

# Alaska Gateway School District Employee Handbook



2018-2019

# Alaska Gateway School District

## “Where teachers are the Gateway to Learning”

### **IMPORTANT INFORMATION**

In the event of a discrepancy between any information contained in our Employee Handbook and Board Policies, Board Policy will govern.

Employees are asked to become familiar with this handbook and refer to it often. Its purpose is to support high standards of work, inspire efficiency, encourage professional growth, and promote high standards of professional ethics. The official documents of the School District are considered to be the authority, and should be consulted if there are questions about specific details that are either not addressed or are not in enough detail for your needs. Please consult the Board Policy Manual and the Certified and Classified Agreements that are available on the district website at <http://www.agsd.us/>

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## Alaska Gateway School District Strategic Plan

### Mission

“Educating all students to reach their full potential as responsible citizens.”

### Focus Areas & Beliefs-

#### Student Engagement

- We believe in engaging all students with meaningful opportunities to discover their interests and pursue their passions.

#### Staff Recruitment/Retention

- We believe recruiting, cultivating, and retaining exemplary staff fosters a deep commitment to the growth of our students.

#### Cultural Knowledge

- We believe that authentic cultural knowledge and appreciation is a foundation for meaningful engagement for all students and families.

#### Teaching and Learning

- We believe in providing rigorous academic pathways that prepare all students for life challenges, post-secondary options, and career opportunities.

#### School Culture

- We believe that positive relationships and high expectations for all students, staff, and community members, creates a healthy environment where students are safe, eager to learn, willing to take risks, and are responsible citizens.

#### Community Partnerships

- We believe that cultivating a variety of partnerships provides robust opportunities for students and enriches our communities.

### Three Year Goals-

#### *Focus Area #1: Student Engagement*

1. Implement global cross-curricular activities identified by stakeholder interest.
2. Develop and implement an adaptable pathway program that addresses student individual interests.
3. Implement inquiry-based learning across all grade levels.

#### *Focus Area #2: Staff Recruitment and Retention*

1. Increase retention to 90%
2. Articulate and implement a multi-faceted staff recruitment strategy.
3. Create and maintain great places to work via professional development, clear communication and continued organizational growth.

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### *Focus Area #3: Cultural Knowledge*

1. Develop and implement a k-12 Alaska history scope and sequence.
2. Develop and implement a k-12 Alaska Native cultures (art, stories, NYO, dance, leadership) scope and sequence.
3. Develop and implement a k-12 Alaska life-skills scope and sequence.

### *Focus Area #4: Teaching and Learning*

1. Increase to 80% the number of students on track to graduate with their peers (cohort).
2. Assure all students meet projected growth in ELA and Math according to annual (MAP) assessments.
3. Design with each AGSD student a personalized post-secondary plan

### *Focus Area #5: School Culture*

1. Adopt and implement student behavioral expectations across the district.
2. Adopt and implement socio-emotional and tiered behavioral curricula district-wide.
3. Host ongoing all-district activities at every site.

### *Focus Area #6: Community Partnerships*

1. Establish and implement community partnerships to engage students in career opportunities. (work study credit?)
2. Partner with local cultural liaisons to strengthen cultural values and traditions in an educational setting.
3. Actively engage in service and volunteer opportunities in the community.

## District Information

### Geographic/Demographic

AGSD encompasses 28,000 square miles extending north from the Alaska Range to the Yukon River and Canadian border. Schools are located in the communities of Dot Lake, Eagle, Tanacross, Tetlin, Tok, Mentasta Lake, and Northway. The district also houses a statewide correspondence school called REACH Academy. All schools are K-12 except Tanacross, which is K-8.

AGSD services approximately 375 students in seven communities. Distances between the Central Office in Tok and outlying schools range from 12 to 173 miles. All schools are on the road system. Eagle is a fly-in site for seven months of the year.

The district is located in the eastern interior of Alaska with extreme weather conditions. The average low temperature in January is -32 degrees; the average high during July is 72 degrees. The region abounds with wildlife including moose, caribou, bear, Dahl sheep, arctic hare, fox and coyote. Canada geese, swans, cranes and ducks and a variety of fish make use of the ponds and lakes in the area.

### Regional School Board

Meetings of the Regional School Board are conducted for the purpose of accomplishing district business that ultimately supports student achievement. Meetings are open to the public and occur each month. District employees are encouraged to attend board meetings. The Board may conduct closed meeting sessions to discuss certain matters that by law are confidential. The Board encourages community involvement in the schools as an essential element of effective schools. The Board and administration shall actively seek the input of parents/guardians and interested community members on Board agenda items. The Board calendar, current Board packets, and historical minutes are posted on the district website at <http://www.agsd.us/>.

### Board Policy

The board policy in its entirety can be found on the district website at <http://www.agsd.us/> under the Regional School Board tab in the menu. This is a searchable online policy manual. Throughout this manual you will see references to both BP and AR followed by a set of numbers. BP stands for Board Policy and AR stands for Administrative Regulation. Use these references when searching for the specific board policies you would like to view.

### 2017-2018 Board Members

Lorraine Titus	Seat A (Alcan/Northway/Tetlin)
Lisa Conrad	Seat B (Tok)
Jill Kranenburg	Seat C (Tok)
Peter Talus	Seat D (Tok)
Stretch Blackard	Seat E (Tok)
Jeff Deeter	Seat F (Dot Lake/Mentasta/Tanacross)
Steve Robbins	Seat G (Boundary/Chicken/Eagle)
Vacant	Teacher Representative

## School District Administration and Support Staff

The following individuals have offices in the Alaska Gateway School District Central Office located at mile 1313 Alaska Highway:

**Scott MacManus, Superintendent (907) 883-5151 EXT 101**

\*School Board Relations \*District & School Operations \*Policies & Legal Issues \*Community & Public Relations \*Lobbying \*Certified & Classified Hiring \*Strategic Planning \*Staff Relations & Negotiations \*Capital Improvement Projects

**LeAnn Young, Director of Special Programs (907) 883-5151 EXT 115**

\* Grant Writing and Administration \* State and Federal Grants \* Vocational Education \* Assigned School Operations \*District/School Improvement Plans \* School Operations –SIP Schools

**Tracie Weisz, Director of Curriculum and Instruction (907) 883-5151 EXT 113**

\* Curriculum & Instruction \*Professional Learning Communities \*Teaching and Learning Support \* Instructional Technologies\* Professional Development \* Resource Center \* Evaluation \*Alaska STEPP

**Robbie MacManus, Chief Financial Officer (CFO) (907) 883-5151 EXT 109**

\*District Finances \* Certified Payroll \* Purchasing \* Capital Project Grant Reports \* Pupil Transportation \* Risk Management \* Annual Audit & Quarterly Reports \*Housing Leases

**Wade Boney, Director of Maintenance (907) 883-5151 EXT 114**

\*Facility Maintenance and Repairs \* Capital Improvement and Project Bids \* Preventative Maintenance Program \* Work Orders \* Custodial Staff Training \* Shipping and Receiving \* Water Testing \*Fleet Maintenance

