

**THE LAKE AND PENINSULA SCHOOL DISTRICT**  
**Regular Meeting AGENDA**  
**November 13, 2014, 10:00 AM**

Agenda

1. CALL TO ORDER	
a. Pledge of Allegiance	
b. Oath of Office: Shannon and Harry	
2. ROLL CALL	
3. INTRODUCTION OF VISITORS	
4. APPROVAL OF CONSENT AGENDA	
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b. Check Registers-None	
5. ORDERING OF AGENDA	
6. COMMUNICATIONS	
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c. Student	
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10. NEW BUSINESS	
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14. FUTURE AGENDA ITEMS AND MEETING DATE	
a. December 12-Anchorage	
15. ADJOURNMENT	

**The Lake and Peninsula School District**  
**Special School Board Meeting Minutes**  
*October 30, 2014*  
*Igiuigig, AK*

**1. CALL TO ORDER**

Board President Gerda Kosbruk called the Regular Meeting of the Lake and Peninsula School Board to order at 11:21 AM.

**PLEDGE OF ALLEGIANCE**-Recited

**2. ROLL CALL**

Roll Call: George Hornberger, Austin Shangin, Stacy Hill, Patty Alsworth, Gerda Kosbruk  
Sue Evanoff: Absent and Excused

**3. INTRODUCTION OF VISITORS**

IGI Staff, Jeff Bringhurst, Ida Nelson, Betsy Hostetter, Dolly Ann Trefon, Ed Lester  
Candidates: Beth Hill, Heidi Wilder, Chasity Anelon, Harry Ricci

**4. APPROVAL OF CONSENT AGENDA ITEMS**

**a. Previous Minutes**

**MOTION:** to approve 10/9/14 minutes; moved Hill, second Alsworth

**DISCUSSION:** None

**VOTE:** voice vote; all in favor, motion approved

**b. Check Registers:** None were presented at this meeting

**5. ORDERING OF AGENDA**

**MOTION:** to approve agenda; moved Hornberger, second Shangin

**DISCUSSION:** None

**VOTE:** voice vote; all in favor; motion passed

**6. COMMUNICATIONS**

**a. Letters of Interest for Board Vacancy-** Discussed in Executive Session

**b. Public Input-** Discussed in Executive Session

**c. Written Responses to Interview Questions-** Discussed in Executive Session

**7. DELEGATIONS**

**a. Lake and Peninsula Borough-**None at this time

**b. LSAC Representative-**Carl Hill Spoke in regards to the AA meet and the IGI community input on the topic (expenses, unique opportunities for students)

**c. Student Report-**Gregory Zachar spoke about fundraising, future trips and fun activities happening at the school.

**d. Principal/Head Teacher:** Ed Lester commented on the community support for IGI School, Kate and Joe presented on upcoming events and their focus on public speaking.

**e. Public Comments:** None at this time

**8. REPORTS:** None at this time

**9. UNFINISHED BUSINESS**

**a. Location of AA Meet-** Ed Lester Spoke, Beth Hill Spoke, Patty Alsworth Spoke

**MOTION:** to approve moving the 2014-15 AA Meet to Bristol Bay;  
moved Hornberger, second Hill

**DISCUSSION:** Working on collaboration, not consolidation amongst the two school districts, as well as providing opportunities for students to participate in other activities.

**VOTE:** voice vote; all in favor; motion passed

**Break-11:50 AM**

**MOTION:** to begin break in session; moved Alsworth, second Hornberger

**End Break-12:50 PM**

**MOTION:** to come back in session; moved Alsworth, second Hill

## **10. NEW BUSINESS**

**a. Executive Session:** Compare and Contrast Candidates who applied for the seat.

**MOTION:** to enter executive session 12:55 PM; moved Hornberger, second Hill

**DISCUSSION:** None

**VOTE:** voice vote; all in favor; motion passed

**MOTION:** to exit executive session 2:55 PM; moved Hornberger, second Shangin

**DISCUSSION:** None

**VOTE:** voice vote; all in favor; motion passed

**b. Selection of Candidate for Open Board Seat: Harry Ricci**

**MOTION:** to appoint Harry Ricci; moved Hornberger, second Shangin

**DISCUSSION:** Gerda Spoke, George Spoke

**VOTE:** voice vote; all in favor; motion passed

**11. PERSONNEL:** None at this time

**12. MISCELLANEOUS:** None at this time

**13. SUPERINTENDENT'S REPORT:** None at this time

**14. FUTURE AGENDA ITEMS AND MEETING DATE**

**a.** November 13: Teleconference-King Salmon

**15. ADJOURNMENT-3:05 PM**

**MOTION:** to adjourn the meeting; moved Hornberger, second Hill

**DISCUSSION:** None

**VOTE:** voice vote; all in favor; motion passed

PASSED AND APPROVED THIS \_\_\_\_ DAY OF \_\_\_\_\_, 2014  
BY THE LAKE AND PENINSULA SCHOOL BOARD.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Clerk

## Monthly Site Report

To: Ty Mase, Superintendent  
From: April LeFevere, Head Teacher, Egegik  
Date: October 24, 2014

Whew! It seems as though we made count. Egegik is looking forward to hearing the official word on its status. Enrollment is steady now with just a couple kids having some attendance problems. We are expecting one more student in November from Anchorage. There is not an LSAC in Egegik at this time.

Egegik needs a general maintenance person for snow removal, garbage hauling and minor repairs. We've had a couple of applications but no decision has yet been made. We are waiting on the last few windows to arrive and teacher-housing bathrooms await the return of workers to complete the projects.

Laura Morris from Eagle River is coming out to sub for me Oct. 27-Nov. 4<sup>th</sup>.

Our school kitchen will be closed again from Oct. 27<sup>th</sup> – Nov. 4<sup>th</sup>, as the cook will be subbing at the post office.

Again, our students who are attending regularly are doing well and working really hard! Last month we had a student attend the CTE program and 2 more applications went out for the next CTE. Our one senior will not graduate this year, but with the collaboration will be able to in a year if we can convince him to continue. All juniors have graduation plans in place and are all currently on track.

Our staff still has some concern about the distance classes especially with the incorporation of writing. With distance teachers taking over all aspects of the class, home site teachers have less access to student progress, which hampers the ability to tutor and fill in the gaps for students who struggle. Egegik staff strongly recommends that distance classes return to offering direct instruction each day in math and reading with grading and progress monitoring done at site. Both subjects should offer a 30-minute lesson pertinent to the standards at the level. Distance teacher's should assign the independent practice, quizzes and tests which follow the standards being taught but these should be graded at site so the home site teacher can then do any reteaching needed. The new writing curriculum lends well to multi-level classrooms and can be best orchestrated by the home site teacher and integrated into science and social studies. The purpose behind our offering distance delivery was to help small sites provide direct instruction at all levels to every child in the core subjects of reading and math. Home site teachers then take care of educate, progress monitoring, IEP accommodations/modification and tutoring.

In November, Student Government will host a Turkey Shoot, a community potluck and a catalog sale fundraiser through Believe Kids.

During November I visited Port Heiden once and Perryville twice for special education to tweak some programs for kids, progress monitor students for quarterly reports and hold 2 annual IEP meetings.

Newsletters attached.



# The Ursine

Egegik School Newsletter

PO Box 10 233-2210

Volume 9 Issue 3

October 21, 2014

Greetings, Egegik!

As many of you know, the beginning of this school year has been a little crazier than usual. I know everyone has been concerned about making count and I'm please to report that it would appear that we have made it! The official record has not been prepared yet, but we think we've met the requirements.

This fall also brought a change in job description for me. As most of you already know I am the itinerant special education teacher for Perryville and Port Heiden. This has brought a whole new set of challenges – professionally and personally! I am very much enjoying the change. Thank YOU to Mrs. J for her willingness to cover the elementary class while I am away. It is my estimation that the number of trips will slow down once I return in November. I plan to be away only one week a month or only part of 2 weeks. Should this plan get derailed, I will of course keep you posted. ☺ -April

## Welcome Back!

Egegik School is pleased to welcome back Emily Englekes, Katelyn Johnson and Ray Chmiel! These three will be joining us for the remainder of the school year bringing our total numbers to 11. At the same time we were sad to loose Timothy Olsen, who has moved to Anchorage. He's been with us since he started school. We wish him lots of luck!

## Thank YOU

I want to thank Don Strand and the Egegik City Council for their continued support in keeping our school open. Don was instrumental in helping get kids home for "the count" and the Council was willing to cover the costs to avoid our having to close the doors this month. Depending on what folks decide to do over the next year, we could possibly be ok until Spring 2016 when 4 students are in line to graduate. So the issue isn't entirely over...but we've got some time to make a viable community plan that will allow us to sustain our school and community as a whole. I encourage the Council to begin planning right away.

## Cultural Awareness Week – December 15-18<sup>th</sup>

I am super excited to announce that Mr. Johnson has lined up Mr. Rod Cyr from Naknek to visit Egegik in December to share his extensive outdoor experiences and abilities. Mr. Cyr is also well known for his knowledge of birds. Mr. Johnson, Ethan and Emily all met Mr. Cyr at Science camp earlier this fall. When Mr. Johnson returned home he shared all these ideas with me (and with the authentic names which I cannot recall as I'm writing this letter) but I wanted to share the excitement with you anyway! Some of the activities for that week will include drum and flute making, glass arrowhead making, carving, hand arrows, hand and traditional archery methods as well as lots of storytelling. Thank YOU to the City of Egegik for sponsoring this event. We will have a community potluck on Thursday, December 18<sup>th</sup> to share and demonstrate what we learn through out the week.

