



Residential School Year-End Report

District: Galena City School District

School Name: The Galena Interior Learning Academy

Date of Report: June 11, 2019

Fiscal Year: FY 19

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Instructions

This is the required District-Operated Statewide or District-wide Residential School year-end report in accordance with Alaska Statute 14.16.200 and regulation 4 AAC 33.090(e).

The year-end report includes the completion of two parts: A) Final year-end spreadsheet and corresponding questions. B) The district's one to three page narrative. Please see page three for items A and B.

- All required items must be addressed.
- Use 12-point font and number pages consecutively; footer with district name is desirable.
- The report must be completed by districts that operated a statewide residential educational program and is due to the department by June 30 of each year.
- Insure that the table of contents reflects the page number for each section of the application. To update the table of contents, highlight it and select F9; the page numbers will refresh automatically.
- Send the completed report to:
Department of Education & Early Development
Division of School Finance
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

If you need assistance or have questions in completing this report, please contact Meridith Boman at (907) 465-8683 or meridith.boman@alaska.gov.

Part A – Questions and Excel Spreadsheet

Answer the nine questions below by inserting your responses below each question.

For questions 4, 5 and 6 use the second tab on the same spreadsheet/workbook you used to report your October 1 count. The first tab was used for the October 1 count. The second tab is for this *Year-End Report*. You should be able to go back to your saved electronic spreadsheet from when you sent in the October count and click on tab two. The spreadsheet is designed so that your previously reported data in tab one is linked to tab two and you can complete columns H and I in tab two without re-entering student data. When you have completed tab two submit with this report.

1. What was the total number of applications received by the district for the residential school?

327 applications were received by the Admissions Department at The Galena Interior Learning Academy for the 2018-2019 school year.

2. What was the total number of students accepted into the school?

274 students were received at The Galena Interior Learning Academy and were served for a certain period of time during the 2018-2019 school year.

3. Provide the total number of students accepted into the school that received state funding under the residential school. (This may or may not be the same as #2).

225 students received state funding for the 2018-2019 school year.

4. How many students were accepted into the school after the December 1 count period?

31 students were accepted after the December 1 count period.

(Use excel spreadsheet tab 2, *Year-End Report*, enter any students added to the school that were not on the December 1 report and complete the corresponding data.

5. How many students withdrew from the school during the school year?

108 students withdrew during the 2018-2019 school year.

(Use excel spreadsheet tab 2, *Year-End Report*, and record the withdraw date for students leaving before the end of the school year. For variable-term schools, only include the number of students who withdrew prior to completing a session.

52 students withdrew during the 2018-2019 school year in mid-semester (Fall or Spring).

6. Provide the communities and district of residence for each student in the school at the time of application.

Akiachak	54
Akiachak	54
Akiachak	54
Akiachak	54
Akiachak	31
Akiak	54
Akiak	54
Allakaket	52
Ambler	37
Anchorage	16
Anchorage	5
Anchorage	7
Anchorage	7
Anchorage	7
Anchorage	5
Anchorage	5
Anchorage	31
Anchorage	5
Anchorage	5
Anchorage	17
Anchorage	5
Anchorage	5
Anchorage	5
Anchorage	5
Anchorage	5
Anchorage	5
Anchorage	5
Anchorage	5
Aniak	29
Aniak	29
Aniak	29
Anvik	17
Atmautluak	31
Auke Bay	5
Bethel	
Bethel	31

Bethel	31
Bethel	31
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Bethel	31
Bethel	31
Bethel	31
Bethel	31
Bethel	31
Bethel	31
Bethel	31
Bethel	31
Bethel	31
Bethel	31
Brevig Mission	7
Buckland	37
Chevak	55
Chevak	55
Chevak	55
Chevak	55
Chevak	99
Chuathbaluk	29
Clarks Point	45
Dillingham	15
Dillingham	15
Dot Lake	3
Emmonak	32
Emmonak	32
Emmonak	32
Emmonak	32
Emmonak	32
Emmonak	32
Emmonak	32
Emmonak	32
Emmonak	32
Fairbanks	16
Fairbanks	17
Fairbanks	16
Fairbanks	16
Fairbanks	16
Fairbanks	52
Fairbanks	16
Fairbanks	16
Fairbanks	5
Fort Greely	14

Glennallen	11
Goodnews Bay	31
Goodnews Bay	31
Goodnews Bay	31
Holy Cross	21
Holy Cross	21
Holy Cross	21
Holy Cross	21
Hooper Bay	32
Hooper Bay	17
Hooper Bay	32
Hooper Bay	32
Hooper Bay	32
Hooper Bay	32
Hooper Bay	32
Hooper Bay	32
Hooper Bay	32
Hooper Bay	32
Huslia	52
Huslia	52
Kenai	24
Kenai	24
Kivalina	37
Kivalina	37
Kivalina	37
Kivalina	37
Kivalina	37
Kotlik	32
Kotlik	32
Kotzebue	36
Kotzebue	37
Kotzebue	37
Kotzebue	37
Kotzebue	37
Kotzebue	37
Kotzebue	37
Kotzebue	37
Kotzebue	37
Kotzebue	37
Kotzebue	29
Kotzebue	37

Russian Mission	32
Russian Mission	32
Saint Marys	46
Saint Mary's	46
Salcha	16
Scammon Bay	32
Scammon Bay	32
Scammon Bay	32
Scammon Bay	32
Scammon Bay	32
Scammon Bay	32
Selawik	37
Sleetmute	29
St Paul Island	40
St. Mary's	32
St. Michael	7
Stebbins	35
Stebbins	7
Stevens Village	16
Tanana	53
Togiak	45
Togiak	45
Togiak	15
Togiak	45
Togiak	45
Togiak	45
Tok	16
Tok	16
Tuntutuliak	31
Tununak	31
Tununak	31
Tununak	31
Wales	7
Wasilla	51
Wasilla	5
Wasilla	33
Wasilla	2
Wasilla	33
Wasilla	5
Wasilla	5
Wasilla	33

(You should have reported this information for each student claimed on the December 1 report. Reconfirm that your column D and E is correct. If you have added students after the December 1 submittal, or there are other changes to district and community, provide this information to the resaved spreadsheet.)

7. Provide a report of student academic achievements in the classroom.

Grade	Cumulative GPA	Grade	Cumulative GPA	Grade	Cumulative GPA	Grade	Cumulative GPA
12	1.74	11	1.86	10	1.15	9	0.9
12	1.97	11	1.93	10	1.71	9	1
12	2.15	11	2.07	10	1.72	9	1.46
12	2.16	11	2.15	10	2.02	9	1.75
12	2.22	11	2.16	10	2.06	9	1.79
12	2.22	11	2.2	10	2.13	9	1.8
12	2.31	11	2.21	10	2.15	9	1.82
12	2.42	11	2.3	10	2.16	9	1.82
12	2.42	11	2.37	10	2.17	9	1.82
12	2.45	11	2.37	10	2.18	9	1.83
12	2.47	11	2.39	10	2.21	9	2.08
12	2.47	11	2.41	10	2.31	9	2.1
12	2.51	11	2.52	10	2.32	9	2.25
12	2.52	11	2.54	10	2.35	9	2.29
12	2.56	11	2.55	10	2.37	9	2.3
12	2.56	11	2.57	10	2.38	9	2.31
12	2.63	11	2.57	10	2.38	9	2.31
12	2.63	11	2.58	10	2.42	9	2.32
12	2.65	11	2.6	10	2.45	9	2.33
12	2.7	11	2.63	10	2.48	9	2.61
12	2.71	11	2.64	10	2.54	9	2.63
12	2.73	11	2.65	10	2.6	9	2.67
12	2.73	11	2.73	10	2.65	9	2.7
12	2.81	11	2.76	10	2.68	9	2.83
12	2.81	11	2.77	10	2.68	9	2.85
12	2.81	11	2.85	10	2.7	9	2.85
12	2.85	11	2.85	10	2.71	9	2.92
12	2.87	11	2.85	10	2.73	9	2.96
12	2.95	11	2.87	10	2.73	9	3.05

12	2.99	11	2.87	10	2.74	9	3.07
12	3.01	11	2.91	10	2.74	9	3.07
12	3.03	11	2.97	10	2.75	9	3.11
12	3.04	11	2.99	10	2.76	9	3.14
12	3.06	11	2.99	10	2.77	9	3.16
12	3.13	11	3.04	10	2.79	9	3.29
12	3.13	11	3.07	10	2.79	9	3.29
12	3.17	11	3.09	10	2.81	9	3.3
12	3.19	11	3.13	10	2.81	9	3.3
12	3.24	11	3.14	10	2.82	9	3.35
12	3.24	11	3.15	10	2.87	9	3.38
12	3.31	11	3.15	10	2.87	9	3.41
12	3.35	11	3.15	10	2.88	9	3.42
12	3.38	11	3.16	10	2.91	9	3.42
12	3.4	11	3.17	10	2.93	9	3.43
12	3.42	11	3.22	10	2.98	9	3.47
12	3.44	11	3.24	10	3	9	3.48
12	3.49	11	3.24	10	3.02	9	3.54
12	3.49	11	3.27	10	3.04	9	3.56
12	3.55	11	3.28	10	3.06	9	3.56
12	3.55	11	3.3	10	3.08	9	3.57
12	3.56	11	3.32	10	3.17	9	3.63
12	3.56	11	3.32	10	3.17	9	3.63
12	3.64	11	3.36	10	3.17	9	3.64
12	3.7	11	3.41	10	3.18	9	3.67
12	3.71	11	3.47	10	3.19	9	3.67
12	3.76	11	3.49	10	3.19	9	3.7
12	3.81	11	3.49	10	3.21	9	3.71
12	3.95	11	3.54	10	3.21	9	3.71
12	3.99	11	3.61	10	3.22	9	3.75
12	4	11	3.63	10	3.22	9	3.78
12	4	11	3.63	10	3.28	9	3.86
12	4	11	3.63	10	3.28	9	3.88
		11	3.64	10	3.29	9	3.89
		11	3.64	10	3.29	9	3.9
		11	3.66	10	3.31	9	3.93
		11	3.7	10	3.33	9	3.98
		11	3.71	10	3.35	9	4
		11	3.73	10	3.36	9	4
		11	3.76	10	3.36	9	4
		11	3.8	10	3.52	9	4
		11	3.86	10	3.54		
		11	3.86	10	3.56		
		11	3.88	10	3.58		

		11	3.89	10	3.6		
		11	3.89	10	3.63		
		11	3.89	10	3.67		
		11	3.89	10	3.71		
		11	3.89	10	3.73		
		11	3.91	10	3.77		
		11	3.91	10	3.78		
		11	4	10	3.79		
		11	4	10	3.79		
		11	4	10	3.94		
				10	3.94		
				10	3.99		

- These grades do not track an individual student's GPA from 9th-12th grade.
- Some GPA are extremely low due to the fact that a student was with us for several weeks or less and did not earn credit.
- We have found that the longer a student stays with us the better they do academically. We work hard to retain our students.