**Loretta Fitting, Coordinator of Child Nutrition (907) 505-0239**

\*Food Services \* Food Service Staff Training \* Free and Reduced Federal Funding \* Health and Nutrition Education \* Wellness Program

**Pam Gingue, Special Programs Coordinator (907) 505-0010**

\* GAP \*Limited English Proficiency \* Safe Children's Act \* Preschool Services \*AIMSweb \*Hearing & Vision Screening \*TCC/Headstart Liason \*Federal Programs Newsletter

**Candy Thurneau, PowerSchool (907) 883-5151 EXT 103**

\* PowerSchool \* Student Records \*Oasis

**Debbie Sparks, Administrative Secretary (907) 883-5151 EXT 101**

\*Human Resources \*Family Medical Leave Act \*Parapro Training \*Migrant Education Records Manager, State Reports

**Sugar Roach, Accountant II (907) 883-5151 EXT 107**

\*Classified Payroll \*Accounts Payable \*Student Activities

**Patti Bayless, Accountant I (907) 883-5151 EXT 105**

\*Purchase Orders \*Bank Reconciliations \*Quarterly Reports & Fixed Assets

**Jane Teague, Classroom Technology Support Specialist**

\*Classroom Digital Learning Support \*Makerspace Coordinator \*PD Support

**Janine Holmes, Blended Learning Coach**

\*Classroom Support \*Instructional Coach \*Digital Learning Coach \*Blended Learning PD

**Conni Bishop, District Resource Center**

\*Inventory, reordering, management of District Resource Center materials

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The following individuals have offices located at the Tok School facility.

**Tony Lee, Director of Facilities and Operations, Tok Complex (907) 883-5151 EXT 114**

\*Bio-plant operator \*Tok School Maintenance \*Greenhouse

**Letisha Rhodes, Director of Special Education (907) 883-4427**

\*Special Education Services \* Individual Education Plans \* 504 Plans \* Child Find \* Limited English Proficiency \* Remedial Services \* Referral Services \* Testing Accommodations

**Jason Fastenau, Director of Technology (907) 883-4437**

\*PowerSchool \*Testing Coordinator \*Student Computer Program \* Computer Maintenance and Software \* Video-conferencing \* Internet Security \* Technology Purchases \* E-rate \*Student & Staff Acceptable Use Agreements

**Tad Dunning, Counselor (907) 883-4347**

\*Guidance counseling \* ACKIS \* WorkKeys \* ACT \*PEAKS \*District Safety Officer \*Credit Recovery \*Drop-Out Prevention \*Scholarships

**Ashlee Copper, CTE Counselor**

\*College and Career Counselor \*Career Path Course Design and Planning \*Pathways Coordinator

## District Information Sources

### District Website

The District website contains valuable information, forms and links that all employees of the Alaska Gateway School District need to become familiar with. Some of the important resources include; business office forms, Negotiated Agreements, Board Policy Manual, District curriculum, school calendars, resource center database, staff travel info and forms, links to school sites, and much more.

<http://www.agsd.us/>

### AGSD Board Policy

Available in a searchable online format from the District website under the menu item “Regional School Board.”

### School Handbooks

Available from your site administrator OR from the District website on the individual school pages.

### AGSD Employee Handbook

This guide - available for download from the District website under the menu item “Staff Portal”.

### Curriculum Guide

Updated each year. The guide is available for download from the District website under the menu item “Instruction & Assessment.”

### Teacher Evaluation Handbook

Contains all information and policy reference with regard to AGSD’s Teacher evaluation. Available for download from the District website under the menu item “Staff Portal” under “Teacher Evaluation”.



### **AGSD Housing Manual**

For staff in Tetlin, Northway and Dot Lake utilizing District housing. These manuals are given to teacher-renters. Extra copies available upon request to District Office.

### **Negotiated Agreements (certified and classified)**

Current agreements regarding employment as negotiated for certified and classified staff (these are separate agreements. Available for download on the District website under the menu item “Staff Portal” and choose either certified or classified staff.

### **Relevant Websites**

AGSD website: <http://www.agsd.us/>

Department of Education and Early Development website: <http://www.eed.state.ak.us>

Teacher certification website: <http://www.eed.state.ak.us/teachercertification>

State Retirement System website: <http://www.state.ak.us/drb>

## **Workplace Safety**

### **Emergency Drills**

Each school has procedures for fire, earthquake, lockdown and emergency evacuation drills. Staff should know and understand the procedures for these drills. Student safety is of the utmost concern. Prepare your students early in the school year to successfully react to the signals, and review the procedures that will be followed in the event that their safety is threatened.

### **Crisis Response Plans**

Each school is required to have a crisis response plan that is shared with staff, students and community. A Crisis is any traumatic event, either natural or man-made, that impacts the school community, and creates distress, hardship, fear, or grief. Discuss each event and assign potential protocol(s). Site plans should include protocol for the following situations.

**LOCKDOWN**-Those conditions requiring complete separation and protection of school occupants from any situation regarding an existing internal or external situation that could directly threaten their safety.

**EVACUATION**-Those conditions requiring occupants of the school building to leave.

**SHELTERING-IN-PLACE**-Should be used to protect school occupants from external threats such as chemical plumes, severe weather and other natural or man-made threats. This protocol provides refuge for school occupants and the public within the school building during an emergency.

**MENTAL HEALTH**-Those conditions requiring follow up to a traumatic event involving specific individuals or groups of individuals (this protocol would include some level of counseling). Please see your site administrator for a copy of your school’s crisis response plan.

### **Employee Safety**

AGSD believes every employee has the right to a safe workplace. No employee shall be required to work under unsafe or hazardous conditions or to perform tasks which endanger his/her health, safety or well being. It is every employee's responsibility to ensure that safe practices are followed and that any unsafe conditions are reported to the appropriate supervisor immediately. All equipment and facilities will be maintained in compliance with applicable local, state and federal statutes and regulations.

### **Workers' Compensation**

AGSD provides employees with Workers' Compensation coverage for injuries or illnesses incurred as a result of employment as provided by Alaska statute. Employees are responsible for reporting any work-related injury or illness to their immediate supervisor within 48 hours of occurrence. Supervisors and employees must complete an Alaska Department of Labor and Workforce Development "Report of Occupational Injury or Illness" form and submit the form to the Business Office. This form can be found on the District Website under "Forms" in the "Staff Forms" folder, or can be obtained from the Business Office. Timeliness is essential in the reporting of injuries to ensure proper benefits are received.

### **Student Accident Reporting**

Student safety is a paramount concern of the District and all employees. Any employee who witnesses or becomes aware of an injury or accident involving a student is required to take appropriate steps to ensure the safety of the student and report that incident to his/her supervisor immediately. A student accident form must be completed and turned into the school office and to central office. Forms can be found on the District website at <http://www.agsd.us/> under the menu item "Forms" in the "Student Procedures" folder.