### Travel Update:

I will be out of town until Nov. 4<sup>th</sup> on personal business. In my absence a substitute teacher, Laura Morris, will be coming out. Laura is from Eagle River and is an experienced and highly recommended substitute. She will hold regular class for the elementary students while I am away. Please make her feel welcome! She is really excited to visit our class, school and community!

### School Lunch Closure

There will be NO school lunch from Monday, October 27 – Tuesday, November 4<sup>th</sup>. Students will be sent home each day. I apologize for this inconvenience and hope that this advanced warning will allow families to prepare hot, nutritious lunches. Some quick and easy ideas include: soup and sandwich, mac and cheese, fried egg sandwich...please be aware of what children are consuming. Too much soda, cold cereal and junk food derails their afternoons. Students will have from 11:55-12:35 each day. Thanks for your understanding and help getting our kids well-fed and back to class on time.

### School Photos

Have been scheduled for either the afternoon of Nov. 13 and/or the morning of Nov. 14<sup>th</sup>. I'll send more details as they develop. Community photos will be the evening of the 13<sup>th</sup> and most likely school photos will be the morning of the 14<sup>th</sup>.

Also...during picture time this year, Mr. Bandel will be collecting old photos from community members. He will scan a copy for the school district, which has a large historical project going on. He will not take your pictures out of the village. You can bring your photos to him at Fishermen's Hall.

### Elementary Halloween Party

The elementary class will be having a Halloween Party on Friday, October 31<sup>st</sup> from 12:30 – 2:00. Ms. Morris will be bringing snacks and Ms. Lucy will be bringing down games. Elementary students are welcome to wear their costumes to school on this day.

### Student Government Activities coming up in November:

(Watch the Post Office for details)

- Turkey Shoot
- Believe (Holiday Gift Catalog (like last year)
- Pizza night

### Calendar Update:

April is out of town from Oct. 27<sup>th</sup> – Nov. 4<sup>th</sup>.

Laura Morris will be coming in to sub.

Nov. 10-12 April is in Port Heiden

Ms. Wendy will be subbing

Nov. 13-14 Pictures

Nov. 16 – 21<sup>st</sup> 2<sup>nd</sup> CTE in Naknek

Nov. 17 – 19 April is in Perryville

Ms. Wendy will be subbing

Thanksgiving Break is Nov. 27<sup>th</sup> – 28<sup>th</sup>

Dec. 3-5 District Volleyball Tournament and Winter Semi-Formal

Dec. 8 -12<sup>th</sup> April will be in Perryville then Port Heiden

Ms. Wendy will be subbing

Dec. 15<sup>th</sup> – 18<sup>th</sup> Cultural Awareness Week with Rod Cyr

Winter Break begins Dec. 19<sup>th</sup>.

Head Teacher Contact:

233-4220

[alefevere@lpsd.com](mailto:alefevere@lpsd.com)

Monthly Site Report  
Site: Pilot Point  
Month: October

**TO: Ty Mase, Superintendent**

FROM SITE ADMINISTRATOR: Chris Jencks  
DATE: October 31, 2014

**OUTSTANDING ACTIVITIES OR EVENTS:**

We held a second Friday FUNday this month to celebrate the students' working hard and positive attitudes. All students received an invitation to return to school and spend a FUN-filled hour involved in various games in our Welcome Room. A fun time was had by all, and students are anxiously awaiting our next FUNday event. On October 10<sup>th</sup>, the school was the site for the Fire Awareness Fair, which was coordinated by both the city and Village Council. All of our students attended, as well as many community members. Much was learned about fire safety and prevention.

**LSAC ACTIVITY:** Our first meeting was on October 15<sup>th</sup>. We discussed student count and the upcoming seat elections. There is one vacant seat that needs to be filled.

**PERSONNEL:** Our classroom aide, Darlene Askoak, resigned on October 15<sup>th</sup> to take a position with the Village Council. Our temporary Night Gym/ PE Aide, Damien Matson, has taken on the classroom aide duties and has kept the PE position, providing continued support to the school staff and students. Michelle Abyo is back as the Night Gym Aide. Debbie Matson serves as our custodian and has been filling in as our cook when needed. Dennis Matson continues to be available as our substitute bus driver. The willingness of the Matson's to step up and provide support at our school is greatly appreciated.

**PERSONAL/SOCIAL/HEALTH:** Chris Jencks met with members of the Village Council and the City Manager to discuss and coordinate community events for this month. In addition to the Fire Fair, the city is providing a Haunted House Halloween Party for students and the school will help supply decorations. Health-wise, we appear to have gotten over the coughing and runny noses, but are now being challenged by the flu. Chris Jencks has had difficulty shaking the flu, as there are no subs available to fill in for sick teachers.

**STANDARDS BASED SYSTEM:** Elementary students have focused on the Social Studies standards this month and are wrapping up their studies by completing projects. Next month the focus will shift to Science. Middle/high school students are working on Social Studies this semester and will shift to Science second semester. Moving to Common Core presents a bit of a challenge for teachers in some Math topics, but are working together to find methods and materials to meet the needs.

**TECHNOLOGY PROGRESS:** This month we had on site visits from all of our Tech Support staff! They were able to fix the glitch that was preventing the Smartboard from working and it is now fully operational! The elementary computers received full checkups and have been standardized so that each computer has all of the same student programs.

**CURRICULUM PROGRESS:** In reading, the second grade students were transitioned from Reading Mastery to Houghton Mifflin, which has a more balanced approach to reading/writing. Now all elementary levels with the exception of kindergarten are in the same program.

**PUPIL ATTENDANCE:** We had one student move out of district, dropping our enrollment to thirteen students. Overall attendance has been 76%.

## Perryville School Monthly Site Report

**To: Ty Mase, Superintendent**  
**From: Lindsey Moore, Head Teacher PVL**

**Date: 10/31/2014**

Leaves are changing color and the temperature is rapidly dropping! It's the kick off of the holiday season. Kids are busy putting their costumes together and getting ready to attend the Halloween Carnival put on by our student government.

**Outstanding Activities or Events:** It was great to see everyone at teacher inservice. We would like to give a special thanks to all who put it together. As a staff we appreciate the collaboration with Bristol Bay School District and we hope that we can bring the districts together for more events.

**LSAC Activity:** Still under construction.

**Personnel:** Our team is stronger than ever! We are good about communicating and helping each other out if needed. Communication is the key to success!

**Personal/Social/Health:**

**Curriculum and Technology:** We held our first parent teacher conferences this past week and everything seemed to run smoothly. One main concern we heard from parents is the change to the common core, specifically in mathematics. Some parents were concerned for their child's leveling in math because with their snapshot translation it appeared that students, in 3<sup>rd</sup> and up, lost a year of math and now are behind. As teachers, we assured concerned parents that the students would get the proper instruction that they need so that it doesn't affect graduation schedules.

**Facility/Maintenance:** We love our new LED lighting!! Our school seems brighter and is definitely more efficient! Siemens did a fabulous job and were very professional going about their work. We hardly even knew they were here!

**Eagle Population:** We have a solid 31 eagles attending.

Monthly Site Report  
Site: Newhalen School  
Month: October, 2014  
Date: 11/3/2014

To: Amber Kresl  
From: Site Administrator: Ed Lester

**OUTSTANDING ACTIVITIES OR EVENTS:** In mid October all the students at Newhalen School worked on fish skins to make some neat projects. We had a group of Newhalen Student government representatives attend the Youth and Elders conference.

**PERSONNEL:** Sam Rigby has been a great addition to our staff. He has traveled to all of our sites in LPSD and has helped keep the technology at our site in in the district up and running.

**PERSONAL/SOCIAL/HEALTH:** The communities of Newhalen and Iliamna have helped provide many opportunities for students to advance in the employability standards. The public health nurse visited us this month and the dentist will be here in early November,

**STANDARDS BASED SYSTEM:** Students are progressing well in the SBS model and have made a fairly smooth transition into the Common Core Standards.

**CURRICULUM PROGRESS:** Teachers enjoyed the Units of Studies writing program. This program has helped reinforce what Newhalen School has been working which is writing throughout all subjects.

**TECHNOLOGY PROGRESS:**

**FACILITY UPDATE:** The community is very excited for the new gym expansion.

**LSAC ACTIVITY:** This month we had LSAC election along with a meeting. Seats remain the same.

**VOLUNTEER REPORT:** We have had many volunteers throughout the month helping with projects such as the fish skin projects.

**TRIPS PLANNED:** None at this time

**PUPIL ATTENDANCE:** With our incentive programs Newhalen School has continued to improve the student attendance rate.

**OTHER:**



Zoe Anelon, Brittany Anleon, and Shiann Nanalook enjoying the 2014 Elders and Youth Conference.



Fish skinning activities



Meeting Senator Lisa Murkowski



Thomas George cuts off the skin with scissors.



Voting!



Fish skins placed out to dry.



# Kokhanok School October Site Report

**TO:** Ty Mase, Superintendent

**FROM:** Nicole Metzgar, Principal-Teacher

**DATE:** 10/31/14

**LSAC ACTIVITY:** LSAC met on October 14<sup>th</sup>. The next meeting is scheduled for November 18<sup>th</sup>. LSAC, parents, and teachers want to harvest candlefish with older students at Gibraltar Lake in November after the first full moon. The fish will be brought back to the school where all students will scrape and prepare the skins for skin sewing projects.