8. Include the number of expulsions from the residential school during the school year. Do not identify individual students. Give a short discussion in general terms of reasons for expulsion; for example lack of academic performance, disciplinary issues or other reasons.

There were no student expulsions at The Galena Interior Learning Academy during the 2018-2019 school year.

9. Did the program collect any tuition? If so provide dollar amount, source, and a short explanation.

The Galena Interior Learning Academy did not collect any tuition during the 2017-2018 school year.

Part B – Year End Program Summary

Provide a one to three page narrative summarizing the operations, activities and outcomes of your school for the fiscal year. Include pertinent information that will help the department understand changes in budgets, operations, facility plans, student enrollment and staffing levels.

Include progress with the standards and goals, along with program successes and failures for the year. Discuss the district's plan for the coming year including anticipated enrollment levels. In addition to discussing the plan for the coming year, also include in calendar format the courses to be offered in the next school year.

The calendar of courses to be offered during the 2018-2019 school year is being sent with this report as a PDF attachment.

Recently and over the years, prudent budgeting on the part of our School Board and our Superintendent has allowed us to minimize the effect Alaska's budgeting challenges have created as we work to maintain a high level in the quality of services we provide to our students and their families. In preparation of deep budget cuts, we have not replaced one English teaching position and one Social Studies teaching position. We have also ended our private piloting instructional program until Alaska's economic forecast appears brighter and more certain. However, we continue to offer strong Career and Technical courses in the areas of Health Care, Computer and Information Technology, Welding and Carpentry, and Cosmetology. While we have suspended our private piloting program, we are transitioning to a series of courses in response to the coming demand of applications using Unmanned Aerial Systems use funds to appropriately update our instructional and other student facilities. Many of these courses are offered for dual credit through our partnership with The University of Alaska Fairbanks. We continue our partnerships within industry and intend on broadening the scope of these partnerships as we move forward into the 2019-2020 school year. We are renovating one of our outdated and inadequate instructional spaces to serve as our STEM facility. We hope that this new facility will be ready for the start of the 2020-2021 school year.

The administration and instructional staff at GILA continue to focus our professional development efforts on improving teaching and learning in the areas of literacy and mathematics. We continue to seek grant funds to support the professional development of our teachers in using research based strategies to improve the content area literacy skills of our students. We hope to receive a grant which will allow us, among other opportunities, to partner with literacy consultants from Harvard University. We continue to collaborate with outside consultants for the purpose of helping our administrators and teachers utilize research based techniques to guide reading and writing instruction and to support the growth of teachers and instructional coaches develop a "communities of practice." This will help us continue to grow our collaborative efforts as teachers focus on examining student work for the purpose of improving learning.

Teachers use norm referenced assessment information from the literacy program, Achieve3000 and STAR Math. This data, along with student performance data from teacher made normative and summative assessments help to drive instruction in the classroom. This allows our instructional staff to measure current learning levels/needs to inform instructional decision making, and to help place students in classes which will best meet their needs.

We expect to begin the year with approximately 260 students.

Signature Page

The Superintendent's signature on this report serves as confirmation of the information contained in the district's year-end report for the statewide or district-wide residential school under AS 14.16.200 State funding for districts operating statewide or district-wide residential schools and 4 AAC 33.090 (e) District-operated statewide or district-wide residential schools.

Further, the information provided in this year-end report is correct.

Further, the district has complied with the law and regulations under which this program operates.

Superintendent Signature

Date



Residential School Year-End Report

District: Chugach School District

School Name: Voyage to Excellence Variable-Term Residential School

Date of Report: June 28, 2019

Fiscal Year: 2019

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The year-end report includes the completion of two parts: A) Final year-end spreadsheet and corresponding questions. B) The district's one to three page narrative. Please see page three for items A and B.

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1. What was the total number of applications received by the district for the residential school?

306 applications were received by the district for Voyage School programs during the 2018-2019 school year.

2. What was the total number of students accepted into the school?

189 total students were accepted to Voyage School this year.

3. Provide the total number of students accepted into the school that received state funding under the residential school. (This may or may not be the same as #2).

22 students accepted into the school received state funding under the residential school.

4. How many students were accepted into the school after the December 1 count period?

125 students attended Voyage School after the December 1 count period.

(Use excel spreadsheet tab 2, *Year-End Report*, enter any students added to the school that were not on the December 1 report and complete the corresponding data.

5. How many students withdrew from the school during the school year?

N/A

(Use excel spreadsheet tab 2, *Year-End Report*, and record the withdraw date for students leaving before the end of the school year. For variable-term schools, only include the number of students who withdrew prior to completing a session.

6. Provide the communities and district of residence for each student in the school at the time of application.

(You should have reported this information for each student claimed on the December 1 report. Reconfirm that your column D and E is correct. If you have added students after the December 1 submittal, or there are other changes to district and community, provide this information to the resaved spreadsheet.)

7. Provide a report of student academic achievements in the classroom.

Outdoor Leadership Phase – Symphony Lakes Campsite Rehabilitation, September 2018

- 0.5 Health and PE credit – 8 students
- Leave No Trace certificate – 8 students

First Responder, September 2018

- 0.5 Health and PE credit – 11 students
- Emergency Trauma Technician certificate – 11 students

Driver's Education, October 2018

- 0.5 Elective credit – 9 students
- Driver's Permit – 8 students
- Driver's License – 1 student

Culinary Arts, October 2018

- 0.5 Elective credit – 13 students
- Food Handler Cards – 13 students

Social Studies Intensive – AK History, November 2018

- 0.5 Social Studies credit – 17 students

Journey to Flight I&II, December 2018, February 2019

- 1.0 Elective credit – 7 students

Business and Corporate Careers, December 2018

- 0.5 Elective credit – 6 students

Community Health, December 2018

- 0.5 Elective credit – 5 students
- CPR/First Aid certificate – 5 students

It's My Life Phase, January 2019

- 0.5 Elective credit – 8 students

Snow Science, February 2019

- 0.5 Elective credit – 4 students
- Leave No Trace certificate – 4 students

Culinary Arts, February 2019

- 0.5 Elective credit – 13 students
- Food Handler Cards – 13 students

Outdoor Leadership Phase – Bikepacking Northern California, March/April, 2019

- 0.5 Health and PE credit – 9 students
- Leave No Trace certificate – 9 students

First Responder, March/April 2019

- 0.5 Health and PE credit – 6 students
- Emergency Trauma Technician certificate – 6 students

Natural Resource Management, April/May 2019

- 0.5 Elective credit – 7 students
- North Slope Safety Orientation certificate – 7 students

Driver's Education, April/May 2019

- 0.5 Elective credit – 7 students
- Driver's permit – 7 students
- Driver's license – 2 students

Culinary Arts, April/May 2019

- 0.5 Elective credit – 6 students
- Food Handler Card – 6 students

Outdoor Leadership, June 2019

- 1.0 Elective credit – 8 students
- Leave No Trace certificate – 8 students

Culinary Arts, June 2019

- 1.0 Elective credit - 10 students
- Food Handler Card – 10 students

8. Include the number of expulsions from the residential school during the school year. Do not identify individual students. Give a short discussion in general terms of reasons for expulsion; for example lack of academic performance, disciplinary issues or other reasons.

There were zero (0) expulsions from the Voyage School.

9. Did the program collect any tuition? If so provide dollar amount, source, and a short explanation.

Voyage School collected \$83,700.00 in tuition during the 2018-19 school year from the following partner school districts and organizations for variable-term phase participation for their students:

1. Annette Island School District: 2 students (\$3,500)
2. Chugach AK Corp: 5 students (\$11,500)
3. Galena City Schools: 1 student (\$1,500)
4. Lower Yukon School District: 24 students (\$32,800)
5. Yupiit School District: 31 students (\$34,400)

Part B – Year End Program Summary

Provide a one to three page narrative summarizing the operations, activities and outcomes of your school for the fiscal year. Include pertinent information that will help the department understand changes in budgets, operations, facility plans, student enrollment and staffing levels. Include progress with the standards and goals, along with program successes and failures for the year. Discuss the district's plan for the coming year including anticipated enrollment levels. In addition to discussing the plan for the coming year, also include in calendar format the courses to be offered in the next school year.

The Voyage School (VTE) Variable-Term Residential School, operated by the Chugach School District, served 189 students in the 2018-2019 school year. Of those students, 156 were Alaska residents in grades 9-12. The VTE staff consists of two certified teachers, one certified counselor, four activities facilitators, and two overnight chaperones. No significant changes were made to operations or staffing levels.

VTE continued a partnership with Lower Yukon School District during the 2018-2019 school year. Chugach School District is partners with Lower Yukon School District in an Alaska Native Education grant that allows for Lower Yukon middle and high school students to attend phases throughout the year.

Student enrollment was lower this year due to significant weather systems occurring on multiple travel days. Multiple students were affected by the cancelled travel which, in turn, affected the overall student enrollment numbers.

Over the course of the 2018-19 school year, VTE held twenty twelve-day phase sessions and one month-long summer camp. Students participated in phases focusing on careers in Early Childhood Education, Culinary Arts, Community Health, Natural Resource Management, Aviation, First Responder, Business and Corporate Careers, and Snow Science. During these sessions, students participated in numerous job shadows, tours, and presentations with industry professionals. They earned industry certifications such as Emergency Trauma Technician and Alaska Food Handler, and they learned about the steps necessary to enter these career fields.

Students also had the opportunity to earn their Driver Permit or Driver License at Driver's Education phases. Students also participated in Outdoor Leadership phases, which focused on Health and PE, Leave No Trace Ethics, leadership, teamwork, and outdoor skills.

In January 2018, VTE held an It's My Life phase session. Rather than focusing on any single career field, this phase allowed students to receive instruction tailored to their career field of choice. Students at this phase were able to spend days immersed in doing what they want to do after high school, including riding along with a pilot, job shadowing a speech pathologist, and interning with a traveling theater group. Students practiced job interview skills, created a Personal Learning Career Plan, wrote their resume, and learned urban living skills such as how to use public transportation, shop for a car and apartment, and budget for themselves.

In June, twenty students attended Voyage Camp where they focused on one of three career pathways as well as urban living skills, community living skills and social-emotional skills. Eight students participated in Outdoor Leadership and earned a Leave No Trace certification, two students participated in Journey to Flight and earned flight time and worked on ground school, and ten students participated in Culinary Arts and earned Food Handler Cards.

VTE has also partnered with Alaska Geographic to hold multiple 10-day Outdoor Leadership kayak trips in Prince William Sound. Students from all over the state learn kayaking and water safety, proper outdoor gear selection, environmental stewardship, and leave-no-trace camping skills. They work with the National Forest Service to identify invasive species and maintain campsites and learn about Forest Service jobs in Alaska.