### **Child Abuse and Neglect Reporting**

AGSD employees are required by law to report known or suspected incidences of child abuse or neglect to the Office of Child Services (OCS). The regional office is located in Delta Junction and the phone number is (907) 895-4452. Pursuant to AS 14.17.068, failing to report child abuse as mandated by law is a misdemeanor if the person knew or should have known that circumstances gave rise to the need for a report. District employees must cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

### **Drug-Free Workplace**

The Regional School Board believes that the maintenance of drug and alcohol-free workplaces is essential to school and district operations. No employee shall unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any alcoholic beverage, drug or controlled substance before, during or after school hours at school or in any other district workplace. It should be further noted that chronic drug or alcohol abuse after hours and away from the workplace, that impacts job performance in any way, may constitute grounds for disciplinary action if such behavior is deemed detrimental to an employee's performance.

### **Alcohol and Tobacco Use**

In accordance with Alaska's smoking law and to promote the health and safety of all students and staff, the School Board prohibits smoking or the use of tobacco products anywhere and anytime on district property and in district vehicles.

### **Sexual and Other Forms of Unlawful Harassment**

Sexual harassment of or by any employee shall not be tolerated and should be reported immediately so that action may be taken to eliminate inappropriate behavior. The Regional School Board considers sexual harassment to be a major offense which may result in disciplinary action or dismissal of the offending employee.

An employee who feels that he/she is being harassed is encouraged to report such incidents to the immediate supervisor of the accused employee or the appropriate personnel department official without fear of reprisal. The personnel department shall be informed of all such complaints and will assist in the investigation and resolution of complaints. An employee making a complaint of sexual harassment shall not be required to resolve the complaint directly with the offending person.

### **Wellness Policy**

Please refer to Board Policy 5156(a) for information regarding the current policy.

## **General Job Information & Expectations**

### **Job Categories**

Employees who work at an hourly or contract rate in positions that do not require an Alaska teaching or administrative certificate are considered classified employees. Employees whose positions require certificates are considered certified employees. Negotiated agreements for both classified (AGESP) and certified (AGEA) employees can be found on the District website under the menu item “Staff Portal” and choose either certified or classified staff.

### **Supervisors**

See the Organizational Flowchart at the back of this manual or on the District website under the menu item “District Information.”

### **Pay days**

Teachers shall receive the annual salary in twelve (12) equal paychecks on the last scheduled work-day of each month. Classified staff are paid on the 15<sup>th</sup> and the last scheduled working day of the month. The pay periods shall be from the 1<sup>st</sup> through the 15<sup>th</sup> and the 16<sup>th</sup> through to the last working day of the month.

### **Timesheets**

Classified employees are responsible for completing and signing their timesheets and submitting them to their supervisor for approval. Your signature on the timesheet attests to the accuracy of the claim. It is a serious offense to falsely report time worked. Falsification of a time sheet shall be grounds for immediate dismissal. Timesheets are due 3-5 days after the pay period end date.

### **Purchasing Procedures**

Employees wanting to purchase items for their school or classroom should first seek approval from the site-administrator. Use the purchase order template found on the district website under the menu item “Forms” and in the folder “Staff Forms”. You must make a copy of this form in order to fill it out. Complete the form in its entirety being certain to fill in the following fields:

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Complete vendor name and address, phone and fax, complete ship to address (Box number and physical) and phone (Include your name), Order Date, Item Number/Quantity/Unit and Price of each individual item, and be sure to include Shipping Costs. Attach any pertinent paperwork. Print the completed purchase order in Landscape, sign it and submit the purchase order to your site-administrator, who will add a budget code and send to central office.

### **Securing Work Areas**

At the end of each work-day, employees are responsible for turning off lights and equipment, and securing the doors and windows in their work area.

### **Dress Code**

Teachers are expected to dress professionally and lead by example. Days for casual dress or “special attire” events may be designated, but these days will be the exception rather than the rule.

### **Requesting Personal Leave**

Check your Negotiated Agreement, as well as your contract summation to determine how many days of personal leave you have available to you. It is expected that staff will give as much advance notice as possible regarding personal leave requests. Every effort will be made to accommodate personal leave requests, however, there may be times when these requests may not be approved due, for example, to an excess of staff absence or a severe shortage of substitutes.

### **Requesting Sick Leave**

As per the Negotiated Agreement, sick leave is intended for days of sickness, or for non-elective medical appointments. It is expected that staff will give as much advance notice as possible for absences due to medical appointments for the purposes of providing substitutes. Elective medical appointments (for example eye or dental check-up appointments) should be made for summer break or other “off” time. Requests for sick leave during inservice dates is strongly discouraged. Any such requests will be considered on an individual basis by the Superintendent.

### **All Other Types of Leave**

Please see the your Negotiated Agreement, found on the District website

### **Substitute Plans**

When a teacher has planned leave, it is expected that the teacher will leave clear plans for a substitute to follow that will support continued student learning as much as possible in the teacher’s absence. These plans and related materials should be left in a place that is easy for the substitute and/or the site administrator to access. If a teacher is out unexpectedly, the site administrator will print out a copy of the teacher’s daily plans from Classbright for the substitute to follow. This is one of the many reasons it is important for teachers to keep clear and up-to-date plans in the Classbright system.

### **Work Related Travel**

Staff sometimes travel away from their sites for training or professional development. When staff are traveling for training or professional development WITHIN or OUT of the district, they must submit a Travel Authorization Form. These are found on the Staff Portal of the District website. The Travel Authorization form details mileage, per diem, and any other travel expense anticipated that will not be pre-paid (hotels and conference registrations are usually pre-paid). This form should be signed by the site administrator, and submitted to the Business Office at least one week prior to travel, and preferably

sooner if possible. The Business Office can then cut a check in time for the traveling staff member to receive it before their travel date.

Immediately upon return from any OUT-of-district training/professional development, staff MUST complete the AGSD Travel Report, an electronic form on the District website under the Staff Portal.

### **Driving Students**

In order to drive students in a district vehicle your driving record must be approved by the Department of Motor Vehicles. This must be renewed each year. The request for a driving record can be accessed on the District website under the menu item “Staff Portal.”

### **Reserving School/District Vans**

To reserve a school van, staff should contact the school secretary as soon as they know they need it. Fill out the required school paperwork. On the day of travel, get the Van Check Out box from the school office, and inspect the van to note it’s cleanliness, and if it has a full tank of gas. Make sure to record the beginning mileage. Upon returning the van, the staff member who checked out the van is responsible for ensuring the gas tank is filled, and the van is cleaned of any garbage, and that any spills in the interior of the van have been wiped up. Finally, note the ending mileage, put the van keys and paperwork into the Van Check Out Box, and return it to the school office. The procedure is the same for the District van, but arrangements must be made with the administrative secretary at District Office.

### **Staff Sponsoring Student Activities**

It is not required that staff sponsor student activities. However, in many small school systems, it is the norm that staff often take on these roles, due to lack of people available in the community. The benefits of staff sponsoring these activities are many. It is an opportunity for staff to connect with students outside of the regular academic classroom structure; it is an opportunity for staff to connect with parents and community; staff often bring a high level of expertise to the programs; and it can provide strong continuity to extracurricular programs. Most student activities sponsorships include a stipend for the staff member in charge. Check with your site administrator for more information.