## OUTSTANDING ACTIVITIES OR EVENTS:

- **Yupik Class:** Peducia Andrews is bringing the Yupik language into our school. Peducia taught Yupik the weeks of September 29<sup>th</sup> and October 27<sup>th</sup>.

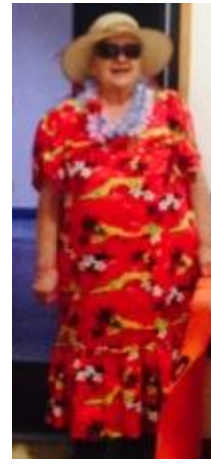


**Attentive students practice Yupik words with Peducia Andrews while host teacher creates word lists and searches for youtube material to support the Yupik instruction.**

- October 6<sup>th</sup>: Preschool Began. Brittany Rush and Jessie Wilson are leading instruction and encouraging our young group to listen, take turns, and follow directions.
- Kokhanok Tribal Council took all six of Kokhanok's 8<sup>th</sup>-12<sup>th</sup> graders to the Youth Elder Conference in Anchorage. Council members reported that the students were well behaved and easy to take care of.
- October 21<sup>st</sup>: 6<sup>th</sup> grader, Valencia Mann, was one of two Bristol Bay youth chosen to speak at the Youth Elder Conference about the positive things happening in Kokhanok.
- October 25<sup>th</sup>: Community Dodge Ball Tournament
- October 31<sup>st</sup>: Halloween Carnival sponsored by the Kokhanok Student Government



**Young players paid 3 tickets to throw pies at senior, Nick Wassillie, at this year's Halloween Carnival. Older students led games with gentle patience throughout the entire event.**



**Young and old enjoyed dressing up for this year's Halloween Carnival. People's choice for Adult Cutest Costume went to LSAC President, Shirley Nielson.**



**NEW PERSONNEL:** Moses Mike returns as Kokhanok's 2014 Volleyball Coach.

**FUNDRAISING FOR LOCAL CULTURE ACTIVITIES & SPRING CULTURE WEEK:** So far we have raised around \$700 and spent \$100 on cultural activities and instructors. Most of our fundraising events involve food: Pizza Delivery; Hamburger Dinners; Calzones; Ice Cream; and Jell-O.

**FACILITY UPDATE:** Bed Bug report: 2 dead; 1 alive. This month we removed beanbags from 2 classrooms and put the preschool dress up clothes in the deep freeze for 1 week. To be proactive, Mrs. Metzgar is looking into purchasing mattress covers to protect LPSD property and calling parents any time a bug (dead or alive) is spotted to encourage families to take preventive measures at home.



**Legos get more attention than the cupcakes & brownies at this year's school party.**

**PUPIL ATTENDANCE:** Our numbers increased by one. We welcomed a new preschooler on 10/28/14.

- P3/P4: 10 students
- K-12: 24 students
- TOTAL: 34 Students

**EARLY RELEASE AGENDA NOTES:** Educate, Intervention Scheduling and Groupings; AIMS Web, & District Mandated Trainings.

**Chignik Bay  
Monthly Site Report-October**

**To: Ty Mase, Superintendent**  
**From: Lori Koutsky, Head Teacher**  
**Date: October 31, 2014**

It has been another busy and fun month at the Bay.

**ENROLLMENT:** We had two elementary students (1 kindergartener and 1 third grader) leave in October, putting our current enrollment at 14. We now have 9 in the K-5 class, and 5 in the 6-12 class.

**OUTSTANDING EVENTS**

- We started serving school lunches on October 6<sup>th</sup>, with Sandra Stepanoff as our fabulous cook. Students have enjoyed having lunch at school, and are very appreciative. They often comment on how good the food is, and show their appreciation to Sandy with thank yous and kind words.
- Jerry Fisher attended Fall In-service in King Salmon, and reports that he received some good training. Jerry especially enjoyed the Units of Writing training. Lori Koutsky did not attend inservice. As a retired teacher she can only work 90 days, so in-service days were selected as non-work days for her. She was able to make a short, but much-appreciated trip home to Wasilla to see her family.
- Warren Ashby, a 10<sup>th</sup> grader, attended CTE from Oct. 5-11. He participated in the Small Engine Repair course. Warren learned a lot and enjoyed his time there very much.
- Principal Kitza Durkop was on site October 28<sup>th</sup>-29<sup>th</sup>, was able to participate in the LSAC meeting, conduct teacher evaluations, and participate in some parent-teacher conferences.
- Parent-Teacher Conferences were held Wednesday and Thursday, October 29-30<sup>th</sup>, and 100% of our students had parents/guardians attend conferences.

**PERSONNEL:**

- The Diabetes Program awarded a grant to the Village, so we are able to offer more hours of night gym. Alexander King, who is currently hired to do Night Gym for 5 hours per week, is doing the additional hours as well. The students and community truly enjoy and appreciate having the gym open six nights per week for 2 hours.

**LSAC**

- We held our October LSAC meeting on Tuesday, October 28<sup>th</sup> at 6:00 p.m. Elections for LSAC officers were held in early October, and three positions were filled. Monica Anderson was re-elected, and Minnie Skonberg and Alana Anderson were welcomed as new members. Members elected Minnie as President and Monica as Secretary.

**ATTENDANCE**

All School: 96.5% K-5: 97.3% 6-12: 96%

**Monthly Site Report**  
**Site: Meshik School @ Port Heiden**  
**Month: September**  
**TO: Ty Mase, Superintendent**

FROM SITE ADMINISTRATOR: Derek Luke  
DATE: 10-31-14

**OUTSTANDING ACTIVITIES OR EVENTS:** Miss Buckmaster's Russian Club (language and culture) continues to be a success with students. Miss Kasie and the student government put together a fall festival, which included 2 "haunted school" mazes (one for adults and one for kids), some activity centers, and a costume contest. Mr. Luke's class has completed construction of their first Lego Mindstorms robot and the class is about to do some basic programming next. Mrs. Lorenz has started taking over Mrs. Nef's class for her student teaching practicum. Miss Buckmaster has created a Christmas play for the school and we will begin practices in the coming weeks.

**LSAC ACTIVITY:** We were unable to have an LSAC meeting in October. The next is scheduled for 11-14-14.

**PERSONNEL:** We are glad to have Emily Drake – student teacher - join the PTH team for 3 weeks. The bulk of her time will be spent teaching in Mr. Luke's room and observing/helping the other staff members as they teach. The school still needs to hire for various positions (custodial, bus driving, PE/Health aide, etc...).

**PERSONAL/SOCIAL/HEALTH:** Students have been getting exercise with unofficial volleyball practices. Mrs. Nef is preparing to leave at the end of November to have her baby.

**STANDARDS BASED SYSTEM:** PTH staff continues to discuss and plan new ways to hit the standards and ways to keep it so that each student is progressing at their own pace.

**TECHNOLOGY PROGRESS:** Our laptops and Mac Minis are still holding up. We have had a few repairs and some broken power supplies. The school would still like to obtain a few more computers (which would put us at 1:1 down to grade 3). We are glad to hear that bandwidth management improvements are underway.

**CURRICULUM PROGRESS:** Students are continuing to progress through standards. Online classes are going well and we are always looking at ways we can improve them.

**FACILITY UPDATE:** The new automated system is still working well. The school staff would like the temperature to be reset from the current range of 68-72 degrees down to a range of 66-72 as some of the teachers like their rooms just a little colder. We would also like our controlled environment to stay on longer so that we can continue to work in the school after hours. It gets very cold once the system shuts off for the night.

**TRIPS PLANNED:** None

**VOLUNTEER REPORT:** We had staff and community members volunteer their time to help the student government set up the fall festival.

**PUPIL ATTENDANCE:** Attendance was steady at about 21 kids each day. However, this month PTH has seen a great fluctuation in student attendance due to vacations and family travel – we were down to 10 students at one point this month. We had 2 families move to ANC and 1 family go on vacation to California. We also had several families traveling for different reasons at various points this month.

**EARLY RELEASE:**

- 1 - Updating Educate
- 2 - Curriculum Planning and Discussions
- 3 - Planning ahead for Christmas play and for culture week

## **Nondalton School Monthly Site Report October, 2014**

**TO:** Ty Mase, Superintendent  
**FROM:** Ed Cox, Principal  
**DATE:** 10/31/14

### **OUTSTANDING ACTIVITIES OR EVENTS:**

- Parent / Teacher conferences were held on Wednesday, October 29 and Thursday, October 30 in the afternoon. Conference attendance was 96%.
- On Friday, October 31 a school wide incentive / reward activity was held. Prizes were awarded to all students. The activities were for the students but several parents were in attendance also.

### **LSAC ACTIVITY:**

- At present there is no active Nondalton LSAC. Elections have been rescheduled for November 12.

### **PERSONNEL:**

- The pre-school aide resigned her position; Friday, 10/31/14 being her last day. There is an applicant ready to substitute in pre-school until the position is filled. Pre-school will continue as scheduled.

### **PERSONAL/SOCIAL/HEALTH:**

- Child Find health screening and dental exams were completed. There is no major health or social issue at present.

### **STANDARDS BASED SYSTEM:**

- Student groups are established, intervention activities in place. On-line tutoring has started and progressing smoothly. Instruction is being adjusted to meet the Common Core guidelines.

