in a variety of ways, dependent upon the child's age and identified special needs. Services are designed to prepare children for an inclusive kindergarten placement. Children qualify for the services by meeting criteria established by the federal and state law. Our program incorporates the use of peer models (typically developing same-age students).

5.3 ACTIVITIES

1. Elementary students have the following extracurricular and co-curricular activities available: Battle of the Books, Spelling Bee, and Ski Club.

2. After-school programs are available and change year to year. Check with the building secretary to get a list of current activities. Activities offered may change based upon enrollment, student interest, and availability of coaches/sponsors.

5.4 ~~ELOP (Extended Learning Opportunities)~~ Gifted and Talented

The Valdez City School District believes in differentiated education for gifted children wherever the need arises. 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 to help develop the special qualities of each gifted child. (BP 6185) Contact the building principal for more details.

5.5 Early Entry to Kindergarten

The Board authorizes the admission of students under school age who exhibit the ability to perform satisfactorily, including advancement through the curriculum or grade level by the following year. The Superintendent is delegated authority to make early-entrance determinations. Students under school age who were previously enrolled in public school shall be admitted to school at the grade level determined by the Superintendent or designee. (BP 5111) Contact the building principal if you have questions.

6.0 Attendance/Enrollment

6.1 ATTENDANCE Regular attendance is an important factor in your child's success. When your child must be absent, please enter the absence in the school messenger, or call the office at 907-835-4728. We must confirm the child is in your care for an absence to be excused. Students absent more than ten (10) times per semester may be considered for retention in the same grade the following year. Being absent for more than thirty minutes at the beginning of the day or after lunch is considered a half-day absence. (For the full attendance policy, see BP 5113 Absences and Excuses.) Attendance records are updated in PowerSchool daily.

6.2 PARENT LITIGATION OR COURT ORDERS Parents, by law, are entitled to certain rights of their children, even if they do not have custody of their child, unless there is a court order or other legal document denying them access to their child's records. It is the parent's responsibility to provide the school with copies of any court orders or pending litigations involving your child. Without documentation we cannot assist you in protecting your legal rights of custody.

6.3 PARENTS AND EMERGENCY CONTACT PHONE NUMBERS It is essential that we have current home and work phone numbers for parents. Accurate phone numbers aid us in contacting you in case of an emergency. Please keep the office updated when you change telephone numbers, email, or addresses.

6.4 RELEASING STUDENTS FROM SCHOOL For the protection of the students and to prevent unauthorized and unwanted persons from taking children from school prior to dismissal or at the close of school, the following procedure will be followed:

1. No child will be permitted to leave with anyone other than the listed parent or guardian unless the permission of the parent or guardian has been secured.
2. Persons picking up children are requested to report to the office to pick up the child.
3. If your student has a change in after-school bus plans or pickup plans, please call the office to notify the school of the change.

Teachers have been instructed not to release children without authorization from the office.

6.5 TARDY SLIPS When a student is tardy, he/she must come to the office to receive a tardy slip, which is to be presented to the classroom teacher.

6.6 VACATIONS Families taking vacations/trips anytime during the school year, outside of scheduled school breaks, please notify the principal in writing prior to your departure. Parents and students must take responsibility for all makeup work assigned by the classroom teachers. Elementary students must not be absent more than ten (10) times per semester or they may be considered for retention in the same grade the following year. (For the full attendance policy, see BP 5113 Absences and Excuses.)

6.7 ENROLLMENT New students must complete the Hermon Hutchens Elementary online registration forms at
https://www.valdezcityschools.org/enrollment
Birth Certificate, immunization records, or exemption must be on file before a student may start school.

6.8 WITHDRAWAL Parents of students who must withdraw from elementary school should come to the school to sign student withdrawal forms and pay all fees due, one week before the date of withdrawal. (BP 5121.9)

7.0 Student Behavior

7.1 ADDRESSING STAFF- All staff will be addressed by their proper title—Mr., Mrs., Miss, or Ms.—followed by their last name.

7.2 DETENTION If a child fails to follow the rules, he/she may be assigned

detention after school. The school will contact the parent to arrange for the day of detention (see BP 5144 Discipline).

7.3 DISCIPLINE Behavior that disrupts the learning environment, invades the rights of others, or is inappropriate in a school setting will not be tolerated. Students are expected to obey all district employees. All disciplinary action is intended to be fair and will correspond to the district's educational objectives. Because students are at different levels of development, each must be moved along in realistic, deliberate steps that allow successful growth toward mature, responsible behavior (see BP 5144 Discipline).

7.4 DISRUPTIVE BEHAVIOR Disruptive behavior is student conduct that materially and substantially interferes with the educational process or with school-sponsored activities. Examples of disruptive behavior include insubordinately talking out, moving around the classroom without permission, profanity/vulgarity, uncomplimentary gestures/speech, threatening, noncompliance with school/class rules, refusing to acknowledge a school employee's direction, and behavior that jeopardizes the welfare and/or safety of other students and staff (see BP 5144 Discipline).

7.5 DRUGS Consuming alcoholic beverages, using or possessing illegal drugs, or being under the influence of drugs or alcohol is not allowed in the school buildings, on school property, or at school activity events (see BP 5131.6 Alcohol and Other Drugs).

7.6 HARASSMENT Harassment is not permitted and will result in disciplinary action. Harassment includes, but is not limited to, abusive language, sexual harassment, inappropriate physical contact, racial or ethnic slurs and comments, hazing, and other provocative actions (see BP 5151 Hazing; BP 5145.7 Sexual Harassment; BP 5131.43 Harassment, Intimidation, and Bullying; and BP 5131.41 Violent and Aggressive Conduct).

7.7 LOITERING Students are requested to leave the building after their daily programs are finished. Students must have a valid reason for staying in school after their classes are over. Nonstudents loitering on campus may be arrested (see BP 1330 Use of School Facilities).

7.8 CELL PHONES AND OTHER PORTABLE ELECTRONIC DEVICES Cell phones and other portable electronic devices are not allowed during the school day. This includes, but is not limited to, cell phones, smartphones, smartwatches, smart glasses, tablets, cameras, and electronic toys or games. If you need to contact your student, please call the office and identify the issue as an "emergency" and we'll put you in immediate contact with your student. Students are not allowed to take photos, record audio or video of others using personal electronic devices during the school day or on the school bus.

7.9 PROFANITY The use of vulgar or profane language, gestures, or possession of or the display of obscene material is prohibited.

7.10 SCHOOL PROPERTY Students are responsible for the proper care and return of all equipment, books, and supplies entrusted to them. Malicious or willful damage to school property makes not only the student subject to disciplinary action but also the student's parent(s)/guardian(s) liable for damages (see BP 3515.4 Recovery for Property Loss or Damage and BP 5131.5 Vandalism, Theft, and Graffiti). Textbooks and workbooks are furnished without cost to each student. All books remain the property of Valdez City Schools. Lost and/or damaged books will result in the levying of fines. Books found to be beyond repair will be paid for by the student based on the replacement cost of a new current issue.

7.11 STUDENT RIGHTS AND RESPONSIBILITIES All students have the right to appeal decisions from a higher authority. Valdez City Schools has established a complaint procedure for students to follow, when they feel the need to appeal decisions made at the school or district level. Valdez City School District Complaint Forms can be found in the school office.

7.12 SUSPENSION The principal has the exclusive right to suspend a student in and out of school. The act of suspension shall be reserved for serious or repeated infractions of school rules. A student placed on suspension shall not participate in any extracurricular activity or trip sponsored by the school during the period of suspension. The Compiled School Laws of Alaska and Valdez City School Board Policy procedures govern suspension and expulsion. Letters of suspension and expulsion shall be placed in the appropriate student's record in the school office (see BP 5144.1 Suspension and Expulsion).

7.13 WEAPONS AND DANGEROUS INSTRUMENTS Students shall not carry on their person, use, transmit, or possess weapons, dangerous instruments (including knives or handcuffs), or their replicas in school buildings, on school grounds, on the school transportation system, at school bus stops, or at any school-related or school-sponsored activity away from school (including athletic events). If you find that you have accidentally brought a dangerous instrument to school, and as long as nobody else has seen the instrument, you may turn it into the office without fear of punishment (see BP 5131.7 Weapons and Dangerous Instruments).

8.0 Transportation

8.1 STUDENT EXPECTATIONS School buses are monitored by video surveillance. Exercise good manners, caution, and consideration for other people. Obey the school bus driver; his/her primary concern is your safety. Pupils may be assigned a seat by the driver. Pupils must not have anything in their possession that may cause injury to another.

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 option of riding the bus may be denied by a school official. All documented infractions of the above rules will be brought to the attention of the parents. A student is not allowed to ride a different bus unless authorized by the parent and approved by the principal (see BP 5131.1 Bus Conduct).

8.2 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 your 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. Horseplay and wrestling will not be allowed on the school bus.

8.3 SCHOOL BUS "Appropriate Clothing Policy" The school district's policy governing clothing to be worn on a school bus in cold weather states:

> It is the position of the School District to endorse and support the school bus contractor to enforce a policy that requires students riding the bus to clothe themselves in a reasonable manner that protects the student from the elements. This would include covering exposed arms and legs in freezing temperatures. Safety of our students is of utmost importance to the District.

Bus mechanical failures, accidents, or other delays from road conditions present hazardous situations, particularly in cold weather. Elementary age children should wear coats, hats (or hoods), gloves, boots, and long pants or snow pants. Bus drivers have been instructed to refuse admittance to students if they are inadequately clothed. These restrictions will be in place when the temperature falls to thirty-five degrees or below (ambient or wind chill).

8.4 WAITING FOR THE SCHOOL BUS

1. Stay a safe distance from the road.
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.

8.5 BOARDING THE SCHOOL BUS

1. Always use the handrail and go up the steps one at a time.
2. Don't push, crowd, or disturb others.
3. Go directly to your seat and be seated.
4. Individuals with disabilities are allowed to bring their service animals.

Otherwise, no animals are allowed on the school bus.

8.6 GETTING OFF THE SCHOOL BUS

1. Use the handrail and take one step at a time.
2. No pushing or crowding.
3. After you leave the bus, go home or to an assigned place.
4. Cooperate with the school bus driver at all times to ensure safe, timely, and efficient pupil transportation to and from school.

8.7 BUS VIOLATIONS Valdez City Schools is happy to provide bus service to and from school. Students are expected to maintain acceptable behavior while riding the bus. If student behavior is deemed to be aggressive or results in the injury of another person, procedures may escalate. Please review the attached School Bus Incident Report and discuss acceptable behavior and consequences with your student.

8.8 BUS INCIDENT REPORTS and CONSEQUENCES

- 1st Offense
  - Phone call informing parent of the incident
  - Incident logged into PowerSchool
  - Depending on the severity of the incident student may lose use of the bus for a period of time
  - Incident Report mailed to parent(s)
- 2nd Offense
  - 1st Offense items plus...
  - Responds to reflective questions and presents to the administrator for acceptance.
  - Incident Report and reflection mailed to parent(s)
- 3rd Offense
  - 1st & 2nd Offense items plus...
  - Loss of bus riding privilege for a minimum of 5 school days.
  - Possible parent meeting scheduled (with student and bus driver)

9.0 Recess/Activities

9.1 RECESS Students are expected to play safely, which includes listening, sharing, proper use of equipment, respecting others, and the games they are playing. Students are not to play fight, fight, or use hostile gestures, and must stay in the fenced area of the playground at all times. Students need to request permission before entering the building or leaving the playground. Consequences will be determined by adults supervising the playground, the consequences could include timeouts, missing recess, parent communication, and in severe cases suspension. During the winter months, students are expected to dress appropriately. (see section 3.4)

9.2 SLED HILL RULES

1. Students must wear a coat, snow pants, boots, gloves, and a hat or hood. Ice cleats are not allowed on the sled hill.
2. No throwing snowballs.
3. An adult must be at the top of the hill before students walk up the hill.
4. Only use the designated "walking" area to get up the hill.
5. When reaching the bottom of the hill, get out of the way quickly.
6. Stay away from the fence; students must be visible by adults at all times.
7. Each grade is scheduled at a time during their recess.
8. Unsafe behavior will result in a loss of sledding privileges.

9.3 GYM SHOES Gym shoes (tennis shoes) are required for participation in Physical Education class at Hermon Hutchens Elementary School. Gym shoes must meet the following requirements:

1. They must have laces or Velcro straps.
2. They cannot leave marks on the floor (no black soles).
3. Gym shoes should fit the student's feet properly.
4. They should be kept at school at all times.
5. Students cannot share gym shoes.
6. Students should keep their gym shoes clean, it is recommended that they not wear their gym shoes outside for recess.

10.0 Technology

One-to-one computers and iPads are provided for students at HHES at no cost; however, damage to district-provided technology will result in a fine in

accordance with the VCS Digital Participation Agreement. A VCS Digital Participation Agreement must be on file for each student using one-to-one computers and iPads.

LINKS

Pre K Handbook
HHES Behavior Matrix

HERMON HUTCHENS ELEMENTARY SCHOOL STUDENT HANDBOOK 2026-2027

https://hhes.valdezcityschools.org/

Follow us on FaceBook @
Hermon Hutchens Elementary School

We are RAMS and we are proud!
R...esponsible for our learning!
A...ppropriate in our actions!
M...indful of others' needs!
S...afe at all times!

VALDEZ CITY SCHOOLS

Kindergarten Bound Preschool Program

2026-27 Preschool Handbook

Updated April 2026



Kindergarten Bound Preschool
Policies and Procedures
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I. WELCOME TO HHES KINDERGARTEN BOUND (KB) PRESCHOOL

The program's goal is to provide a high-quality\ preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for four-year-old children to take part in planned, active learning experiences to build their readiness skills. The preschool program has adopted the Alaska Early Learning Guidelines, administered by the Alaska Department of Education. The Alaska Early Learning Guidelines are used to guide expectations for the children and instructional practices.

II. MISSION

The mission of the Kindergarten Bound Preschool is to focus on developing the basic foundation needed by all school-age children. It will address the fundamental, developmental needs of early learners capable of reaching their full potential as they prepare for their life's journey.

III. ENROLLMENT

Eligibility

Children must be four years of age prior to September 1st of the current school year.

Hours

Classes meet for three hours each day, four days per week and Fridays for 2 hours. Additional time in the day allows for parent meetings, planning time for the teaching staff, and collaboration with community agencies. The preschool follows the VCS school calendar.

AM session: 8:20 AM-11:20 AM Monday through Thursday & 8:20 AM-10:20 AM Friday
PM session: 12:05 PM - 3:05 PM Monday through Thursday and 12:15 PM-2:15 PM Friday

General Information

The maximum class size is 15 children in each session based on the square footage of the classrooms. A teaching staff-child ratio of at least 1:7.5 will be maintained at all times to encourage adult-child interactions and promote activity among children. The elementary principal will maintain a current list of available substitutes for both the teacher and the teacher assistant. If one of the teaching staff needs to temporarily leave the room, the teacher will call the elementary office and the principal will arrange for coverage of the classroom to maintain the staff-child ratio.

IV. A CHILD'S DAY

Who Works in the Preschool

Program Administrator: The elementary principal is designated as the program administrator supervising the preschool program.

Teacher: One full-time teacher licensed by the Alaska Department of Education and holding an Early Childhood Education Endorsement are assigned to the preschool classroom.

Program Aide: The full-time program aides in the classrooms will work to carry out activities under the supervision of the teacher. The program aides will have or work to complete a Para-educator certificate with an early childhood endorsement.

Support Staff: HHES support staff provide resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: speech and language pathologist, occupational therapist, physical therapist or others.

Daily Activities

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Listening is balanced with discussion, large group activities with small group activities and opportunities to explore on their own time, indoors and outdoors. ~~Below is a schedule of~~ Below is a list of our daily activities and opportunities for exploration and learning.

- ~~Arrival: Fine Motor and Math Warm-up~~
- ~~Whole Group Discussion on study and Small Group Exploration~~
- ~~Interest Areas: Literacy, Art, Math, Problem Solving, Dramatic Play, Playdough, Science, Writing, Sensory, and Books~~
- ~~Whole Group Read Aloud~~
- ~~Snack~~
- ~~Social Skills Instruction~~
- ~~Outdoor Play- Departure~~

- Whole Group Discussion on study and Small Group Exploration
- Fine and Gross Motor Activities
- Interest Areas: Literacy, Phonemic Awareness, Vocabulary and Oral Language Development, Art, Math, Problem Solving, Dramatic Play, ~~Playdough,~~ Science, Writing, Sensory, and Books
- Whole Group Read Aloud
- Snack
- Social Skills Instruction

- Social Emotional Learning
- Outdoor Play

Curriculum

The curriculum used is Learning Without Tears, Heggerty, UFLI, Second Step, and Teaching Strategies Gold to support the growth and development of:

- **Communication Skills:** The ability to talk or use other special systems to help children interact with people. We feel children should be able to ask questions to get information, answer questions, tell about things they do or want or need, communicate with different people in different places, listen to and understand people who speak to them, take turns during conversation, and communicate in socially acceptable ways. We work in the classroom to help them speak clearly so they can be understood, learn new words that can help them better describe and explain ideas, thoughts, and put words together to make sentences that have meaning, or use pictures, gestures, and communication devices.

- **Cognitive/Academic Skills:** Thinking and learning ability, using different senses including hearing, vision and feeling/moving to understand and express learning. This area includes attention, perception, memory, understanding concepts, and problem-solving.

- **Fine Motor:** Small muscle coordination in the hands used for functional skills such as dressing, eating, beginning paper/pencil skills, cutting, and manipulative tasks.

- **Gross Motor:** Large muscle movements involving coordination and motor planning developed through activities such as running, climbing, catching a ball.

- **Social/Behavior:** Ability to participate, attend, play, and interact with peers and adults in structured and unstructured environments. Children are encouraged to express feelings in socially acceptable ways while developing a positive self-concept.

- **Adaptive:** Involves daily living skills of dressing, eating, toileting, and washing. Children are encouraged to be as independent as possible in these activities.

Child Assessment & Evaluation

Early childhood assessments are an important part of the early childhood learning environment. Assessments will be used to benefit young children's growth and development.

Assessments used to inform curriculum and instruction are considered to be ongoing, particularly when using observational methodologies. It is expected that assessments of children will continue throughout the program year to best meet the needs of the children. Continuous, ongoing assessments of children provide the early childhood educator with an indication of children's strengths and areas for growth. This information assists educators when planning daily lessons and learning experiences.

- Various methods, techniques, and tools are used to **assess** and **evaluate** student progress in school.
- **Assessment** is continuous and ongoing. Information may be gathered from students' daily work, observation, student projects and presentations, portfolios, and tests.
- **Evaluation** is the decision made regarding the information gathered through assessment. This may take the form of marks, or comments which give a "snapshot" of how well students are doing at certain times during the school year.
- **Communicating** with parents about student progress is continuous and may occur formally (e.g., reporting periods, portfolios) and informally (e.g., telephone calls, home visits, email).
- Parents and teachers meet to discuss student progress, areas of strengths, areas for improvement, as well as any other concerns.
- Parents are encouraged to call or visit the teacher during the school year with questions about their child's progress or the learning program.

All individual assessment data will be kept confidential between the parent, classroom instructional staff, and school administration. Assessment data (hard copies) will be kept in secured files and on secured district database files. Group assessment data (no individual names reported) may and will be used for program reporting and program improvement planning.

Early Childhood PLC team members meet weekly to review informal data (GOLD Informal Data Form) and formal data (GOLD checkpoint and district assessments) to plan large group, small group, and individual instructional activities for all content areas. GOLD is a developmental continuum that provides widely held expectations for each developmental age level. Evidence can be found in Weekly PLC Binder. Early Childhood teachers, and administrators meet as a team with VCS staff monthly to review data, identify students falling below benchmarks/expectations

and plan instruction, including small groups, based on student needs. See individual lesson plans and Monthly Early Childhood agendas.