### **Staff Volunteerism**

As with student activity sponsorship, volunteering to help at extracurricular school-related activities is not required. However, at our school sites, there is usually an expectation from the community that they will see school staff occasionally showing up to lend a hand at such events. This “goodwill” on the part of staff can have many payoffs with regard to parent and community relations.

### **Use of District Network and Electronic Mail**

All staff must sign the District's Acceptable Employee Technology Use Agreement, available from site administrators and the district Technology Director,. You will agree to keep district passwords secure, protect equipment from abuse, and abide by online rule and other policies adopted by the district. This form and more information on staff and student technology rules and procedure is available on the district website under the menu item “Instruction & Assessment” under the “Integrating Technology” link.

### **Email/Digital Communications**

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Alaska Gateway is a Google.edu district. All staff and students receive gmail accounts, and keep these accounts as long as they remain in the district. Students in 5th grade and older are expected to utilize these accounts as part of their regular classroom experience and learning in order to access the Google Suite of tools. Following are expectations for staff with regard to email and digital communications in the district:

1. Check email daily - several times daily if possible
2. Respond in a timely fashion to email from staff, District office, students, and parents
3. Acknowledge receipt of important communications from site administrator, District office, and Superintendent
4. Utilize District email predominantly for professional purposes, maintain a personal email address for regular daily personal email that is unrelated to the job.
5. Avail yourself of inservice and other trainings (Hoonuit is a District resource with learning modules) regarding Google tools, as well as the Google Help tutorials for Gmail and other Google Apps such as Drive, Docs, Sheets and Slides so you can make the most effective use of them.
6. Utilize Google Apps for Education in a productive way that supports collaboration and learning with your students, and with fellow staff members.
7. Reinforce proper netiquette and digital citizenship on a regular basis with students through use of digital communication tools.

### **Calendar**

Utilize a calendar (either a digital calendar or a physical calendar) effectively and regularly. It is expected that you will find and use the calendars available on the website as well as your school calendar, and any calendar invites and notifications you receive via email or in other communication in order to be properly informed of activities and events that are a part of your job responsibilities. It is expected that all teachers take responsibility for keeping track of these things, as notices for upcoming events are not usually sent twice as a “reminder”. If a calendar invite is sent to you through your District gmail account, you are expected to respond to the request within the email application.

### **Performance Evaluations**

Employees are entitled to fair and timely performance evaluations from their supervisors. Employees should review the evaluation provisions in their negotiated agreements, become familiar with the evaluation documents and their job descriptions, and communicate any concerns regarding job expectations or performance with their supervisor. The evaluation rubrics for certified and classified staff are on the district website.

### **Teacher Evaluation**

Teachers are evaluated utilizing AGSD’s Teacher Evaluation System. This is an online system in which teachers have continuous access to their portfolio throughout the year. All teachers receive training each fall to familiarize them with the system. On the AGSD website under the “Staff Portal” and “Teacher Evaluation”, you can find;

- Login link to the teacher evaluation program
- Detailed information about how AGSD’s evaluation tool was developed
- Downloadable copy of the District’s Evaluation Handbook
- A slideshow overview of the teacher evaluation system

## Curriculum & Instruction

See the district's current Curriculum Guide for current detailed information regarding District approved curriculum.

### Lesson Plans

The district takes the position that planning to teach is the first step to quality instruction, and therefore requires lesson plans of all teachers. Teachers are expected to have their lesson plans ready in advance, and are to be complete by Monday of each week in the Classbright program. Site administrators are responsible for checking and reviewing teacher's lesson plans weekly. Site administrators who teach will submit their plans in the same manner, and their plans will be checked and reviewed weekly by the Director of Curriculum and Instruction.

#### Lesson plan requirements:

1. Must include curricular objective (statement of what students will LEARN)
2. Basic procedures for the lesson
3. Assessment- formative or summative (how will it be determined what the students learned)
4. Lesson must align with AGSD's approved curriculum (See Curriculum Handbook)
5. Lesson MUST include alignment with approved standards (Alaska Math and ELA Standards, Alaska Literacy Standards, Alaska Content Standards, Next Generation Science Standards, ISTE Standards, Alaska Cultural Standards). These standards are all found within Classbright, and a method for attaching appropriate standards to lesson plans is provided within the program.
6. If the teacher is posting class content for students on a website or in Google Classroom, it is acceptable to include a link to that content within the Classbright lesson. However, these are NOT a substitute for a lesson plan - they are the the student resources and possibly procedures portion only. Teachers must still include standards alignment, and clear notes about learning objectives and assessment (what the student will LEARN).
7. If a teacher is utilizing a closed web-based system to house class content for students (Google Classroom, or password protected website), and the teacher will be referencing that content in the lesson plan, the teacher must grant access to the site to their site administrator and the Director of Curriculum and Instruction.

### Resource Center

The District Resource Center (DRC) is located at Mile 1313 Alaska Highway in the school district board room building. Resources can currently be accessed through the DRC Library link on the district webpage.

Log in using the following:

**Name of Library:** agsddrc

**Opac Password:** agsd

Once in the catalog, you can search the District Resource Center's inventory, see if items are available and request materials.

### **Textbooks**

All textbooks checked out from the District Resource Center (DRC) have a barcode number on the back cover. When teachers check out books to students the following protocol should be followed:

- Textbooks should be checked out to each student by number.
- Teachers should verify that each student's name is written on the inside.
- A record should be kept showing the student's name, title, number of book, teacher's name, and condition of the book.
- The teacher should keep the record until the end of the year.
- If a student loses or damages a book, he/she should be held responsible for paying to replace the book or paying for the damages. If a student loses a book, a new one should be issued upon proof of payment for the lost book. To determine cost of books, send the book information to the Resource Center Librarian.
- Teachers are responsible for issuing and collecting all textbooks.
- Teachers are responsible for random book checks.
- Teachers need to collect and account for all textbooks at the end of each school year on the inventory sheet sent to them as part of their end of the year check out procedure. Resources checked out to teachers/classrooms from the District Resource Center with the District barcode MUST be accounted for and returned to the DRC at the end of the school year.

### **Outside Guest Speakers/Instructors**

Presentations and other instruction from volunteers or others not employed by the district need to be pre-approved by the site administrator.

### **Online Resources**

AGSD utilizes a number of subscriptions to digital curriculum, as well as digital workflow and instructional tools. These subscriptions are managed by the Director of Curriculum and Instruction. Access to the following online programs and resources is currently available, and more information, as well as login portals can be found on the District website under the menu item "Instruction & Assessment" on the "Online Resources" page.

## **PowerSchool: Student Grades & Attendance**

The district uses PowerSchool as our student reporting system and database. It is an important responsibility to maintain updated and accurate student information within this system, including attendance and grades. All teachers will enter grade data for each student at a minimum of once per week, and more often as necessary and appropriate.

*\*Administrators: To set Master Schedules, enroll students, and change schedules, please see your admin materials for PowerSchool Procedures*

### **Ensuring Correct Student Rosters in PowerSchool**

Teachers should check their rostered courses in Powerschool daily during the first 2 weeks of school to ensure they are correct. Incorrectly rostered or missing students should be communicated immediately with your site administrator.