### **TECHNOLOGY PROGRESS:**

- The required numbers of student computers are on site and available for student use. The system is working smoothly.

### **CURRICULUM PROGRESS:**

- Students are grouped by subject and level. Interventions and on-line tutoring sessions are in place for identified students.

### **FACILITY UPDATE:**

- School telephones are out along with about half of the village. Phone service was interrupted on Thursday 10/30. ACS has been contacted and a work order has been issued.

### **OTHER:**

#### **EARLY RELEASE:**

- 10/3 – Educate update
- 10/10 – IXL, Educate
- 10/17 – End of quarter wrap-up
- 10/24 – In-service
- 10/31 – Site incentive planning and celebration

#### **ATTENDANCE:**

- Nondalton currently has 25 students enrolled in grades K-12, plus 3 in pre-school.
- Through the INNEC attendance incentive program students in Nondalton have earned a total of \$129.75 in credits for their families for the month of October.
- Attendance percentage:
  - August – 92%
  - September – 95%
  - October – 96%

**IGIUG SCHOOL MONTHLY SITE REPORT    October, 2014**

**OUTSTANDING ACTIVITIES/ EVENTS:**

STEM project: Designing, constructing and testing bottle rockets using a rocket launcher and clinometers. Students recorded launch data and redesigned their bottle rockets to increase the distance they traveled.

Igiugig School hosted the LPSD school board for a special meeting on October 30.

We received our 5-Star School banner from the State Commissioner of Education.

Student government put on a fun-filled Fall Carnival for the entire community on October 30.

Our LSAC and student government cooperated to design and produce the best haunted house EVER!

11<sup>th</sup> grade student, Gregory Zachar, was selected to attend the AFN convention in Anchorage.

**PERSONNEL:**

**PERSONAL/SOCIAL/HEALTH:**

Community clean up October 29.

**STANDARDS - BASED    SYSTEM:**

Parent/Student/Teacher Conferences: Reviewed level standards with all students and parents, using EDUCATE.

**CURRICULUM PROGRESS:**

Social Studies: middle school/high school focus on Industrial Revolution and the Immigrant Experience.

Science: middle school/high school focus on physical science (forces and motion).

**TECHNOLOGY PROGRESS:**

Received a new Mac Mini and dongles to get our remaining computers up and running.

Upper level students completed I-Movie project (Role playing characters from the Industrial Revolution)

Elementary students are using "Typing Instructor" program to learn touch typing.

**FACILITY    UPDATE:**

We received a new chest freezer and ordered a new refrigerator for our school kitchen.

**LSAC    ACTIVITY:**

**VOLUNTEER    REPORT:**

**TRIPS    PLANNED:**

**PUPIL    ATTENDANCE:** Excellent, as always!

**OTHER:**

**Levelock School Monthly Site Report  
October 2014**

**TO:** Ty Mase, Superintendent  
**FROM:** Catherine Pusch, Principal/Teacher  
**DATE:** 10/30/14

**OUTSTANDING ACTIVITIES OR EVENTS:**

- Our high school student of the month for September was Toshya Andrew. Toshya has shown exemplary effort and work ethic this year. We are proud to recognize her as our first student of the month.
- Nyssa Tallekpalek was our elementary student of the month for September. Nyssa works hard and is a great example of what it looks like to be safe, responsible and respectful at Levelock School.
- We had 6 six students in the September who had perfect attendance; Keisha Anelon, Greg Andrew, Tyler Andrew, Abigail Pusch, Bonnie Sanders and Adam Tunguing. They, along with our Student's of the Month, all made personal pan pizzas to celebrate their success (see pictures at the bottom of the page).
- We filled our Viking! In celebration of our positive behavior this year we had a sleep over at the school (pictures attached).
- Preschool is up and running with 4 students enrolled.

**LSAC ACTIVITY:**

- LSAC did not meet in October

**PERSONNEL:**

- We have hired a PE Aide, a Substitute and a Cook during the month of October

**PERSONAL/SOCIAL/HEALTH:**

- Fluoride treatments were continued this month

**STANDARDS BASED SYSTEM:**

- Students are continuing to work on the standards for all levels.

**TECHNOLOGY PROGRESS:**

- We have received our headphones, dongles and cameras. Our distance based tutoring interventions are up and running with big thanks to Jordan Pufka and Linda Richter for helping to troubleshoot the start up of tutoring.
- The first of two boxes containing the new Smartboard arrived in September. We have begun the process of tracking the second box. We are anxiously awaiting its arrival.

**CURRICULUM PROGRESS:**

- Students are moving forward in the curriculum and standards. Parent teacher conferences will be held on November 5<sup>th</sup> and 6<sup>th</sup>.

**FACILITY UPDATE:**

- We are awaiting parts for our leaking toilets; a few of them are nonfunctional. There are no other building issues at this time.

**OTHER:**

- 

**EARLY RELEASE:**

10/3: Site based  
10/10:  
10/17:  
10/24: district in-service  
10/31:

**ATTENDANCE:**

- Levelock School has 31 students currently enrolled including 4 preschool students.



Toshya Andrew



Nyssa Tallekpalek

September  
Students of the Month  
Levelock School



Greg Andrew



Tyler Andrew



Keisha Anelon



Abigail Pusch



Bonnie Sanders



Greg Andrew

September  
Perfect Attendance  
Levelock School

# *Chignik Lake School Monthly Site Report for October, 2014*

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**To:** Amber Kresl

**From:** Joe Ward, Site Administrator

## **Outstanding Activities or Events:**

Three Chignik Lake students participated in the Career and Technical Education Program's Small Engines Course. Briana Croom, Jewel Shangin and Nathan Ward learned to repair and maintain small engines. Briana Croom was recognized as the class's top student.

## **Personnel:**

Chignik Lake is currently seeking a classroom/pe aide. The classroom/pe aide will supervise lunch and then work with our secondary class in the afternoons and then lead PE classes at the end of the day.

Nina Garner is our preschool aide and Hannah Ward is our preschool family coordinator.

Rob Fagerquist, our secondary teacher, has agreed to coach the volleyball team.

## **LSAC Activity:**

The Chignik Lake LSAC met in October. The committee discussed a culture week to be held near the end of the school year. The committee heard a request from the Chignik Lake Student Government to consider recommending a school trip be approved by the district board. The purpose of the trip would be to participate in the culture week of the village of Tatitlek May 10-16, 2015. The committee gave the student government approval to investigate the details of the trip and report back for the next LSAC meeting.

## **Facility Update:**

The outside lighting has been replaced with LED fixtures.

## **Volunteer Report:**

Hannah Ward works 1-2 hours daily assisting the elementary classroom.

## **Pupil Attendance:**

The average attendance for the month of October at Chignik Lake was 82.2%. We ended the month with 17 students enrolled for K-12 and 3 students for preschool. The average daily attendance for the K-12 students was 12.

## **Minutes**

**Local School Advisory Committee  
Kokhanok School  
Regular Meeting  
October 16, 2014**

**Call to Order: Meeting called to order at 4:00 p.m.**

**Roll Call: LSAC Members present, Shirley Nielsen, Peducia Andrew, Laura Andrew, Brittany Rush, also present, Cara Pellegrino, Nicole Metzgar, Rob and Bet Hill, Corvus Clark.**

**Introductions: New teacher, Kelsey White is on our teaching staff. She teaches grades 4-6. Welcome to Kokhanok, School, Kelsey!**

**Reading of the Minutes from the last Meeting: None**

**Additions to and approval of Agenda: None**

**Reports: October/November Upcoming Events: 10/27-10/30, Yupik with Peducia. 10/19-10/22, Youth and Elder Conference, AFN. 10/29-10/30, School Pictures. 10/31, Halloween Party. 11/6, Air Rifle Virtual Match. 11/5-11/6, Parent/Teacher Conference. 11/3, 3-man Volleyball starts. 11/17-11/21, Dentist will be here. 4/17-4/19, 2015, Grace Christian Students be here. Have community members bring in pictures of tradition or history of village. High school students are making pillow cases for kids with cancer. Candice Berner books for kids fundraiser.**

**Breakfast fundraiser: Hamburger feed on Saturday, 10/18,14 for students spending money for AFN trip. Will also have a bake sale too to help raise money.**

**Student Government Report: Will have their Halloween Party on October 31, 2014. They will be selling food at their annual party.**

**Old Business: Election in November to fill in vacant seat on LSAC committee. Beth Hill is filling in until Elections take place.**

**Supplies are ordered for Hamburger dinner on Saturday, 10/18.**

**Local culture activities and teachers...will be having activities about local culture with the help of teachers. Will try to bring in local artists in to teach some type of class.**

**Cranberries were picked for Culture Week and fundraising.**

**New Business: A sign up sheet will be put up before Election Day for anyone interested in filling the vacant seat for our local LSAC committee.**

**Pizza Night will be on Friday, October 17, 2014. Also have supplies for Pizza and Calzone night.**

**Hamburger feed October 18, 2014 for AFN to help students with dinner and spending money.**

**Rob Hill will be doing the Turkey shoot before Thanksgiving for another fundraiser. A date will be picked later on.**

**Meeting adjourned at 5:00 p.m.**



LSAC Chignik Bay School

10/28/2014

Call to order: 6:03 PM

Roll Call of members: Ilane Ashby-here, Monica Anderson-here, Alana Anderson-here, Minnie Skonberg-showed up at 6:07PM

Approval of Agenda: Motion of approval-Alana Anderson, Monica-Second

Approval of previous minutes: Motion of approval-Alana Anderson, Ilane-Second

Oath of Office for new members: Seat A: Monica Anderson

Seat B: Alana Anderson

Seat C: Minnie Skonberg

Election of Offices: President-Minnie Skonberg, Secretary-Monica Anderson

Old Business: Green House-Sent to Port Heiden, since the Chignik Bay school closed last year. iPads are here back at the school. 3 of them came back and apparently the 4<sup>th</sup> one was given to someone when the school closed last year. Resource information desktop is back in the front of the school library area. Lunches are going very well. New supplies was ordered and delivered.