PRESCHOOL ASSESSMENT PLAN

Assessment Tool	Purpose	Procedures	Use of Results
Letter/Sound Assessment **Phonemic Awareness Assessment** **Concepts of Print Assessment** (district created assessments) **Math Assessments**	Diagnostic and Performance	Teacher administers assessments three times a year and records data on Literacy Data Sheet or Math Data Sheet and inputs into GOLD assessment as a data point. Reported out 3 times a year.	Use for planning instruction Use for review of curriculum
"Teaching Strategies GOLD"- Social-Emotional Dev.; Physical Dev.; Cognitive Dev.; Language Dev.; Literacy; Mathematics; Science and Technology; Social Studies; The Arts; English Language Learners; Aligned with Alaska Early Learning Standards	Criterion Referenced-Outcome, Diagnostic, and Performance	Observation & anecdotal records, checklists, parent information compared to objectives and dimensions. Checklists Reported out 3 times a year via the Family Conference Form.	Use for planning instruction Use for review of curriculum Use for communicating growth & progress of child with families & staff
Ages and Stages (ASQ-3)	Screening and Diagnostic	Teacher & Parent completes Ages and Stages forms at the beginning of the year and as needed August/September	Use for planning social-emotional & behavioral supports in classroom Use for communicating growth & progress of child with families & staff

Program Assessment

Kindergarten Bound Preschool implements the Alaska Early Childhood Learning Guidelines. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. A report of the annual evaluation findings is shared with families, staff, and school board. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Child Guidance and Discipline

Teaching staff will equitably use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules, and involving children in problem-solving to foster the child's own ability to become self-disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect property and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking.

Challenging Behavior

The teaching staff in the preschool is highly trained, responsive, respectful, and purposeful. The teachers anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs using a Love and Logic approach. When children have challenging behaviors, teachers promote prosocial behavior by:

- interacting in a respectful manner with all children.
- modeling turn-taking and sharing as well as caring behaviors
- helping children negotiate their interactions with one another and with shared materials.
- engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to the group.
- encouraging children to listen to one another and helping them to provide comfort when others are sad or distressed

Teaching staff will guide children to develop self-control and orderly conduct in relationship to peers and adults. Children will be taught social, communication, and emotional regulation skills. If a child displays persistent, serious, and challenging behavior, the teaching staff, parents, and HHES support staff will work as a team to develop and implement an individualized plan that supports the child's inclusion and success. Suspension and/or expulsion would be utilized as a last resort in circumstances where a serious safety threat is present.

Aggressive physical behavior toward staff or children is unacceptable. Teaching staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior.

Outside Play and Learning

We have daily opportunities for outdoor play in a fenced area, as the weather permits. This allows children the opportunity to develop their large muscle skills,

get exercise, and be active. The staff is able to supervise children by sight and sound in the outdoor area. Sometimes we spend longer getting bundled up than we spend outside.

In order to make sure that your child can play comfortably outside it is important to dress him or her according to the weather. When it is cold outside he or she needs a warm coat, mittens or gloves and a hat (labeled with your child's name). For the warmer days dressing your child lightly is just as important. For those in-between days dressing your child in layers is a practical idea.

Clothing

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. All families are asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

Snow/Rain Gear

Preschool goes outside for recess in most weather conditions. Please dress students for the weather. You may want to send a set of snow pants, gloves, hat, and boots to leave at school to be prepared for the weather.

V. COMMUNICATION WITH FAMILIES

The program will promote communication between families and staff by using written notes as well as informal conversations or e-mail. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent's communication. Teaching staff will write notes for families daily on our center sheet. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls.

Open Door Policy

Parents and legal guardians are always welcome to visit the preschool classroom. As a safety feature, all parents and visitors will check in at the elementary school office. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions.

Drop off/Pick up at HHES

If you are picking up students, it is important to pick them up in a timely manner as teachers and paraprofessionals have supervisory responsibilities in other parts of

the school as soon as students are dismissed. To ensure the safety of students, only parents, guardians, or those specifically designated by parents will be able to pick up students at school. If there is a change in plans of who is picking up a student, a notice in writing must be submitted to the preschool teacher.

If you choose to drop off and pick up students, please wait outside of the door when dropping off and wait outside the classroom for students when picking up. This will assist students with transitions while encouraging maximum independence. If you have questions or concerns about this procedure, please discuss it with the teacher.

Transportation

First Student is the Bus Company that provides transportation to all our students. Please call them if your child needs to ride the bus and communicate it with the front office.

- First Student Bus Company 907-835-9525
- Hermon Hutchens Elementary School 907-835-4728

Field Trips

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. Parents will be informed of each field trip through a newsletter well in advance. A parent or legal guardian must sign an informed consent form for trips at the beginning of the school year. Adult family members are asked to volunteer to go on these trips to provide increased supervision and adult/child ratios. A notice posting the dates, time of departure, time of return, and the destination location will be made at least 48 hours before the field trip. Each child will be assigned to an adult for every part of the trip. Before every trip, the teaching staff will instruct children and all adults using the bus about the 10-foot danger zone around the vehicle where the driver cannot see.

During the field trip, all children will wear identifying information that, for children, gives the program name and phone number. A first aid kit, and emergency contact information for the children in the group will be taken on all trips. Children will be counted every 15 minutes while on a field trip. Children may only use a public restroom if they are accompanied by a staff member. Children will never be left alone in a vehicle or unsupervised by an adult.

Attendance

Students who are enrolled for classes in the Kindergarten Bound Preschool are expected to be in school for the full session and are expected to be punctual in their arrival and departure. Students are not expected to be absent any more than is necessary for health reasons or appointments. Irregular attendance interferes with the progress of your child and others as teachers find themselves taking class

time to repeat information and make adjustments for those students who have been absent. Please call the elementary office (907-835-4728) with the reason for an absence no later than 8:15 A.M. if your child is in the morning session and by 11:45 for the afternoon session. For safety's sake, if a student is absent without notification, the school secretary/teaching staff will attempt to contact the family to verify the child's absence from school.

Ethics and Confidentiality

Staff follow an important code of ethics to guide their involvement with children and families. It is essential to protect the confidentiality of all information concerning children and their families. Maintaining a professional attitude includes being responsive to the needs of children and their families while balancing the need for confidentiality. Children are people who deserve respect. One way we demonstrate this respect is to refrain from talking about the children in their presence unless the child is part of the conversation and to refrain from labeling a child negatively or positively. No information about any particular child shall be shared with another child's parent. We continually strive to model such qualities as patience, tolerance, cooperation, acceptance, understanding of others, and enthusiasm for children as well as for other adults.

Children's Records

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest are allowed to access a student's records without the parent's permission. Parents may access, request amendments to, and copy their child's records during regular office hours. Parents may also file a complaint with the United States Department of Education if they feel their rights regarding their child's records have been violated. For a complete copy of the school district's policy on student records or the procedure for filing a complaint, contact the board secretary in the district officel administration office. Parents or guardians will be asked to sign a release of information form should they or the school request information be shared with another agency, stating to whom the information is to be released, the reason or purpose for the release of information, when it expires, and ways the parents can withdraw permission if they choose to do so.

Preschool Advisory Committee

The Preschool Advisory Committee works with the Kindergarten Bound Program, which is a committee, composed of parents, school staff, and other community members interested in the preschool program. This group meets monthly to provide feedback on services that meet children and family needs. They also serve as a sounding board for new ideas and services. Please let the preschool teacher know if you are interested in being part of this group.

Grievance Policy

Open and honest communication between families and the preschool program is an essential component of a high quality early childhood program. We want you to be confident that your child is being well cared for and is having a quality experience. If there is ever a time you have a concern regarding your child, we want to encourage you to address your concern to your child's teacher. If additional help is needed, either party may ask for the assistance from the Elementary Principal.

If you have a concern regarding some aspect of the program or policy, please contact the Elementary Principal who is the program administrator for the preschool. If you remain dissatisfied, you may contact the Superintendent of Valdez City Schools.

As part of our program assessment, in the spring of each year, we also provide you with a family questionnaire to evaluate our program. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

Family Involvement

Kindergarten Bound encourages families to be very involved in their child's education by observing their children during the day when possible and meeting with staff. Family members are welcome to visit at any time during class sessions.

Teachers and administrators use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Families are surveyed in enrollment paperwork and through other questionnaires during the year regarding their family, beliefs, and preferences. Home visits are conducted at the beginning of the school year. Program staff communicate with families on at least a weekly basis regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being of their children. Family teacher conferences are held in both the fall and spring semesters, as well as when either party requests.

Kindergarten Bound values the time spent talking and interacting with families and developing strong, reciprocal relationships. As the teacher learns from the families' expertise regarding their child's interests, approaches to learning, and developmental needs, goals for your child's growth and development can be incorporated into ongoing classroom planning. Families are encouraged to share

any concerns, preferences or questions with the preschool teacher or administration at any time.

Although in-person daily contact cannot be replaced, preschool staff also rely on notes home, emails, phone calls, newsletters, and bulletin boards as alternatives to establish and maintain open, two-way communication.

Kindergarten Bound invites you to become involved in one or all of the following ways, and welcomes other ideas as well.

1. Support your child's daily transition to school by sharing information about your child's interests and abilities. Keeping the teacher informed of changes and events that might affect your child allows the teacher to be more responsive to your child's needs.
2. Return all forms and questionnaires promptly.
3. Attend Parent/Teacher conferences in the Fall and Spring semesters.
4. Take time to read the family bulletin board.
5. Check your child's backpack each day.
6. Participate in field trip activities.
7. Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken.
8. Share any of your family's cultural traditions, celebrations, or customs.
9. Read all the material sent home with your child.
10. Come to play.
11. Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing, recruiting other volunteers, collecting donations for projects, setup before the event, or clean afterwards.
12. Serve on the Family Advisory Committee.

It is the policy of the Valdez City Schools not to discriminate on the basis of race, national origin, creed, age, marital status, or physical disability in its education programs, activities, or employment policies as required by Title VI or VIII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973.

The school district will, to the extent possible, provide full opportunities for meaningful participation of the families with children with limited English proficiency, families with children with disabilities, including providing information and school reports in an understandable and uniform format and, including alternative formats on request, and, to the extent possible, in a language families understand.

The school district believes that families should be supported in making decisions about services that their children may need. The teaching staff will provide

information to families about available community resources and assist as requested in helping the family make connections.

Parent Teacher Conferences

The preschool program will have formal parent teacher conferences at the same time as the elementary school - fall and spring. The teacher will send home a sheet before the conference asking you to consider what new skills you see your child developing at home or in the community, to think about what you'd like more information about the classroom, and whether you have new or different goals for your child. During the conference the teacher will share results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

Transitions

Home-school connections are crucial to the transition to kindergarten or any other program, such as special education. The child's family provides the consistency and continuity necessary for a young child to be successful. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Preschool staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible.

VI. HEALTH AND SAFETY

Kindergarten Bound is committed to promoting wellness and to safeguard the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for every child and adult, we follow guidelines required by the Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field.

Health and Immunization Certificates

When a child begins the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.

When a child is overdue for any routine health services, parents, legal guardians, or both provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for immunization for which parents are using religious exemption.

Health and Safety Records

Health and safety information collected from families will be maintained on file for each child in the elementary office. Files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to administrators or teaching staff who have consent from a parent or legal guardian for access to records; the child's parent or legal guardian; and regulatory authorities, upon request.

Child Health and Safety Records will include:

1. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;
2. Current emergency contact information for each child, that is kept up to date by a specified method during the year;
3. Names of individuals authorized by the family to have access to health information about the child;
4. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);
5. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support); and
6. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines

- All staff must be alert to the health of each child, known allergies, or special medical conditions.
- Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff are familiar with evacuation routes and procedures.
- All teaching staff complete "Occupational Exposure to Blood borne Pathogens" annually.
- At least one staff member who has a certificate of satisfactory completion of

pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times.

Illness Policy and Exclusion of Sick Children

For the health and safety of all the children, it is mandatory that sick children not be brought to school. If your child has any of the following symptoms during the night, he or she will not be admitted the following morning for the safety of the other children.

- fever greater than 100 degrees F
- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge

The school's established policy for an ill child's return:

- Fever free for 24 hours
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Conjunctivitis: 24 hours after initial medication or when without drainage

Upon arrival at school, each child is observed by teaching staff for signs of illness or injury that could affect the child's ability to participate comfortably in the daily activities. Children will be excluded when a child is not able to participate comfortably; if the illness requires more care than staff are able to provide without compromising the needs of the other children in the group; or if keeping the child at school poses an increased risk to the child or to other children or adults with whom the child will come in contact.

When a child develops signs of an illness during their day at preschool, parents, legal guardians, or another person authorized by the parent will be notified immediately to pick up the child. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child's pediatrician. In the meantime, we will provide the child a place to rest until the parent, legal guardian or designated person arrives under the supervision of someone familiar with the child. If the child is suspected of having a contagious disease, then until she or he can be picked up, the child is located where new individuals will not be exposed.

Reporting Communicable Diseases

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures

The school will administer medication to children with written approval of the parent and an order from a health provider for a specific child. Because administration of medication in the school is a safety hazard, medication administration will be limited to situations where an agreement to give medicine outside preschool hours cannot be made. Whenever possible, the first dose of medication should be given at home to see if the child has any type of reaction.

Hand Washing Practices

Frequent hand washing is key to prevent the spread of infectious diseases. Teachers teach children how to wash their hands effectively. Posters of children using proper hand washing procedures are placed by each sink. The program follows these practices regarding hand washing:

- Staff members and those children who are developmentally able to learn personal hygiene are taught handwashing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff assist children with hand washing as needed to successfully complete the task.

Children and adults wash their hands:

- upon arrival for the day;
- after diapering or using the toilet (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
- before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- after playing in water that is shared by two or more people;
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and

Adults also wash their hands

- before and after feeding a child;
- before and after administering medication;
- after assisting a child with toileting; and
- after handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include

- using liquid soap and running water;
- rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

First Aid Kit

A first aid kit is located in the preschool classroom next to the door. It is inaccessible to children, but readily available for adult use. Following each use of the First Aid kit, the contents will be inspected and missing or used items replaced immediately. The First Aid kit will be inspected monthly. The first aid kit is taken to the outdoor play areas as well as on field trips and outings away from the site.

Fire Safety

A fire extinguisher is installed in the preschool classroom with a tag indicating its annual service date. The fire alarm system is serviced annually. Smoke detectors, fire alarms, and carbon monoxide detectors are tested monthly. A written log of testing dates is maintained and available upon request. Fire drills are conducted monthly and recorded on a log.

Medical Emergencies and Notification of Accidents or Incidents

The Valdez City Schools has in place a “Crisis Response” booklet that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Utility Failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical Threats/Armed Intruder § Evacuations
- Crisis Intervention Plan, Crisis Intervention Steps, and Media Procedures
- Accidental Injury or Illness procedures for life-threatening and non-life-threatening situations

This booklet will be posted in every classroom and reviewed by each staff member at the beginning of each school year and when changes are made to it.

Inclement Weather

In the event that Valdez City Schools must be closed due to bad weather, we will notify school patrons through an email, phone call and/or text message based on parental information shared at student registration.

Volunteers

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher, the elementary principal, or our office secretary if you would like to be a school volunteer. We have a volunteer job description that defines the role and responsibilities of a volunteer.

Supplies

- 1 complete change of clothes, including socks (labeled)
- 1 backpack (no wheels)
- 1 pair of tennis shoes (to be kept at school)
- Toileting item as needed
- Seasonal gear (to be left at school if possible)

2026-2027
Activities Handbook

A Message to the Parents

Your child has chosen a challenging and rewarding endeavor. It is an individual's choice to participate, but the choice affects the entire family in many ways. There will be late dinners after games, sore bones after practice, and occasional frustration mixed with great joy. You will find that your child will learn to be a member of a team working toward a common goal, to accept victory and defeat as a learning process, to take pride in his or her accomplishments, and to persevere when the activity becomes difficult.

It is our intent that our activities and athletic programs maintain a sound purpose that will further each student's educational maturity. A student who elects to participate in activities and athletics is voluntarily making a choice of self-discipline and self-responsibility. These are the reasons we stress good training habits and preparation for athletic events. Attaining this goal should be a cooperative effort by all involved.

As educators, we find that students involved in extracurricular activities have fewer discipline problems in school and put free time after school to constructive use, and as a result, they have fewer problems in the community. When your child elects to participate in one of our programs, we feel he or she is making a commitment to certain responsibilities and obligations. This is our opportunity to acquaint you with specific policies necessary for a well-organized program of athletics and activities. Please read this information carefully and share this handbook with your child.

Please remember that after-school activities **are a privilege, not a right**.

Make each day your Masterpiece.
—John Wooden

GMS Student Eligibility
Parent/Guardian and Student Responsibilities for Participation

1. **Physician's Clearance Form**: A yearly physician's clearance for sport activities must be on file with the coach and the GMS office.
2. **ASAA Parent/Legal Guardian Consent for Student Travel and Participation Form**: This form must be signed by a parent/legal guardian and must be on file with the GMS office.
3. **ASAA Concussion Awareness Verification**: Acknowledgement of receipt of "Head's Up: Concussion in High School Sports" and "A Parent's Guide to Concussions in
4. **ASAA sudden cardiac arrest Information Sheet**: Parent and Athlete information sheet regarding causes, risk factors, and preparations for SCA.
5. **User Fee**: Students are required to pay a fee for **each sport** they participate in. This fee *must* be received prior to the first contest or a waiver request must be on file with the GMS office.

Extra- and Co-curricular Activity Participation Requirements

Enrollment in Extra- and Co-curricular Activity Requirements for Athlete/Participant:

- Maintain a 2.0 grade point average with no failing grades (Fs). Students who do not maintain a 2.0 grade point average and/or have F grades **are not allowed** to practice and/or participate in school district-sponsored travel.
- Students with F grades are encouraged to attend the "After the Bell," tutoring program.
- **There is no academic probationary period for any sport and/or activity.**
- Eligibility for athletes or activity participants will be determined every week.
- Athletes or activity participants will be allowed to return to practice as soon as their grades meet the minimum requirements. Participants will need to bring a signed grade check from their teacher to the principal prior to rejoining the activity. (No competitive competition or travel until the next grade check.)
- Exceptions to these requirements may be made by the principal/designee.

Denial of Participation in Extra- or Co-curricular Activities at Gilson Middle School

1. An athlete/participant who is removed from a team for disciplinary reasons **will not** be eligible to practice or play another sport during the season of that sport.
2. Athletes/participants are not permitted to quit one sport and join another once they have officially competed for the original sport. Athletes/participants must wait until the original sport season is complete before they are eligible to practice or compete in the new sport. **Exceptions:** If a student tries an activity and does not like it and wants to try another activity, this will be allowed up to the first game or meet. If tryouts are required, the athlete may participate in tryouts for two days in order to secure a position on the team.
3. An athlete/participant who is suspended from the regular school program (in school and/or out of school) for any reason **will not** be eligible to practice or to play any sport during the period of suspension. A suspension ends at midnight on the final day of suspension.
4. Any sanction imposed under these **conditions of participation** is separate and distinct from any sanction that may be proposed for violation of any other school disciplinary requirement.
5. **Due Process**: The determination that a student athlete/participant has violated the extracurricular activity policy code shall be made by a coach, sponsor, and principal. If the coach, sponsor, or principal determines that an infraction of the extra- or co-curricular activities policies has occurred, the student participant shall be informed of a violation determination by the principal, to include the following:
    - The basis of the violation determination.
    - Notification of the infraction and its consequences in writing within two (2) days of the disciplinary action by the principal.
    - An informal opportunity to respond.

- **APPEALS PROCESS:** A student athlete/participant or parent/guardian may appeal the determination to the principal within two (2) days of receipt of the written decision.
- The principal shall consider the appeal and undertake any investigation he/she deems necessary.
- The principal's decision shall be in writing and shall be final for administrative purposes.
- The principal's decision shall be made in writing within five (5) days of the hearing with the student and parent/guardian.

- Any punishment shall be imposed immediately upon the determination of an infraction being made by the coach/sponsor unless otherwise determined in writing by the principal. The student shall not be eligible to participate in the activity while appealing a disciplinary action.

Expected Standards for Athletes/Participants in Gilson Middle School Extra- or Co-curricular Activities

- The successful completion of academic work **is more important than participation** in extra- or co-curricular activities. Students who choose not to participate in a class will not be permitted to participate in practice. Students who are sent to the office for discipline will not be permitted to participate in practice.

School Attendance

- Regular school attendance is required for team eligibility.
- The student must be in attendance the entire day of the extracurricular event or the day before leaving on the activity (i.e., Friday school attendance for Saturday event or departure timelines). The only exceptions are medical/dental appointments or a family emergency verified by the principal. Medical/dental appointments shall be communicated in advance of the appointment to the coach, activity sponsor, and principal. **Circumstances that are beyond the control of the student/athlete are at the discretion of the coach and the principal.**
- Also, upon returning from a school trip, it is strongly encouraged that the student be in attendance the next school day.
- Accumulated offenses will result in not being allowed to travel.
- Exceptions may be made at the discretion of the principal.