The VTE Program continues to expand its partner base of school districts and local businesses. New local business partners like AVTEC and new school district partners such as Lower Yukon and Annette Island have expanded VTE's capability to provide high quality career and technical education as well as the number of students served. Grant funding, corporation partnerships, and school district partnerships will allow VTE to further enhance its program offerings next school year and provide new and exciting career explorations into previously untapped fields.

Signature Page

The Superintendent's signature on this report serves as confirmation of the information contained in the district's year-end report for the statewide or district-wide residential school under AS 14.16.200 State funding for districts operating statewide or district-wide residential schools and 4 AAC 33.090 (e) District-operated statewide or district-wide residential schools.

Further, the information provided in this year-end report is correct.

Further, the district has complied with the law and regulations under which this program operates.

Superintendent Signature

Date

DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT*Statewide or District-wide Residential School--Year-End Report**Due June 30*

4 ACC 33.090(e)

District Name _____

Fiscal Year: _____

Authorized Signature _____
(Superintendent's certification of information)

of Students: _____

Date _____

EXPLANATION OF COLUMNS

A) Alaska State Student Identification number

F) Grade level (secondary students only)

B) Student Last Name

G) Was student housed in the program on the last day of the count period under AS 14.17.600 (Y/N)

C) Student First Name

H) If student left the residential program for any reason prior to the end of the school year, input date

D) Community or Village where parents reside

I) District Incurred Expenses for Round Trip Student Travel (Final actual cost of travel)

E) District parents reside in at time of application for enrollment

J)

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>	<u>I</u>	<u>J</u>
State ID #	Last Name	First Name	Community OR Village	District at time of Application for Enrollment	Grade Level	Housed at Count Period	Date of Withdrawal	Final Travel Expense	

Note: This spreadsheet is the second tab on your original submittal from December 1st. Columns A thru G are linked from the first tab. Complete columns H and I then add any additional students to the bottom of the page that were not reported on December 1st report.

Appendix A – Statute

ALASKA STATUTE

Chapter 14.16. SPECIAL SCHOOLS

Article 02. SCHOOL DISTRICTS OPERATING RESIDENTIAL SCHOOLS

Sec. 14.16.100 Application for residential school.

A school district shall apply to the department for approval to establish and operate a statewide or district-wide residential school. The department shall accept applications during an open application period conducted annually. A period of open application in itself does not indicate that the department will approve the establishment of a new residential school. (§ 22 ch 15 SLA 2014)

Sec. 14.16.200. State funding for districts operating residential schools.

(a) A district that operates a statewide or district-wide residential school for students in grades nine through 12 that has been approved by the department under regulations adopted by the board is eligible to receive reimbursement for the costs incurred by the district in operating that school. To be eligible for reimbursement for costs, a statewide or district-wide residential school must provide a suitable student dormitory, food service, and daily access to a public school offering the appropriate grade level for a variable-length or 180-day school term as provided under AS 14.03.030 for the full school year.

(b) Costs that may be claimed by a district for reimbursement under (a) of this section are

(1) one round trip on the least expensive means of transportation between the student's community of residence and the school during the school year if the district expends money for the trip; and

(2) a per-pupil monthly stipend to cover room and board expenses as determined by the department on a regional basis and not to exceed the following amounts:

(A) for the Southeast Region (Region I), \$1,230;

(B) for the Southcentral Region (Region II), \$1,200;

(C) for the Interior Region (Region III), \$1,452;

(D) for the Southwest Region (Region IV), \$1,509;

(E) for the Northern Remote Region (Region V), \$1,776.

(c) [Repealed, § 4 ch 48 SLA 2013.]

(d) A district may cooperate with an Alaska Native organization, as defined in 20 U.S.C. 7546(2), or a nonprofit organization for the provision of room and board services to students enrolled in a statewide or district-wide residential school operated by a district under terms and conditions required for licensing in the state as specified by the department in regulation.

(e) In this section, "district" has the meaning given in [AS 14.17.990](#). (§ 1 ch 54 SLA2006; am § 1 ch 7 FSSLA 2011; am §§ 1 – 4 ch 48 SLA 2013; am § 23 ch 15 SLA 2014)

Appendix B – Regulation

ALASKA ADMINISTRATIVE CODE

4 AAC 33.090. District-operated statewide residential educational programs

(a) A district must obtain approval from the department before operating a statewide residential educational program. A district may apply to establish and operate a new program only during a period of open applications established by the department under (c) of this section. The department will approve an initial application from a district that operated a statewide residential educational program during school year 2005 - 2006, unless the department has substantial evidence that continuation of the program is not in the public interest. Applications must include

(1) designation of the facilities that will house the residential program, including any proposal to build or renovate a facility, and the revenue sources that will support the construction or renovation;

(2) a five-year budget for the operation of the residential component of the program; the budget must specify the revenue sources that will support the proposed budget, including a provision for charging student tuition;

(3) a tuition waiver policy for families that can demonstrate financial hardship, including a definition of "hardship";

(4) an enrollment and selection policy for students applying to attend the residential program;

(5) a list of course offerings;

(6) a plan to assist students in crisis; and

(7) a staffing plan for the program.

(b) The department may require that a district supplement its application with additional information. The department may require a district to change its policies or proposed practices before approving an application. A district must operate the residential program in conformance with its approved application. A district that wishes to change any of the requirements of an approved application must submit a revised application. In determining whether to grant or deny an application, the department will consider

(1) whether the community in which the program is located has sufficient infrastructure to support the residential program;

(2) demand, current capacity, and regional needs for residential programs;

(3) the cost to provide a residential program in the applying district;

(4) the district's ability to offer a high-quality academic program to students;

(5) the health and welfare of students housed in the residential program, including the ability of the district to offer a high-quality residential program;

(6) for a revised application, whether the program has complied with the policies and practices that the district identified in its current application; and

(7) the public interest.

(c) The department will open a period of application annually on May 1. The application period will close on June 30. The department may require that applications be targeted to provide a particular program to meet specific needs of students in the state. A period of open application and solicitation does not imply that the department will approve the establishment of any new programs.

(d) This section does not prevent a governing body from establishing an in-district residential educational program that is not eligible for state support for the operation of the residential aspects of the program.

(e) A district that operates an approved statewide residential educational program shall submit an annual report to the department. The report must include the

(1) number of applications received by the program;

(2) number of students accepted into the program;

(3) students' communities and districts of residence at the time of application for enrollment;

(4) students' academic achievement results;

(5) date of, reason for, and number of withdrawals from the program during the school year;

(6) number of expulsions from the program during the school year;

(7) number of students receiving a tuition waiver; and

(8) other information requested by the department with respect to the program.

(f) On December 1 of each school year, a district that operates an approved statewide residential educational program shall submit to the department an application, on a form provided by the department, for payment of a stipend under [AS 14.16.200](#) (b)(2). The district is eligible for payment of the lesser of actual cost to house the student or the amount allowed in [AS 14.16.200](#) (b)(2) for each residential student who is housed by the district on the last day of the student count period under [AS 14.17.600](#) , and whose parents or guardians do not reside in the community in which the program is located. If appropriations are insufficient for the residential component of approved statewide residential educational programs, the department will reduce each district's entitlement by a pro rata amount as determined by the department.

(g) The department may withdraw its approval for a district to operate a statewide residential educational program if the department determines that continued operation of the program is not in the public interest. In making this determination, the department will consider

(1) the health and safety of the students in the residential program;

(2) whether students at the program have demonstrated sufficient academic achievement; in making this determination, the department will consider all evidence of student academic achievement and improvement, including evidence of

(A) students' scores and improvement of students' scores on statewide student assessments under 4 AAC [06.710](#); and

(B) the program's record of demonstrating adequate yearly progress under 4 AAC [06.805](#), and the reasons for its success or failure to demonstrate adequate yearly progress;

(3) the demand for the program;

(4) the cost of operating the program;

(5) whether the program has complied with the policies and practices that the district identified in its application; and

(6) the existence of alternative methods of meeting the needs of students.

(h) A district may apply during a period of open application under (c) of this section for approval to operate a variable-term statewide or district-wide residential school that will house students for the entire school calendar. The minimum term for each student must be at least two weeks. A variable-term school is eligible for reimbursement for a monthly stipend for up to nine months of the school year under (f) of this section for the number of students that it housed on the last day of the student count period under AS 14.17.600 if the district will continue to house at least the same number of students throughout the entire school term. Upon the written request of a school district, the commissioner may permit a district to report the number of students it housed on a date other than the last day of the student count period if the date is within the count period set out in AS 14.17.600 and the date more accurately reflects the numbers of students the district will house throughout the school term. A variable-term school is eligible for a one-time air fare reimbursement under AS 14.16.200(b)(1) for the number of students housed by the school on the last day of the student count period, based on the average cost of round-trip air fare for all statewide or district-wide residential schools. A district may not include students housed by a variable-term school in the school's student count submitted to the department for foundation funding under AS 14.17; a student being housed by a variable-term school during the student count period may be included in the count of the student's district of residence. In this subsection, "variable-term statewide or district-wide residential school" means a statewide or district-wide residential school that rotates students in and out of the school during the school year for the entire school term as defined under AS 14.03.030.

History: Eff. 10/22/2006, Register 180; am 6/8/2013, Register 206; am 10/16/2013, Register 208; am 2/21/2014, Register, 209; am 3/6/2015, Register 213

Authority: [AS 14.07.020](#)

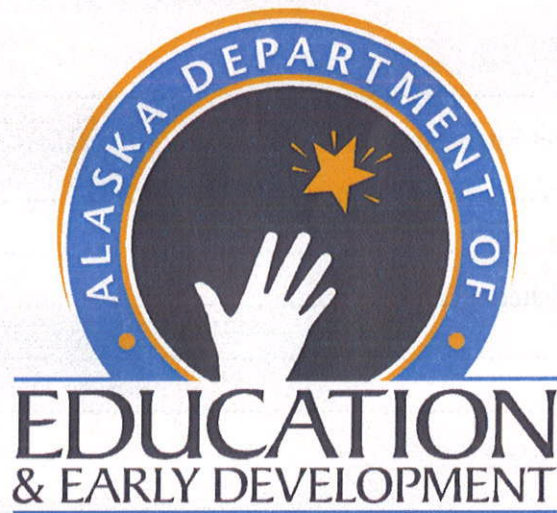
[AS 14.07.060](#)

[AS 14.07.165](#)

[AS 14.16.100](#)

[AS 14.16.200](#)

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REGS\Residential School Year-End Report.docx



Residential School Year-End Report

District: Nenana School District

School Name: Nenana Student Living Center

Date of Report: May 28, 2019

Fiscal Year: 2019

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Instructions

This is the required District-Operated Statewide or District-wide Residential School year-end report in accordance with Alaska Statute 14.16.200 and regulation 4 AAC 33.090(e).