New business: AMP-state testing: Can't be compared to last year's testing. All the testing is done on the computer. This year is setting a base line for the 3<sup>rd</sup> thru 10<sup>th</sup> graders.

AA Meet in Spring: Talk about combining with Naknek. They can offer cold water training. Took a vote and everyone approved the idea of holding it in Naknek.

Preschool Guidelines: Can be offered if there is 1 child or 5. 1 student gets 5 hours a week, 2 students get 7 hours a week, and so on. Position has to be posted and interviews need to be done. Once the position has been filled then preschool can start up.

Teachers News: Lori: Kirilana went from 3 hours to 3.5 hours a day. Gerry had nothing on his students. Student Gov't is still working on designs for a hoodie. Things still need to be ordered to do Italian Ices at the community hall. Replacement hired for Lori when she leaves. The replacement will be here the first weekend of Dec. to meet the kids and get acquainted with the school and community.

Calendar: Nov. 18<sup>th</sup> @ 6PM next LSAC meeting set. School out for Nov. 27<sup>th</sup> and 28<sup>th</sup>. Volleyball regionals at the Lagoon Dec. 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>. Dec. 17 maybe for the Christmas play. Dec. 19<sup>th</sup> is the last day of school for the kids. They will return on Jan. 12<sup>th</sup> for the new year. Christmas bizzare to be thrown in there sometime.

Comments: Finding out about grants to get another green house here at the school. Find out what grants are offered.

Adjournment: 6:57 PM

**NOTICE OF LSAC MEETING  
NEWHALEN SCHOOL LIBRARY  
OCTOBER 9, 2014 @ 4:00 PM**

*LSAC AGENDA*

- I. Call to order
- II. Roll call
- III. Approval of Agenda
- IV. Previous minutes
- V. Principal's Report
  - 1. Calendar and events
  - 2. New classified employees
  - 3. Honor Your Volunteers Program – Approved
  - 4. Gym renovation update
  - 5. State Testing April, 2015
- VI. Activities/Athletics
  - 1. Cross country regionals result
  - 2. Student Government update
  - 3. Volleyball
  - 4. Wrestling
  - 5. Hazwap Class
  - 6. CTE
  - 7. DC Close Up
- VII. Teacher updates
- VIII. Old Business
  - 1. Student Eligibility/Weekly Progress Reports
- IX. New Business
  - 1. Student Attendance Incentives
  - 2. Collecting box tops
  - 3. Fish and volunteers for next weeks activities
  - 4. Senior trips?
- X. Informational
  - October 10 Friday Assembly in the Newhalen Gym @ 11:45am
  - October 13-17 Fish Basket Activities (BYO Fish!) @ Newhalen School
  - October 17 End 1<sup>st</sup> Quarter; Friday Assembly @ Newhalen Gym @ 11:45am
  - October 21 Half day of school; dismiss at 12:30pm
  - October 22-Oct 25 Teacher Inservice – No school fo8r students
  - November 27-28 Holiday – No School
  - December 19 End of 2<sup>nd</sup> Quarter/1<sup>st</sup> Semester
  - December 20-Jan.11 No School – Winter Break
  - January 12 Teacher Inservice – No Students
  - January 13 3<sup>rd</sup> Quarter begins
- XI. Adjournment TIME:

# Correspondence

October

2014

# Copper for Kids!

As the SKW Eskimo contractors started demolishing the old school so they could rebuild, Superintendent Ty Mase gave Tanalian School permission to ask the contractors to set aside all the copper plumbing they discovered for a recycling project. SKW agreed and made quite a large pile of copper to recycle.

CRU summer volunteers and Tanalian students spent a few hours cutting the copper pipes into manageable sizes and storing them in super-sacks. When students returned to school this fall, a new Student Council was elected and President Sam Blom led volunteers to fill several totes with copper to stage for back-haul flights to the Anchorage Recycling Center. Newly elected Vice President, Sasha Alsworth, asked his grandpa, Glen Alsworth, about the possibility of his airline partnering with the students to give a discounted freight rate to help maximize revenue for the school. Lake Clark Air came through in a big way, giving the Student Council free freight to Anchorage AND volunteering to truck the copper to the recycling center as well. With recycled copper prices coming in at over \$2/lb., the Student Council stands to net about \$5000 for their student leadership and activity budget.

Thank you to all who worked together to make this a reality!



-Tanalian School and Student Council

*Secretary Makenzie Olson, Treasurer Ned Fowler, Vice President Sasha Alsworth, President Sam Blom, and Treasurer Evan Wardell (not pictured) are smiling all the way to the bank.*



**Linda Johnson Memorial Scholarship Fund (“LJMS”) Committee By-Laws**  
**The Lake and Peninsula School Board and The Lake and Peninsula Borough Assembly**

**Purpose**

The Linda Johnson Memorial Scholarship Fund was established by the Lake and Peninsula School District (the “District”) as a memorial to the late Linda Anelon Johnson, a former member of The Lake and Peninsula School Board who was thirty-six when she died in a snow-machine accident. The Linda Johnson Memorial Scholarship Committee (the “Committee”) serves to administer the District’s program for awarding scholarships, as more fully set forth in these Bylaws, as may be amended from time to time. In all its activities and actions, the Committee shall be bound by these Bylaws.

**Organization and Responsibilities of the Committee**

The Committee is comprised of the Superintendent or his designee and one volunteer board member appointed annually by the Lake and Peninsula School Board President during the November Board meeting. In the event of a vacancy, the School Board President may appoint a replacement Committee member.

The Committee reserves the right to establish both the amount and number of scholarships it deems necessary and appropriate. The aggregate amount of scholarships awarded shall not exceed the amount of available funds. The Committee will report to the School Board, at the May regular meeting, or upon request, the names and amounts of scholarships awarded.

The Committee will also select the District's designee for the Alaska Teacher Scholarship Loan Program.

**Scholarship Committee Procedures:**

1. The Committee will operate under the established guidelines.
2. Each January, applications will be sent to every Lake and Peninsula School District senior.
3. Each July, an attempt will be made to contact potential sustaining scholars.
4. All scholarship applicants will be notified of the status of their application within a reasonable timeframe.
5. Scholarship payments will be released only if verification of acceptance or enrollment is received.
6. All scholarship payments will be made directly to the academic institution.

**LJMS GUIDELINES:**

**Eligibility**

To be eligible for consideration for the Linda Johnson Memorial Scholarship, a student must:

**NEW HIGH SCHOOL GRADUATES:**

- Graduate from a school within the District
- Provide a copy of an acceptance letter or course schedule from the educational institution the student will be attending
- Submit a completed a LJMS scholarship application

**SUSTAINING SCHOLARS:**

- Must have maintained an academic load of traditional full-time students, as defined by carrying a course load of at least 12 academic hours in an undergraduate or technical school program
- Must have maintained a cumulative grade point average of at least 2.0
- Must have maintained self as a student in good standing

- May receive the scholarship for up to 5 years if he/she attended high school only in the District; otherwise, the recipient is limited being a recipient for the number of high school years a LPSD school was attended

**Application Components**

**NEW HIGH SCHOOL GRADUATES:**

- Cover letter which explains reason for financial assistance is needed, and lists all other scholarships applied for or granted
- A copy of high school transcript reflecting all grades to date, signed by principal
- Letter of recommendation from either a principal and/or a teacher who is familiar with the student's character and academic history
- A 500 word narrative which both details applicant's four years as a high school student and reflects applicant's goals for the future. This essay should accent any school and/or community activities or functions which applicant may have participated in during high school
- Notification of acceptance to postsecondary school, if available at time of application

**SUSTAINING SCHOLARS:**

- A written request for sustaining scholarship funding
- A copy of most recent transcript, indicating that a 2.0 cumulative GPA has been maintained
- A copy of course schedule for the upcoming semester indicating that course-load is a minimum of 12 academic hours

**Application Deadlines**

**NEW HIGH SCHOOL GRADUATES:**

Applications are due at District Office by March 31, 5:00 p.m. or next work day if the 31<sup>st</sup> falls on a weekend.

**SUSTAINING SCHOLARS:**

A written request, to include proof of continued eligibility as described above, is due at District Office by August 15, 5:00 p.m. or next work day if the 15th falls on a weekend.

**Linda Johnson Memorial Scholarship Fund (“LJMS”) Committee**  
2015-16 Proposed Award Amounts

Academic Hours Successfully Accomplished:

0-23	\$1,000/year
24-47	\$1,250/year
48-71	\$1,500/year
72-95	\$2,000/year
96-125	\$2,000/year

If a student attended LPSD throughout high school, he/she will be eligible, with Committee approval, for funding for a 5<sup>th</sup> year.

The above proposed scholarship amounts are contingent upon available funding and are subject to change at the LJMS Committee’s discretion.