### **Recording Student Attendance**

**It is essential for District and state records, for safety purposes, and for reporting purposes to parents/guardians that attendance procedures be followed consistently and accurately.** Teachers are required to record attendance on a daily basis. In some cases this means taking attendance for each class period, and for others it is once in the morning, and once after lunch. For whatever attendance periods are listed in PowerSchool, attendance must be taken within the first 5 minutes of that period. It is your responsibility to know your school's procedures for recording attendance and understand the PowerSchool attendance codes.

### **Entering Student Grades into PowerSchool**

**All teachers must enter grade data for each student in each course at a minimum of twice per week.** Students who are missing assignments that have been graded and entered for others should receive a grade entry of "0" (zero) in PowerSchool. This can always be changed later when a student makes up work. PowerSchool is a communications tool. Utilize it to communicate accurately and honestly with all stakeholders.

### **Student Aides and Student Grading**

Students and student aides may grade papers of other students for assignments with clear right/wrong answers provided by the teacher (for example, true/false, multiple choice, fill in the blank, or one correct response). Students may peer review the papers, projects, or tests of others as a learning activity, but should NOT be put in a position to assign evaluative grades. Assignments with complex or subjective levels of evaluation are to be graded by the teacher. No students or student aides should have access to PowerTeacher or PowerGrade to enter grades or be given access to confidential student data. This is a direct violation of FERPA laws.

### **Eligibility**

Student eligibility is run on Monday afternoons to determine eligibility for the current week. It is imperative that grades are kept up to date and zeros are entered for missing work so there are no surprises to students or parents. Teachers should communicate with parents and site-administrators if a student is in danger of becoming ineligible for an upcoming event.

### **Grading**

#### **Kindergarten (K)**

Kindergarten is an individualized program to accommodate each child's level of readiness; therefore, reporting is a checklist of readiness rather than an analysis of academic progress.

#### **Primary (1-3)**

For reporting purposes, the following system will be used in grades 1 – 3.

E-Excellent (exceeds required standard)

S-Satisfactory (meets required standard)

N-Needs practice to meet required standard

U-Unsatisfactory

NS-Insufficient information is available to give a grade because the student has been enrolled for fewer than twenty (20) days.

### **Intermediate (4-6) and Secondary (7-12)**

For reporting purposes, the following system will be used in grades 4 – 12.

- A (90-100) Excellent
- B (80-89) Above average
- C (70-79) Satisfactory
- D (60-69) Poor
- F (0-59) Failure

At the intermediate level (4-6), personal and social progress will be reported with the following letter grades:

- E-Excellent (exceeds required standard)
- S-Satisfactory (meets required standard)
- N-Needs practice to meet required standard
- U-Unsatisfactory.

At the secondary level (7-12) the following designators may be used:

- NS Insufficient information is available to give a grade because the student has been enrolled for fewer than twenty (20) days.
- INC Incomplete: an interim grade used when a student is currently unable to complete course work because of circumstances beyond the student's control. Arrangements must be made to complete the work in a timely fashion.
- P Pass: indicates the student has passed a course in which no regular letter grade is assigned.
- W Withdraw: indicates the student has withdrawn from a course. Students can withdraw from a course at any time within the first two weeks of the semester. At the time of withdrawal, the student will be assigned a grade of "W", no credit will be awarded for the course, and the grade will not be counted in the computation of grade point average (GPA). A student who withdraws from a course beyond the two-week period with a cumulative passing grade will also be assigned a grade of "W."
- WF Withdraw Fail: indicates the student has withdrawn from a course after the first two weeks of the semester with a cumulative failing grade. This grade will count as an "F" in the computation of the GPA, and no credit will be awarded.

#### Miscellaneous

Plus or minus notations may be affixed at teacher discretion to indicate directional progress for grades A - D. Student grade point averages will not reflect plus or minus information.

GPA is used to compute class rank. The following assignment of GPA for classes will apply for grades 9 - 12. • A = 4 • B = 3 • C = 2 • D = 1 • F = 0

### **Progress Reports**

To facilitate communication between teachers and parents/guardians, progress reports for all students will be issued at mid-quarter. In addition, teachers may send home progress reports at any time, and parents may access PowerSchool to view grades.

### **Retention**

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When a teacher suspects that a student will not be academically ready for the next grade level and that retention is in the student's best interest, the teacher should contact the building administrator and the student's parents as soon as possible. Working with administration and parents can help smooth the way for a successful retention. Teachers should gather the following to support the recommendation to retain: grade level work, informal and formal test scores, report cards, and assessment data. Students considered for retention should be identified as early as possible in the school year but no later than the receipt of third quarter grades.

Reference: Board Policy 5123 (a)

## **Assessments**

### **PEAKS**

Performance Evaluations for Alaska's Schools (PEAKS) Assessments for Language Arts and Mathematics will be administered to students in grades 3-9. PEAKS are usually scheduled for last week in March and/or the first weeks of April each year. See the District website under Instruction and Assessment for the Assessment Calendar.

The dates and guidelines for PEAKS are set by the Alaska Department of Education. Practice tests and formative assessments can be found on the Department of Education website.

### **MAP**

Measures of Academic Progress (MAP) assessments for Reading, Language, and Math are administered to students in grades 2-12 in fall, winter, and spring. Teachers administer their own MAP tests at the direction of their site administrator. Teachers have access to student testing data, and are expected to utilize this data during site PLC and preparation time to plan strategies to improve student growth.

### **WorkKeys**

Students in Alaska can earn a career readiness certificate (CRC) by taking WorkKeys assessments in three key areas: Reading for Information, Applied Math, and Locating Information. WorkKeys as a job skills assessment system measuring "real-world" skills that employers believe are critical to job success. Students in grade 11 will take WorkKeys. Dates and testing windows will be arranged at the individual sites by the Guidance Counselor.

### **Alaska Kindergarten and First Grade Developmental Profile**

The Alaska Department of Education (DEED) requires that all entering Kindergarten students and first grade students who have not yet been profiled be given a developmental profile. The results of this assessment will be completed online in October and submitted to DEED by November 1 of each school year.

### **District Writing Assessment**

Each year the district administers a writing assessment in the fall and spring for students in grades 1-12. The Assessment is based on the methods and principles in the AGSD Writing Program (see Curriculum Guide). Teachers are expected to utilize the fall assessment data to help students improve writing. Prizes are awarded to students during at the end of the spring assessment.

### **AGSD Technology Proficiency Test**

Graduation requirements in AGSD include one (1) technology credit. Across the district, many students learn and utilize a great deal of technology during middle school, which serves as preparation for further practice and implementation of those skills in high school. As such, the district has a provision for students to meet the technology credit if they are already proficient in those skills. Each spring, 8th grade students across the district will be given one opportunity to take the AGSD Technology Proficiency Test to determine if they are proficient in technology use. If they pass the assessment at a proficient level, they will receive a waiver for the technology credit requirement, and this will appear on their transcripts. Since graduates of AGSD need 22 credits to graduate, a waiver of the one (1) technology credit means they will

still need that credit requirement to be fulfilled in some way. Students who do not score at a proficient level on the AGSD Technology Proficiency Test will need to take and pass AGSD's specific course, Survey of Emerging Technologies (either via distance asynchronously or in a guided classroom if available) during high school in order to meet the one (1) technology credit requirement for graduation. Students who transfer into AGSD schools during high school who do not already have a transferable technology credit may take the AGSD Technology Proficiency Test to determine proficiency, just as AGSD 8th graders do in the spring. If they do not meet proficiency requirements on that assessment, they are required to take the Survey of Emerging Technologies course to earn the (1) technology credit requirement for graduation.