The year-end report includes the completion of two parts: A) Final year-end spreadsheet and corresponding questions. B) The district's one to three page narrative. Please see page three for items A and B.

- All required items must be addressed.
- Use 12-point font and number pages consecutively; footer with district name is desirable.
- The report must be completed by districts that operated a statewide residential educational program and is due to the department by June 30 of each year.
- Insure that the table of contents reflects the page number for each section of the application. To update the table of contents, highlight it and select F9; the page numbers will refresh automatically.
- Send the completed report to:
Department of Education & Early Development
Division of School Finance
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

If you need assistance or have questions in completing this report, please contact Meridith Boman at (907) 465-8683 or meridith.boman@alaska.gov.

Part A – Questions and Excel Spreadsheet

Answer the nine questions below by inserting your responses below each question.

For questions 4, 5 and 6 use the second tab on the same spreadsheet/workbook you used to report your October 1 count. The first tab was used for the October 1 count. The second tab is for this *Year-End Report*. You should be able to go back to your saved electronic spreadsheet from when you sent in the October count and click on tab two. The spreadsheet is designed so that your previously reported data in tab one is linked to tab two and you can complete columns H and I in tab two without re-entering student data. When you have completed tab two submit with this report.

1. What was the total number of applications received by the district for the residential school?

122 applications were received at the NSLC for the 2018-19 school year.

2. What was the total number of students accepted into the school?

102 students were accepted at the NSLC for the 2018-19 school year.

3. Provide the total number of students accepted into the school that received state funding under the residential school. (This may or may not be the same as #2).

77 students enrolled and received state funding at the NSLC during the 2018-19 school year.

4. How many students were accepted into the school after the December 1 count period?

2 students were accepted after 12/1/18.

(Use excel spreadsheet tab 2, *Year-End Report*, enter any students added to the school that were not on the December 1 report and complete the corresponding data.

5. How many students withdrew from the school during the school year?

27 students withdrew from the NSLC during the 2018-19 school year.

(Use excel spreadsheet tab 2, *Year-End Report*, and record the withdraw date for students leaving before the end of the school year. For variable-term schools, only include the number of students who withdrew prior to completing a session.

6. Provide the communities and district of residence for each student in the school at the time of application.

(You should have reported this information for each student claimed on the December 1 report. Reconfirm that your column D and E is correct. If you have added students after the December 1 submittal, or there are other changes to district and community, provide this information to the resaved spreadsheet.)

7. Provide a report of student academic achievements in the classroom.

The Nenana Student Living Center provides support services for two hours of structured homework class per day. We provide tutoring, academic advising, personal counseling and post-secondary planning for our students. Most of our students indicate that they want to attend Nenana High School to improve their high school academic foundation. The goal of our academic program is to increase academic achievement as reported by Nenana High School.

Cumulative Grade Point Averages By Class Who Attended the NSLC (18-19)

9th Grade: 2.83 (5 Students)

10th Grade: 2.70 (16 Students)

11th Grade: 2.73 (17 Students)

12th Grade: 2.99 (13 Students)

Average Total: 2.81 (51 Students)

8. Include the number of expulsions from the residential school during the school year. Do not identify individual students. Give a short discussion in general terms of reasons for expulsion; for example lack of academic performance, disciplinary issues or other reasons.

24 students were expelled from the NSLC during the 2018-'19 school year for the following reasons:

Drug/Alcohol Violations: 10

Behavior (Stealing/Fighting/Harassment): 3

Academic Problems: 8

Suicidal Attempts or Ideation: 3

9. Did the program collect any tuition? If so provide dollar amount, source, and a short explanation.

No tuition was collected by the NSLC during the 2018-19 school year.

Part B – Year End Program Summary

Provide a one to three page narrative summarizing the operations, activities and outcomes of your school for the fiscal year. Include pertinent information that will help the department understand changes in budgets, operations, facility plans, student enrollment and staffing levels. Include progress with the standards and goals, along with program successes and failures for the year. Discuss the district's plan for the coming year including anticipated enrollment levels. In addition to discussing the plan for the coming year, also include in calendar format the courses to be offered in the next school year.

The Nenana Student Living Center has a maximum capacity of 120 students. We had 77 students enrolled on the count date in October, 2018 which is a decrease of 22 students over the count date total in 2017 (99). We have budgeted for a similar amount of students enrolled at the NSLC in October, 2019.

NSLC enrollment at the end of May, 2019 was 51 students, including 15 graduates. Our retention rate is 66% this year, which matches the retention rate of 2017-18. 36 current students are returning next year and to date we have accepted 16 new students. 20 applications are incomplete as of May 25th, 2019.

Fifteen students graduated in May, 2019. Six of our seniors spent four years at the NSLC and two juniors spent three years here. Five of our seniors will attend a four-year college/university. Four students will seek employment. One student will enter the United States Army and two students will attend the Job Corp. Two more students will enter a vocational school in Alaska (AVTEC)

In addition to regular school activities such as music, dances, sports, field trips and social events, NSLC students and chaperons traveled to Fairbanks and the surrounding area 104 times this year. Activities included shopping, rock climbing, swimming, camping, cross country skiing, berry picking, prom shopping, educational trips to UAF, Native Dancing, Art classes and movies. Activities within the NSLC included sleepovers, dances, NYO practice, board games, open gym, Boy/Girl Talk, beading, sewing, saunas, bonfires, skiing and counseling.

The NSLC had eight students participate in Native Youth Olympics at the state level in late April, 2019. Eleven girls and nine boys played high school basketball. The girls team finished 2nd in the state of Alaska for the 2A division in March, 2019.

This year part of the NSLC staff took the Pro-Act training and was taught by our Assistant Director (Hannah Filardi). This program helps our staff deescalate confrontational situations with students. The NSLC has adopted a Trauma-Informed Model based on information gleaned from Pairin Surveys given to our students at the beginning of the year. This survey identifies his risk potential with students along with their strengths in terms of coping skills.

Kristal McGill is an educational psychologist and she visited our students and staff in August, 2018 for three days. She has introduced the Pairin Surveys to our staff and the information

gathered in the surveys have been used in our evaluation process with our classified staff. She has also linked the NSLC staff with the school staff to a much greater degree than in years past.

The Student Leadership Team (SLT) helps the administration set rules and guidelines for the NSLC. Next year they will be further trained in Suicide Prevention and Restorative Justice so as to increase their level of leadership at the NSLC.

This was the second year that the boarding schools in the state of Alaska have worked together to develop regulations governing high school residential life. We have met monthly via audio conference to help each other with a host of issues which included discipline, cuts in state spending for boarding schools and self-regulation of our facilities under the guidelines of the Alaska Department of Education and Early Development. In April, 2019 the administrative staff visited Galena Interior Learning Academy for two days to learn about their facility and visit with the local clinic in Galena on a host of issues dealing with health care for boarding school students.

We currently have 14 full time staff members at the NSLC. Most of our staff has worked here for over four years. This has helped the NSLC in many ways because our students have grown to know and respect our staff. Challenges that must be faced in 2019-20 is a 20% cut in staff, budgetary restraints, possible burnout of employees due to long swing shift hours and weekend hours.

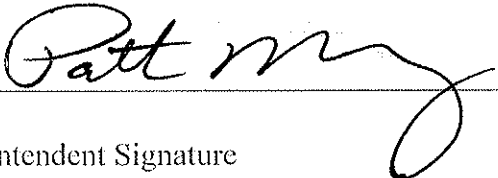
Despite these challenges, the NSLC has continued to grow and develop over the last nineteen years since its founding in 2001.

Signature Page

The Superintendent's signature on this report serves as confirmation of the information contained in the district's year-end report for the statewide or district-wide residential school under AS 14.16.200 State funding for districts operating statewide or district-wide residential schools and 4 AAC 33.090 (e) District-operated statewide or district-wide residential schools.

Further, the information provided in this year-end report is correct.

Further, the district has complied with the law and regulations under which this program operates.

Superintendent Signature  Date 6/6/19

DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

Statewide or District-wide Residential School--Year-End Report

Due June 30

4 ACC 33.090(e)

District Name _____

Fiscal Year: _____

Authorized Signature _____
(Superintendent's certification of information)

of Students: _____

Date _____

EXPLANATION OF COLUMNS

A) Alaska State Student Identification number

B) Student Last Name

C) Student First Name

D) Community or Village where parents reside

E) District parents reside in at time of application for enrollment

F) Grade level (secondary students only)

G) Was student housed in the program on the last day of the count period under AS 14.17.600 (Y/N)

H) If student left the residential program for any reason prior to the end of the school year, input date

I) District Incurred Expenses for Round Trip Student Travel (Final actual cost of travel)

J)

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>	<i>I</i>	<i>J</i>
State ID #	Last Name	First Name	Community OR Village	District at time of Application for Enrollment	Grade Level	Housed at Count Period	Date of Withdrawal	Final Travel Expense	

Note: This spreadsheet is the second tab of your original submittal from December 1st. Columns A thru G are linked from the first tab. Complete columns H and I then add any additional students to the bottom of the page that were not reported on December 1st report.



Residential School Year-End Report

District: Bering Strait School District

School Name: Northwestern Alaska Career and Technical Center (NACTEC)

Date of Report: 19 June 2019

Fiscal Year: 2019

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Division of School Finance
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

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1. What was the total number of applications received by the district for the residential school? (463)

2. What was the total number of students accepted into the school? (324)

3. Provide the total number of students accepted into the school that received state funding under the residential school. (This may or may not be the same as #2). (167)

4. How many students were accepted into the school after the December 1 count period? (139)

(Use excel spreadsheet tab 2, *Year-End Report*, enter any students added to the school that were not on the December 1 report and complete the corresponding data.

5. How many students withdrew from the school during the school year? Five students withdrew from programming prior to completion (1 bereavement, 1 illness, 3 regional basketball).

(Use excel spreadsheet tab 2, *Year-End Report*, and record the withdraw date for students leaving before the end of the school year. For variable-term schools, only include the number of students who withdrew prior to completing a session.

6. Provide the communities and district of residence for each student in the school at the time of application.

(You should have reported this information for each student claimed on the December 1 report. Reconfirm that your column D and E is correct. If you have added students after the December 1 submittal, or there are other changes to district and community, provide this information to the resaved spreadsheet.)

7. Provide a report of student academic achievements in the classroom.

Students attained the following certifications through NACTEC training programs in FY19: American Red Cross (ARC) Adult CPR/AED: 56, ARC Pediatric CPR: 62, ARC First Aid: 50, ARC Pediatric First Aid: 11, ARC Babysitter's Certification: 11, State of Alaska Food Worker Card: 81, State of Alaska Instructional Permit: 51; State of Alaska Provisional/Class D License: 57 total – 26 high school student, State of Alaska I.D.: 17, NCCER Core Construction: 13, Wildland Firefighter Red Card: 8, Emergency Trauma Training: 3, U.S. Coast Guard Basic Training: 3 (AVTEC partnership), Transportation Worker Identification Credential (TWIC): 1, also in partnership with AVTEC.