Travel/Trip Required Standards

For a student to travel on an extra- or co-curricular activity, he/she must do the following:

- Make up work and classroom assignments via pre-makeup policies as follows:
  - Complete the pre-makeup form.
  - Pre-makeup work is to be completed prior to travel.
  - Teachers must sign the form signifying that missed work is made up or a suitable arrangement has been made by the student with the teacher.

- The principal will only sign pre-makeup forms when the teacher is unexpectedly away or sick.
- Submit the completed pre-makeup form to the coach or sponsor prior to leaving or at the time of departure (departure time will be designated by the coach or sponsor).

Transportation Specifics

- A student cannot ride in a vehicle other than the one authorized by the Gilson Middle School office.
- Students are required to travel with their team or group to their destination.
- A student may ride home with his or her parents/guardians at the conclusion of an event as long as **prior to the trip,** arrangements have been made with the coach or sponsor and have been approved by the Middle School office.

Travel/Trip Dress

- Students representing Gilson Middle School should be well dressed for the occasion.
- The board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate (BP 5132).
- Provisions for winter travel MUST include heavy coats, sleeping bag, boots, hat, and gloves.

Gilson Middle School Equipment

- Equipment issued to an athlete/participant is his or her responsibility for return or replacement. If the equipment is NOT repaired, replaced, or paid for, no award will be presented, nor will the student be permitted to participate in any sport.

Representing Gilson Middle School

- When the behavior of athletes/participants results in being denied participation and/or temporary suspension from the team/group, the coach, sponsor, and principal will jointly determine the disciplinary strategy. The behaviors of athletes/participants that may incur temporary suspension include the following:
- Insubordination
- Obscene gestures, swearing, or provocation
- Fighting
- Stealing

- Hazing (refer to hazing policy) or initiation
- Any other disciplinary situations that might arise
- See the Gilson Middle school Student Handbook for additional behaviors or consequences

Additional Eligibility/Participation Requirements

1. *GMS Activities Handbook* signature page signed by the student and parent/guardian verifying that the athlete/participant has read and understands the policies.
2. The ASAA Consent to Participate/Travel form completed and signed by parent/guardian.
3. Gilson Middle School (GMS) will adhere to the same pre-competition practice policy as the high school, in alignment with ASAA regulations. All student-athletes must complete a minimum of **10 separate days of physical practice** with their team prior to participating in any interscholastic competition, including tournaments.
4. Each coach/activity sponsor can set his or her own team/activity rules, which **shall** be communicated to the students and parents/guardians in an organizational meeting with a signature page that the student and parent/guardian must review and sign. The coach or activity sponsor may remove a student from the team or activity if a student's behavior warrants such removal as a result of violating a rule. ***Any athlete/participant who is removed from the team/activity because of unacceptable conduct will not receive any awards for that sport or activity.***
5. A student will not be allowed to participate or practice if the student's parent/guardian has not attended the ***MANDATORY*** preseason meeting with the coach/activity sponsor. If a parent/guardian has not attended the meeting, an individual meeting with the parent/guardian, coach/sponsor, and athlete/participant will be required to cover all information and sign required documents. When that meeting has been completed, the student will then be allowed to participate or practice in the activity.
6. All Valdez School District board policies and administrative regulations concerning the use of tobacco(including vapes), alcohol, and/or drugs, including prescription drugs, will be enforced. In addition, please refer to the Gilson Middle School student, parent/guardian handbook.
7. A student entering a drug or alcohol treatment facility who was not found to be in violation of this policy prior to entering the

program will be allowed, with no penalty, to return to athletics or activities upon successful completion of the program.

8. Students will not be allowed to leave their designated buildings (school, hotel, dorm, etc.) during road trips/travel unless they have received prior approval from a coach and/or chaperone. Students must always travel **with a minimum of one teammate.**
9. Penalty for player ejection: If a player is ejected from a match, meet, or game, the player must refrain from participation in any scheduled contest in the same activity (game suspension) until the completion of the next regularly scheduled contest at the same level (i.e., JV, Varsity). The **player may sit on the bench, but may not be dressed down in an official school uniform.** The coach and/or athletic director may impose additional penalties.
10. When circumstances arise that are not directly addressed within this handbook, or when interpretation of school level guidelines is unclear, the Gilson Middle School Athletic Program will defer to the policies, procedures, and eligibility standards established by the Alaska School Activities Association (ASAA). *ASAA serves as the statewide governing body for interscholastic activities, and its regulations provide the baseline expectations for athlete conduct, eligibility, safety, and competition. In all cases where school policy is silent, ambiguous, or in conflict with ASAA rules,* ***ASAA policies will take precedence****. This ensures that all Gilson Middle School athletes, coaches, and teams operate under consistent, equitable, and recognized statewide standards.*

Tobacco, Alcohol, Drugs, and Controlled Substances

- Students are required to comply with the VCS alcohol and drug policy (**Revised)** regarding the use of tobacco, alcohol, and drugs.

Calendar Days: Each day, including weekends and holidays, during the members' school year is a "calendar day." Additionally, if a student participates in any interscholastic activity, including practice, outside of the school year, then the entire period of such participation, including intervening weekends and holidays, counts as calendar days for such student.

Consequences for Rule Violations/Infractions

- Gilson Middle School has set the following standards in regard to rule violations. The sanction for breaking each specific rule is defined below.

- The activity code is in effect from the first day of school until the last day of school in each student's school career. If a student violates this code during the sport's/activity's off-season but still **during the academic year**, it will be considered an offense in the policy as defined below.

Third-Party Allegations

If an outside third party alleges an activity rule violation, the following verification procedures shall be followed. It is the purpose of these procedures to deal only with complaints of student participants who have demonstrated evidence of violating activity rules. Any signed complaint or statement regarding the eligibility of a student participant shall be sent to the principal for verification and clarification. It shall be the responsibility of the principal, coach, and/or activity sponsor to carefully consider all evidence and relative information in determining whether an activity infraction has occurred.

1. The principal shall proceed to verify whether the complaint established evidence that a violation occurred.
2. The principal shall notify the parent or guardian that a complaint has been submitted for verification.
3. The student will be given the opportunity to present his or her response to the principal with the parent or guardian present.
4. A letter will be sent to the parent or guardian stating the principal's decision.

Violations of Tobacco, Alcohol, and/or Drugs

Truthfulness, integrity, and honesty are characters exhibited at all times by our students/athletes and activity participants. If a student chooses to be in violation of this policy and does not tell the truth, and if it is later learned that the student did in fact violate this policy, an additional five (5) **calendar days** shall be added to the first and second offenses listed below from the date the information has been confirmed and verified.

Note: The 50 percent forgiveness clause below applies **only to the first offense category.**

First Offense: The student will be suspended from interscholastic activities and practice for **ten (10) calendar days** from the date the violation has been confirmed and verified. Fifty (50) percent of the suspension will be forgiven, and the student may return to practice if the student and parent/guardian complete the first offense educational component. **If the student's sport/activity is not in season, the ten (10) calendar day suspension will occur on the first day of that**

student's sport or activity. Suspensions can carry into the student's next year sport/activity if they are not completed in the current year.

If a student under the first offense penalty violates the tobacco, alcohol, and/or drugs policy within the ten (10) calendar day period of suspension, the student's period of suspension will start over again.

The following educational components <u>are required</u> before being allowed back on the team/activity for a first offense/rules violation.

- The student will be required to research and write a minimum two-page paper on the topic that he/she had a rules violation. The student will present this paper to the principal. If the student chose not to tell the truth and it is later found out that a policy violation did in fact occur, the student will also write a one-page paper on the value of honesty as a life skill, and this will also be presented to the principal. The student alone, written in his or her own words, must do the research for the paper. The paper must also include an apology to the coach, activity sponsor, and team or activity group.

- The student must complete five (5) hours of community service, which will be verified by the principal.

<u>Second Offense</u>: The student will be suspended from interscholastic activities and practice for forty-five **(45) <u>calendar days</u>** <u>from the date the violation has been confirmed and verified</u>. **If the student's sport/activity is not in season, the forty-five (45) calendar day suspension will occur on the first day of that student's sport or activity. Suspensions can carry into the student's next year sport/activity if they are not completed in the current year.**

The following educational components are required before being allowed back on the team/activity for a second offense/rules violation.

- The student will be required to research and write a minimum five-page paper on the topic that he/she had a rules violation and present the paper to the principal. If the student chose not to tell the truth and it is later found out that a policy violation did in fact occur, the student will also write a one-page paper on the value of honesty as a life skill, and this will also be presented to the principal. The student alone, written in his or her own words, must do the research for the paper and include a sincere apology to the coach,

activity sponsor, and team or activity group.

- The student must complete ten (10) hours of community service, which will be verified by the principal.

Third Offense: The student will be suspended from interscholastic activities and practice for one (1) calendar year from the date the violation has been confirmed and verified.

The following educational components are required before being allowed back on the team/activity for a third offense/rules violation.

- The student will be required to research and write a minimum ten-page paper. The topic will be selected by the principal. The student will present this paper to the principal. If the student chose not to tell the truth and it is later found out that a policy violation did in fact occur, the student will also write a two-page paper on the value of honesty as a life skill, and this will also be presented to the principal. The student alone, written in his or her own words, must do the research for the paper and will include a sincere apology to the coach, activity sponsor, and team or activity group.

- The student must complete forty (40) hours of community service, which will be verified by the principal.

****New 24 Rule****

Communication with Coach

Coaches will welcome discussions including, but not limited to the following:

- The mental and/or physical treatment of your child
- Ways to help your child improve
- Concerns about your child's behavior
- Conversations will only include your child - there will not be discussion about other athlete's performance
- When issues arise it is expected that you be polite and respectful when discussing your concerns. Communication needs to be entered on your child and the conversation needs to be a private matter between the parent and coach.

Procedure to Discuss a Concern with a Coach

- The athlete should first speak with the coach to resolve the situation.
- If a resolution is not reached, a parent/guardian should contact the coach to set up an appointment.

- If there is not an immediate issue that needs to be discussed with the coach, please use the 24 Hour Rule. This means waiting 24 hours after the incident to contact the coach.
- Avoid meeting with a coach before or after a practice or a contest. Meetings at those times seldom result in a resolution. If you need assistance in contacting the coach, call the Athletic office at 907-835-2244.
- At this point, if there are still concerns after the student-athlete and/or parents have met with the coach, contact the Athletic Director.

Eligibility for Participation Across Teams

Players who are designated as starters for a team are not permitted to participate in games or competitions for a lower-level team. This rule ensures fair competition and maintains the integrity of each team's performance.

GMS Activities Handbook
RECEIPT AND ACKNOWLEDGEMENT

I recognize the importance of following the coaches' or activity sponsors' instructions regarding playing techniques, training, and other team/activity rules, and I agree to obey such instructions.

List below all sports and/or activities that the student intends to play or participate in during the current school year:

_____

As a student at Gilson Middle School, I understand that by not complying with the rules throughout this handbook, as well as the school board policies and regulations, I may forfeit my privilege to participate in activities as defined throughout this handbook.

I have read and agree to comply with all the rules stated in this contract and student activities handbook. By signing below I verify that I have read this activities handbook in its entirety, and I am aware that I can review the school board policies and administrative regulations manual in the middle school office.

I agree to abide and support all policies within this handbook.

X_____
Student Printed Name

X_____ _____
Student Signature **Date Signed**

As a parent/guardian, I will support this policy and provide a positive atmosphere and support for the school district, coach, and activity sponsor. I agree to support the coach, activity sponsor, and administrator should a disciplinary measure arise regarding my child's removal from a sport and/or activity.

X_____
Parent/Guardian Printed Name

X_____ _____
Parent/Guardian Signature **Date Signed**

Gilson Middle School Students and Parents/Guardians:

The information contained in this handbook has been carefully prepared so that it will be of value in helping students to adjust to and be an integral part of George H. Gilson Middle School. Gilson Middle School exists to ensure that students develop the skills and positive attitudes necessary to achieve individual potentials and to function successfully as a member of our democratic society. To this end, it is important that the community, parents, school staff, and students work together in a cooperative effort. Remember that students' success in Gilson Middle School will be directly proportional to their efforts. If you have any questions regarding school policies and procedures, please contact the middle school office at 907-835-2244. This handbook will be reviewed with students during the first week of school each academic year.

***Please tear out this signature page and return it to the middle school office**. Note that failure to sign and/or return this page does not release a student from disciplinary action resulting from failure to follow school rules.*

I, _____, a student at Gilson Middle School, have read this handbook and will follow all Valdez City School District policies and procedures. I will review this handbook throughout the school year.

I understand that if I misplace or lose my handbook, I can receive a new copy from the middle school office. I also understand that breaking school rules can result in disciplinary action and that disciplinary action taken against me will become part of my permanent student records file.

***Student Signature:**_____ **Date:**_____*

I, _____, the parent/guardian of the above named student, acknowledges that I have had an opportunity to review and discuss this handbook with my child. I understand that I may contact the school at any time with questions about school policies and procedures.

I also understand that any disciplinary referral resulting in disciplinary action will become part of my child's permanent records file.

***Parent Signature:**_____ **Date:**_____*

George H. Gilson Middle School

PO Box 398
Valdez, Alaska 99686
Telephone: (907) -835--2244
FAX: (907) -835--2540

Mrs. Amanda Tippetts, Principal
atippetts@valdezcityschools.org

This Student Handbook belongs to:

Name: _____

Phone: _____ **Grade:** _____

Address: _____



Students and Parents/Guardians:

The information contained in this handbook has been carefully prepared so that it will be of value in helping students to adjust to and be an integral part of George H. Gilson Middle School. Gilson Middle School exists to ensure that students develop the skills and positive attitudes necessary to achieve individual potential and to function successfully as a member of our democratic society. To this end, it is important that the community, parents, school staff, and students work together in a cooperative effort. Remember, students' success in Gilson Middle School will be directly proportional to their efforts.

ACADEMIC STANDARDS

The Alaska Department of Education and Early Development (EED) has adopted standards for English/Language Arts, Mathematics, Science, Geography, Government and Citizenship, History, Skills for a Healthy Life, Arts, World Languages, Technology, Employability, Library/Information Literacy, and Cultural Standards. Valdez City Schools' curricula are aligned to these state standards or to national standards, where applicable. For complete information about Alaska student standards, visit http://education.alaska.gov/akstandards/.

ACCIDENT PROCEDURE

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the person in charge, who shall contact the school office.

ACTIVITIES

Gilson students may have the following extracurricular and co-curricular activities available: Battle of the Books, boys' and girls' basketball, cheerleading, cross-country running, girls' volleyball, Native Youth Olympics, pep band, spelling bee, track and field, student council, and/or wrestling. Activities offered may change based on enrollment, student interest, and availability of coaches/sponsors.

ACTIVITY CALENDAR

A schedule of coming events has been recorded in the office. It is kept current by the principal. All school activities **must** be entered on this list. Activity forms are available in the office. This form, properly completed, must be turned in to the principal for approval or disapproval at least two weeks prior to the proposed activity date.

ADDRESSING STAFF

All staff will be addressed by their proper title – Mr., Miss, Mrs., or Ms. – followed by their last name.

ADVANCE MAKEUP SLIPS

The completion of advance makeup slips is required when students are going to be absent from class or for any school-sponsored event. These slips, available near the office, must be signed by teachers for **all** classes to be missed. Completed slips are to be turned in by the deadline as set by the activity sponsor or the office.

ATTENDANCE

Parents are expected to report absence by either using School Messenger or call the middle school office (907-835-2244) by 10:00 a.m. each day of a student's absence from school. An absence shall be marked unexcused until parent/guardian contact has been made. Information obtained through parent contact will be used to determine whether the absence is recorded as excused or unexcused. Absences must be cleared through the school office within forty-eight hours of their occurrence or the absence(s) will be recorded as unexcused.

INCOMPLETES

The responsibility for making up missed work due to an absence falls directly on the student. Incomplete grades must be made complete within 10 days.. No incomplete grades may be issued at the end of the fourth quarter. Work not completed within the prescribed time frame will become a zero. Extenuating circumstances approved by the principal may extend the makeup time.

MAKE UP WORK

Any student who knowingly will be absent from school should make up all the class requirements. In the case of an unplanned absence such as illness or family emergency, the student will be given one (1) day for each day absent to make up work. For extended absences two (2) weeks make-up time may be allowed. In no case will the time allowed extend beyond the end of a semester. If an absence is unexcused, make-up work will be assigned but no credit will be given.

BACKPACKS

Backpacks may be brought to school and kept in student lockers.

BICYCLES/ROLLERBLADES/SKATEBOARDS/SCOOTERS

Bicycles and scooters ridden to school are to be parked in the racks at the front of the building. Students are encouraged to lock their bicycles/scooters to prevent unauthorized borrowing. Rollerblades and skateboards may be stored in the rack just inside the front doors if the item is too large for the student's locker. Students must wear a helmet if they wish to use their bikes, boards, scooters, etc. on school grounds during school recesses. Rollerblades, skateboards, heely-style shoes, etc. are not to be ridden indoors.

BELL SCHEDULE

Middle school students may enter the building as early as 7:30 a.m. but must remain in the commons and/or cafeteria areas until 8:00 a.m. Students are not to enter the classroom wing, locker rooms, gymnasium, fitness room, or mat room prior to 8:00 a.m. unless directly supervised by a staff member.

GMS Bell Schedule for Monday-Thursday

Breakfast	7:45-8:00
Period 1	8:05-9:00
Period 2	9:04-9:59
Period 3	10:03-10:58
Period 4	11:02-11:57
Lunch	12:00-12:30
Period 5	12:34-1:29
Period 6	1:33-2:28
Period 7	2:32-3:27

BOOKS

Textbooks are furnished without cost to each student. All books remain the property of Valdez City Schools. A place in the book will be provided where the student's name and date of issue may be recorded. Lost and/or damaged books will result in the levying of fines. The GMS office will collect monies and issue receipts that will be shown to the teacher for student checkout.
Note: If a book is lost or badly damaged, it may be judged beyond repair by the teacher. Books found to be beyond repair will be paid for by the student based on the replacement cost of a new current issue.

BUILDING NEATNESS

Students have a major responsibility in maintaining all parts of the building and grounds in a clean and orderly manner. Paper and other materials to be discarded must be placed in the numerous trash bins placed throughout the building and grounds. All foods/beverages should be consumed in the cafeteria. Students littering the buildings or grounds will be assigned work details.

BUSING FOR ACTIVITIES AND FIELD TRIPS

When transportation is provided by the school district for an activity, all participants in that activity must travel with the organization or the team. If students wish to return home with their parents following the activity, parents need to email the office and must have approval from the principal before leaving on the trip.

REGULATIONS GOVERNING PUPILS RIDING SCHOOL BUSES 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 may be assigned a seat by the driver.
4. Pupils must not have anything in their possession that may cause injury to another person.

WAITING FOR THE SCHOOL BUS

1. Stay a safe distance from the road.
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, vape, 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. Students 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.

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 all students' responsibility to demonstrate good citizenship by cooperating with the school bus driver at all times so that 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,** 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 a school official.
3. A student is not allowed to ride a different bus unless authorized by the parent and approved by the school office.

CELL PHONES AND OTHER PORTABLE ELECTRONIC DEVICES

Possession of a cellular or portable electronic device by students at school and school sponsored events is prohibited during the school day. BP 5138

Portable cellular and electronic devices, including, but not limited to, **cell phones, music players, tablets, and gaming devices, shall not be turned on or used in any way during class time or other supervised group activities (i.e., assemblies, award ceremonies, etc.).** Unauthorized use of cell phones and other portable electronic devices during class time will result in the item being confiscated and returned to the student as follows:

FIRST OFFENSE: The student may claim the device from the office at the end of the school day. Device subject to search. Must have a reasonable suspicion. Contact the superintendent before any search is conducted.

SECOND OFFENSE: The student's parent or guardian may claim the device at the end of the school day. Device subject to search. After-school detention.

THIRD OFFENSE: A conference with the student, parent, and principal will be required prior to returning the device to the student/parent. Device subject to search. The student may then be required to turn the device into the office at the start of each school day and claim it at the end of each school day for a period of time to be determined by the principal. Suspension 1-3 days.