Linda Johnson Summary 10/31/14

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Current

Beginning balance 7/1/14	\$ 45,819.45	
Paid Scholarships	\$ (8,500.00)	1,205.35 FY12 Donations
Borough LJMSF 5% contribution	\$ 12,212.00	3,216.00 FY13 Donations
Donations/Returned Scholarships	\$ -	3,649.38 FY14 Donations
Donations Transferred to Princ.	\$ (8,190.73)	120.00 FY15 Donations
Expenses	\$ (256.00)	
Ending balance 10/31/14	<u>\$ 41,084.72</u>	
Available for Scholarships		

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Scholarships issued during the 2014-2015

10 scholarships                   \$           8,500.00  
 Part scholarship returned  
 Prior year scholarship returned

8,190.73 Total added to Principal

Linda Johnson Memorial Scholarship Payments

LJMS Scholarship Payments Made 2014-15 School Year

<u>Date</u>	<u>School</u>	<u>Student</u>	<u>Amount</u>	<u>Comments</u>
8/1/2014	Alaska Pacific	Johnson, Aponi	1,000	
8/1/2014	UAA	Erickson, Chloe	1,000	
8/28/2014	Alaska Pacific	Hostetter, Tess	1,000	
10/3/2014	UAA	Janti, Brian	1,000	
9/2/2014	UA-SE	Anelon, McKayla	1,000	Parent indicated previous year's application was not acknowledged; Parent asked for consideraton of additional semester funding because of this, which was approved.
9/17/2014	UAA	Jensen, Brandon	1,500	
8/26/2014	UA	Baalke, Claire-Elise	1,000	
8/27/2014	Multnomah Univ.	Natwick, Hannah	1,000	
			<u>8,500</u>	

Additional Students Approved and Eligible, Pending Full-Time Enrollment

Johnson, August  
 LeFevere, Lloyd  
 Lind III, William  
 Olsen, Jonathan

**Awardees of the Linda Johnson Memorial Scholarship (1982-Present)**

Last Updated 9/18/2014

	<b><u>SITE</u></b>	<b><u>STUDENT</u></b>	<b><u>HS GRAD</u></b>
143	NEW	Anelon, McKayla	2014
142	PTA	Erickson, Chloe	2014
141	IGI	Hostetter, Tess	2014
140	NEW	Janti, Brian	2014
139	EGE	Johnson, Aponi	2014
138	NEW	Johnson, August	2014
137	EGE	LeFevre, Lloyd	2014
136	LAK	Lind III, William	2014
135	PTA	Olsen, Jonathan	2014
134	LAG	Anderson, Bailey	2013
133	NEW	Anelon, Matthew	2013
132	EGE	Gravelle, Mike	2013
131	EGE	LeFevre, Arimie	2013
130	PTH	Manning, Madison	2013
129	PTA	McKennett, Jonathan	2013
128	LAK	Ward, Hannah	2013
127	BAY	Ayston, Madison	2012
126	PVL	Kosbruk, Jaylon	2012
125	PTA	Olsen, Peter (Norman P)	2012
124	NEW	Roberts, Ariel	2012
123	NEW	Wassillie, Shanelle	2012
122	NEW	Anelon, Chad	2011
121	NEW	Askoak, Matthew	2011
120	PDB	Baalke, Claire-Elise	2011
119	IGI	Hostetter, April	2011
118	PDB	Jensen, Brandon	2011
117	EGE	LeFevre, Vital	2010
116	PTA	Natwick, Hannah	2010
115	NEW	Trefon, Nikki	2010
114	NEW	Wassillie, Freddie	2010
113	PTH	Anderson, Sarah E	2009
112	NEW	Anelon, Deanne	2009
111	LAG	Grunert, Katharine	2009
110	LAG	Pederson, Hanna	2009
109	NEW	Bromily, Ben	2008
108	PTA	Gravelle, Shawna	2008
107	IGI	Wassillie, Sheryl	2008
106	PTA	Brown, Eric	2007
105	IGI	Hostetter, Mary	2007
104	NEW	Janti, Michael	2007
103	IGI	Salmon, Jonathon	2007
102	PTA	Vincent, Bryan	2007
101	PVL	Kalmakoff, Joshua	2006
100	LEV	McDowell, Devan	2006
99	PTA	Natwick, Courtney	2006
98	LAK	Slaton, Eva	2006

97	LAK	Slaton, Eva	2006
96	BAY	Stepanoff, Tiffany	2006
95	PVL	Topkok, Colette	2006
94	NEW	Wassillie, Anthony	2006
93	LAG	Grunert, Daniel	2005
92	PTA	McKennett, Deanna	2005
91	PTA	McKennett, Kimberly	2005
90	PTA	McKennett, Kristin	2005
89	LAG	Moore, Dana	2005
88	IGI	Salmon, Tanya	2005
87	LAG	Abou Eid, Mahear	2004
86	NEW	Anelon, Savannah	2004
85	PTH	Carlson, Tianna	2004
84	PIP	Evanoff, Cherissa	2004
83	PDB	Jensen, Brittany	2004
82	PTA	Mullins, Shane	2004
81	PDB	Rickson Jr., Robert	2004
80	IGI	Salmon, AlexAnna	2004
79	LAK	Slaton, Audrey	2004
78	LAG	Abou Eid, Wayel	2003
77	NEW	Anelon, Garrette	2003
76	PTH	Christensen, Tisha	2003
75	PTH	Christensen, Tonya	2003
74	NEW	Janti, Brian	2003
73	IGI	Nelson, Ida Clara	2003
72	PVL	O'Domin, Audrey	2003
71	NEW	Rychnovsky, Peter	2003
70	PVL	Yagie, Darcy	2003
69	LAG	Grunert, Samuel	2002
68	KOK	Mike, Eloise	2002
67	NEW	Anelon, Gerald	2001
66	NON	Balluta, Kristy	2001
65	LAG	Grunert, Kurt	2001
64	BAY	Johnson, Tracey	2001
63	PTA	McKennett, Candice	2001
62	IGI	Salmon, Christina	2001
61	NEW	Thompson, Reagan	2001
60	PTA	Vincent, Don	2001
59	NEW	Wassillie, Crystal	2001
58	PTA	Wilder, Laura	2001
57	LAG	Abou Eid, Rame	2000
56	NEW	Armstrong, Jake	2000
55	NEW	Baechler, John	2000
54	NEW	DeWitt, Carissa	2000
53	LEV	Absher, John	1999
52	LAG	Anderson, Lora	1999
51	BAY	Anderson, Peter	1999
50	NEW	Anelon, Chastity	1999

49	NEW	Anelon, Jerrold	1999
48	NEW	Armstrong, Sarah	1999
47	NEW	Askoak, Tatiana	1999
46	LAG	Bumpus, Kimberly	1999
45	NEW	Hornberger, Jaslyn	1999
44	NEW	LaPorte, Heidi	1999
43	NEW	Ludvick, Janelle	1999
42	PDB	Reeb, Shane	1999
41	NEW	Wassillie, Ray	1999
40	PTA	Alsworth, Sonnett	1998
39	NEW	Armstrong, Zachary	1998
38	NEW	Foss, Bertram	1998
37	PTA	Lang, Dustin	1998
36	NEW	Lester, Jennifer	1998
35	PTA	McKennett, Joshua	1998
34	PVL	Phillips, Aaron	1998
33	NEW	Trefon, Michael	1998
32	LAG	Anderson, Nancy	1997
31	PTA	Goncharova, Victoria	1997
30	LAG	Grunert, Angela	1997
29	LAG	Pederson, Brent	1997
28	PVL	Shangin, Clementine	1997
27	PTA	Lang, Amber	1996
26	NEW	Lester, Paul	1996
25	NEW	Olympic, Nicole	1996
24	PDB	Shugak, Kendra	1996
23	PTA	Alsworth, Glen	1995
22	NEW	Hornberger, Jennifer	1995
21	KOK	Pope, Michelle	1995
20	NEW	Johnson, Shannon	1994
19	NEW	Wassillie, Vincent	1994
18	PTA	Alsworth, Menda	1993
17	BAY	Draper, Christijan	1993
16	PVL	Hansen, Serra	1993
15	NEW	Lamont, Anna	1993
14	NEW	Balluta, Wassie	1992
13	PVL	Sandidge, Jason	1992
12	NEW	Aaberg, Aaden	1991
11	PTH	Hansen, Aaron	1991
10	NEW	May, Jason	1990
9	LEV	Owens, Marian	1990
8	PTA	Wilder, Lyle	1990
7	PVL	Yagie, Maxine	1990
6	NEW	Foss, Lorelei	1989
5	NEW	Hill, Patrick	1989
4	PTH	Wise, Byron	1989
3	PTH	Carlson, Kristian	1985
2	NEW	May, Michelle	1985
1	PVL	Shangin, Leora	1982



## DONATIONS

If you would like to support the program by donating to or fundraising for the Linda Johnson Memorial Scholarship Fund, please complete the information below.

Remember your donation is helping to secure the future of our next generation of Alaskans.

NAME:

ADDRESS:

CITY:            STATE:            ZIP:

PHONE: (        )

GIFT ENCLOSED: \$

LJMS FUND  
P.O. Box 498  
King Salmon, AK 99613

The Lake and Peninsula School District  
P.O. Box 498  
King Salmon, AK 99613

# Linda Johnson Memorial Scholarship Fund



# HISTORY

The Linda Johnson Memorial Scholarship Fund was created in memory of Linda Anelon Johnson, a former Lake and Peninsula School District board member from Iliamna who was 36 when she died in a snow-machine accident.