8. Include the number of expulsions from the residential school during the school year. Do not identify individual students. Give a short discussion in general terms of reasons for expulsion; for example, lack of academic performance, disciplinary issues or other reasons.

Seven students returned home for breaking one of five non-negotiable violations to which students agree to abide by throughout their program. Four violations occurred with students walking off from the program, i.e., leaving the group unattended, two students broke the non-negotiable for non-compliance by repeatedly refusing to participate, and one student was expelled for possession of marijuana.

9. Did the program collect any tuition? If so provide dollar amount, source, and a short explanation. No tuition was collected.

Part B – Year End Program Summary

Provide a one to three-page narrative summarizing the operations, activities and outcomes of your school for the fiscal year. Include pertinent information that will help the department understand changes in budgets, operations, facility plans, student enrollment and staffing levels. Include progress with the standards and goals, along with program successes and failures for the year. Discuss the district's plan for the coming year including anticipated enrollment levels. In addition to discussing the plan for the coming year, also include in calendar format the courses to be offered in the next school year.

NACTEC's FY19 Training Calendar was built to deliver (7) two-week high school residential programs, (1) four-week high school residential program, (3) one-week high school residential programs, (6) one-week junior high school residential programs, (2) weeks of Nome Youth Facility programs, (1) two-week non-residential high school program, and (2) one-week junior high non-residential program.

An average of 23.9 high school students (92% program capacity) were enrolled across FY19 multi-week variable term programs. *Full capacity exists at 26 students.* Chart 1 depicts the enrollment per high school (two-week or greater) variable term program. Enrollment capacity is highest at beginning and end of year, when fewer extracurricular conflicts exist, e.g., basketball (S#9, S#12 & S#15) and NYO (S#17).

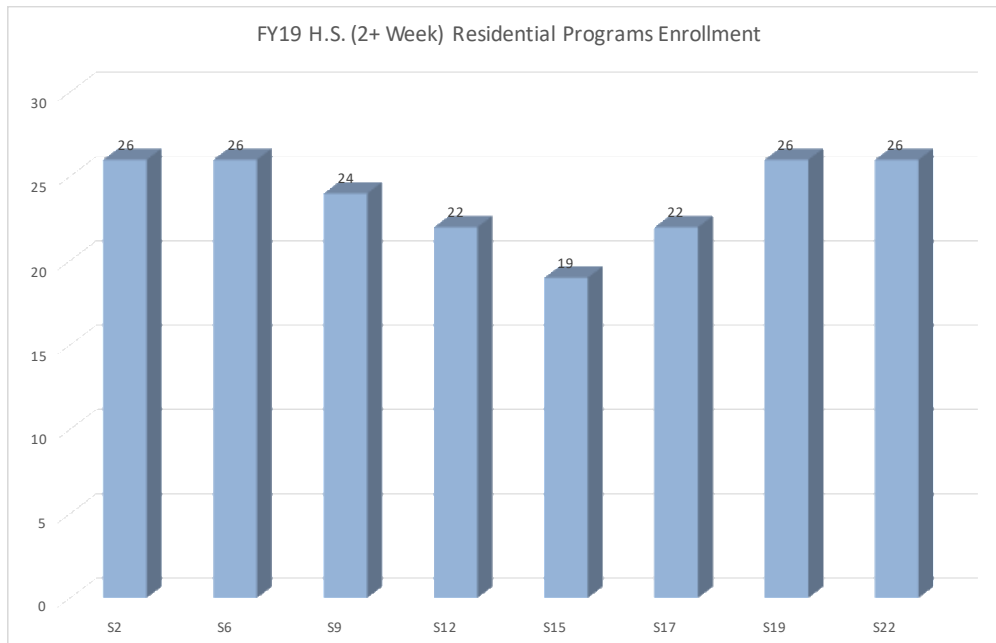


Chart 1. Student Enrollment per (2+ Week) Variable Term High School Training Program

Program highlights:

Driver’s Education – Continues year-by-year as the most popular program offering. Driver Education serves as a “gateway” course, with students attending to attain their license achieving residential living success, to then continue on to explore one of 25+ additional vocational training programs. Chart 2 displays the number of instructional permits, driver’s licenses, and State I.D.’s earned in FY19.

Challenges: On a related note, the Real I.D. Act will hit rural Alaska particularly hard due to challenge of village residents needing to travel to hub communities such as Nome to be served. NACTEC as a DMV-approved driving school and third-party road examiner reviews documentation for instructional permits and driver’s licenses. Programs such as NACTEC could be an asset to the state, as the hard to reach/serve village population is our primary population served, to help rural residents attain State I.D.’s and/or Real I.D.’s.

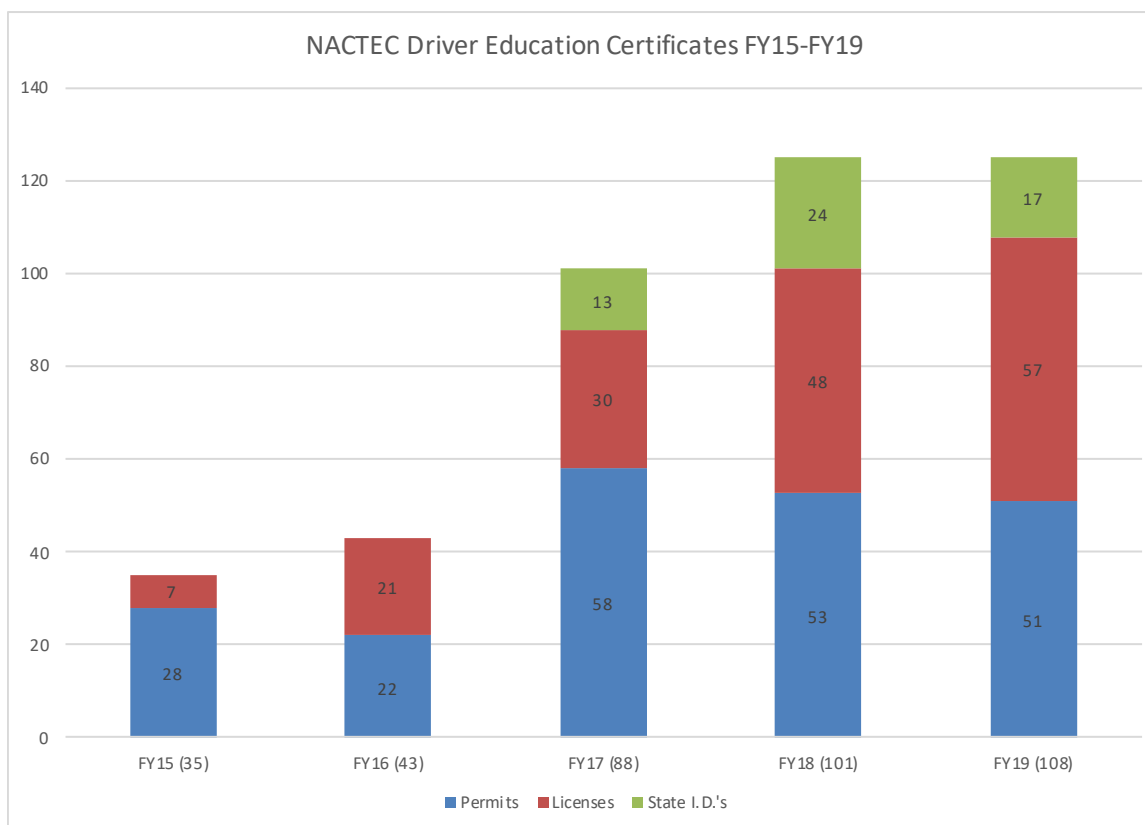


Chart 2. Alaska Learner’s Permits and Provisional/Class D Licenses Attained through NACTEC

“Transitions” Programs – In addition to a SPED *Life Skills Transition* program and AVTEC *Transitions*, each offered for four or more years, a new weeklong *Ilisagvik College Transitions* program in Barrow and a day trip program to *Alaska Technical Center (ATC)* in Kotzebue was offered in FY19. The *ATC Transitions* program introduces students to an “in region” post-secondary training option. With regional air carrier daily service between Nome and Kotzebue, students enrolled in a two-week NACTEC high school training experience an immersive one-day

experience in Kotzebue. The *Ilisagvik College Transition* experience provides students with exposure to a tribal college and was extremely well received by village students, with one commenting “It feels just like home here.”

Aviation training – In partnership with Kawerak, Inc., NACTEC secured a three-year Native American Career and Technical Education Program (NACTEP) grant award for Aviation Pathways training. Efforts are underway to develop a new Aviation Ground School program, with \$200K in Basic Aviation Training Devices (BATD) purchased and delivered to all BSSD schools and Nome-Beltz High School in May, 2019. Students will use BATDs as career exploratory training tools at the site level. Site liaisons, certified teachers, will work with NACTEC staff to identify students with interest/aptitude to continue on to ground school. Aviation Maintenance efforts included partnering with UAF-Community and Technical College to secure FAA approval for NACTEC/Nome as a remote site to deliver dual credit Airframe and Powerplant Maintenance coursework.

Wells Fargo Success Story – NACTEC residential programming was featured in a Nome community online success story: <https://stories.wf.com/teaching-job-skills-rural-alaskan-teens/>

New in FY20 – New courses to be offered include *Aviation Ground School* in a two-week and four-week (end of year) combined format to prepare students for FAA Practical Knowledge Exam, *Early Childhood Education*, and *Scuba* training. *Wildland Firefighter*, extremely popular and successful as a new FY19 course, will be offered again in FY20. 21 training programs will be offered in FY20, with an additional two-week residential program replacing (2) one-week Nome Youth Facility training programs due to the uncertainty of NYF existence in the future.

Challenges – Soon to be revealed will be the impacts of Education Tax Credit legislation which eliminated the “sweet spot” as of January 1, 2019. By December, 2019 we’ll know if ETC contributions pull back occurs from NACTEC partners, which have supported up to 30% of NACTEC’s budget over the past decade. *Work Study* course, New in FY19, proved a challenging fit in four-week summer session program. Course delivery occurred for two students placed by Kawerak, Inc in Youth Summer Employment program. Program will be replaced by four-week Aviation course in FY20. *Introduction to Behavioral Health* canceled due to low enrollment, during inaugural offering in FY19. Course will be offered again in FY20 as feedback from Advisory Board has identified as an important offering.

Weather-related challenges in winter months, with less ice pack in the Bering Sea, led to heavy snow/blizzard conditions in January-March. Student travel impacts occurred more frequently, with St. Lawrence Island students particularly, experiencing more difficult returning home following training programs. A dorm manager position has been approved by NACTEC Governing Board that would support program impacts such as this and overall residential programming growth. As a classified position, it will be less costly providing weekend supervision, than is occurring with certified staff currently. Uncertainty of State FY20 budget has necessitated not posting this position until the State operating budget is passed.