Additionally, **the following actions are strictly prohibited** and may result in further disciplinary action:

1. Accessing and/or viewing an Internet site that is otherwise blocked to students at school.
2. Sending an email, text message or other communication that harasses, intimidates, threatens, bullies or discriminates against another individual.
3. Using a camera device at school or a school-sponsored event to take, send, download or upload a harassing, threatening, or inappropriate photograph of anyone.
4. Using a camera in a restroom, dressing room, locker room.

CHEATING AND PLAGIARISM

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to, copying another student's homework, working with other students on

assignments that are meant to be done individually, looking at or copying another student's test or quiz answers, allowing another student to view or copy your own test or quiz answers, copying information from a source without proper recognition, and taking papers from other students, publications, or the Internet.

CLASSROOM CONDUCT

Students are expected to be in their assigned seats and have all needed books and supplies with them when the tardy bell rings. **No food, drink, personal music/video players, e-readers, gaming devices, toys, cell phones, or sunglasses** are to be brought into the classroom without permission from the classroom teacher. Students will not normally be given permission to leave the classroom during class time. Students are expected to obey school and classroom rules set forth by the teacher in charge.

CLOSED CAMPUS

Once a student has arrived at school, he or she is expected to remain on school property from 8:05 AM to 3:27 PM on Mondays through Thursdays and from 8:15 AM to 12:00 PM on Fridays. Students needing to leave campus during the school day must be signed out by a parent/guardian.

LEAVING THE BUILDING DURING THE SCHOOL DAY

Any student leaving school grounds during school hours must be signed out through the office. If a student leaves the school grounds without signing out, the absence is unexcused. Any students arriving at school after the start of the school day or returning to school after having been signed out must check in through the office.

CONTRABAND

Any items that can endanger health, cause damage to property, or are a disruptive nuisance shall be confiscated. These items may be turned into the principal. If the student wishes to reclaim the item, he or she should report to the principal's office at the end of the school day. Some items may not be returned.

COURT ORDERS

Parents/guardians are responsible for providing the school with copies of any court orders pertaining to their student(s).

DECORATIONS AND DISPLAYS

Scotch or masking tape should not be used on any painted surface. Exceptions must be approved by the principal. The sponsoring organization is responsible for cleaning up after their sponsored activity. Posters, displays, and so on must be approved in advance by the principal or designee. The front of lockers are not to be decorated.

DETENTION

Detention shall be held daily. Generally, students have twenty-four hours in which to complete detention time. If a detention is skipped without prior approval from the office, an additional detention will be issued.

DISCIPLINE POLICY

Good discipline is developed in any school by mutual respect between students and staff. Students are responsible and expected to obey all district employees. All disciplinary action is intended to be fair and will correspond to the district's educational objectives. Disciplinary action shall be structured so as to assist students in (and often **insist** upon) the assumption of responsibility for their own actions. In promoting responsible behavior, the school's approach to discipline will acknowledge that students are still in the process of learning and development, and thus will be guided with patience, support, and understanding. Being students, all at differing levels of development, each must be moved along in realistic, deliberate steps that allow successful growth toward mature, responsible behavior.

Although intended to assist a student to develop responsible behavior, discipline must also acknowledge the student's need for academic growth as well as the needs and safety of other students and staff members directly or indirectly affected by inappropriate behavior. Behavior that disrupts the learning environment, invades the rights of others, or is inappropriate in a school setting will not be tolerated.

DISPLAY OF AFFECTION

Displays of affection are prohibited. Students should limit physical contact while on school campus to holding hands.

DISRUPTIVE BEHAVIOR

Disruptive behavior is student conduct that materially and substantially interferes with the educational process or with school-sponsored activities. Examples include, but are not limited to, talking out of turn, moving around the classroom without permission, profanity or vulgar language, uncomplimentary gestures or speech, refusal to comply with school or classroom rules, and any behavior that jeopardizes the welfare and/or safety of others. Disruptive behavior will result in disciplinary action.

DRESS CODE

Pictorial examples of acceptable and unacceptable forms of dress can be found on the school's website.

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, hoods, and bandanas will not be worn in the building. Hair Bands are permitted.
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. Dresses, skirts, and shorts must be fingertip length or worn with leggings or tights.
6. Dress and appearance that 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. Disciplinary action may be taken.
7. Students requiring exceptions to the dress code for religious or health needs may make arrangements with the principal.

DRUGS AND ALCOHOL

The drinking of alcoholic beverages, the use or possession of illegal drugs, or being under the influence of drugs or alcohol is not allowed in the school buildings, on school property, or at any school activity or event.

ELECTRONIC SURVEILLANCE

Gilson Middle School employs the use of electronic surveillance equipment for security purposes throughout the public areas of the building and grounds. This equipment may or may not be monitored at any time.

ELIGIBILITY FOR STUDENT ACTIVITIES

Eligibility for participation in interscholastic competition at George H. Gilson Middle School is established by the Alaska School Activities Association and Valdez City School District board policy.

EMERGENCY PROCEDURES

EARTHQUAKES

During strong earth tremors the following procedures shall be employed:

INDOORS

1. Stay indoors.
2. Move under sturdy furniture—desks, tables, and etc.
3. Move toward the center of the building into hallways.
4. Stay away from windows and other glass objects.
5. Do not use candles, matches, or other open flames.

Once outside of a damaged building do not reenter because aftershocks may occur.

OUTDOORS

1. Stay away from buildings where there is danger of falling debris.
2. Stay away (fifty yards) from buildings, power lines, and poles.
3. If in a moving vehicle, stop and remain inside.

FIRE

1. The sounding of the alarm is the signal to evacuate the building.
2. If feasible, teachers should turn off their classroom lights and close their classroom doors.
3. Students and personnel should move rapidly along the designated pathways to an exit. No one should run. If there is smoke in the pathway, crawl to an exit.
4. If the exit or pathway is blocked, order should be maintained as another exit is sought.
5. After leaving the building, students should proceed to a distance of at least 100 feet from the fire. Care should be exercised to avoid interfering with the firefighting equipment.
6. Students are expected to become familiar with the fire drill exit route posted in each room. (Teachers must be prepared to give directions pertaining to leaving their classroom.)

INTRUDERS

The Valdez City School District has adopted ALICE as its method of response should there be armed assailants or other intruders in or near a school building. ALICE, which stands for Alert, Lockdown, Inform, Counter, and Evacuate, is a defensive strategy designed to provide students and staff with options to increase their chance of survival during an intruder emergency. Students and staff are expected to always look for a safe evacuation route first, but be prepared to lockdown/barricade their location and defend themselves if necessary. More detailed information is available at each school office, as well as at the Valdez Police Department.

ERRANDS BY STUDENTS

Students must not be sent on errands that take them out of the classroom or off school grounds. If unusual circumstances necessitate an errand by a student, a written request by the teacher that includes approval of the parent shall be submitted in advance to the principal for review and approval.

FIGHTING

Students shall not fight or intentionally hurt anyone on or off of school property or at any school activity or event. Students are not to threaten, intimidate, or provoke any student, teacher, or other school employee or visitor.

GANG-RELATED PARAPHERNALIA

Gang-related items are NOT permitted on school grounds. Questionable items will be left to the principal's discretion.

GRADING

Grades will be reported quarterly, and are a composite of academic achievement, classroom participation, and classroom attendance**.** The final grade shall be used to determine the awarding of course credit.

GMS uses PowerSchool as a student information management system. PowerSchool's Parent Portal provides parents/guardians confidential and real-time access to information tied to their child(ren), such as attendance and grades, through their own secure account. PowerSchool's Parent Portal also allows teachers and parents/guardians to communicate electronically so that information is shared on a regular, timely basis. Please see your child(ren)'s school(s) to obtain the forms and information required to create your very own personal and confidential PowerSchool Parent Portal account.

GRADING SCALE

A (90–100%) denotes superior work; B (80–89%) denotes above-average work; C (70–79%) denotes average work; D (60–69%) denotes below-average work; and F (below 59%) denotes unsatisfactory work.

COUNSELING

Your counselor is available for giving assistance to students in the area of educational and personal counseling. Students and parents are invited to make use of the school's counselor.

HALL PASSES

Students out in shared spaces of the building (locker areas, library, commons, cafeteria, etc.) during scheduled class time must carry a hall pass given to them by a staff member.

HALLWAY/COMMON SPACE BEHAVIOR

Running, pushing, shoving, horseplay, and so on are not permitted in the building.

HARASSMENT

Harassment is not permitted and will result in disciplinary action. Harassment includes, but is not limited to, abusive language, sexual harassment, inappropriate physical contact, racial/ethnic slurs and comments, hazing, and other provocative actions.

HONOR ROLL

An honor roll will be posted at the end of each quarterly grading period. The honor status of a pupil will be based on academic grades. To attain the honor roll, a pupil must have an average of 3.0 or better and no letter grade of D or F for that grading period. To attain the high honor roll, a pupil must have an average of 3.5 or better with no letter grade of D or F for that grading period.

HUMAN DIGNITY

George H. Gilson Middle School affirms the dignity and respect of all persons. Therefore, words or actions belittling any race, religion, ethnic group, gender, sexual orientation, or disability are strictly prohibited.

ILLNESS AND INJURIES

It is assumed that (1) any student too ill to be in class should not be in school; (2) any student who becomes ill will report to the office; (3) arrangements will be made as soon as possible for an ill student to go home; (4) any injured student should be accompanied to the school office; and (5) students must sign out at the office prior to leaving school.

INSURANCE

Accident insurance for students during the school day and for related school activities is available. Information regarding insurance is sent home or available at the school office at the beginning of the school year. **All students involved in athletics must be covered by school or family insurance.**

LIBRARY

The library shall be open before and after school. The library is a place of study and should be used accordingly. Books may be checked out for a two-week period. Encyclopedias and other reference materials may not be checked out and are to be used in the library only. Books may be renewed after the two-week period. Replacement costs for books that have been lost must be paid.

LOCKERS

The office shall assign each student a locker and lock combination after the student reviews and signs a locker use agreement. Student lockers are the property of Valdez City Schools and, as such, may be opened and inspected by school authorities pursuant to AS 14.03.103. No personal locks are to be used. Security of personal property in school lockers and security of the locker is the student's responsibility. The school is not responsible for lost or stolen articles.

LOITERING

Students are requested not to loiter about the building after their daily programs are finished. Students must have a valid reason for staying in school after their classes are over. Nonstudents loitering on campus may be arrested.

LOST PERSONAL ITEMS

"Lost and found" items are to be placed on the racks outside the North end of the gym. Items not claimed within a two-week period may be disposed of by staff. If a valuable item is found, it should be **handed** to a staff member.

MEALS

The Valdez City School District offers both breakfast and hot lunches to students. Meals are paid for in the cafeteria or online at https://linqconnect.com/main and may be purchased in advance. Parents/guardians may apply for free or reduced pricing anytime during the school year by completing an application available in the school office. All information provided on these applications is confidential and reviewed solely by the school district business manager. All meals, including those brought from home, are to be eaten in the cafeteria.

MEDICATION

School personnel will assist parents by administering prescription and nonprescription medication to students during the school day. All medication must be delivered to the school by a parent/guardian or his/her adult representative. For medication that will be dispensed for fewer than 7 consecutive school days a written statement from the parent/guardian requesting the school to administer the medication to the student should accompany the medication. For the administration of medication long-term (7 or more consecutive school days) a Long-Term Request for Administration of Prescribed Medication completed by a parent/guardian and a physician must accompany the medication. Medication must come in a properly labeled pharmacy bottle or original manufacturer's packaging. Students are not to keep medication on their person or in their locker.

NOTICE OF NONDISCRIMINATION

It is the policy of Valdez City Schools not to discriminate on the basis of race, religion, color, age, national origin, parenthood, pregnancy, marital status, changes in marital status, sex, disability, handicap, veteran's status, veteran's disability, political affiliation, or admission/access to or treatment/employment in its programs and activities.

Students attending Valdez City Schools may participate in education programs and activities, including, but not limited to, health, physical education, and vocational and technical education, regardless of race, color, national origin, age, handicap, or sex.

Grievance procedures for student and employee concerns in the areas of sex equity (Title IX) and handicap (Section 504) have been established by Valdez City Schools. Inquiries or complaints regarding compliance with these regulations may be directed to the attention of the VHS activities director (Title IX coordinator), director of special education (Section 504 coordinator), or the superintendent at Valdez City Schools, PO Box 398, Valdez, Alaska 99686.

PARENT–TEACHER CONFERENCES

The school will regularly schedule parent/teacher conferences midway through the first quarter of each school year. Parents are welcome to request additional conferences at any time by contacting the school office.

PARTICIPATION ON DAYS OF ABSENCE

Students must be in attendance a minimum of one school day prior to participating in an activity or traveling to an activity.

PASS AND RETENTION

A student may be retained when he or she receives two or more Fs as final year grades or when it is determined to be in the best interest of the student.

PHYSICAL EDUCATION

Physical education class provides students with a tee shirt and a pair of shorts. Students must provide their own gym shoes (that are not worn as street shoes), socks, a towel, personal hygiene items, and, when notified, a swimsuit. All students are expected to actively take part in all skills and games taught in the classes. Please note that antiperspirants, deodorants, perfumes, and colognes are to be in **SOLID form only—sprays and spritzes are not allowed and will be taken away.** A swimsuit and towel will be required during the swimming unit, typically held in the spring. Any deviation due to a medical condition will require a physician's statement after three school days, unless exempted by the principal.

PROFANITY

The use of vulgar or profane language, gestures, or possession of or the display of obscene material is prohibited.

READMITTANCE

Students who are absent from school for any reason must report to the school office to obtain an admit slip.
Admit slips are to be obtained prior to the beginning of class or the student will be considered unprepared for class.

RESTRICTED AREAS

Middle and high school students are not to enter each other's buildings except to attend a regularly scheduled class. Students are not permitted to be in the middle school gym, fitness room, or mat room without direct staff supervision. Students are also not to enter storage areas, mechanical rooms, unsupervised classrooms, and the staff room without proper authorization or to enter any area designated as restricted by the administrators. Students entering another building will do so in an orderly fashion to limit disruptions to student learning.

SCHOOL CLOSURES/DELAYED STARTS/EMERGENCY NOTIFICATIONS

Emergency closures/delayed starts of school due to weather conditions or similar factors will be announced over local radio stations as soon as they occur. Additional notifications may occur via the district telephone alert system and social media platforms such as the district website and/or social media pages. Emergencies that arise after the start of the regular school day will be handled in an orderly, prearranged manner. No child will be sent home during the day without the knowledge of parents/guardians.

SCHOOL PROPERTY

Students are responsible for the proper care and return of all equipment, books, supplies, and uniforms entrusted to them. In case of loss or damage to these items, the student will be assessed a replacement charge. Failure to pay these charges may result in the withholding of the student's report card. Malicious or willful damage to school property makes not only the student subject to disciplinary action but also the student's parent(s)/guardian(s) liable for damages.

SCHOOL SPIRIT

School spirit may be divided into three categories: COURTESY – toward teachers, staff, fellow students, and the officials of school athletic activities; PRIDE – in everything our school endeavors to accomplish and has accomplished; and SPORTSMANSHIP – the ability to win and lose gracefully. School spirit means loyalty to all functions of the school. A loyal student supports his/her school and does his/her utmost to keep scholastic and activity standards at the highest possible level.

SMOKING & VAPE/E-CIGARETTES

Smoking & vapes/e-cigarettes are prohibited for everyone on school grounds and in school buildings and vehicles. Possession of tobacco products by anyone under the age of twenty-one is illegal. Students in violation of these policies are subject to disciplinary action by the school.

SELLING ITEMS

Students may not sell any type of items to other students unless it is a school-sponsored activity approved by the administration.

STUDENT COUNCIL

Student council officers and representatives shall be elected annually.

STUDENT RECORDS

Records are maintained by the school and include academic achievement, test scores, disciplinary problems, and other information required by policy and statute. These records are available for inspection by the student and/or parent during regular school hours.

STUDENTS RIGHTS / RESPONSIBILITIES

You will be held responsible only for the things you do and fail to do. The decision is yours, and so are the consequences. Your first responsibility is to decide how you should conduct yourself while in school. Your second responsibility is to prepare to accept the consequences of your actions.

SUPERVISION

Students will comply with and respond politely to directions given by any school staff member. Directions given to students by any teacher, aide, secretary, cook, or custodian are generally given in the best interest and safety of all students and should be respected.

SUSPENSION

The principal has the exclusive right to suspend a student. The act of suspension shall be reserved for serious or repeated infractions of school rules. A student placed on suspension shall not participate in any extracurricular activity or trip sponsored by the school during the period of suspension. Students who are suspended shall not be allowed on school property or to attend any school-sponsored event. The Compiled School Laws of Alaska and Valdez City School Board Policy procedures govern suspension and expulsion. Letters of

suspension and expulsion shall be placed in the appropriate student's record in the school office.

TARDY POLICY

Students are considered tardy through the tenth minute of the class period. After the tenth minute, the student is considered absent for that period. If a student is tardy for a class, he or she should report directly to the office to secure an admit slip. Tardiness will be recorded and consequences administered on a quarterly basis. The office will assign a thirty-minute detention on the third tardy and a forty-five-minute detention each for the fourth and fifth tardy during a quarter. If a student is tardy more than six (6) times in any quarter, a parent conference will be requested.

THEFT

Theft and possession or misuse of stolen property are prohibited by law and subject to disciplinary action by the school.

THREAT ASSESSMENT TEAM

The Threat Assessment Team is an approach to helping students access the resources they need to stay in school, remain safe, and keep people aware of community issues. The TAT Team meets on a regular basis to review the progress of students who are referred to the program. The team gathers data to understand the problems a student may be experiencing and to look for existing resources to help that student be successful in school. Students can be referred by school faculty and staff, parents, fellow students, community members, or the students themselves. To make a referral, contact the building principal, counselor, or a teacher.

THREATS OF VIOLENCE

Students shall not make any threats, suggestions, or predictions of violence against any person or group or to the school building, whether made verbally, in writing, or via email. No threat of violence will be considered a joke. All students shall report threats of violence, including jokes and threats of suicide, to a teacher, counselor, or principal.

TRUANCY/UNEXCUSED ABSENCES

Truancy is defined as the absence of a student from class without the knowledge or prior consent of the parent/guardian. Such absences are considered unexcused.

UNPREPARED FOR CLASS

Students are expected to be in their seats with all necessary supplies and be ready to work when the tardy bell rings. Students not in their seat with all necessary materials will be considered unprepared for class and marked tardy. The third time a student arrives unprepared for class he or she will be referred to the office and assigned a thirty-minute detention. Any subsequent unprepared arrivals will result in the assignment of a forty-five-minute detention for each occurrence.

VANDALISM

School rooms, buildings, bulletin boards, and other school property will not be defaced, marked on, or abused in any way. School property and the personal property of staff and students will be respected at all times.

VISITOR PASS

Only school personnel are allowed to visit classrooms without a written pass from the school office. Persons other than school personnel wanting to talk to students or staff during school hours must come to the school office. Please report to the school office at once the presence on campus of unauthorized persons during school hours; this includes the period immediately before and after school as well as the lunch period.

WEAPONS AND DANGEROUS INSTRUMENTS

Students shall not carry on their person, use, transmit, or possess weapons, dangerous instruments, or their replicas in school buildings, on school grounds, on the school transportation system, at school bus stops, or at any school-related or school-sponsored activity away from school (including athletic events).

WILLFUL DISOBEDIENCE

Willful disobedience is the refusal to comply with a reasonable request by staff and includes skipping class once a student has arrived at school and is subject to disciplinary action by the school.

WITHDRAWAL FROM SCHOOL

Should it become necessary for a student to be withdrawn from school, a parent should notify the school office **one week prior** to the student's last day of attendance.

GILSON MIDDLE SCHOOL/VALDEZ HIGH SCHOOL ATTENDANCE PROCEDURE

TEN ABSENCES LIMIT
Middle students must not be absent more than ten (10) times per semester or they will be considered for retention in the same grade the following year.

The following absences shall not count toward the ten absences limit:
1. Illness or medical appointment substantiated by a statement from a medical practitioner or parent/guardian. The principal may ask a parent/guardian to provide medical evidence from a physician or medical practitioner for excessive absences.
2. Death in the student's family necessitating an absence.
3. Absences from school due to school sponsored activities.
4. Absences due to work/training/college as an approved part of an educational plan.
5. Unavoidable emergencies at home as determined by the principal.
6. Medical or dental appointments.
7. Religious observances.
8. Other special circumstances approved by the principal.