### **National Assessment of Educational Progress (NAEP)**

NAEP assesses four subjects at the state level: mathematics, reading, science, and writing. As part of the Elementary and Secondary Education Act (ESEA) reauthorization in 2001, each state must administer annual assessments based on a state's academic content standards in mathematics, reading, and science at varying grade levels.

The ESEA reauthorization of 2001 also requires that states receiving Title I funding participate in NAEP assessments in mathematics and reading in grades 4 and 8 every other year.

NAEP testing typically occurs in January and February.

**Limited English Proficiency (LEP)**WIDA's ACCESS for ELLs is Alaska's annual ELP assessment. The Wisconsin Center for Education Research (WCER) is the organization home for the WIDA Consortium. Please check the WIDA website for research regarding a variety of topics for ELLs. The W-APT is the WIDA-ACCESS Placement Test used to determine eligibility and placement for potential LEP students. This test must be given to new/incoming students. All kindergarten students and students new to the district are screened using the W-APT, also from WIDA. Students in grades 1-12 identified through prior testing and/or teacher request for LEP (Limited English Proficiency) along with kindergarten and new students who didn't score at level on the screening, are given the full assessment, the ACCESS for ELLs.

Trained staff administer the assessment during the statewide testing window, which usually is open from February 1<sup>st</sup> through March 31<sup>st</sup> each year. Test results are usually available in late May/early June.

### **AIMSWeb**

AIMSWeb Plus benchmark exams are given three times per year; fall, winter and spring for students in grades K-2. Central office support staff will assist teachers with administering the benchmark exams. Teachers are responsible for progress monitoring for those students who are identified as deficient.

## **District-wide Academic Programs**

### **Battle of the Books**

**Program Dates:** Typically, Battle of the Books takes place in late January, early February although we have even had it in late February. We just have to be done before State Battle, which never takes place at the same time. The State Battle for 2017-2018 is February 26th-March 1st.

**Program Description:** The Battle of the Books is a statewide Alaskan reading motivation and

comprehension program sponsored by the Alaska Association of School Librarians. The goals of the program are to encourage and recognize students who enjoy reading, broaden reading interests, increase reading comprehension, and promote academic excellence.

**Process for Participation:** Every year, the District office buys a set of battle books for each school if they request them. Every school in our district is encouraged to participate. The students just read the books selected, form their team, use the practice questions and then in February, it's Quiz Time! Those who win at District level then can compete at the State level.

<https://www.akla.org/akasl/bb/bbhome.html>

**Local Program Administrator:** TBA

## Chess Tournament

**Program Description:** Students across AGSD are invited to participate in a district chess tournament.

**Program Date:** Spring

**Local Program Administrator:** Pam Gingue

**Process for Participation:** If choosing to participate in the AGSD chess tournament the following requirements should be met: This is a final competitions and as such students should have been practicing chess at their individual sites before coming into the tournament. Players must 1) know the rules of the game and 2) have been participating in the playing chess prior to the tournament.

Student interest should be communicated to Pam Gingue at [pgingue@agsd.us](mailto:pgingue@agsd.us)

## National Geographic Bee

**Program Description:** AGSD participates in the National Geographic Bee at a district-wide level.

Students from around the district are invited to participate. The Bee is held “spelling bee style”.

**Program Date:** AGSD’s National Geographic Bee is typically held in late January or early February (dates announced on District website).

**Local Program Administrator:** Pam Gingue

**Process for Participation:** Students in 4th through 8th grade who have not reached their 15th birthday on or before September 1st are eligible to participate. Information about the National Bee, which is the basis for the district-level bee, can be found here: <https://www.nationalgeographic.org/bee/>

## Science Fair

**Program Description:** Students across AGSD are invited to submit a project to the district science fair. Projects must meet the requirements set out by the program coordinator, and include a demonstration of the use of the scientific method.

**Program Date:** AGSD Science Fair is typically held in February (date announced on District website)

**Local Program Administrator:** Rob Fabian

**Process for Participation:** Teachers from all sites may include participation in the district science fair as part of their coursework (this is strongly encouraged), or may support student participation by working on their own time, or as a “special project” within class. District winners will need to provide their own transportation, food, lodging, and adult escort to the Annual Alaska Science and Engineering Fair (ASEF) in Anchorage, Alaska.

Resources: <http://alaskasciencefair.org/>

## Science Olympiad

**Program Description:** Science Olympiad is a school based program for students from third grade through their senior year in high school. It offers students the opportunity to improve their understanding in the areas of science, technology, engineering, and mathematics, (STEM) and to work together in teams to learn new skills. Alaska Science Olympiad (AKSO) is an organization that engages and challenges students in these disciplines through team-based competitive tournaments in Alaska.

**Program Date:** March 2019

**Local Program Administrator:** Rob Fabian

**Process for Participation:** If choosing to participate schools should enroll online at <https://www.soinc.org/> by October 31st. Membership in the National Science Olympiad is required. The fee is \$60.00 per school. Membership includes a rules and event packet for participating schools. Schools may have up to 15 members in Division B (grades 6-9) and Division C (grades 9-12).

## Spelling Bee

**Program Description:** Alaska Gateway School District is eligible to participate in The Interior Alaska Spelling Bee which is co-sponsored by the Fairbanks North Star Borough School District and the Fairbanks Daily News-Miner. Each school must enter separately and host a school wide spelling bee for spellers kindergarten through grade eight. The top three spellers from each school are eligible to participate in the Interior Alaska Spelling Bee, which is held in Fairbanks the last Saturday of February. The winner of the Interior Bee participates in the Scripps National Spelling Bee in Washington, D.C.

**Program Dates:** State Spelling Bee is in late March.

**Local Program Administrator:** Pam Gingue

Schools must register with Fairbanks Northstar Borough School District before mid-October to participate in the Interior Alaska Spelling Bee.

<https://www.k12northstar.org/Page/2976>

Schools must also enroll with Scripps National Spelling Bee at [www.spellingbee.com](http://www.spellingbee.com). The cost is approximately \$100 which covers materials and enrollment fee. There are many benefits that come along with enrollment.

**Process for Participation:** If choosing to participate in the Interior Alaska Spelling Bee the following requirements must be met: The top three spellers from each participating Interior Alaska school (**not each district**) are eligible to compete. Spellers must meet two basic requirements: (1) they must not have passed beyond the eighth grade at the time of their individual school finals, and (2) they must not have reached their 16th birthday on or before the date of the national finals. Normally the event includes spellers in grades 3-8. School winners will need to provide their own transportation, food, lodging, and adult escort.