In the event of no new or unexpected funding cuts in FY20, we are planning for similar staffing levels and student enrollment. NACTEC remains very well received in the Bering Straits region.

Signature Page

The Superintendent's signature on this report serves as confirmation of the information contained in the district's year-end report for the statewide or district-wide residential school under AS 14.16.200 State funding for districts operating statewide or district-wide residential schools and 4 AAC 33.090 (e) District-operated statewide or district-wide residential schools.

Further, the information provided in this year-end report is correct.

Further, the district has complied with the law and regulations under which this program operates.

Superintendent Signature

Date

DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT*Statewide or District-wide Residential School--Year-End Report**Due June 30*

4 ACC 33.090(e)

District Name _____

Fiscal Year: _____

Authorized Signature _____
(Superintendent's certification of information)

of Students: _____

Date _____

EXPLANATION OF COLUMNS

A) Alaska State Student Identification number

F) Grade level (secondary students only)

B) Student Last Name

G) Was student housed in the program on the last day of the count period under AS 14.17.600 (Y/N)

C) Student First Name

H) If student left the residential program for any reason prior to the end of the school year, input date

D) Community or Village where parents reside

I) District Incurred Expenses for Round Trip Student Travel (Final actual cost of travel)

E) District parents reside in at time of application for enrollment

J)

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>	<u>I</u>	<u>J</u>
State ID #	Last Name	First Name	Community OR Village	District at time of Application for Enrollment	Grade Level	Housed at Count Period	Date of Withdrawal	Final Travel Expense	

Note: This spreadsheet is the second tab on your original submittal from December 1st. Columns A thru G are linked from the first tab. Complete columns H and I then add any additional students to the bottom of the page that were not reported on December 1st report.

Appendix A – Statute

ALASKA STATUTE

Chapter 14.16. SPECIAL SCHOOLS

Article 02. SCHOOL DISTRICTS OPERATING RESIDENTIAL SCHOOLS

Sec. 14.16.100 Application for residential school.

A school district shall apply to the department for approval to establish and operate a statewide or district-wide residential school. The department shall accept applications during an open application period conducted annually. A period of open application in itself does not indicate that the department will approve the establishment of a new residential school. (§ 22 ch 15 SLA 2014)

Sec. 14.16.200. State funding for districts operating residential schools.

(a) A district that operates a statewide or district-wide residential school for students in grades nine through 12 that has been approved by the department under regulations adopted by the board is eligible to receive reimbursement for the costs incurred by the district in operating that school. To be eligible for reimbursement for costs, a statewide or district-wide residential school must provide a suitable student dormitory, food service, and daily access to a public school offering the appropriate grade level for a variable-length or 180-day school term as provided under AS 14.03.030 for the full school year.

(b) Costs that may be claimed by a district for reimbursement under (a) of this section are

(1) one round trip on the least expensive means of transportation between the student's community of residence and the school during the school year if the district expends money for the trip; and

(2) a per-pupil monthly stipend to cover room and board expenses as determined by the department on a regional basis and not to exceed the following amounts:

(A) for the Southeast Region (Region I), \$1,230;

(B) for the Southcentral Region (Region II), \$1,200;

(C) for the Interior Region (Region III), \$1,452;

(D) for the Southwest Region (Region IV), \$1,509;

(E) for the Northern Remote Region (Region V), \$1,776.

(c) [Repealed, § 4 ch 48 SLA 2013.]

(d) A district may cooperate with an Alaska Native organization, as defined in 20 U.S.C. 7546(2), or a nonprofit organization for the provision of room and board services to students enrolled in a statewide or district-wide residential school operated by a district under terms and conditions required for licensing in the state as specified by the department in regulation.

(e) In this section, "district" has the meaning given in [AS 14.17.990](#). (§ 1 ch 54 SLA2006; am § 1 ch 7 FSSLA 2011; am §§ 1 – 4 ch 48 SLA 2013; am § 23 ch 15 SLA 2014)

ALASKA ADMINISTRATIVE CODE

4 AAC 33.090. District-operated statewide residential educational programs

(a) A district must obtain approval from the department before operating a statewide residential educational program. A district may apply to establish and operate a new program only during a period of open applications established by the department under (c) of this section. The department will approve an initial application from a district that operated a statewide residential educational program during school year 2005 - 2006, unless the department has substantial evidence that continuation of the program is not in the public interest. Applications must include

(1) designation of the facilities that will house the residential program, including any proposal to build or renovate a facility, and the revenue sources that will support the construction or renovation;

(2) a five-year budget for the operation of the residential component of the program; the budget must specify the revenue sources that will support the proposed budget, including a provision for charging student tuition;

(3) a tuition waiver policy for families that can demonstrate financial hardship, including a definition of "hardship";

(4) an enrollment and selection policy for students applying to attend the residential program;

(5) a list of course offerings;

(6) a plan to assist students in crisis; and

(7) a staffing plan for the program.

(b) The department may require that a district supplement its application with additional information. The department may require a district to change its policies or proposed practices before approving an application. A district must operate the residential program in conformance with its approved application. A district that wishes to change any of the requirements of an approved application must submit a revised application. In determining whether to grant or deny an application, the department will consider

(1) whether the community in which the program is located has sufficient infrastructure to support the residential program;

(2) demand, current capacity, and regional needs for residential programs;

(3) the cost to provide a residential program in the applying district;

(4) the district's ability to offer a high-quality academic program to students;

(5) the health and welfare of students housed in the residential program, including the ability of the district to offer a high-quality residential program;

(6) for a revised application, whether the program has complied with the policies and practices that the district identified in its current application; and

(7) the public interest.

(c) The department will open a period of application annually on May 1. The application period will close on June 30. The department may require that applications be targeted to provide a particular program to meet specific needs of students in the state. A period of open application and solicitation does not imply that the department will approve the establishment of any new programs.

(d) This section does not prevent a governing body from establishing an in-district residential educational program that is not eligible for state support for the operation of the residential aspects of the program.

(e) A district that operates an approved statewide residential educational program shall submit an annual report to the department. The report must include the

(1) number of applications received by the program;

(2) number of students accepted into the program;

(3) students' communities and districts of residence at the time of application for enrollment;

(4) students' academic achievement results;

(5) date of, reason for, and number of withdrawals from the program during the school year;

(6) number of expulsions from the program during the school year;

(7) number of students receiving a tuition waiver; and

(8) other information requested by the department with respect to the program.

(f) On December 1 of each school year, a district that operates an approved statewide residential educational program shall submit to the department an application, on a form provided by the department, for payment of a stipend under [AS 14.16.200](#) (b)(2). The district is eligible for payment of the lesser of actual cost to house the student or the amount allowed in [AS 14.16.200](#) (b)(2) for each residential student who is housed by the district on the last day of the student count period under [AS 14.17.600](#), and whose parents or guardians do not reside in the community in which the program is located. If appropriations are insufficient for the residential component of approved statewide residential educational programs, the department will reduce each district's entitlement by a pro rata amount as determined by the department.

(g) The department may withdraw its approval for a district to operate a statewide residential educational program if the department determines that continued operation of the program is not in the public interest. In making this determination, the department will consider

(1) the health and safety of the students in the residential program;

(2) whether students at the program have demonstrated sufficient academic achievement; in making this determination, the department will consider all evidence of student academic achievement and improvement, including evidence of

(A) students' scores and improvement of students' scores on statewide student assessments under 4 AAC [06.710](#); and

(B) the program's record of demonstrating adequate yearly progress under 4 AAC [06.805](#), and the reasons for its success or failure to demonstrate adequate yearly progress;

(3) the demand for the program;

(4) the cost of operating the program;

(5) whether the program has complied with the policies and practices that the district identified in its application; and

(6) the existence of alternative methods of meeting the needs of students.

(h) A district may apply during a period of open application under (c) of this section for approval to operate a variable-term statewide or district-wide residential school that will house students for the entire school calendar. The minimum term for each student must be at least two weeks. A variable-term school is eligible for reimbursement for a monthly stipend for up to nine months of the school year under (f) of this section for the number of students that it housed on the last day of the student count period under AS 14.17.600 if the district will continue to house at least the same number of students throughout the entire school term. Upon the written request of a school district, the commissioner may permit a district to report the number of students it housed on a date other than the last day of the student count period if the date is within the count period set out in AS 14.17.600 and the date more accurately reflects the numbers of students the district will house throughout the school term. A variable-term school is eligible for a one-time air fare reimbursement under AS 14.16.200(b)(1) for the number of students housed by the school on the last day of the student count period, based on the average cost of round-trip air fare for all statewide or district-wide residential schools. A district may not include students housed by a variable-term school in the school's student count submitted to the department for foundation funding under AS 14.17; a student being housed by a variable-term school during the student count period may be included in the count of the student's district of residence. In this subsection, "variable-term statewide or district-wide residential school" means a statewide or district-wide residential school that rotates students in and out of the school during the school year for the entire school term as defined under AS 14.03.030.

History: Eff. 10/22/2006, Register 180; am 6/8/2013, Register 206; am 10/16/2013, Register 208; am 2/21/2014, Register, 209; am 3/6/2015, Register 213

Authority: [AS 14.07.020](#)

[AS 14.07.060](#)

[AS 14.07.165](#)

[AS 14.16.100](#)

[AS 14.16.200](#)

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REGS\Residential School Year-End Report.docx



Residential School Year-End Report

District: Northwest Arctic Borough School District

School Name: STAR of the Northwest Magnet School

Date of Report: 5/10/19

Fiscal Year: 2018-2019

Instructions

This is the required District-Operated Statewide or District-wide Residential School year-end report in accordance with Alaska Statute 14.16.200 and regulation 4 AAC 33.090(e).

The year-end report includes the completion of two parts: A) Final year-end spreadsheet and corresponding questions. B) The district's one to three page narrative. Please see page three for items A and B.

- All required items must be addressed.
- Use 12-point font and number pages consecutively; footer with district name is desirable.
- The report must be completed by districts that operated a statewide residential educational program and is due to the department by June 30 of each year.
- Insure that the table of contents reflects the page number for each section of the application. To update the table of contents, highlight it and select F9; the page numbers will refresh automatically.
- Send the completed report to:
Department of Education & Early Development
Division of School Finance
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

If you need assistance or have questions in completing this report, please contact Meridith Boman at (907) 465-8683 or meridith.boman@alaska.gov.

Part A – Questions and Excel Spreadsheet

Answer the nine questions below by inserting your responses below each question.

For questions 4, 5 and 6 use the second tab on the same spreadsheet/workbook you used to report your October 1 count. The first tab was used for the October 1 count. The second tab is for this *Year-End Report*. You should be able to go back to your saved electronic spreadsheet from when you sent in the October count and click on tab two. The spreadsheet is designed so that your previously reported data in tab one is linked to tab two and you can complete columns H and I in tab two without re-entering student data. When you have completed tab two submit with this report.