Additional exceptions:
1. A student may be absent up to five (5) days in addition to the 10-day limit each semester for special reasons if approved by the building principal, and the student completes any assigned pre-make up work prior to departure.
2. Additional days may be granted for exceptional circumstances such as national competition or academic competition. Additional exceptions shall be determined by the building principal.

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 through the office.
3. 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 given.

PARENT NOTIFICATION
For each instance that a student is absent from school, the school attendance secretary shall initiate telephone contact with the parent/guardian if the school has not already been contacted by the parent. A student, parent, or guardian may request an attendance summary through the principal at any time during the school year.

APPEALS PROCEDURE
If a parent or student wishes to appeal a decision made pursuant to this policy, such an appeal must be initiated in writing within fifteen (15) school days of the date of the decision, or if it is based on a parent notification as set forth above, within fifteen (15) school days of the date of the letter of notification. The letter requesting an appeal must include specific reasons that the request should be considered. If an appeal is not filed within the timeline provided, the student/parent/guardian shall be deemed to have waived the right to an appeal and a hearing. The superintendent shall render a written decision within five (5) school days of the close of the hearing.

A parent/guardian may appeal the superintendent's decision by requesting in writing that the school board review the decision within five (5) days of the superintendent's decision. The board will hear the appeal in executive session at the next scheduled board meeting.

GMS supports the idea of a proactive approach to behavior. Students are encouraged to participate in community building and classroom behavior norm creations. Teachers are encouraged to support intentional community building in the school and in their classrooms. We support proactive approaches to intervene and redirect students as they grow in maturity and take more responsibility for their actions to help create safe environments for students.

When staff must address behaviors that have occurred even with these goals, the behavior guidelines included here will assist in creating a consistent level of discipline. When possible, restorative practices will be incorporated which may include natural, logical consequences, and to repair harm to others or right wrongs. Whenever possible, staff will be encouraged to incorporate conferencing to support a student's re-entry into the classroom community and to assist in restoration of relationships and repair connections.

Guiding questions to support this approach are provided by the International Institute of Restorative Practices:

For Challenging Behavior:
What Happened?
What were you thinking at the time?
What have you thought about since?
Who has been affected by what you have done? In what way?
What do you think you need to do to make things right?

For those Harmed:
What did you think when you realized what had happened?
What impact has this had on you and others?
What has been the hardest thing for you?
What do you think needs to happen to make things right?

Gilson Middle School School Behavior Guidelines

Level 1

**Students receiving services via a Section 504 Plan or an IEP have additional rights.
Refer to VCS District Procedures to Ensure Behavior of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school-sponsored activity on or off campus shall be reported to law enforcement.)

Level of Severity	**Behavior Infractions** **(One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction)**	**First/Second Offense** **(MAY include but not limited to one or more of the following. List is not all inclusive)**	**Repeated Offenses** **(MAY include but not limited to one or more of the following. List is not all inclusive)**
Level 1- CLASSROOM LEVEL BEHAVIOR: MILD-MODERATE	• Disrespect • False reports/False statements • Inappropriate behavior (touch, language, out-of-control) • Inappropriate language • Inappropriate use of materials • **Inappropriate use of technology** • Unprepared for class • Sleeping in class • Willful disobedience	• Proximity/ nonverbal prompt • Verbal warning • Re-teach expectation/ rule • Student Reflection • Apology note/statement • Student Conference • Parent Contact • Loss of Privilege • Detention	• Redirection • Conferencing • Restitution • Seating Change • Parent Contact • Detention • Referral to Counselor ADDITIONAL INTERVENTIONS • student contract
	• Academic misconduct/Cheating on an assignment	• Failing grade for assignment	• Failing grade for course
	• Dress code violation	• Student is required to replace the offending item or go home to change	• Treated as defiance

cc- Counselor concerns - possible check in

Gilson Middle School Behavior Guidelines

Level 2

**Students receiving services via a Section 504 Plan or an IEP have additional rights.
Refer to VCS District Procedures to Ensure Discipline of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school-sponsored activity on or off campus shall be reported to law enforcement.)

Level of Severity	Behavior Infractions (One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction)	First/Second Offense (MAY include but not limited to one or more of the following. List is not all inclusive)	Repeated Offenses (MAY include but not limited to one or more of the following. List is not all inclusive)
Level 2-MODERATE Disapproved behaviors which do not substantially disrupt learning and/or endanger others.	• Bullying/Cyberbullying • Defiance /Insubordination • False reports/False statements (repeated offenses) • Inappropriate use or possession of technology (repeated offenses) • Leaving school without permission • Physical altercation • Trespassing • Theft	• Student Reflection (Short student written summary of event) • Apology note/statement • Detention • Student Conference • Parent Contact • In-School Suspension • 1-3 days out-of-school suspension	• Student conference • Parent contact • After School Detention • Referral to Counselor • Development of behavior plan • 1-3 days in-school suspension (Note – Failure to serve ISS or removal from ISS for disciplinary reasons shall result in out-of school suspension or additional ISS time)
	• Dress code violation (repeated offenses)	• Student is required to replace the offending item or go home to change	• Treated as defiance

1. In instances of severe behavior, steps can be skipped
2. The grid still allows for administrative flexibility
3. Students receiving via a Section 504 Plan or an IEP have additional rights
4. Students have a right to due process

Gilson Middle School Behavior Guidelines

Level 3

**Students receiving services via a Section 504 Plan or an IEP have additional rights.
Refer to VCS District Procedures to Ensure Discipline of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school-sponsored activity on or off campus shall be reported to law enforcement.)

Level of Severity	Behavior Infractions (One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction)	First/Second Offense (MAY include but not limited to one or more of the following. List is not all inclusive)	Repeated Offenses (MAY include but not limited to one or more of the following. List is not all inclusive)
Level 3-SERIOUS Behaviors that threaten to substantially disrupt learning, indicate disregard for the safe environment of the school, and/or endanger others	• Aggression • Bullying - Serious (repeated offenses) • Defiance/ Insubordination (repeated offenses) • Disrespect (repeated offenses) • Leaving school without permission (repeated offenses) • Hazing • Theft (repeated offenses) • Threats • Vandalism • *Tobacco/Vaping • Cheating such as attempt to alter grades or procuring answer keys	• Student conference • Parent contact • Restitution • After School Detention • 1-3 days out-of-school suspension • Cessation Program • In School Suspension • Apology note/statement	• Student conference • Parent contact • Restitution • After School Detention • 3-5 days out-of-school suspension • Referral to Counselor • Review behavior plan and modify based on new data
	• Alcohol/Illegal Drugs	• See BP 5131.6 below for appropriate action	• When a student continues to use or possess alcohol or other drugs at school or any school activity, he/she shall be expelled. • The Board may suspend the expulsion and may assign the student to a school, class or program appropriate for the student's rehabilitation.
			• Per BP 5131.6

Gilson Middle School Behavior Guidelines

Level 4

**Students receiving services via a Section 504 Plan or an IEP have additional rights.
Refer to VCS District Procedures to Ensure Discipline of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school sponsored-activity on or off campus shall be reported to law enforcement.)

Level of Severity	Behavior Infractions **(One or more infractions may be a part of a single event; infractions separated in time do not affect the assigned consequences of a previous infraction)**	First/Second Offense **(MAY include but not limited to one or more of the following. List is not all inclusive)**	Repeated Offenses **(MAY include but not limited to one or more of the following. List is not all inclusive)**
Level 4-SEVERE Behaviors that substantially disrupt learning, indicate disregard for the safe environment of the school, violate the law, and/or endanger others. BP 3515	• *Arson • Assault/Threats • *Battery • *Breaking and entering • *Burglary • *Disorderly conduct • False Alarm • *Fighting/Mutual altercation • *Harassment/*Intimidation - Serious • *Larceny • *Sexual Battery • *Harassment (various type) • *Trespassing (repeated offenses) • *Vandalism (repeated offenses) • Pornography • *Other Major Offenses	• Parent contact • Restitution • 1-10 day out-of-school suspension • Police referral • Recommendation for expulsion • ISS	• Parent contact • Restitution • Recommendation for long term suspension • Recommendation for expulsion
	• *Deadly weapon other than a firearm including a knife	• Required 10 day out-of-school suspension with recommendation to Superintendent for a 30 day suspension. Modifications through Superintendent on a case-by-case basis.	
	• *Gun	• Required 10 day out-of-school suspension with recommendation to Superintendent for a one calendar year expulsion. Modifications through Superintendent on a case- by-case basis.	

		• Per BP 5131.7	

Gilson Middle School Behavior Guidelines

**Students receiving services via a Section 504 Plan or an IEP have additional rights.
Refer to VCS District Procedures to Ensure Discipline of Section 504 /Special Education Students Does Not Violate FAPE

*Police Referral: (Note – Any crime committed by a student while at school, on school grounds, or during any school-sponsored activity on or off campus shall be reported to law enforcement.)

BP 5131.6	When any student uses or possesses alcohol or illegal drugs at school or while under school jurisdiction, all of the following shall result: • Parent/guardian contact • Three-to ten-day suspension • Law enforcement contact within one school day of the suspension • Restriction from school activities • Referral to an appropriate community counseling program with the expectation that at least one counseling session will be held during the time of suspension In addition, the following action may be taken: • Recommendation of expulsion • Transfer/Alternative Placement When a student sells or provides alcohol or other drugs at school or while under school jurisdiction, all of the following shall result: • Parent/guardian contact • Suspension with possible recommendation of expulsion • Law enforcement contact within one school day of the suspension In addition, the following action may be taken: • Notification of law enforcement prior to confronting or searching the student • A search for drugs in accordance with the provisions of law, Board policy and administrative regulations • When there is good evidence that a student has actually sold or provided alcohol or other drugs or drug paraphernalia on or about the school premises or at a school-sponsored function, law enforcement must be notified.

VALDEZ CITY SCHOOLS STUDENT DISCIPLINE PROCEDURES

DUE PROCESS
Every student has a right to due process. Before any discipline action is taken, a student will be given the opportunity to find out what the school thinks the student did and present his/her side of the story.

PROCEDURES AND RESPONSIBILITIES
Beginning with sixth grade, discipline records shall transfer with students until graduation. Offenses from one school year will be added to those of the previous year(s) to determine the discipline action to be taken.

Academic dishonesty/cheating/plagiarism may result in disciplinary penalty as well as academic penalty. Cheating is behavior that falsely presents a student's work as a product of his/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 non-approved notes; 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 offense . . . Teacher recommendation and administrative discretion up to ten (10) days suspension; may lead to recommendation for expulsion.

Arson, attempting 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's discretion to recommend up to and including expulsion. Contact authorities.

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

1st offense . . . up to ninety (90) days suspension

2nd offense and above . . . may lead to recommendation for expulsion

Computer Hacking, unauthorized access to a computer system of information on that system

1st offense . . . Administrator's/designee's discretion, loss of computer privileges, and restitution for damages

2nd offense . . . up to ten (10) days suspension, loss of computer privileges, and restitution for damages

3rd offense . . . may lead to recommendation for expulsion

Disruptive Behavior, behavior that materially and substantially interferes with the educational process or lawful activities of others

1st offense . . . Administrator's/designee's discretion

2nd offense . . . up to three (3) days suspension

3rd offense . . . up to five (5) days suspension

4th offense . . . may lead to recommendation for expulsion

Damage, Destruction, and/or Vandalism

1st offense . . . Administrator's/designee's discretion and pay for damages

2nd offense . . . up to five (5) days suspension and pay for damages

3rd offense . . . five to ten (5–10) days' suspension and pay for damages

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.

Fighting, physical conflict or mutual combat between two or more individuals

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

2nd offense . . . up to ten (10) days suspension

3rd offense . . . up to ten (10) days suspension

4th offense . . . may lead to recommendation for expulsion

Firearm or Other Gun, possession or threatened use
Any offense . . . Confiscation and recommendation for expulsion for a minimum of one calendar year

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's discretion depending on circumstances

2nd offense . . . up to five (5) days suspension

3rd offense . . . up to ten (10) days suspension

4th offense . . . may lead to recommendation for expulsion

Hazing of any type

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

2nd offense . . . up to five (5) days suspension

3rd offense . . . up to ten (10) days suspension

4th offense . . . may lead to recommendation for expulsion

Theft, the taking of another's property without their permission. Theft may be reported to local law enforcement agencies.

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

2nd offense . . . up to five (5) days suspension

3rd offense . . . up to ten (10) days suspension
4th offense . . . may lead to recommendation for expulsion

Tobacco & Vape / E-Cigarettes the possession, use or distribution. Tobacco, Vape and E-Cigarettes will be reported to local law enforcement agencies.

1st offense . . . Administrator's/designee's discretion depending on circumstances and notification of parents

2nd offense . . . up to five (5) days suspension

3rd offense . . . up to ten (10) days suspension

4th offense . . . may lead to recommendation for expulsion

Educational Alternative to Suspension: Students who violate the school rules regarding tobacco use/e-cigarette use can attend a tobacco cessation program as approved by the building principal in place of serving suspension. At the meetings, they will discuss the effects of tobacco use/e-cigarette, and view educational materials as designated by the school principal on the health risks of tobacco/e-cigarette use.

Weapon, **possession** of any object, other than a firearm, that can be considered a weapon
Any offense . . . may lead to recommendation for expulsion

Honesty Clause: students who find themselves in possession of inappropriate articles and/or contraband are directed to immediately turn such materials into the office or to the nearest staff person. By cooperating with school personnel, a student would **NOT** be subject to an automatic suspension or 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 knifes, regardless of the length of the blade
Any offense . . . Confiscation, with possible recommendation for expulsion

VALDEZ CITY SCHOOLS
ALCOHOL AND OTHER DRUGS POLICIES/PROCEDURES

Definitions
The term "drug" as used in BP 5131.6 and these regulations is defined to include all controlled substances, all chemicals that release intoxicating vapors, and any prescription or over the counter medication, except those medications for which a student can demonstrate lawful possession and a legitimate medical need.

The term "counterfeit drug" is defined to include any substance that is designed to look like or is represented to be a controlled substance.

The term "drug paraphernalia" is defined as devices and material that are designed or are being employed to permit or facilitate the ingestion of drugs.

Prohibition
The possession, use, manufacture, and distribution of alcohol, drugs, drug paraphernalia, and counterfeit drugs at school, on school grounds, or in connection with any school-sponsored activity is strictly prohibited.

Being under the influence of alcohol or drugs at school, on school grounds, or while attending or taking part in any school-sponsored activity is also strictly prohibited.

The prohibitions contained in these regulations do not apply to a student's authorized and appropriate possession or use of personal medications.

Intervention
The staff shall intervene whenever there is reasonable suspicion that students are using or distributing alcohol and other drugs while on school property or under school jurisdiction.

Staff members who have reasonable suspicions that a student may be under the influence of alcohol or drugs or distributing alcohol or drugs shall immediately notify the principal or his/her designee.

Enforcement/Discipline

1. Possession or Use of Alcohol or Drugs – FIRST VIOLATION

a. The following steps will be taken with respect to a student who has been found to be in possession or under the influence of alcohol, drugs, or counterfeit drugs or in possession of drug paraphernalia.

1. Contact parent/guardian.
2. Contact law enforcement authority regarding violations of law within one school day of the suspension.
3. Suspension for up to ten (10) days.
4. Restriction from school activities.
5. Development of an intervention plan that may require the student to participate in counseling as an alternative to a longer suspension or expulsion. If the student agrees to participate in the intervention plan, the suspension may be reduced by up to 50 percent.

b. In addition, the following actions may be taken:

1. Recommendation of expulsion
2. Transfer/alternative placement

2. Continued Use or Possession of Alcohol or Other Drugs – SECOND VIOLATION

a. The following steps will be taken with respect to a student who has been found to be in possession or under the influence of alcohol, drugs, or counterfeit drugs or in possession of drug paraphernalia a second time.
   1. Contact parent/guardian.
   2. Contact law enforcement authority regarding violations of law within one school day of the suspension.
   3. Suspension for up to ten (10) days.
   4. Restriction from school activities.
   5. Development of an intervention plan as an alternative to a longer suspension or expulsion, to include the following:
      a. Mandatory assessment by a state-approved drug/alcohol treatment provider. Appointment must be scheduled within five days of the infraction.
      b. Recommendation regarding alcohol and drug education.
      c. Follow recommendations made in assessment.

   If the student agrees to participate in the intervention plan, the suspension may be reduced by up to 50 percent.

   Parent/guardian is responsible for communicating the assessment and any recommendations for alcohol and drug education with the principal or his/her designee. If a student fails to follow the recommendation on an assessment, the suspension that was reduced by the intervention plan will be reinstated.

b. In addition, the following actions may be taken:
   1. Recommendation of expulsion.
   2. Transfer/Alternative placement.

Continued Use or Possession of Alcohol or Other Drugs – SUBSEQUENT VIOLATION(S)
   1. Contact parent/guardian.
   2. Contact law enforcement authority regarding violations of law within one school day of the suspension.
   3. Suspension pending further disciplinary action.
   4. Administrative referral to superintendent for consideration of expulsion from Valdez City Schools by the school board.

3. Distribution

"Distribute" means to deliver an item or substance prohibited by these regulations, regardless of whether any money or item of value is exchanged for the item or substance delivered. "Distribute" is defined to include any sale, gift, barter, or exchange.

A student who distributes an item or substance prohibited by this policy shall be suspended ten (10) days pending consideration of expulsion from school. Violations of law relating to distribution shall be reported to law enforcement authorities within one school day of the suspension.

4. Consequences of Refusal to Permit Search

When school officials possess reasonable suspicion that a search will reveal evidence of a violation of the regulations, a student's refusal to submit to a search of his/her belongings or person will have the same penalty as if the student is in fact in possession of a prohibited item or substance or is under the influence of a substance prohibited by these regulations.

SUBSTANCE COUNSELING AND REHABILITATION PROGRAMS

The following are some of the agencies that are involved in drug/alcohol counseling and rehabilitation and reentry programs:

PROVIDENCE VALDEZ COUNSELING CENTER PO Box 1050, 911 Meals Ave., Valdez, AK 99686 (907) 835-2838 *(Outpatient care: ages 10–18)*

NORTH STAR BEHAVIORAL HEALTH SYSTEM INPATIENT HOSPITAL
2530 DeBarr Road, Anchorage, AK 99508-2296
(907) 258-7575 *(Evaluation & Treatment of Adolescents)*

NORTH STAR RESIDENTIAL TREATMENT CENTER
1650 S. Bragaw, Anchorage, AK 99508
(907) 272-6202 *(long term treatment for children and adolescents)*

PROVIDENCE MEDICAL CENTER: BREAKTHROUGH – ADOLESCENT CARE
3200 Providence Dr., Anchorage, AK 99508
(907) 261-3040 *(Emergency, inpatient, outpatient, aftercare)*

RALPH PERDUE CENTER FOR ALCOHOL & OTHER ADDICTIONS Fairbanks Native Association
PO Box 74450, Fairbanks, AK 99707
(907) 452-6251 (*Emergency, intermediate, outpatient, aftercare)*

SUBSTANCE COUNSELING AND HELP PROGRAMS

Alaska Information: 24-hour referral line: 1-800-478-2221 A wealth of information on any matter and confidentiality is a priority.
AIDS Hot Line: 1-800-478-2437 for Alaska

Advocates for Victims of Violence Crisis Intervention: 24-hour Crisis Line: 835-2999.

Covenant House: Shelter and services for runaway and homeless teens
609 F St., Anchorage, AK 99501. Phone: (907) 272-1255

Reproductive Health Clinic: (907) 343-4611

Standing Together Against Rape: 24-hour Crisis Line: (907) 276-7273 Suicide Prevention Center: 24-hour Crisis Line: (907) 563-3200

VALDEZ CITY SCHOOLS
Special Education Programs

PO Box 398, Valdez, Alaska 99686 Telephone 907-835-4714

DATE: **APRIL 13, 2026**
TO: **BOARD OF EDUCATION, VALDEZ CITY SCHOOL DISTRICT**
THRU: **INTERIM SUPERINTENDENT WEBER**
FROM: **RYLEE OWNBEY, M.A.ED/ADM. DIRECTOR OF SPECIAL EDUCATION**

RE: **Recommendation for Independent Itinerant Psychologist 2026-2027 School Year**

I recommend Dr. Carolen Hope be hired as the VCSD itinerant psychologist for the 2026-2027 school year. Dr. Hope will provide psycho-educational services to VCSD to include: initial, annual, and triennial evaluations of students as needed by Special Education Case Managers; conclusions, professional opinions, and recommendations, which may include specific suggestions for IEP goals and objectives; training for parents, teachers, and aides who work with special needs students, subject to prior request and agreement.