Resources: [Scripps National Spelling Bee](#)

## World's Fair

**Program Description:** Students across AGSD are invited to participate in the AGSD World's Fair. Student-led booths featuring cultural displays and culinary delicacies will be open from 11-3. The goal of the Worlds Fair is to increase understanding and appreciation of cultures from around the world.

**Program Date:** January

**Program Details:** World's Fair also offers a chance for student's to showcase the country of their heritage or a culture in which they have an interest. Students use their creativity to produce elaborate booths representing the countries or cultures they have selected. These exhibits include art, artifacts, videos, clothes, and, in particular, food. and other performing arts from their cultures.

**Local Program Administrator:** TBA

**Process for Participation:** Teachers from all sites may include participation in the district World's Fair as part of their coursework (this is strongly encouraged), or may support student participation by working on their own time, or as a "special project" within class. This event will be open to the public.

## District-wide Non-Academic Programs

### 3 v 3 Basketball

**Program Description:** TBA

**Program Date:** TBA

**Local Program Administrator:** TBA

**Process for Participation:** TBA

### Cross Country Running

**Program Description:** Each school chooses whether or not they'd like to participate in the Cross Country running season. Each interested school hosts an event during the week and the coordinator supervises and organizes the event. Typically courses are mapped prior to the event. Scott Holmes has details on event length for each grade level.

**Program Date:** Typically August-early October (6-8 weeks)

**Program Details:** This has been a fairly cheap activity to offer and mostly involves student travel and refreshments (drinks and snacks) which host schools can pay for out of their student activity fund. The district will sponsor prizes for the championship event. The race is usually in the afternoon so students can either eat lunch at their site before traveling or take a sack lunch provided by food service with them.

**Local Program Administrator:** Rob Fabian

**Process for Participation:** Participants should be in good physical health and be able to run. Participating schools must be willing to travel to other sites and be willing to host one event.

### Cross Country Skiing

**Program Description:** Similar to cross country running

**Program Date:** spring

**Program Details:** TBA

**Local Program Administrator:** TBA

**Process for Participation:** TBA

### Little Dribblers

**Program Description:** TBA

**Program Date:** TBA

**Local Program Administrator:** TBA

**Process for Participation:** TBA



## **Prom**

**Program Description:** Students across AGSD are invited to participate in the districtwide prom hosted at Tok School.

**Program Date:** Spring

**Local Program Administrator:** Tok School 11th grade Sponsor

**Process for Participation:** If choosing to participate in the Tok School Prom, each participating school must have it's own chaperone. Attire is formal.

## **Professional Development**

### **Teacher Induction and Tenure**

Alaska Gateway School District utilizes a teacher induction model for the purposes of acculturating teachers to the district and providing support for professional growth. The Induction program begins with two days of dedicated inservice, held prior to the main staff inservice each August. The teacher induction program covers 3 years (the time it takes for a teacher not bringing tenure experience to achieve tenure in the District). During the first year, new teachers may be assigned a mentor, and will take the 9 week AGSD Induction course for 3 continuing ed credits. Teachers must take the course for full credit, not audit. Teachers will also work on developing a professional growth plan. During the second and third years, new teachers will periodically meet with site and district administrators to review, reflect on, and update their professional growth plans. During spring of the teacher's third year, they will meet with the Superintendent for a Tenure Interview. Being granted tenure in AGSD is an important milestone, and is treated as such. In this interview, the teacher and Superintendent will review the teacher's prior performance evaluations, discuss progress on the professional growth plan, and the teacher will explain their long-term professional goals in the district.

### **Peer Observations**

Teachers are have an opportunity during the school year to participate in peer observations for the purpose of improving instruction. Teachers are paired up with a peer in a similar content area, when possible, and are given leave time to spend the day observing in the other's classroom. The intent is for teachers to develop collaborative relationships with colleagues in the district and improve upon instructional practice. Teachers interested in participating in Peer Observations should contact their site administrator, or the Director of Curriculum and Instruction.

### **Professional Learning Communities (PLC)**

"A Professional Learning Community is a collaboration of teachers, administrators, parents, and students, who work together to seek out best practices, test them in the classroom, continuously improve processes, and focus on results." Rick DuFour, 2002.

The District is committed to the full implementation of PLC's. All sites have time set aside in their schedules one day per week for the purpose of collaborative meetings or Professional Learning Communities. All certified staff are required to participate in PLC's. Should classified staff wish to participate or be invited to participate this time should be reflected on their timesheet.

The minutes and activities of these weekly meetings are to be recorded in the site STEPP plan. It is the

responsibility of the site administrator to delegate the recording of attendance and minutes into STEPP during each PLC.

### **Professional Development/In-service**

The District offers a wide variety of professional development and in-service opportunities. These range from District in-service, attending conferences, attending webinars, peer observations, taking university courses and being a contributing member of your school's PLC.

Teachers are responsible for accruing enough Continuing Education Units to keep their Alaska Teaching Certificates current. Some staff development opportunities include options for earning CEU's.

### **Hoonuit (formerly known as Atomic Learning)**

The District offers online professional development opportunities and trainings through the Hoonuit Platform. Modules or courses may be assigned to an individual staff member or groups of staff members for various purposes of professional development.

### **Staff Course Reimbursements**

The district has a Course Reimbursement program for certified and classified staff. The forms and information can be found on the District webpage under the menu item "Staff Portal."

## **Special Education**

### **Intervention Program**

The intent of an intervention program is to give students, parents and teachers as much support as they can without referrals to special programming. The intervention process is not intended to keep a child from needed services. Please use this process as a meaningful tool to help children be successful. This process is for all referrals, including academic, social, behavioral, speech and/or language, occupational therapy and physical therapy. The Gateway Intervention Program forms and protocol can be found on the District webpage under the menu item "Forms" under the "Special Education" folder.

## **School and Classroom Procedures & Expectations**

### **Expectations for Classroom Instruction**

In Alaska Gateway School District, we believe strongly in differentiating instruction to meet students where they are, and utilizing Blended Learning Strategies so that students receive targeted one on one or small group attention often. Blended Learning strategies also ensure that our students are not parked in front of screens all the time, and can rotate through engaging and targeted learning activities. All classrooms should be structured to promote active learning that is engaging and relevant to our students. We do not favor a "sit and get" model. Station rotations, blended learning, project-based learning, and inquiry models are what keep our students engaged and interested in learning. Our curriculum supports these methods, and these methods are effective with our students. We offer professional development opportunities throughout the year, including classroom coaching and inservices, that support these instructional methods. We encourage teachers to refer to the AGSD Teacher Evaluation for detailed performance indicators regarding teacher practice.

### **School Supervision Plan**

Each site will develop a School Supervision Plan. This plan is a specific format and is used by staff and site admin at the beginning of the year to plan in detail for how supervision will be handled in all parts of the building during all times of the day. The plan should state clear expectations about student behavior and staff responsibilities. Each staff member should have a copy of the Supervision Plan, and copies of each site plan are to be submitted to the Superintendent.