1. What was the total number of applications received by the district for the residential school?

A total of 24 fulltime applications were received for the 2018-2019 school year. The variable length sessions provides an opportunity for all eligible high school students from NWABSD to attend. STAR relies on site principals to provide 8 students for each session. This year, 87 students applied for variable length sessions and 87 students were accepted.

2. What was the total number of students accepted into the school?

The total number of students accepted was seventeen for fulltime status. We provided two- week sessions for a total of eighty-eight students state-wide. In addition, for the first time, Star of the Northwest served a group of eight middle school students. Please note these students were not counted in the final student roster.

3. Provide the total number of students accepted into the school that received state funding under the residential school. (This may or may not be the same as #2).

Seventeen total students received state funding under the residential

4. How many students were accepted into the school after the December 1 count period?
Three full time students were accepted after the count.

(Use excel spreadsheet tab 2, *Year-End Report*, enter any students added to the school that were not on the December 1 report and complete the corresponding data.

5. How many students withdrew from the school during the school year?

A total of two full-time students withdrew after the December 1 count.

(Use excel spreadsheet tab 2, *Year-End Report*, and record the withdraw date for students leaving before the end of the school year. For variable-term schools, only include the number of students who withdrew prior to completing a session.

We are very proud of the fact that our two-week sessions are successful and two years running we have not had students withdraw early. However, this year, (2018-2019) one student was sent home due to substance abuse issues.

6. Provide the communities and district of residence for each student in the school at the time of application.

Part A – Questions and Excel Spreadsheet

Answer the nine questions below by inserting your responses below each question.

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6. Provide the communities and district of residence for each student in the school at the time of application.

Part B – Year End Program Summary

Provide a one to three page narrative summarizing the operations, activities and outcomes of your school for the fiscal year. Include pertinent information that will help the department understand changes in budgets, operations, facility plans, student enrollment and staffing levels. Include progress with the standards and goals, along with program successes and failures for the year. Discuss the district's plan for the coming year including anticipated enrollment levels. In addition to discussing the plan for the coming year, also include in calendar format the courses to be offered in the next school year.

Star of the Northwest Magnet School continues to grow. Growth has been a primary focus of STAR administration. For example, the number of fulltime magnet students that completed the entire year, the number of out of district students attend fulltime and variable length sessions, the number of two-week sessions, and the amount two-week session offerings has steadily increased.

The school is finishing its fourth year of existence. We did not meet our goal of 125 students attending two-week variable length sessions. This was due to schools backing out the Friday before sessions starting on Mondays. STAR's presence continues to grow statewide. We graduated four out-of-district students. During the 2018-2019 school year, half of the fulltime students were out district, this trend has continued for the 2019-2020 school year.

Star of the Northwest will offer additional two-week session for students this next school year. STAR has been able to attain another certified teacher to provide classes for students. We continue to provide an exchange with Voyage to Excellence for out of district students to attend a two-week session. Next school year, we are offering two, two-week sessions for out of district students using Voyage to Excellence as a bridge for these students. In total, twenty-four two-week sessions are going to be offered. All sessions are currently reserved by school sites from within the Northwest Arctic Borough School District and two sessions by Voyage to Excellence. It is planned to have two sessions run simultaneously increasing enrollment for these sections by 100 percent. * Please note: the airlines of Northwest Alaska, raised their rates starting January 1, 2019. For example, final travel expense Kotzebue to Ambler increased from \$468.00 to \$531.00. That is an increase of \$63.00 per student.

Fulltime student applications for the 2019-2020 school year and accepted students have increased. As of May 13th, 2019, fifteen of the sixteen full-time female vacancies have been filled; four of sixteen male full-time openings have been filled. Recruiting for male students continues through Social Media and presenting throughout the region this Spring.

It is Northwest Arctic Borough School District's goal to provide twenty-four, two-week sessions for students of the region with addition of two-week sessions for out of district students. It is our focus next year to increase more fulltime student enrollments.

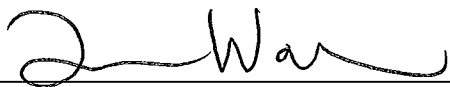
The projected enrollment for the 2018-2019 school year is twenty-four fulltime students that include 9 returning students from Noorvik, Chevak, and Ambler. Twenty applications for full time status have been submitted for the upcoming school year. Two-week sessions work very well to have eight students at a time due to air travel of nine seats per plane with one

Signature Page

The Superintendent's signature on this report serves as confirmation of the information contained in the district's year-end report for the statewide or district-wide residential school under AS 14.16.200 State funding for districts operating statewide or district-wide residential schools and 4 AAC 33.090 (e) District-operated statewide or district-wide residential schools.

Further, the information provided in this year-end report is correct.

Further, the district has complied with the law and regulations under which this program operates.



5-21-19

Superintendent Signature

Date

August 2019

Star of the Northwest Magnet School / Star of the Northwest Magnet School Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 <u>Staff Meeting</u> <u>Students Arrive</u> <u>Participating in sports</u>	6	7	8	9	10
11	12	13	14 <u>Students Arrive</u>	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019

Star of the Northwest Magnet School / Star of the Northwest Magnet School Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
	Session I Kivalina					
	Session II Kivalina					
15	16	17	18	19	20	21
	Session I Kivalina					
	Session II Kivalina					
22	23	24	25	26	27	28
	Session I Shungnak					
	Session II Shungnak/Kobuk					
29	30					
	Session I Shungnak					
	Session II Shungnak/Kobuk					

October 2019

Star of the Northwest Magnet School / Star of the Northwest Magnet School Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
Session I Shungnak						
Session II Shungnak/Kobuk						
6	7	8	9	10	11	12
	Session I Noorvik					
	Session II Noorvik					
13	14	15	16	17	18	19
Session I Noorvik						
Session II Noorvik						
20	21	22	23	24	25	26
	In-Service					
27	28	29	30	31		
	Session I Ambler					
	Session II Ambler					

November 2019

Star of the Northwest Magnet School / Star of the Northwest Magnet School Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
	Session I Ambler					
	Session II Ambler					
3	4	5	6	7	8	9
Session I Ambler						
Session II Ambler						
10	11	12	13	14	15	16
Session I Buckland						
Session II Selawik						
17	18	19	20	21	22	23
Session I Buckland						
Session II Selawik						
24	25	26	27	28	29	30
				Holiday	Holiday	

January 2020

Star of the Northwest Magnet School / Star of the Northwest Magnet School Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
Holiday						
5	6	7	8	9	10	11
Holiday						
12	13	14	15	16	17	18
Session I Ambler						
Session II Ambler						
19	20	21	22	23	24	25
Session I Ambler						
Session II Ambler						
26	27	28	29	30	31	
Session I Buckland						
Session II Selawik						

February 2020

Star of the Northwest Magnet School / Star of the Northwest Magnet School Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
	Session I Buckland					
	Session II Selawik					
2	3	4	5	6	7	8
Session I Buckland						
Session II Selawik						
9	10	11	12	13	14	15
	Session I Chugach					
	Session II Deering					
				Buckland Bash		
16	17	18	19	20	21	22
Session I Chugach						
Session II Deering						
				NEIT		
23	24	25	26	27	28	29

March 2020

Star of the Northwest Magnet School / Star of the Northwest Magnet School Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 1A Tournament	5	6	7
8	9 Career Exploration Camp	10	11	12	13	14 Spring Break
15	16	17	18	19	20	21
Spring Break						
22 Spring Break	23 Session I Kivalina	24 Session II Kivalina	25	26	27	28
29 Session I Kivalina	30 Session II Kivalina	31				

April 2020

Star of the Northwest Magnet School / Star of the Northwest Magnet School Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
Session I Kivalina						
Session II Kivalina						
5	6	7	8	9	10	11
	Session I Noorvik					
	Session II Noorvik					
12	13	14	15	16	17	18
Session I Noorvik						
Session II Noorvik						
19	20	21	22	23	24	25
	Session I Shungnak					
	Session II Shungnak/Kobuk					
26	27	28	29	30		
Session I Shungnak						
Session II Shungnak/Kobuk						

May 2020

Star of the Northwest Magnet School / Star of the Northwest Magnet School Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
Session I Shungnak						
Session II Shungnak/Kobuk						
3	4	5	6	7	8	9
10	11	12	<div>13</div> <div><div>Last Day of School</div></div>	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



Residential School Year-End Report

District: Lower Kuskokwim School District

School Name: Kuskokwim Learning Academy Residential Boarding Program

Date of Report: June 15, 2019

Fiscal Year: 2019

Table of Contents

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Appendix A – Statute	8
Appendix B – Regulation	9

Instructions

This is the required District-Operated Statewide or District-wide Residential School year-end report in accordance with Alaska Statute 14.16.200 and regulation 4 AAC 33.090(e).

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- All required items must be addressed.
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Department of Education & Early Development
Division of School Finance
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

If you need assistance or have questions in completing this report, please contact Meridith Boman at (907) 465-8683 or meridith.boman@alaska.gov.

Part A – Questions and Excel Spreadsheet

Answer the nine questions below by inserting your responses below each question.

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1. What was the total number of applications received by the district for the residential school?

There were fifty-seven or more applications received for the KLA residential program this year.

2. What was the total number of students accepted into the school?

Fifty-seven students were accepted into the KLA residential program.

3. Provide the total number of students accepted into the school that received state funding under the residential school. (This may or may not be the same as #2).

Thirty-four students received funding under the residential school.

4. How many students were accepted into the school after the December 1 count period?

(Use excel spreadsheet tab 2, *Year-End Report*, enter any students added to the school that were not on the December 1 report and complete the corresponding data.

Approximately 16 students were accepted into the school after the December 1 count period

5. How many students withdrew from the school during the school year?

Approximately 18 students withdrew from/transferred out of the KLA residential program during the school year.

(Use excel spreadsheet tab 2, *Year-End Report*, and record the withdraw date for students leaving before the end of the school year. For variable-term schools, only include the number of students who withdrew prior to completing a session.

6. Provide the communities and district of residence for each student in the school at the time of application.

(You should have reported this information for each student claimed on the December 1 report. Reconfirm that your column D and E is correct. If you have added students after the December 1 submittal, or there are other changes to district and community, provide this information to the resaved spreadsheet.)

The spreadsheet has been amended and verified.

7. Provide a report of student academic achievements in the classroom.

Five students earned their diplomas in December of 2018 and 11 more earned their diplomas in May bringing the annual total to 16 students.

8. Include the number of expulsions from the residential school during the school year. Do not identify individual students. Give a short discussion in general terms of reasons for expulsion; for example lack of academic performance, disciplinary issues or other reasons.