Below is the estimated total cost of her service.

Psych Services for 32 Days = $36,800
Estimated Travel, Lodging, and Per Diem = $11,360
Estimated Total Cost =$48,160

Thank you for your consideration.

VALDEZ CITY SCHOOLS
Special Education Programs

PO Box 398, Valdez, Alaska 99686 Telephone 907-835-4714

CONTRACT OF SERVICE
2026-2027 School Year

CONTRACTOR: **Carolen Hope**
ADDRESS: **5319 SW Westgate Dr. Suite 209**
PHONE: **971.226.6084**
AK PSYCHOLOGIST LICENSE No: **595**

PURPOSE: To provide psycho-educational services to VCSD to include: initial, annual, and triennial evaluations of students as needed by Special Education Case Managers; conclusions, professional opinions, and recommendations, which may include specific suggestions for IEP goals and objectives; training for parents, teachers, and aides who work with special needs students, subject to prior request and agreement.

PERIOD COVERED BY THIS AGREEMENT: 8/20/26-5/20/27

RATE OF PAY
$1,150/day, 5 days/quarter, 3 additional days for report writing/quarter, for a total of 32 days

TRAVEL ALLOWANCE
The contractor will arrange travel to and from Valdez. The district will reimburse all travel expenses.

LODGING ARRANGEMENTS
VCSD will make and pay for lodging arrangements for on-site visits and travel delays to/from Valdez. Per diem will be provided for travel days and days on-site at the same rate as set in board policy.

OTHER
If weather prohibits travel, the itinerant will receive compensation for up to 3 days of salary. Additional trips and timing will be at the mutual agreement of VCSD and the itinerant. VCSD will provide assessment kits and materials as needed and recommended by the itinerant.

VALDEZ CITY SCHOOLS
Special Education Programs

PO Box 398, Valdez, Alaska 99686 Telephone 907-835-4714

ESTIMATED COST

Psych Services for 32 Days = $36,800
Estimated Travel, Lodging, and Per Diem = $11,360
Estimated Total Cost =$48,160

PAYMENT OF TAXES AS A CONDITION OF AGREEMENT

As a condition of this contract, the contractor shall pay all federal, state, and local taxes.

_____	_____
Contractor	Date
_____	_____
Special Education Director	Date
_____	_____
Superintendent	Date
_____	_____
School Board President	Date

VALDEZ CITY SCHOOLS
Special Education Programs

PO Box 398, Valdez, Alaska 99686 Telephone 907-835-4714

DATE: **APRIL 13, 2026**
TO: **BOARD OF EDUCATION, VALDEZ CITY SCHOOL DISTRICT**
THRU: **INTERIM SUPERINTENDENT WEBER**
FROM: **RYLEE OWNBEY ADM. DIRECTOR OF SPECIAL EDUCATION**

RE: **Recommendation for Independent Itinerant Occupational Therapist 2026-2027 School Year**

I recommend Dr. Anna Shumate be hired as the VCSD itinerant occupational therapist for the 2026-2027 school year. Dr. Shumate will provide occupational therapy services to VCSD including: evaluations, reevaluations and file reviews, provide occupational therapy services as stated in the student's IEP, input required information and documentation into the student's IEP/ESER and electronic file system, complete progress reports on occupational therapy goals, support special education staff in developing and implementing occupational therapy goals and objectives, complete all documentation promptly, maintain open communication with school staff, parents and students, provide training and consultation to staff as needed, facilitate the acquisition of materials or equipment need for a student to access their educational environment and participate in their education.

Below is the estimated total cost of her service.

Occupational Therapy Services 2 days/week = $1,500
Estimated Total Cost = $54,000

Thank you for your consideration.

VALDEZ CITY SCHOOLS
Special Education Programs

PO Box 398, Valdez, Alaska 99686 Telephone 907-835-4714

CONTRACT OF SERVICE
2026-2027 School Year

CONTRACTOR: **Anna C. Shumate**
ADDRESS: **PO Box 1787**
PHONE: **907-255-6222**
NATIONAL OT LICENSE No: **428920**
AK OT LICENSE No: **157820**

PURPOSE: To provide school-based occupational therapist services to VCSD to include: initial, annual, and triennial evaluations of students as needed by Special Education Case Managers; conclusions, professional opinions, and recommendations, which may include specific suggestions for IEP goals and objectives; training for parents, teachers, and aides who work with special needs students, subject to prior request and agreement.

PERIOD COVERED BY THIS AGREEMENT: 8/20/26-5/20/27

RATE OF PAY
$750/day, 2 days/week

ESTIMATED COST

Occupational Therapy Services for 2 days/week = $1,500
Estimated Total Cost = $50,400

VALDEZ CITY SCHOOLS
Special Education Programs

PO Box 398, Valdez, Alaska 99686 Telephone 907-835-4714

PAYMENT OF TAXES AS A CONDITION OF AGREEMENT

As a condition of this contract, the contractor shall pay all federal, state, and local taxes.

_____	_____
Contractor	Date
_____	_____
Special Education Director	Date
_____	_____
Superintendent	Date
_____	_____
School Board President	Date

VALDEZ CITY SCHOOLS
Special Education Programs

PO Box 398, Valdez, Alaska 99686 Telephone 907-835-4714

DATE: **APRIL 13, 2026**
TO: **BOARD OF EDUCATION, VALDEZ CITY SCHOOL DISTRICT**
THRU: **INTERIM SUPERINTENDENT WEBER**
FROM: **RYLEE OWNBEY, DIRECTOR OF SPECIAL EDUCATION**

RE: **Recommendation for Independent Itinerant Physical Therapist 2026-27 School Year**

I recommend hiring Dr. Alison Barnett as the VCSD itinerant physical therapist for the 2026-2027 school year. Dr. Barnett will provide physical therapy services to VCSD including: evaluations, reevaluations and file reviews, provide physical therapy services as stated in the student's IEP, input required information and documentation into the student's IEP/ESER and electronic file system, complete progress reports on physical therapy goals, support special education staff in developing and implementing physical therapy goals and objectives, complete all documentation promptly, maintain open communication with school staff, parents and students, provide training and consultation to staff as needed, facilitate the acquisition of materials or equipment need for a student to access their educational environment and participate in their education.

Below is the estimated total cost of her service.

PT Services Onsite: $10,000
Telehealth Services: $14,400
IEP Meetings and Paperwork: $6,000
Travel, lodging, and per diem: $11,490
Estimated Total Cost: $41,890

Thank you for your consideration.

VALDEZ CITY SCHOOLS
Special Education Programs

PO Box 398, Valdez, Alaska 99686 Telephone 907-835-4714

CONTRACT OF SERVICE
2026-2027 School Year

CONTRACTOR: **Alison Barnett**
ADDRESS: **PO Box 35, Arcadia, MI 49613**
PHONE: **248-765-5341**
AK PHYSICAL THERAPY LICENSE No: **149354**

PURPOSE: To provide evaluations, reevaluations and file reviews, provide physical therapy services as stated in the student's IEP, input required information and documentation into the student's IEP/ESER and electronic file system, complete progress reports on physical therapy goals, support special education staff in developing and implementing physical therapy goals and objectives, complete all documentation promptly, maintain open communication with school staff, parents and students, provide training and consultation to staff as needed, facilitate the acquisition of materials or equipment need for a student to access their educational environment and participate in their education.

PERIOD COVERED BY THIS AGREEMENT: 8/20/26-5/20/27

RATE OF PAY

Onsite: $1,000/day, 10 days
Telehealth: $900/day, 16 days
IEP Meetings and Paperwork: $600/student, 10 students
Travel, lodging, per diem: $5,745/trip, 2 trips

TRAVEL ALLOWANCE

The contractor will arrange travel to and from Valdez. The district will reimburse all travel expenses.

LODGING ARRANGEMENTS

VCSD will pay for lodging during on-site visits and for travel delays to/from Valdez. Per diem will be provided for travel days and days on-site at the same rate of $60/day.

VALDEZ CITY SCHOOLS
Special Education Programs

PO Box 398, Valdez, Alaska 99686 Telephone 907-835-4714

OTHER

If weather prohibits travel, the itinerant will receive compensation for up to 3 days of salary. Additional trips and timing will be at the mutual agreement of VCSD and the itinerant. VCSD will submit payment for services and reimbursement for agreed-upon expenses within 30 days of the invoice being submitted. VCSD will provide caseload information and contact information for school personnel and access to student files as needed to provide services.

ESTIMATED COST

Onsite: $1000/day, 10 days
Telehealth: $900/day, 16 days
IEP Meetings and Paperwork: $600/student, 10 students
Travel, lodging, per diem: $5,745/trip, 2 trips
Estimated Total Cost: $41,890

PAYMENT OF TAXES AS A CONDITION OF AGREEMENT

As a condition of this contract, the contractor shall pay all federal, state, and local taxes.

_____	_____
Contractor	Date
_____	_____
Special Education Director	Date
_____	_____
Superintendent	Date
_____	_____
School Board President	Date

Memorandum

Date: 03-19-2026

From: Jason Weber
Superintendent

To: VCS Board of Education

Thru: Jason Weber
Superintendent

Subj: Recommended Budget Update.

Susan Love, Amber Cawley, and Jason Weber worked with the VCS administrators to find funds to cover the unexpected deficit caused by the 20% increase to our health insurance plan.

- There will be 2 additional intensive students who will be eligible to be claimed in FY27. We now anticipate receiving state funding for in FY27, we also believe that we can cover those 2 students with the current staffing ($173,500)

- Anticipated changes in personnel (savings $60,000)

- Removal of the ½ time preschool position we budgeted (savings $25,000) the total number of students budgeted for was 32 students, if we have the same number of students as this year 48, we will be able to fill that position with new funds.

- Take district office utilities off the books, which the current budget proposal had not included. (savings $40,000)

- Adjustment Technology Budget for travel, and subscriptions. (savings $15,000) Replace if funding comes through.

- Decrease maintenance and operation funds. (savings $10,000) Replace if funding comes through.

- Remove $30,000 from Curriculum Budget online subscriptions, this is money that is not currently allocated. (savings $30,000)

Our recommendation is to reduce expenditures in the amount of $180,000 as outlined in the bullet points above and include the additional funding of the intensive students of $173,500 for

FY27. This proposal would still require a draw of $135,500 from our undesignated reserves to balance the budget. The draw on undesignated reserves would amount to 9.03% of the current balance which has been carried over the maximum level.

Recommendation: Discuss the recommended budget update.

3-24-26 Recommended Changes due to to 20% increase in health insurance

- Additional intensive students (2)
  - $173,500
- Anticipated changes in personnel
  - ($60,000)
- ½ time PK para position
  - ($25,000)
- District office utilities
  - ($40,000)
- Technology travel and subscriptions
  - ($15,000)
- Maintenance and Operations
  - ($10,000)
- Curriculum online subscriptions
  - ($30,000)
- Undesignated reserve
  - $135,500

Memorandum

Date: 4-08-2026

From: Jason Weber
Superintendent

To: VCS Board of Education

Thru: Jason Weber
Superintendent

Subj: Classified Work Agreements for FY27

After careful consideration I would like to move forward with a list of classified employees for FY27. Staff have 10 days after they are formally issued a work agreement for FY27 to sign and return the contract, not sign the contract, or formally let the district know of their intent.

Recommendation: Approve the attached list of classified employees for FY27

Valdez City Schools

PO Box 398 • 1112 West Klutina Street • Valdez, AK 99686

Telephone (907) 834-4701 • Fax (907) 835-4964

www.valdezcityschools.org

Classified Work Agreements FY27

Albright, Keli - Food
Albright, Katie - Food
Albright, Richard - Custodial
Alejandro, Angelica - Custodial
Auble, Seth - Para
Baron, Zsuzana - Para
Benda, Rudy - Accountant
Black, Jeremiah - Food
Britt, Connor - Custodial
Comer, Bristyl - Administrative
Comer, Jessa - Administrative
Cox, Allison - Lead Paraprofessional
Crisp, Jaimie - Para
Critchlow, Lorraine - Library
Davids, Taylor - Para
Dunkin, Collin - Para
Espiritu, Rosalyn - Food
Espiritu, Jomar - Custodial
Gallegos, Imelda - Food
Gussert, Adam - Custodial
Hadden, Matianita - Para
Harris, Alexandria - Para
Henderson, Amber - Para
Heston, Chinda - Custodial
Jenn, Sasithon - Custodial
Le, Thuy - Food
MacDonald, Rachel - Administrative
McKinley, Donna - Food
Navarro, Pearl - Administrative
Nguyen, Binh - Maintenance
Odencrans, Breanna - Administrative
Olson, Patrick - Maintenance
Pedersen, Meira - Para
Petersen, Michelle - Library
Reiswig, Jenifer - Preschool
Rios, Michael - Technology
Rossetti, Domenic - Para
Shallue, Alyssa'Sage - Administrative
Saenphan, Orrasa - Custodial
Shiell, Jennifer - Administrative
Shipps, Markayla - Para
Shumate, Shelby - Nurse
Smelcer, Brandy - Administrative
Stander, Kent - Para
Thomas, Michelle - Custodial
Torres, Luis - Maintenance
Torres, Magda - Administrative
Tudela, Veronica - Preschool
Van Stone, Rik - Custodial
Verfaillie, Pamela - Library
Wallace, Nicole - Para
White, Brittany - Para

Memorandum

Date: 4-7-26

From: Blair Bailey & Amanda Tippetts
GMS Math & GMS Principal

To: VCS Board of Education

Thru: Jason Weber
Interim Superintendent

Subj: Peksulineq Festival (Cultural Heritage Week)

Dear School Board Members,

I am writing to request approval for our district's participation in the Peksulineq Festival (Cultural Heritage Week) in Tatitlek. Historically, the district has sent a group of students to join in the activities provided by this event and we are enthusiastic about being invited again this year. The Peksulineq Festival provides a rare opportunity for students to be immersed in Alaska Native culture. They learn valuable life skills and come to appreciate a traditional way of life.

The trip will be supervised by faculty members and chaperones, ensuring a safe and educational experience. We will follow all district policies regarding transportation, lodging, and safety protocols. Additionally, this field trip has no associated costs to the district.

We believe this field trip will offer invaluable hands-on learning and experiences they will remember for a lifetime. We appreciate your consideration and look forward to your support in making this trip possible.

Recommendation: As building principal and Superintendent our recommendation is to approve the field trip with the understanding that minor changes to itinerary could occur based on weather or other considerations.

SUBMIT PAGES 1 & 2 AT LEAST 90 DAYS PRIOR TO TRIP

Valdez City Schools

APPLICATION FOR STUDENT TRAVEL (IN-STATE & OUT-OF-STATE)

Name of School:	Gilson Middle School						
Group Requesting Trip:							
Faculty Member in Charge:	Blair Bailey						
Destination:	Tatitlek – Cultural Heritage Week						
Objective of the Trip:	Cultural Exchange						
Dates of Trip:	Departure Date: Return Date: May 4-8						
Number of School Days to be Missed:	4						
Number of Students in Group	F:	9	M:	2	Total:	11	
Number of Adult Supervisors*	F:	1	M:	0	Total:	1	(minimum ratio 1:10)
Has this group been on a trip this school year? No	Dates: Term:				Number of Days Missed:		
Did you send & receive parent consent for each participant? (Y) N							
Estimated Cost Per Student:	$ 0						
Less Amount Per Student from Fundraiser:	- $						
Estimated Maximum Cost Per Student:	= $						(total student out-of-pocket)
Estimated cost from the district:	0						
Itinerary, transportation, and lodging plans are described in detail on attached forms. Y (N)							

PARENT MEETING TO DISCUSS TRIP PLANS

(Refer to BP 3541.1)

(To be completed by principal after parent meeting is held)

Number of Parents Approving the Trip:	11	**ONLY ONE VOTE PER STUDENT IS ALLOWED.** If two parents are in attendance you may only count one of their votes. Total number of votes cannot be greater than the number of students that will be participating in the trip.
Number of Parents Opposing the Trip:	0	
Total Number of Students in Group:	11	
Approval %	100	Number of Approved Votes ÷ Number of Students in Group = Approval %

All trips must be approved 90 days before travel. Exceptions will be approved only when an invitation to a national event or national competition occurs outside of the 90-day deadline. If an exception is requested, a letter from the principal is required.

SUBMIT PAGES 1 & 2 AT LEAST 90 DAYS PRIOR TO TRIP

PROPOSED ITINERARY

Date	Destination	Activities	Lodging
5/4	Tatitlek	Ferry - Provided	Provided
5/8	Valdez	Ferry	~~Per~~

Mode of Transportation – via State Risk-Approved Vendor

Mode of Transportation:	Ferry	Vendor:	

Purpose:	
How were funds raised?	
Estimated District Contribution?	

SCHOOL REPORT FOR STUDENT EXCURSION

In one or two paragraphs, explain how the objective of this trip was met.

Proposed / Actual Expense Detail				
Cost of Transportation N/A		Proposed		Actual
Cost of Lodging N/A				

Cost of Meals N/A				
Other Expenses N/A				

Mode of Transportation:		Vendor:	
Mode of Transportation:		Vendor:	

SCHOOL CERTIFICATION AND APPROVAL

By signing below, we certify that this trip complies with district policies.	
Faculty Advisor Approval: Blair Baiey	Principal Approval:
Superintendent Approval:	School Board Approval: (Date)

SUBMIT WITHIN 10 DAYS OF RETURN FROM TRIP

PROPOSED/ACTUAL EXPENSES N/A				
Organization:				
School:				
Dates:				
Destination:				
Number of Students:				
No. Of Chaperones/Supervisors				
COST				
Summary Breakdown	Description	Proposed		Actual
Cost of Transportation (1):		$		$
Cost of Lodging (1):		$		$
Cost of Meals (1):		$		$
Other Expenses (1):		$		$
Total Expenses:		$		$
Total Receipts received for Trip:				
Cost per Student:		$		$
Cost per Chaperones/Supervisors:		$		$
OUT-OF-POCKET EXPENSES (Suggested amount of money students bring from home)				
Amount per Student:		$		$

Students Participating				
Name	Total Cash Received	Total Credit for Fundraisers (1)	Total Received	Approved Waiver
Aiyoh Smelcer				✓
Keana Williamson				✓
Isabella Neahr				✓
Iris Green				✓
Gwen Remme				✓
Jordan Kilian				✓
Lily Vincent				✓
Tyge Beck				✓
Asher Espiritu				✓
Madison Hetherington				✓
Avery Bugni				✓

(1) Backup for Fundraiser allocation must be kept on file with all other trip documentation.

Chaperones / Supervisors Participating
(Note: All Chaperones Need Background Checks)

Name	Dates	Amount Received	Total Received
Blair Bailey	5/4-5/8	—	—

Checklist for Overnight Trips Folder

1. Review BP 3541.1 School-Related Trips and Guidelines for Overnight Trips

2. The following forms/documentation included in folder
   - School Board approval letter
   - Application for student overnight extended trip
   - Proposed itinerary
   - Proposed Expenses
   - Consent and authorization forms
   - Parent approval forms
   - List of Students participating and money collected
   - List of Chaperones/Supervisors and money collected
   - Actual Expenses
   - Financial account statement for trip
   - Copies of Invoices, receipts, etc. for payments to an advisor
   - Supervisor report for student excursion

3. Has a deadline been set for collection of money?

4. Have bids been obtained for transportation, lodging and for other expenditures?

5. Has all money been received individually by the financial secretary?

6. All fundraising meets District Guidelines

7. Periodic reviews by the principal (It is recommended that an assistant principal or designee be assigned to monitor and review the completed overnight trip process)

8 Schedule trip expense payments well in advance to prevent emergencies requiring credit 9. Set up trip account in the financial system to record all trip activity

10. Review Chaperones cost and responsibilities

11. Limit of one Supervisor/Chaperone per ten students

Administrator's Trip Review Checklist

Trip: Cultural Heritage Week **Date:** _____

1. Are the following forms in the trip folder?
   - School Board Approval Letter
   - Application for student overnight trip
   - Proposed Itinerary
   - Proposed and Actual Expenses
   - Consent and Authorization Forms
   - Parent Approval Forms
   - List of Students Participating and Money Collected
   - List of Chaperones/Supervisors and Money Collected
   - Financial Trip Account Statement for Trip From Accounting System
   - Supervisor Report for Student Excursion
   - Copies of Invoices, receipts, etc. for payments to an event sponsor

2. Are actual expenses within the proposed expenditures? If not, why?

3. Were any checks or money expended to an advisor or their relatives?

4. Were bids obtained for all major expenses? (transportation, lodging, etc.)

5. Has all the money been received individually by the financial secretary?

6. What costs were paid for the chaperones or supervisors? If reduced cost was given to anyone was it approved by school administration?