Though Mrs. Johnson was only on the school board for a short time, her indomitable spirit influenced other board members. Mrs. Sara Hornberger, a former board member and principal, remembers Mrs. Johnson as “a person that was loved and respected by all that knew her. Her sweetness, humility of spirit, and intelligence are greatly missed.” Mrs. Johnson was a strong advocate of continuing education programs.

Currently, the only funding sources for the LJMSF are the Lake and Peninsula Borough, school fundraisers, and donations from people like you. Support of our students through this program is greatly appreciated.

# INFORMATION

- **Graduating Lake & Peninsula School District seniors are eligible for scholarship funding if they will be continuing their education at a recognized university, college, or technical school.**
- **Scholarship funding may be provided for the same number of years a student was enrolled in high school within the Lake & Peninsula School District, and may be extended to a fifth year if a student attended LPSD throughout high school.**
- **For an application or more information, you may contact LPSD at (907) 246-4280.**



Those who educate us can never be forgotten.

Wherever we are, they will always be in our heart and mind.

40  
-Lailah Gifty Akita

# LJMS PAYS IT FORWARD

*McKayla Anelon, LJMS Recipient  
University of Alaska Southeast*



I used the Linda Johnson Memorial Scholarship to seek a higher education at the University of Alaska Anchorage. Attaining this scholarship allowed me to go to school and not have the stress of wondering how I would afford going to school and living in a city. I urge future college students to take advantage of this wonderful scholarship because it has many blessings.

-Katharine Grunert Smith, Chignik Lagoon

The college experience requires an amazing amount of financial, moral, and academic support. The LJMS went a long way in helping to achieve my goals. Thank you.

-AlexAnna Salmon, Igiugig

Since the inception of the scholarship program, over 140 Lake and Peninsula School District students have been awarded the Linda Johnson Memorial Scholarship.



## THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive  
P.O. Box 498  
King Salmon, Alaska 99613  
Phone (907) 246-4280 / Fax (907) 246-4473



November 9, 2014

To: Lake & Peninsula School Board  
From: Tim McDermott

### **Re: Maintenance Report**

The work never stops for any of the departments in our school district and Maintenance is no exception. As fast as issues are addressed and projects are completed new challenges and needs arise. With the onset of the winter season the responsibilities and the expectations for the Maintenance Department increase exponentially. The Department as a whole looks forward to these challenges and is presently supported by one field position based in Nondalton, one field position based in Newhalen, a maintenance mechanic based in King Salmon, and the custodial staff based at the schools. Temporary hire personnel living throughout the District are advantaged on an as needed basis to provide assistance with the custodial, maintenance, and construction demands.

The high points of recent Maintenance efforts include:

The three bedroom duplex at Port Alsworth was completed on schedule this summer and is presently occupied by the Grossman family in one unit and the inspector for the Tanalian K-12 Expansion/Renovation in the other.

An application is being prepared for a housing upgrade at Perryville that will include the replacement of the existing housing, (an inefficient, aging, problematic conversion of the original school), with a new tri-plex unit that will be designed and built reflecting the materials and energy standards of today.

Bond project energy upgrades are on track. Five sites, Newhalen, Port Heiden, Chignik Lake, Chignik Lagoon, and Perryville have new direct digital controls installed and commissioned. The DDC install is completed at Egegik

and will be commissioned on November 11, 2014. The DDC portion of this project is scheduled for completion in January at Kokhanok. To date, lighting upgrades have been performed at Perryville, Chignik Lagoon, Chignik Lake, Port Heiden, Pilot Point, and Egegik. The LED lighting portion of this project began Monday, October 13, 2014 at Perryville and is scheduled to be completed at Newhalen on December 10, 2014.

A new engine was installed into the Suburban that serves as the Pilot Point school bus. A transmission overhaul and seal replacement was performed on the Ford Excursion that serves Kokhanok as a school bus. A new Ford Expedition was purchased and shipped to Port Heiden to supplement the need for student transportation.

The Egegik school has a fresh, new look. The old aluminum frame windows, both in the school building and in the teacher housing, have finally been removed and replaced with low-E, energy efficient Alpine 80 series vinyl windows. Recognition goes out to the crew of workers from Nondalton, Steve Nolan, Harry Karshekoff, Rodney Kakaruk, and Kinalu Nolan for a professional install. As always, thanks to Don Strand and the City of Egegik for working with the School District on housing for the crew, transportation to and from the airport, and the general support overall.

The effectiveness of the Maintenance Department is directly related to communication and cooperation. Appreciation for the support and patience of the students and staff as the Maintenance Department pursues the health, comfort, and safety needs of the District.





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November, 2014

To: Board of Education  
Lake and Peninsula School District

From: Rick Luthi

Re: Technology Report

### Matthew Stark:

This past month the district has had a lot of good trainings for teachers on technology integration and in using our district resources. IXL, one of our computer based math practice sites, presented a web conference to our teachers on how to use the data collected to guide instruction. This was a very useful session for teachers to learn how to take the student scores to focus their instruction on the needs of their students. During the LPSD Fall inservice we had training session on Moodle, Educate, Technology in our new Reading, Writing, and Math standards, Gaggle, and IXL.

There has been an increase of students using Gaggle. Gaggle is our district-approved email for students. Gaggle is a safe way we can insure that our students are protected when communicating using email. Gaggle also allows teachers to set up class pages, collect digital assignments, filtered YouTube, teacher directed links, and also do some online communication. Gaggle could really be a huge benefit to teachers. The greatest struggle is getting teachers to understand that students need to only use Gaggle for email or communication while in school. Gaggle is the only way we can guarantee students are safe while communicating online.

I have begun to do site visits; to the schools with our long-term subs to make sure there is a smooth transition in regards to students' online accounts for our many online programs. My hope is when the new teachers come in next semester, students can continue using the programs they use without an interruption because of lost passwords/usernames or the new teachers not being able to administer the programs. I plan on working next January to train the new teachers on our digital programs.

# Sam Rigby:

## Site Visits

Since I have joined the district I have had the opportunity to visit all 13 schools at least once. While each site has it's own unique opportunities, there are some areas of needed improvement consistent at each site. Some examples of these opportunities are...

- **Poor Network Security** - The same wireless password is used at all sites with the exception of 3. This password has been shared extensively throughout the community, making our network vulnerable. Once a person has connected to our wireless, he has full-access to our entire district's computer infrastructure. This also causes us to sacrifice the little amount of bandwidth we have.
- **Inconsistent Computer Imaging** - All of the students laptops and most of the teacher laptops were re-imaged (software updated to newest versions) this summer, but none of the other computers were touched. As a result, a file generated on one computer, maybe not be compatible with another. Another side-effect would be computers not having the needed software to work with our e-learning systems, such as Blackboard.
- **Little Use of Tech Management Systems** - The district owns a number of tech management systems (servers, mobile device management, etc.), but these are not being utilized as well as they could.
- **Long Turnaround time on Repairs** - The current turnaround time on repairs is over a month.

## Looking Forward

Chris Ladue, Matthew Stark and I spent our first week together discussing these issues and what we can do to address them. Our first priority is making sure that all technology crucial to day to day administrative and educational activities is up and running as it should. We share the responsibilities in the following way.

- **Chris Ladue** - Networking and internet connection issues
- **Matthew Stark** - E-learning systems and apps (Moodle, Blackboard, etc.)
- **Sam Rigby** - Computer hardware and software

In addition to the day to day tech support, we are also working on strategies to take our educational technology and networks to the next level.

- **Network Security** - We are reconfiguring the network to improve security by separating district and academic internet use from personal internet use. All school computers will have access to the full bandwidth available. All personal devices will have limited bandwidth, automatically throttled as academic needs fluctuate.
- **Remote Device Management** - All devices (computers and iPads) are being enrolled in our remote management system. This will allow us to remotely push apps and updates to computers. This will also allow us to better troubleshoot issues without having the devices in our hands.
- **Imaging and Software Updates** - Our goal is to have an imaging system in place that will allow sites to keep their computers up to date with the most current software without having to return computers once a year for imaging.

- **Computer Repairs** - I will be gaining my ACMT certification this weekend which will empower me to do all computer repairs in-house. This should reduce repair times to simply the amount of time it takes to get a computer to me, and then back out again rather than the month long times we have been experiencing.

There are many other technology related areas we are seeking to improve as time and budget allows but I believe addressing these areas will provide the greatest benefit.

Chris LaDue:

### Ongoing projects:

- Virtualized server consolidation and migration
  - I am in the process of moving databases from multiple disparate servers to one consolidated server.
- Virtual Server backups
  - Installing Carbonite on our virtual servers will ensure that we have viable off-site backup of mission critical data available at all times.
- KITE-LCS Installation
  - The new state testing initiative, known as KITE, requires a Local Caching Server(LCS) to be installed at each site, to ensure test availability and connection to outside servers.
  - KITE-LCS has been installed and configured on 3 of the 13 site servers, with the remaining 10 to happen over the next week
- Research into microwave Point-to-Point links
  - Potential for connecting multiple school sites on high-speed microwave backbone.
  - Currently researching vendors of different equipment.

### Completed projects:

- Active Directory setup on virtual server
  - Configured and set up Active Directory domain on virtualized server in the DRS datacenter.
  - This domain is the replacement for the domain that failed on the AKN server.
  - Configuration of district office machines will be required in the near future to take advantage of the new domain.