Approximately 10 students were dismissed from the KLA residential program for academic and/or behavioral reasons during the school year. Reasons included lack of academic progress, non-attendance, threats to self or others, tobacco alcohol and/or drug infractions, and code of conduct safety violations.

9. Did the program collect any tuition? If so provide dollar amount, source, and a short explanation.

The program did not collect any tuition.

Part B – Year End Program Summary

Provide a one to three page narrative summarizing the operations, activities and outcomes of your school for the fiscal year. Include pertinent information that will help the department understand changes in budgets, operations, facility plans, student enrollment and staffing levels. Include progress with the standards and goals, along with program successes and failures for the year. Discuss the district's plan for the coming year including anticipated enrollment levels. In addition to discussing the plan for the coming year, also include in calendar format the courses to be offered in the next school year.

This past school year, Kuskokwim Learning Academy continued to create, develop and evaluate components that have been named as essential to KLA's mission: to make a difference in the life of its students thereby acting as a drop-out prevention program. In addition, KLA has employed restorative practices to resolve student to student and teacher to student conflict and discipline related issues. Finally we have sought to help KLA students be independent learners who take ownership of their own growth. First, however, we aimed to make a difference in the life of the students at KLA.

Sustaining an enrollment that would provide adequate funding for the following year while maintaining a desirable teacher /student ratio which fulfills KLA's mission of a personalized learning environment are still a challenge for KLA. Our October Count totaled 61.95 students. Five students were not fundable due to being "too old". Enrollment began to drop in the second semester as we moved from a six week session based term to a traditional quarter and semester system.

The switch from a six week term to a traditional term was required primarily due to the fact that KLA was not meeting the state of Alaska's Standards for Seat time in one of the three curricular areas each session. Furthermore it became evident that students were not getting the benefit of a complete curriculum experience as it appeared to be impossible to cram the required semester based content into a 2.5 hour day 4 days a week 6 weeks per term.

Furthermore, the area most impacted by the session formula was mathematics which was not being taught but was only being delivered via ALEKS, a computer delivered math program. Students had discovered that it was possible to proceed through the program by doing web searches for problems in daily work and there was no way to confirm mastery. We began to require a summative exam at the end of each class level and those summative exams proved what we feared: that we were not encouraging proficiency. We changed to a semester term system in which classes were either taught by a VTC teacher or classroom teacher and we taught for the prescribed number of minutes. The result was that 67% of our students met their MATH growth targets as determined by the MAP for the 2nd semester.

Five students earned their diplomas in December of 2018 and 11 more earned their diplomas in May bringing the annual total to 16 students. Our drop-out rate was elevated by students who were dissatisfied with more accountable instruction and learning as well as higher standards of behavior in the dorms and classrooms. Eight students were expelled from the dorms for substance abuse related issues.

Attendance and tardiness continued to be a problem for 45% of our students. This was a drop from 2017-2018's rate of 54%.

In Summary, the 2018-2019 school year was filled with many remedies for serious problems that needed to be addressed. It is hoped with this foundation of improved instructional practices that we can provide an even better education for the students of KLA.

Signature Page

The Superintendent's signature on this report serves as confirmation of the information contained in the district's year-end report for the statewide or district-wide residential school under AS 14.16.200 State funding for districts operating statewide or district-wide residential schools and 4 AAC 33.090 (e) District-operated statewide or district-wide residential schools.

Further, the information provided in this year-end report is correct.

Further, the district has complied with the law and regulations under which this program operates.


Superintendent Signature

6-25-19
Date

Appendix A – Statute

ALASKA STATUTE

Chapter 14.16. SPECIAL SCHOOLS

Article 02. SCHOOL DISTRICTS OPERATING RESIDENTIAL SCHOOLS

Sec. 14.16.100 Application for residential school.

A school district shall apply to the department for approval to establish and operate a statewide or district-wide residential school. The department shall accept applications during an open application period conducted annually. A period of open application in itself does not indicate that the department will approve the establishment of a new residential school. (§ 22 ch 15 SLA 2014)

Sec. 14.16.200. State funding for districts operating residential schools.

(a) A district that operates a statewide or district-wide residential school for students in grades nine through 12 that has been approved by the department under regulations adopted by the board is eligible to receive reimbursement for the costs incurred by the district in operating that school. To be eligible for reimbursement for costs, a statewide or district-wide residential school must provide a suitable student dormitory, food service, and daily access to a public school offering the appropriate grade level for a variable-length or 180-day school term as provided under AS 14.03.030 for the full school year.

(b) Costs that may be claimed by a district for reimbursement under (a) of this section are

(1) one round trip on the least expensive means of transportation between the student's community of residence and the school during the school year if the district expends money for the trip; and

(2) a per-pupil monthly stipend to cover room and board expenses as determined by the department on a regional basis and not to exceed the following amounts:

(A) for the Southeast Region (Region I), \$1,230;

(B) for the Southcentral Region (Region II), \$1,200;

(C) for the Interior Region (Region III), \$1,452;

(D) for the Southwest Region (Region IV), \$1,509;

(E) for the Northern Remote Region (Region V), \$1,776.

(c) [Repealed, § 4 ch 48 SLA 2013.]

(d) A district may cooperate with an Alaska Native organization, as defined in 20 U.S.C. 7546(2), or a nonprofit organization for the provision of room and board services to students enrolled in a statewide or district-wide residential school operated by a district under terms and conditions required for licensing in the state as specified by the department in regulation.

(e) In this section, "district" has the meaning given in AS 14.17.990, (§ 1 ch 54 SLA2006; am § 1 ch 7 FSSLA 2011; am §§ 1 – 4 ch 48 SLA 2013; am § 23 ch 15 SLA 2014)

Appendix B – Regulation

ALASKA ADMINISTRATIVE CODE

4 AAC 33.090. District-operated statewide residential educational programs

(a) A district must obtain approval from the department before operating a statewide residential educational program. A district may apply to establish and operate a new program only during a period of open applications established by the department under (c) of this section. The department will approve an initial application from a district that operated a statewide residential educational program during school year 2005 - 2006, unless the department has substantial evidence that continuation of the program is not in the public interest. Applications must include

(1) designation of the facilities that will house the residential program, including any proposal to build or renovate a facility, and the revenue sources that will support the construction or renovation;

(2) a five-year budget for the operation of the residential component of the program; the budget must specify the revenue sources that will support the proposed budget, including a provision for charging student tuition;

(3) a tuition waiver policy for families that can demonstrate financial hardship, including a definition of "hardship";

(4) an enrollment and selection policy for students applying to attend the residential program;

(5) a list of course offerings;

(6) a plan to assist students in crisis; and

(7) a staffing plan for the program.

(b) The department may require that a district supplement its application with additional information. The department may require a district to change its policies or proposed practices before approving an application. A district must operate the residential program in conformance with its approved application. A district that wishes to change any of the requirements of an approved application must submit a revised application. In determining whether to grant or deny an application, the department will consider

(1) whether the community in which the program is located has sufficient infrastructure to support the residential program;

(2) demand, current capacity, and regional needs for residential programs;

(3) the cost to provide a residential program in the applying district;

(4) the district's ability to offer a high-quality academic program to students;

(5) the health and welfare of students housed in the residential program, including the ability of the district to offer a high-quality residential program;

(6) for a revised application, whether the program has complied with the policies and practices that the district identified in its current application; and

(7) the public interest.

(c) The department will open a period of application annually on May 1. The application period will close on June 30. The department may require that applications be targeted to provide a particular program to meet specific needs of students in the state. A period of open application and solicitation does not imply that the department will approve the establishment of any new programs.

(d) This section does not prevent a governing body from establishing an in-district residential educational program that is not eligible for state support for the operation of the residential aspects of the program.

(e) A district that operates an approved statewide residential educational program shall submit an annual report to the department. The report must include the

(1) number of applications received by the program;

(2) number of students accepted into the program;

(3) students' communities and districts of residence at the time of application for enrollment;

(4) students' academic achievement results;

(5) date of, reason for, and number of withdrawals from the program during the school year;

(6) number of expulsions from the program during the school year;

(7) number of students receiving a tuition waiver; and

(8) other information requested by the department with respect to the program.

(f) On December 1 of each school year, a district that operates an approved statewide residential educational program shall submit to the department an application, on a form provided by the department, for payment of a stipend under AS 14.16.200 (b)(2). The district is eligible for payment of the lesser of actual cost to house the student or the amount allowed in AS 14.16.200 (b)(2) for each residential student who is housed by the district on the last day of the student count period under AS 14.17.600, and whose parents or guardians do not reside in the community in which the program is located. If appropriations are insufficient for the residential component of approved statewide residential educational programs, the department will reduce each district's entitlement by a pro rata amount as determined by the department.

(g) The department may withdraw its approval for a district to operate a statewide residential educational program if the department determines that continued operation of the program is not in the public interest. In making this determination, the department will consider

(1) the health and safety of the students in the residential program;

(2) whether students at the program have demonstrated sufficient academic achievement; in making this determination, the department will consider all evidence of student academic achievement and improvement, including evidence of

(A) students' scores and improvement of students' scores on statewide student assessments under 4 AAC 06.710; and

(B) the program's record of demonstrating adequate yearly progress under 4 AAC 06.805, and the reasons for its success or failure to demonstrate adequate yearly progress;

(3) the demand for the program;

(4) the cost of operating the program;

(5) whether the program has complied with the policies and practices that the district identified in its application; and

(6) the existence of alternative methods of meeting the needs of students.

(h) A district may apply during a period of open application under (c) of this section for approval to operate a variable-term statewide or district-wide residential school that will house students for the entire school calendar. The minimum term for each student must be at least two weeks. A variable-term school is eligible for reimbursement for a monthly stipend for up to nine months of the school year under (f) of this section for the number of students that it housed on the last day of the student count period under AS 14.17.600 if the district will continue to house at least the same number of students throughout the entire school term. Upon the written request of a school district, the commissioner may permit a district to report the number of students it housed on a date other than the last day of the student count period if the date is within the count period set out in AS 14.17.600 and the date more accurately reflects the numbers of students the district will house throughout the school term. A variable-term school is eligible for a one-time air fare reimbursement under AS 14.16.200(b)(1) for the number of students housed by the school on the last day of the student count period, based on the average cost of round-trip air fare for all statewide or district-wide residential schools. A district may not include students housed by a variable-term school in the school's student count submitted to the department for foundation funding under AS 14.17; a student being housed by a variable-term school during the student count period may be included in the count of the student's district of residence. In this subsection, "variable-term statewide or district-wide residential school" means a statewide or district-wide residential school that rotates students in and out of the school during the school year for the entire school term as defined under AS 14.03.030.

History: Eff. 10/22/2006, Register 180; am 6/8/2013, Register 206; am 10/16/2013, Register 208; am 2/21/2014, Register, 209; am 3/6/2015, Register 213

Authority: AS 14.07.020

AS 14.07.060

AS 14.07.165

AS 14.16.100

AS 14.16.200

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