7. Were there any changes to the proposed itinerary? If so, why?

8. Have the expenses been reviewed for reasonableness?

9. What is the balance of the trip account after the completion of the trip?

10. How much cash was carried on the trip? Purpose? What security measures were used? 11. How many school days were missed because of the trip?

12. What was the chaperone to student ratio?

13. How were the funds raised for the trip? Were they approved and within school and district policy?

_____ _____

Administrator Signature Date

Note: It is extremely important to review overnight trips to prevent any problems for the sponsor, school, district and community. We suggest this checklist be reviewed with the event sponsor two weeks prior to the trip and immediately after the trip. Normally an assistant principal is assigned to perform the trip review.

This checklist must be attached to the trip account statement generated by the accounting system.

Memorandum

Date: 4-7-26

From: Josh Bryan & Amanda Tippetts
GMS Science & GMS Principal

To: VCS Board of Education

Thru: Jason Weber
Interim Superintendent

Subj: 8th Grade Stan Stevens Tour

Dear School Board Members,

I am writing to request approval for the 8th-grade class to participate in a Stan Stevens Columbia Glacier Tour on May 18. This trip would provide students with a unique opportunity to observe the region's glaciers and other significant geological and marine features, directly supporting our science curriculum.

This class has not had the opportunity to take a field trip during their middle school years, making this experience particularly meaningful. The trip will be supervised by faculty members and chaperones, ensuring a safe and educational experience. We will follow all district policies regarding transportation, lodging, and safety protocols.

We believe this field trip will offer invaluable hands-on learning and inspire students' interest in earth sciences. We appreciate your consideration and look forward to your support in making this trip possible.

Recommendation: As building principal and Superintendent our recommendation is to approve the field trip with the understanding that minor changes to itinerary could occur based on weather or other considerations.

Attachments::
Proposed Itinerary

Monday May 18th:
9:30 am - Group departs
10:00 am Group Begins Boarding
10:30 am - Cruise departs
4:30 pm - Approximate arrival at the harbor & student pick-up time

Meals provided on the cruise

SUBMIT PAGES 1 & 2 AT LEAST 90 DAYS PRIOR TO TRIP

Valdez City Schools

APPLICATION FOR STUDENT TRAVEL (IN-STATE & OUT-OF-STATE)

Name of School:	Gilson Middle School						
Group Requesting Trip:	8th Grade						
Faculty Member in Charge:	Josh Bryan						
Destination:	Columbia Glacier Tour Stan Stevens						
Objective of the Trip:	Educational (Earth Science)						
Dates of Trip:	Departure Date: Return Date: May 18						
Number of School Days to be Missed:	one						
Number of Students in Group	F:	23	M:	23	Total:	46	
Number of Adult Supervisors*	F:	2	M:	2	Total:	4	(minimum ratio 1:10)
Has this group been on a trip this school year? NO	Dates: Term:				Number of Days Missed:		
Did you send & receive parent consent for each participant? Y (N) Want approval first							
Estimated Cost Per Student:	$ 140						
Less Amount Per Student from Fundraiser:	- $						
Estimated Maximum Cost Per Student:	= $ 40						(total student out-of-pocket)
Estimated cost from the district:	100						
Itinerary, transportation, and lodging plans are described in detail on attached forms (Y) N							

PARENT MEETING TO DISCUSS TRIP PLANS

(Refer to BP 3541.1)

(To be completed by principal after parent meeting is held)

Number of Parents Approving the Trip:		**ONLY ONE VOTE PER STUDENT IS ALLOWED.** If two parents are in attendance you may only count one of their votes. Total number of votes cannot be greater than the number of students that will be participating in the trip.
Number of Parents Opposing the Trip:		
Total Number of Students in Group:		
Approval %		Number of Approved Votes ÷ Number of Students in Group = Approval %

All trips must be approved 90 days before travel. Exceptions will be approved only when an invitation to a national event or national competition occurs outside of the 90-day deadline. If an exception is requested, a letter from the principal is required.

SUBMIT PAGES 1 & 2 AT LEAST 90 DAYS PRIOR TO TRIP

PROPOSED ITINERARY

Date	Destination	Activities	Lodging
5/18	To Harbor	Stan Stevens Tour	N/A

Mode of Transportation – via State Risk-Approved Vendor

Mode of Transportation:	School Bus	Vendor:	First Student

Mode of Transportation:	Ship	Vendor:	Stan Stevens
Mode of Transportation:		Vendor:	

SCHOOL CERTIFICATION AND APPROVAL

By signing below, we certify that this trip complies with district policies.	
Faculty Advisor Approval:	Principal Approval:
Superintendent Approval:	School Board Approval: (Date)

SUBMIT WITHIN 10 DAYS OF RETURN FROM TRIP

PROPOSED/ACTUAL EXPENSES

Organization:	
School:	Wilson Middle School
Dates:	May 18
Destination:	Columbia Glacier
Number of Students:	46
No. Of Chaperones/Supervisors	4

COST

Summary Breakdown	Description	Proposed	Actual
Cost of Transportation (1):	Cruise	$ 6210	$
Cost of Lodging (1):		$	$
Cost of Meals (1):		$	$
Other Expenses (1):	Fuel Surcharge	$ 225	$
Total Expenses:		$ 6435	$
Total Receipts received for Trip:			
Cost per Student:		$ 140	$
Cost per Chaperones/Supervisors:		$ 0	$

OUT-OF-POCKET EXPENSES (Suggested amount of money students bring from home)

Amount per Student:		$ 0	$

Purpose:	
How were funds raised?	
Estimated District Contribution?	

SCHOOL REPORT FOR STUDENT EXCURSION

In one or two paragraphs, explain how the objective of this trip was met.

Proposed / Actual Expense Detail				
Cost of Transportation		Proposed		Actual
Cost of Lodging				

Cost of Meals				
Other Expenses				

Students Participating				
Name	Total Cash Received	Total Credit for Fundraisers (1)	Total Received	Approved Waiver

(1) Backup for Fundraiser allocation must be kept on file with all other trip documentation.

Chaperones / Supervisors Participating
(Note: All Chaperones Need Background Checks)

Name	Dates	Amount Received	Total Received
Josh Bryan			

Checklist for Overnight Trips Folder

1. Review BP 3541.1 School-Related Trips and Guidelines for Overnight Trips

2. The following forms/documentation included in folder
   - School Board approval letter
   - Application for student overnight extended trip
   - Proposed itinerary
   - Proposed Expenses
   - Consent and authorization forms
   - Parent approval forms
   - List of Students participating and money collected
   - List of Chaperones/Supervisors and money collected
   - Actual Expenses
   - Financial account statement for trip
   - Copies of Invoices, receipts, etc. for payments to an advisor
   - Supervisor report for student excursion

3. Has a deadline been set for collection of money?

4. Have bids been obtained for transportation, lodging and for other expenditures?

5. Has all money been received individually by the financial secretary?

6. All fundraising meets District Guidelines

7. Periodic reviews by the principal (It is recommended that an assistant principal or designee be assigned to monitor and review the completed overnight trip process)

8 Schedule trip expense payments well in advance to prevent emergencies requiring credit 9. Set up trip account in the financial system to record all trip activity

10. Review Chaperones cost and responsibilities

11. Limit of one Supervisor/Chaperone per ten students

Administrator's Trip Review Checklist

Trip: _____ **Date:** _____

1. Are the following forms in the trip folder?
   - School Board Approval Letter
   - Application for student overnight trip
   - Proposed Itinerary
   - Proposed and Actual Expenses
   - Consent and Authorization Forms
   - Parent Approval Forms
   - List of Students Participating and Money Collected
   - List of Chaperones/Supervisors and Money Collected
   - Financial Trip Account Statement for Trip From Accounting System
   - Supervisor Report for Student Excursion
   - Copies of Invoices, receipts, etc. for payments to an event sponsor

2. Are actual expenses within the proposed expenditures? If not, why?

3. Were any checks or money expended to an advisor or their relatives?

4. Were bids obtained for all major expenses? (transportation, lodging, etc.)

5. Has all the money been received individually by the financial secretary?

6. What costs were paid for the chaperones or supervisors? If reduced cost was given to anyone was it approved by school administration?

7. Were there any changes to the proposed itinerary? If so, why?

8. Have the expenses been reviewed for reasonableness?

9. What is the balance of the trip account after the completion of the trip?

10. How much cash was carried on the trip? Purpose? What security measures were used? 11. How many school days were missed because of the trip?

12. What was the chaperone to student ratio?

13. How were the funds raised for the trip? Were they approved and within school and district policy?

_____ _____

Administrator Signature Date

Note: It is extremely important to review overnight trips to prevent any problems for the sponsor, school, district and community. We suggest this checklist be reviewed with the event sponsor two weeks prior to the trip and immediately after the trip. Normally an assistant principal is assigned to perform the trip review.

This checklist must be attached to the trip account statement generated by the accounting system.

Memorandum

Date: 4-7-26

From: Blair Bailey & Amanda Tippetts
GMS Math & GMS Principal

To: VCS Board of Education

Thru: Jason Weber
Interim Superintendent

Subj: CRNA Environmental Fair

Dear School Board Members,

I am writing to request approval for a field trip to the Environmental Fair being hosted in Glennallen. This trip would provide students with the opportunity to work with neighboring areas in understanding and investigating the most concerning issues in the region and ways to impact change in areas of concern.

The trip will be supervised by faculty members and chaperones, ensuring a safe and educational experience. We will follow all district policies regarding transportation, lodging, and safety protocols.

We believe this field trip will offer invaluable hands-on learning and inspire students' interest in the environment. We appreciate your consideration and look forward to your support in making this trip possible.

Recommendation: As building principal and Superintendent our recommendation is to approve the field trip with the understanding that minor changes to itinerary could occur based on weather or other considerations.

Attachments::
Proposed Itinerary

Tuesday, April 28th:
7:30 AM Students arrive at school
8:00 AM Students depart
10:00 AM Students arrive in Glennallen & join agenda

New Time	Topic	Name	Entity
9:25am	Guardians Network Video	Lakota McRoberts	CRNA, Guardians Network
9:50am	From Dirt to Dollars: How Food = Power	Melissa Clampit & Samantha Blumenkonig	UAF Cooperative Extension
10:20am	Eyes in the Sky Using Drones for Environmental Stewardship	Casey Cusick	AITRC
11:15	Prepare with Pedro Home Fire	Bridget Vivoda	Red Cross
11:40-12:05	What is YCC?	Hope Courtney Diane Ellsworth	National Park Service
12:05-12:35 HS Lunch	Lunch		
12:40	Caribou Monitoring and Radio Tracking for Conservation	Heidi Hatcher	ADF&G
2:20-3:10 pm HS P5		Jake Willmon & FFA Youth Panel	FFA Youth Panel
		No presentation due school dismissal	
4:00 pm	North Copper Soil Survey: How to Access and Use New Soils Information	Cory Cole & Michael Sousa	NRCS
4:30 pm	PFAS In Alaska	Amy Hill & Kellie Alvstad	ADEC
5:00 pm	Safe Burning Practices and Tool Loan Program	Jenny Moser	DFFP
6:00 pm – end of day			

Stay at Glennallen Schools

Wednesday April 29th:

9:00 AM Breakfast
10:00 AM Students join CRSD Students at the Environmental Fair
12:00 PM Lunch
1:00 PM Depart from Glennalle
3:00 PM Arrive in Valdez



SUBMIT PAGES 1 & 2 AT LEAST 90 DAYS PRIOR TO TRIP

Valdez City Schools

APPLICATION FOR STUDENT TRAVEL (IN-STATE & OUT-OF-STATE)

Name of School:	Gilson Middle School						
Group Requesting Trip:							
Faculty Member in Charge:	Blair Bailey						
Destination:	Glennallen - Environmental Fair						
Objective of the Trip:	Participate in local initiatives						
Dates of Trip:	Departure Date: Return Date: April 28-29						
Number of School Days to be Missed:	Two						
Number of Students in Group	F:	4	M:	2	Total:	6	(More may join up to 10)
Number of Adult Supervisors*	F:	2	M:	0	Total:	2	(minimum ratio 1:10) find male chaperone if boys sign up
Has this group been on a trip this school year? NO	Dates: Term:				Number of Days Missed:		
Did you send & receive parent consent for each participant? (Y) N							
Estimated Cost Per Student:	$ 40						meals
Less Amount Per Student from Fundraiser:	- $						
Estimated Maximum Cost Per Student:	= $ 40						(total student out-of-pocket)
Estimated cost from the district:	14						Lunches
Itinerary, transportation, and lodging plans are described in detail on attached forms (Y) N							

PARENT MEETING TO DISCUSS TRIP PLANS

(Refer to BP 3541.1)

(To be completed by principal after parent meeting is held)

Number of Parents Approving the Trip:	ALL	**ONLY ONE VOTE PER STUDENT IS ALLOWED.** If two parents are in attendance you may only count one of their votes. Total number of votes cannot be greater than the number of students that will be participating in the trip.
Number of Parents Opposing the Trip:		
Total Number of Students in Group:		
Approval %	100	Number of Approved Votes ÷ Number of Students in Group = Approval %

All trips must be approved 90 days before travel. Exceptions will be approved only when an invitation to a national event or national competition occurs outside of the 90-day deadline. If an exception is requested, a letter from the principal is required.

SUBMIT PAGES 1 & 2 AT LEAST 90 DAYS PRIOR TO TRIP

PROPOSED ITINERARY – ATTACHED

Date	Destination	Activities	Lodging
4/28	Glennallen	Travel	Glennallen Schools
4/29	Valdez	Travel home	

Mode of Transportation – via State Risk-Approved Vendor

Mode of Transportation:	Van	Vendor:	district

Mode of Transportation:		Vendor:	
Mode of Transportation:		Vendor:	

SCHOOL CERTIFICATION AND APPROVAL

By signing below, we certify that this trip complies with district policies.	
Faculty Advisor Approval: Blair Bailey	Principal Approval: Heippett
Superintendent Approval:	School Board Approval: (Date)

SUBMIT WITHIN 10 DAYS OF RETURN FROM TRIP

PROPOSED/ACTUAL EXPENSES

Organization:	
School:	Gilson Middle School
Dates:	April 28-29
Destination:	Glennallen
Number of Students:	11 max
No. Of Chaperones/Supervisors	2

COST

Summary Breakdown	Description	Proposed	Actual
Cost of Transportation (1):	Gas for van	$ 100	$
Cost of Lodging (1):	Provided	$ 0	$
Cost of Meals (1):	Lunches	$ 14	$
Other Expenses (1):		$	$
Total Expenses:		$ 240	$
Total Receipts received for Trip:			
Cost per Student:		$	$
Cost per Chaperones/Supervisors:		$	$

OUT-OF-POCKET EXPENSES (Suggested amount of money students bring from home)

Amount per Student:	meals	$ 40	$

Purpose:	meals
How were funds raised?	
Estimated District Contribution?	

SCHOOL REPORT FOR STUDENT EXCURSION

In one or two paragraphs, explain how the objective of this trip was met.

Proposed / Actual Expense Detail				
Cost of Transportation		Proposed		Actual
Cost of Lodging				

Cost of Meals				
Other Expenses				

Students Participating				
Name	Total Cash Received	Total Credit for Fundraisers (1)	Total Received	Approved Waiver
Aurora Chase				✓
Madison Hetherington				✓
Avery Bugni				✓
Asher Espiritu				✓
Erin Gould				✓
Chandler Lutes				✓

(1) Backup for Fundraiser allocation must be kept on file with all other trip documentation.

Chaperones / Supervisors Participating (Note: All Chaperones Need Background Checks)			
Name	Dates	Amount Received	Total Received
Blair Bailey			
Jessica Stow			

Checklist for Overnight Trips Folder

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   - Parent approval forms
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   - List of Chaperones/Supervisors and money collected
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   - Financial account statement for trip
   - Copies of Invoices, receipts, etc. for payments to an advisor
   - Supervisor report for student excursion

3. Has a deadline been set for collection of money?

4. Have bids been obtained for transportation, lodging and for other expenditures?

5. Has all money been received individually by the financial secretary?

6. All fundraising meets District Guidelines

7. Periodic reviews by the principal (It is recommended that an assistant principal or designee be assigned to monitor and review the completed overnight trip process)

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10. Review Chaperones cost and responsibilities

11. Limit of one Supervisor/Chaperone per ten students

Administrator's Trip Review Checklist

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13. How were the funds raised for the trip? Were they approved and within school and district policy?

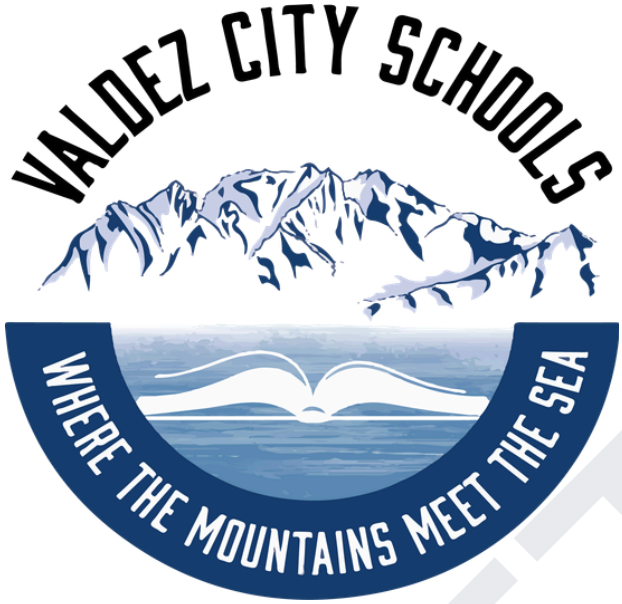
_____ _____

Administrator Signature Date

Note: It is extremely important to review overnight trips to prevent any problems for the sponsor, school, district and community. We suggest this checklist be reviewed with the event sponsor two weeks prior to the trip and immediately after the trip. Normally an assistant principal is assigned to perform the trip review.

This checklist must be attached to the trip account statement generated by the accounting system.

Gifted & Talented Vision



Our vision is to cultivate gifted learners who are intellectually challenged, socially and emotionally grounded, and committed to the common good. By providing opportunities for differentiated instruction, self-directed learning, authentic problem solving, and community, students are empowered to develop their potential as autonomous, active learners with a strong growth mindset.

To ensure this philosophy translates into daily practice, our Multi-Tiered Extension System categorizes academic challenge into three distinct levels of intensity. This framework is designed to be permeable, allowing students to move between tiers based on their demonstrated mastery, pace of learning, and specific areas of interest. By shifting the focus from "who is gifted" to "what level of challenge is required," we create a responsive environment where every student—regardless of their formal identification status—has the opportunity to encounter the "struggle" necessary for true intellectual development.

Tier 1: Universal Differentiation (The Foundation)

- **Target:** The entire student population, ensuring a high-floor/high-ceiling environment for all.
- **Core Strategy:** Teachers utilize **Pre-Assessments** to compact curriculum, allowing students to bypass mastered content. Instruction focuses on higher-order thinking (Bloom's Taxonomy) and open-ended tasks that allow for natural extension in every lesson.
- **Goal:** To eliminate busy work and ensure that the baseline of instruction is intellectually stimulating for everyone.

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Standard Processes:

- **Universal Extension:** Every unit includes an "Explorer Task" or "Extension Menu" available to any student who finishes core work early or demonstrates pre-mastery.
- **Open-Ended Prompting:** Use "How might we..." or "What if..." questions in daily instruction. This allows a Tier 1 student to answer at a foundational level, while a gifted student can answer with significant complexity.
- **The 80/20 Rule:** If 80% of the class has mastered a concept, the teacher moves on. The remaining 20% receive targeted support, while the high-fliers move into Tier 2 extensions immediately.