### **Handling Discipline**

It is expected that all staff will familiarize themselves with their site handbooks regarding the school discipline policies and plans. All staff in the building are expected to enforce the school discipline plans and policies consistently. It is also expected that each teacher will develop a classroom discipline plan that aligns with the school plan. CHAMPS is the foundation of the District and site behavior plans. Time should be spent at the beginning of the year and then regularly throughout the year teaching this to students so that they understand behavior expectations. These plans should also be communicated with all parents. In order for discipline plans to be effective they must be consistent. Teachers should be prepared to handle discipline and enforcement of behaviors in their own classrooms in a way that is respectful to students, and reinforces good behavior and supports student achievement. Severe discipline problems that cannot, even with consistency on the part of the teacher, be resolved within the classroom, should be referred to the site administrator. Since at most of our sites the site administrator is also teaching most or all of the day, it is helpful if the teacher can discuss these issues with their site administrator in order to develop a separate plan for such instances. Teachers and site administrators should log all disciplinary referrals (those that are severe enough that they cannot be dealt with in the classroom) in PowerSchool.

### **Responsibility for Contacting Parents**

It is expected that all teachers will contact parents of all of their students regularly throughout the year. This parent contact should be informative but should also support building good relationships with families and students. Sometimes contact can merely be a note home with a positive message about their child. Contact can take many forms, such as phone calls, notes, emails, and personal visits (inviting parents into the school, or possibly visiting home with prior agreement). The more a teacher is out in the community, in local businesses or at school events, the more opportunities there are to make meaningful contact with parents. Although teachers are not required to keep contact logs, it can be useful for teachers to keep them just to ensure regular contact is being made with families of all students.

When or if a student's grade ever reaches the level of "D", teachers must contact home immediately to inform parents of student performance, and to discuss plans for how the student can be supported both at home and at school. This focused and regular contact needs to be in place as long as the grade is in danger of remaining at a "D" or lower.

### **Field Trips**

Before announcing a field trip event, the organizing staff members must:

- Check the master calendar in the school office in case of conflicts.
- Receive permission from the site principal to schedule the event.

Prior to leaving:

- Timely request school transportation (if needed).
- Ensure that a Request for Driving Record has been filled out for those responsible for transporting students

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- Collect a signed parent/guardian-permission form for each traveler.
- Submit a list of all travelers to the office.
- Email a list of students attending the trip to other staff who instruct these students during the school day.
- Inform the kitchen if students will be absent during a mealtime or to arrange for sack lunches.
- Get a school emergency medical kit from the office to keep in the vehicle.
- Get a list of emergency contact numbers for each student traveling from the office.
- Notify the school of any students who did not show up for the trip.

Reference: Board Policy 5160

### **School and Classroom Visitors**

All visitors into the school building should check in at the main school office immediately upon entering.

### **Volunteers**

Volunteer work at the school is encouraged. Parents and community members can help out on many tasks, either on special projects, assisting the teacher in the classroom, performing clerical work, etc. Check with the school office, principal, or teachers if you can donate time or talent to the school.

### **Visits to Classrooms**

- Students from other school districts visiting family or relatives in the region are not allowed to visit the schools and classrooms without the specific permission of both the site administrator and teacher(s) at least 2 days prior to the requested visit.
- Parents and other interested citizens who wish to visit schools and classrooms must make arrangements with the site-administrator at least two days in advance.
- The teacher or staff person whose classroom the parent or citizen wishes to visit should be provided at least 24 hours notice.
- Only district personnel and guests specifically invited by school personnel should be in classrooms without prior notice.

Reference: Administrative Regulation (AR) 1240

### **Guidance Counseling**

The District provides District-wide guidance counseling to students. The elementary classes focus on social skills while the middle and high school classes focus on employability skills and post-high school educational/vocational plans. Elementary classes can request visits from a counselor to discuss pertinent social skills issues. Middle and High school classes will be scheduled on a rotating basis. Counselors will work with seniors at each site in completing a post-secondary plan of action.

### **Maintenance and Classroom Cleaning**

The custodian in charge of your building and the District maintenance staff maintains classrooms. Daily cleaning of classrooms should be scheduled. It is expected that teachers and students will practice reasonable cleanliness habits.

If a classroom or workspace requires major maintenance (i.e. hole in the wall, broken fixtures, leaking sink, etc.) notify the site administrator, and/or submit a *Work Order Request* form found on the district website under the Staff Portal, in Maintenance and Facilities.

### **Classroom Video Use Guidelines**

Contents and uses should be educational, not violate copyright laws, and be appropriate to the grade level of the students. Teachers should preview video materials to approve contents.

### **Copyright Policy**

Teachers are expected to obey copyright laws (Title 17, United States Code) which govern the manner in which printed matter, works on the Internet, videotapes, and computer software may be duplicated for educational purposes.

Reference: District Policy BP 6161.1(b) and AR 6161.4 (c)

### **Inventory**

At the end of each school year the End of Year Check-Out procedures require inventory of classrooms and inventory of District resources. All teachers are required to submit a physical inventory of equipment in their classroom (this is larger items, such as desks, tables, and digital equipment). Teachers also receive a list of items checked out to them from the District Resource Center (DRC). This includes texts or other resources. It is important that teachers compare the “T” number/code on district materials with the inventory list in order to communicate with the DRC manager to make sure all DRC items are accounted for. Some texts sets may not need to be physically returned to the DRC, and can be housed in a secure and organized space in the classroom. Check with the DRC librarian to find out what must be physically returned to the DRC.

### **Technology Integration**

Alaska Gateway School District has a long commitment to integrating technology into instruction, as is evidenced by our longstanding one-to-one program, and our Blended Learning Initiative. Teachers are provided with up-to-date laptops for their use. Students have access to Chromebooks - most often in one-to-one settings. Most classrooms have access to at least one, and sometimes more, desktop computers. All classrooms have projection systems (either with a Smartboard or a projector cart). Integrating technology into instruction means much more to us than simply having students log in to an online program such as Odysseyware or IXL. True integration means that students are given opportunities to learn about and utilize online platforms to create, communicate and collaborate. They have access to virtual experts through tools such as Google Hangouts or Skype, they utilize collaborative platforms such as Google Docs, they use interactive tools creatively, and they create and publish in online environments such as blogs or websites. This level of integration can occur from kindergarten throughout all grade levels.

Sections of AGSD’s teacher evaluation speak specifically to proficiency in integrating technology into classrooms.

For a better idea about what true and effective integration of technology looks like in classrooms at specific grade levels, and ideas and support for how to implement, go to the AGSD website under “Instruction and Assessment” and “Integrating Technology”.

## **Open Communication**

Although AGSD is a district that is spread out over many square miles, we are still a district small in numbers - both students and staff. We pride ourselves in the fact that it is a district where staff within and across sites usually know each other on a first name basis. As such, we believe it is crucial that we practice open and clear professional communications. We are not only responsible for our designated spaces in our building, but share a team responsibility and ownership with everyone for the well-being of our students and staff within our whole buildings. Make a point of making regular and clear communication with co-workers. Follow chain of command when dealing with procedural issues. There is no reason for a gap in understanding, or misunderstandings to occur between classrooms, building administrators, and district office, if we all practice open and clear communications. We must trust that our intentions are all for the same purpose - to help all of our students be successful.