Tier 2: Targeted Extension (The Bridge)

- **Target:** Students who consistently demonstrate a need for depth beyond the standard grade-level curriculum in specific subjects.
- **Core Strategy:** Inclusion of Inquiry-Based Projects, Socratic Seminars, and interdisciplinary units. Students engage in Breadth and Depth studies where they apply core standards to real-world, complex problems.
- **Goal:** To provide a space where high-potential students can test their limits without the pressure of a permanent label.

Standard Processes:

- **Strength-Based Clusters:** A student might be in a Tier 2 extension group for Mathematical Logic but remain in Tier 1 for Creative Writing.
- **Interest-Based Enrichment:** Offer Seminars (e.g., Robotics, Ethics, Narrative Design) open to any student who shows high interest and the work ethic to keep up with an accelerated pace.

Tier 3: Specialized Acceleration (The Peak)

- **Target:** Exceptionally gifted learners whose needs significantly diverge from their age-peers.
- **Core Strategy:** Individualized Learning Plans (ILPs) that may include subject-grade acceleration, dual enrollment, or independent research paths guided by experts in a specific field.
- **Goal:** To provide radical modifications for students for whom the standard curriculum, even when extended, is no longer a viable learning path.

Standard Processes:

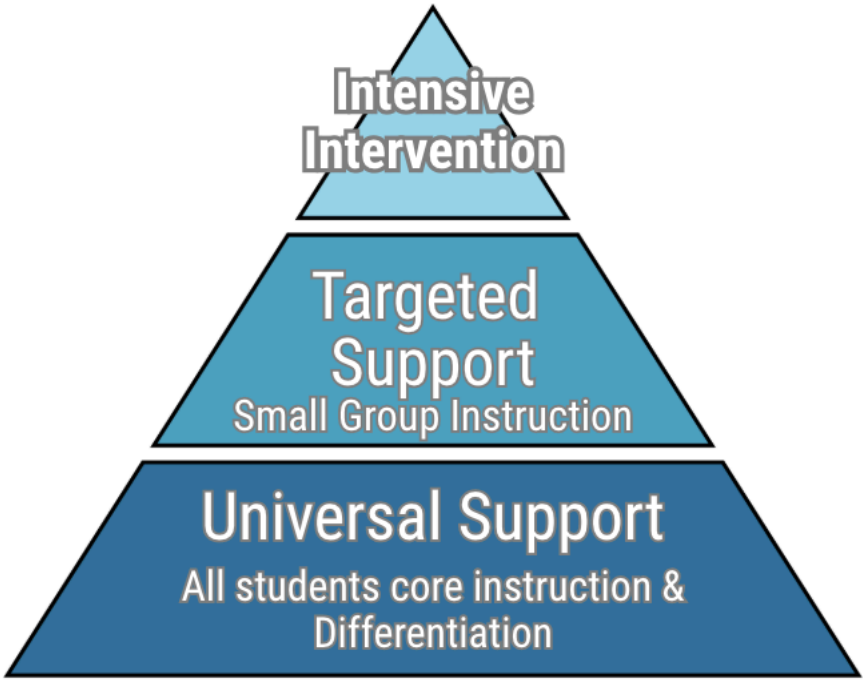
- **Curriculum Compacting:** If a student proves they know 90% of a unit via a pre-test, they buy back their time to work on a Tier 3 Independent Study Project.

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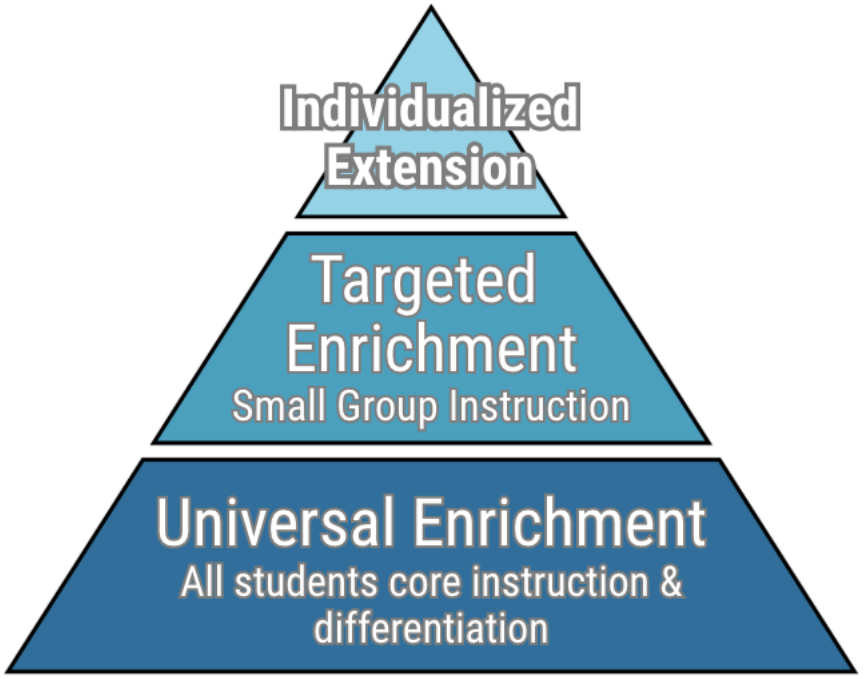
- **Mentorships:** Connecting the student with a subject matter expert (e.g., a local engineer or author) to produce a professional-grade product.

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Intervention Model to support struggling learners



Extension Model to support Gifted and Talented Learners



Qualifications

Universal Screening

VCS will use MAPS testing as a universal screening tool. Students who score above the 97th percentile will automatically qualify for G/T services. Students who score about the 90th percentile will be considered along with another qualifying indicator. Rapid growth and peer comparison will also be used as potential identification for G/T.
The district will provide a cognitive universal screener in 3rd grade as well. Each spring, data will be reviewed and each school's designee will set-up meetings to establish students entering the program.

Qualification Pathways

Pathway 1: Automatic Entry (2nd Grade +)

- ≥ **95th percentile** composite on a cognitive ability test (COGAT)
- OR ≥ **97th percentile** in academic achievement nationally (MAPS)
- OR exceptional performance on an individual IQ test (e.g., WISC-V)

Pathway 2: Matrix Qualification

Student qualifies by meeting **any 2** of the following:

- Cognitive ability (COGAT) ≥ 90th percentile OR Achievement (MAPS) ≥ 90th percentile
- Advanced work sample or performance task
- Teacher rating scale indicating advanced traits
- Strong parent evidence or background notes
- RTI/Observations for 6 weeks

Pathway 3: "Second Look" / 2e Pathway

For twice-exceptional students, ELL students, or those facing barriers:

- MAPS Local norms (top 5% of school)
- Rapid growth vs. peers
- Portfolio review
- Additional testing support

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Qualification Summary Form

Gifted and Talented Qualifications Summary

Student Name: _____ Grade: _____
Date: _____ Time: _____
Location: _____

Participants

Name	Role	Signature
	GT Coordinator	
	Parent/Guardian	
	Administrator	
	Counselor	
	Classroom Teacher	

Pathway 1: Automatic Entry (2nd Grade +)

97th Percentile in academic achievement nationally (MAPS)

Assessment	Percentile Score	Qualifies (yes/no)
Reading		
Mathematics		
Language Arts		

Does the student meet the qualifications from pathway 1? _____

Pathway 2: Matrix Qualification

Student qualifies by meeting **any 2** of the following:

Area	Score	Qualifies (yes/no)
Cognitive ability ≥ 90th percentile		
Achievement (MAPS) ≥ 90th		

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percentile		
Advanced work samples or performance task		
Strong parent evidence or background notes		
Teacher rating scale indicating advanced traits		
RTI/Observations for 6 weeks		

Does the student meet the qualifications from pathway 2? _____

Pathway 3: “Second Look” / 2e Pathway

For twice-exceptional students, ELL students, or those facing barriers.

Area	**Score**	**Qualifies (yes/no)**
MAPS local norms (top 5% of the school)		
Rapid growth vs. peers		
Portfolio review		
Additional teasing support		

Does the student meet the qualifications from pathway 3? _____

Summary

_____ **does** or **does not** qualify for gifted and talented.

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Annual Meeting & Exit

Once a student has qualified for the Gifted and Talented Program, the principal or designee will meet with the student, parents and teachers as needed to develop a plan. This includes reviewing the resources that are already available as well as considering specific needs and interests of the student. These meetings will be conducted in the 4th quarter in anticipation for the next year's schedule.

This agenda is designed for an **Annual Review Meeting**. Whether the student is thriving, struggling, or considering an exit, the tone should be collaborative and "student-centered." The goal is to move away from a "report card" style meeting and toward a "strategic planning" session.

Annual GT Review Meeting Agenda

Student: _____ Grade: _____

Date/Time: _____ Location: _____

I. Welcome & "The Big Picture" (5 Minutes)

- **Introductions:** Ensure everyone knows their role (GT Coordinator, Classroom Teacher, Parent, Student).
- **The Meeting Goal:** State clearly that this is an annual check-in to ensure the student's current placement is still providing the "Goldilocks Effect"—not too easy (boredom) and not too hard (distress).

II. Student Self-Reflection (10 Minutes)

- *Before looking at data, let the student speak first to build agency.*
- **Wins:** "What was your favorite project or breakthrough this year?"
- **Challenges:** "Which tasks felt like 'busy work' or caused the most frustration?"
- **Interests:** "If you could design one unit of study for next year, what would it be?"

III. Data & Performance Review (10 Minutes)

- **Quantitative Data:** Review standardized test scores, district benchmarks, and current grades.
- **Qualitative Evidence:** Share teacher observations regarding critical thinking, creativity, and peer collaboration.
- **Alignment Check:** Does the student's current work still meet the criteria for the Gifted & Talented service model?

IV. Determining the Path Forward (15 Minutes)

- **Scenario A: Continue in Program.** Identify new goals or "stretch" opportunities for the coming year.

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- **Scenario B: The "Success Plan."** If performance is dipping, introduce the Success Plan (example included below) to provide a safety net.
- **Scenario C: Furlough or Exit.** If interest is gone or the student is overextended, discuss a graceful transition or a "furlough" from the program.

V. Social-Emotional Check-in (5 Minutes)

- Discuss "The Whole Child": Is the student showing signs of perfectionism, anxiety, or social isolation?
- Determine if any adjustments are needed to support the student's mental health alongside their academics.

VI. Action Items & Closing (5 Minutes)

- Summarize agreed-upon changes to the student's schedule or curriculum.
- Set a follow-up date (if a Success Plan was initiated).
- **Closing Affirmation:** End with a positive comment about the student's unique strengths.

Pro-Tips for a Smooth Meeting:

- **The "No Surprises" Rule:** If you are planning to suggest an exit, call the parent 24 hours in advance. Never blindside a parent with an exit recommendation in a formal meeting.
- **Physical Setup:** If possible, sit at a round table or in a circle. Avoid sitting behind a desk, which can create an "Authority vs. Parent" vibe.
- **The "Gifted Label" Talk:** If the student is exiting, remind the parents: *"The student is still gifted; we are simply changing the service model to better match their current needs."*

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Annual Gifted & Talented (GT) Review Meeting – Administrator Form –

Student Name: _____ Grade: _____
Date: _____ Time: _____
Location: _____

Participants

Name	Role	Signature
	GT Coordinator	
	Parent/Guardian	
	Administrator	
	Counselor	
	Classroom Teacher	

I. Welcome & The Big Picture (5 minutes)

Meeting Purpose (check one):
☐ Annual GT placement review (follow-up to a prior plan) ☐ Initial Meeting ☐ Other: _____

Overall Goldilocks Effect Check (initial impression):
☐ Too Easy / Under-challenged ☐ Just Right ☐ Too Hard / Distress

Notes:

II. Student Self-Reflection (10 minutes) *(Student response gathered before or during the meeting)*

Wins / Highlights, Challenges / Frustrations (e.g., busy work, pacing, workload), Student Interests / Ideas for Next Year:

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III. Data & Performance Review (10 minutes)

Quantitative Data Reviewed (check all that apply):

☐ Standardized Test Scores ☐ District Benchmarks ☐ Classroom Grades ☐ Other: _____

Summary of Quantitative Data:

Qualitative Evidence

Teacher Observations (critical thinking, creativity, collaboration, engagement):

Alignment Check: Does current performance align with GT service model expectations?
☐ Yes ☐ Partially ☐ No

Notes:

IV. Determining the Path Forward (15 minutes)

Decision (check one):

☐ Scenario A: Continue in GT Program

New Goals / Stretch Opportunities for Next Year:

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English	Math
Science	Social Studies
Extracurricular	Extracurricular

☐ Scenario B: Success Plan Initiated

Reason for Success Plan:
☐ Academic performance dip ☐ Engagement concerns ☐ Workload balance ☐ Other: _____

Key Supports / Adjustments:

Review Date: _____

☐ Scenario C: Furlough or Exit from GT Services

Reason:
☐ Student interest has changed ☐ Overextension/stress ☐ Service model mismatch

☐ Other: _____

Transition Plan / Notes:

V. Social-Emotional Check-In (5 minutes)

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Areas Discussed (check all that apply):
☐ Perfectionism ☐ Anxiety/Stress ☐ Peer Relationships ☐ Motivation ☐ Balance of Commitments

Concerns Identified:
☐ None at this time ☐ Monitor ☐ Follow-up needed

Supports or Adjustments Recommended:

_____
_____
_____

VI. Action Items & Closing (5 minutes) - Subject Specific/Goals

Agreed-Upon Action Items:

1. _____
2. _____
3. _____

Follow-Up Date (if applicable): _____

Closing Affirmation (student strengths, growth, or contributions):

_____
_____
_____

Administrator Reminders (for internal use)

- **No Surprises Rule:** Parent contacted in advance if exit/furlough discussed. ☐ Yes ☐ N/A
- **Physical Setup Used:** ☐ Circle/Round Table ☐ Traditional Seating
- **Gifted Label Messaging Used (if exiting):** ☐ Yes ☐ N/A

Administrator Signature: _____ Date: _____

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1. GT Program Furlough & Exit Request Form

Student Name: _____ Date: _____

Current Grade: _____ School: _____

Action Requested:

- [ ] **Temporary Furlough:** A leave of absence for _____ (semester/year) to focus on other academic or personal goals.
- [ ] **Program Exit:** Formal removal from the Gifted and Talented program at this time.

Reason for Request (Optional but encouraged):

- [ ] Change in academic interests/priorities.
- [ ] Scheduling conflicts with other advanced electives or extracurriculars.
- [ ] Desire for a reduced academic workload to support well-being.
- [ ] Program format does not currently align with student's learning style.

Statement of Understanding:

I understand that the GT program is designed to meet specific educational needs. We feel that, at this time, a different placement will better serve the student's current growth and well-being. We understand the process for re-entry (if applicable) should the student's needs change in the future.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

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2. Exit/Review Meeting Agenda

Use this structure for meetings where the school is initiating the exit due to lack of qualification or engagement.

I. Introduction & Purpose

- Clarify that the goal of the meeting is to ensure the student is in the **"Best Fit"** environment for their current performance and interest levels.
- Emphasize that a student's "Gifted" status is a snapshot of their *current* educational needs, not a permanent definition of their worth.

II. Data Presentation (The "Why")

- **For Performance/Qualification:** Share recent assessment data, work samples, or rubric scores compared to program requirements.
- **For Lack of Interest:** Share teacher observations regarding participation, engagement, and the student's own feedback about the curriculum.

III. The Student's Perspective

- Ask the student directly: *"Which parts of the day do you feel most energized? Which parts feel like a heavy burden?"*
- Identify if the student feels "forced" into the program, which can lead to resentment or underachievement.

IV. Determining the "Next Best Step"

- **Option A:** A 9-week "Success Plan" (probation) with specific, reachable goals.
- **Option B:** A one-year Furlough to allow the student to mature or rediscover their interests.
- **Option C:** Transitioning to Honors or Advanced classes that are more subject-specific rather than general GT enrichment.

V. Closing & Reassurance

- Define what happens next (e.g., schedule change date).
- Reiterate that this is a **pivotal move toward success**, not a punishment for "failing" the program.

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Gifted & Talented Success Plan

Student: _____ Date: _____

Review Period: [ ] 4 Weeks [ ] 9 Weeks (Recommended)

1. Areas of Concern

Identify what specifically is triggering this plan.

- [ ] **Engagement:** Infrequent participation, lack of interest in specialized projects.
- [ ] **Performance:** Consistent scores below the required threshold (85% or "Meets Expectations").
- [ ] **Productivity:** Failure to complete independent research or "pull-out" assignments.

2. SMART Goals for the Review Period

The student and teacher should agree on these together.

Goal Category	Specific Target	Support Needed
Academic	Student will maintain a minimum grade of **[X]** in GT-specific coursework.	Weekly check-in on Fridays to review missing work.
Participation	Student will contribute to at least one group discussion or seminar per week.	Teacher will provide discussion prompts 24 hours in advance.
Project Work	Student will complete the "Phase 1" milestones of their independent project by **[Date]**.	Access to library/lab time during study hall.

3. Student "Voice & Choice" Adjustment

To address lack of interest, give the student one "win" to increase buy-in.

- **Student Commitment:** "I agree to put in the effort on the required curriculum if I am allowed to focus my independent project on **[Student's Topic of Choice]**."

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4. Support Strategy (School/Home)

- **Teacher Support:** Will provide a scaffolding checklist for large assignments.
- **Parent Support:** Will check the digital grade book once a week and encourage dedicated "project time" at home.

5. Potential Outcomes

At the end of the review period (**Date: _____**), the committee will meet to determine:

1. **Success:** Goals met; student continues in the GT program in good standing.
2. **Extension:** Progress made, but more time is needed to stabilize performance.
3. **Transition:** Goals not met; student will transition to a more appropriate academic setting (e.g., Honors or General Education with differentiation) to ensure their long-term success.

Pro-Tips for the "Success Plan" Meeting:

- **Don't call it "Probation":** Use the term "Success Plan" or "Growth Contract." It sounds like you are on their team rather than acting as a judge.
- **Focus on "The Fit":** If the student fails the plan, use it as evidence that the *program* is not the right fit for them right now, rather than saying the *student* failed.
- **The "Exit Ramp":** Sometimes, halfway through a success plan, a student realizes they genuinely don't want to do the work. If they say, "I'd rather just quit now," allow them to do so with grace.

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Tiered Resources

Tiered Resources

Tier 1 Differentiation Resources

Embedded in the adopted resources for content areas

Tier 2 Small Group Extension Opportunities

HHES
Already Offered:
Battle of the Books
Spelling Bee
40 min WIN (What I Need) Block every day: extension activities provided, like book studies
Chess Club
Art Club
iReady Personalized Learning
Lexia Core 5

Opportunities:
Pathway for Algebra 1 in 7th grade (5A that does both 5th & 6th)
After school Project-Based Class
GMS/VHS teacher go to elementary on Friday (Anchorage “Ignite” model?)

GMS
Already Offered:
Science Olympiad
Accelerated Math
Flex Friday Extension
Student Council
Battle of the Books
Spelling Bee
Art Club
Yearbook
Wax Museum

Opportunities:
Acapenta
Honors courses
Tsunami Ocean Sciences Bowl
Middle school Scholars

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Junior Honor Society
Future Business Leaders of America
Geography Bee
Lego Robotics
Stream Team
Mathletes

VHS
Already Offered:
Honors Courses
Dual Credit Courses
Acadeca
National Honor Society
Beta Club
Yearbook
Student Council
Subject specific test for opt out

Opportunities
AP Courses
Supporting Independent study courses
Work study program

District Wide
Art Show

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Tier 3 Individualized Gifted and Talented Extension

Tier 3 extensions are individualized learning experiences designed to help students who are self-aware, socially and emotionally grounded, and motivated to use their strengths with purpose. These extensions move beyond acceleration to focus on meaningful challenge, autonomy, and real-world application, ensuring each student's gifts are developed in ways that benefit both the learner and the community.

Tier 3 extensions may include:

- **Individualized talent development** aligned to a student's strengths, interests, and areas of giftedness
- **Advanced, authentic problem-solving** opportunities connected to real-world issues, service, or community impact
- **Student autonomy and self-direction**, including choice in topics, processes, and products
- **Mentorships or expert connections** to support deeper learning and application

- **Emphasis on growth mindset and resilience**, encouraging productive struggle and reflection
- **Social and emotional grounding**, helping students understand their giftedness and responsibilities as learners and citizens

VHS

Science Credit - Project Learning Class
Accelerate AK History & Health

GMS

Acapenta/Social Studies

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