**Date:** November 5, 2014  
**To:** LPSD School Board Members  
**From:** Bill Cornell  
**Re:** Curriculum – October 2014

ANE Grant:

- Online interventions are up and running with 27 LPSD students, grades 1-11 receiving online tutorial instruction from tutors at Kutztown, Centenary, and Western Oregon Universities.
- LPSD ANE Grant teams have held meetings at UAA and UAF to encourage their participation in our online and on-site tutoring programs. UAA is enthusiastic. Representatives from both universities will attend the 2015 January Symposium.
- As I type, an LPSD team is recruiting tutors who will fill 9 positions for on-site tutoring across the district. Newly hired tutors will attend the 2015 January Symposium where they will receive training in LPSD's standards-based system and data-driven instruction.

Curriculum:

- Modified math assessments have been created. These will be used this year until our new Common Core assessments roll out. We took our old math assessments and aligned them to the Common Core to reflect the change from our former standards.
- Reading, writing, and math committees have been formed to create new level assessments that are aligned to the Common Core. Each committee broke into cohort groups to tackle strands of assessments (eg 0-2, 3-5, etc.). The cohort groups will work on assessments throughout the year, and have them finalized in May. The assessments will be ready to be used by August of next year.
- The Technology Committee will be meeting to look at our new technology standards. These new standards will reflect some of the changes that need to be made in technology instruction with the change to the Common Core, and our new State testing.
- With the change in our School to Life program, and students not attending Phases, we need to look at how Employability fits into our curriculum. As a result, the Employability Committee will be meeting to look at what "employability" looks like in LPSD, and how we can best help our students be college and career ready upon graduating.

Professional Development in October

- 10/10- IXL Training- teachers were offered professional development through the IXL company on how to integrate IXL math resources into their classroom instruction. IXL has been used very successfully, especially at lower levels, as a math supplement.
- 10/17- This day was set aside for First Quarter wrap-up. A Blackboard Collaborate session was held to help any teachers who had questions on updating student records.
- 10/22-10/25-October In-service:

- Units of Study Training- This training was part of ongoing support for our new Units of Study writing program that we are using in Levels 0-12. Cheney Munson with the Teachers College-Reading and Writing project out of New York, conducted two days of training with both elementary and secondary teachers. He tailored the training to our multi-level classrooms, and the reviews we got spoke very highly of the training.
- When not in the Units of Study training, LPSD and BBBSD teachers and staff led sessions on everything from using AIMSWeb data to drive instruction and interventions, to content area sharing sessions.
- Amber Kresl led a session on changes to First Class. We are interested in seeing what else First Class can do for us.
- Glenda shared information on our new Alaska Measures of Progress assessments that students will be taking in the spring. I am optimistic with the new testing format, and the flexibility it will hopefully provide.
- The Friday of In-service was devoted to committee meetings, and starting the process of re-writing level assessments, technology standards, and employability activities.
- The Saturday of In-service week was spent at our sites. This was different from what we have done in the past. Teachers worked on mandatory training e-learning modules, familiarizing themselves with an online practice module for the new AMP State testing, and working on level assessments. Feedback was very positive for spending this day as a district-wide, but on-site in-service day.
- Survey results from In-service have been mostly positive. Overall, teachers like the opportunity to interact and socialize when staying at Bristol Bay school. It is always nice to collaborate with BBBSD teachers at in-service. We are fortunate to have this partnership, and a willingness to share between staffs. All LPSD and BBBSD staff deserve a big “Thank You” for their flexibility, and dedication to education.

Welcome new board members! Please feel free to contact me if you have any questions about curriculum, the Common Core, or education in general. I am always happy to talk. You can call me at 571-7333, or contact me via email at [bcornell@lpsd.com](mailto:bcornell@lpsd.com).

# November 2014 School Board Assessment Report

## **Scholastic Reading Inventory (SRI)**

- The SRI will be administered to 3<sup>rd</sup> -12<sup>th</sup> students November 10-14 which will give teachers and students to see the lexile growth students are making. Due to the obstacles we encountered during the first assessment window, the 2<sup>nd</sup> grade administration of this assessment will be optional.

## **Aimsweb Universal Screening**

- Four sessions were made available during the October Inservice for teachers to get assistance with setting up progress monitoring. Approximately 15 teachers took advantage of the opportunity.
- Progress schedules are set up, or being set up for students who scored below or far below on the Fall Benchmark.. We are still experiencing some challenges with the program, most of the issues have been corrected. Now most of the challenges are users to work within the updated program.
- The Aimsweb Literacy assessments provide us the data for the States Early Literacy reporting. Teachers of our K-2<sup>nd</sup> and struggling 3<sup>rd</sup> students are required to share this screening data with parents/guardians . Pamphlets were distributed to Principals at the October inservice to be distributed to parents during Parent/Teacher Conferences.

## **Alaska Developmental Profiles**

- Observations and data submissions are complete.

## **Alaska Measures of Progress (AMP)**

- AMP assessments are scheduled for the first week in April. LPSD has opted for online testing except for students needing paper/pencil accommodations.
- Practice Tests are now available for students to become familiar with the features built into the online assessment such as magnified text and reading guides. Staff members were trained during the October Inservice.
- KITE Client, which provides access to the practice tests and the State assessment has been installed on teacher and student computers so that all could login and practice the features that will be available on the new AMP assessments.
- Users, Students and Rosters have been uploaded into the KITE Portal which is the management system for AMPs

## **College and Career Readiness Assessments (CCRA)**

- Two letters were sent out, one informing students and their parents that their child has met the CCRA requirements and the second letter that was provided on the State website informing students and parents of the requirement and the options available to them.
- The North and South Councilors have been working diligently to prepare for the CCRAs.
- The WorkKeys testing window is Nov. 10- Feb. 13. The SAT and ACT test dates and make-up dates are scheduled during the second semester.

## **NAEP**

- NAEP testing is scheduled for January at Chignik Lake, Port Heiden, Egegik, Levelock and Igiugig.

Monthly Activity Report  
LPSD  
Month: October, 2014

**AASG:**

Hosted @ Matsu Career and Tech Center  
10/30-11/1

LPSD sent two students to AASG this year, which was hosted at Matsu Career and Technical Center. Nathan Ward, Michael Etuckmelra, and Ron Richter did a wonderful job representing LPSD.

**AFN:**

Hosted @ Dena'ina  
10/19-10/22

iLead selected two students to the 2014 youth and elders conference. Gregory Zackar, Michael Etuckmelra, and Paige Norman represented LPSD. The students attended workshops and meetings to help empower native students to have a voice in the face of many changes in our state.

**Volleyball:**

Girls Volleyball-Newhalen

Newhalen girls hosted Bristol Bay girls October 24<sup>th</sup>-25<sup>th</sup>. Newhalen won both their games against Bristol Bay.

Mix-Six Volleyball-Port Alsworth

Port Alsworth had a road trip October 20<sup>th</sup>-25<sup>th</sup> on the Kenai Peninsula. During the trip the students were able to scrimmage a couple teams and also able to practice in a warm up gym. At the end of the trip the team participated in a tournament at Nikolavesk. The team did an excellent job representing LPSD and I heard many great reports from the many hosts we had.

*Shining Stars Nominations*  
November 13, 2014  
Board Meeting

<b>Name</b>	<b>Department</b>	<b>Reason</b>
Newhalen Staff	Newhalen School	Talent show skit was very funny!
Amber Kresl	District Office	In-service Coordination was well organized
Chignik Lake Staff	Chignik Lake	Support for Itinerant Staff while they are away
Bill Cornell	Newhalen	In-service management was well organized
Jenny Myhand	District Office	Assisting with the ESEA Audit

## **November FAMILY Grant & Preschool Report**

- FAMILY Grant opportunities continue to be provided to families with preschool age children at 11 of our school sites (PVL, LAK, PTH, PIP, EGE, LEV, IGI, KHK, NEW, NON, PTA). Two sites have vacancy notices posted for the FAMILY Coordinator positions.
- AGS Screening of all preschool age students has been completed and screening results shared with parents/guardians. Standards Rubrics are being scored and shared with parents/guardians as well.
- A preschool program will now be offered at all of our 13 sites. Vacancy notices have been posted at the BAY, LAG, PIP & PTA. Wendy Johnson was more than happy to start preschool at her site.
- Nondalton's preschool teacher resigned, leaving a preschool teacher and FAMILY Coordinator vacancy which was posted along with the other 4 sites.
- Each month FAMILY Coordinators share FAMILY Kits with activities that Preschool parents/guardians may checkout and enjoy at home with their child. Kits share during the first semester include a Flannel Board with books that include Goldilocks and the 3 Bears, The 3 Billy Goats Gruff, Little Red Riding Hood and the Gingerbread Man, Musical Instruments, Baby Animals and Games.
- The District FAMILY/Preschool Coordinator traveled to Levelock to provide training. They have 5 preschool age children, 4 who attend preschool on a regular basis.



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November, 2014

To: Board of Education  
Lake and Peninsula School Board

From: Rick Luthi

Re: Personnel Report

**New Certified Staff:**

I am in the process of hiring for Chignik Bay and Pilot Point for second semester. The following have been offered positions for second semester. We still have a second position open at Pilot Point.

Kathy Shanahan	Elementary	Chignik Bay
Laura Morris	Elementary	Pilot Point
Open Position	Elementary	Pilot Point

**Tutor Program:**

First of all I want to thank Kasie and Derek Luke as well as Mr. Mase for their work in securing our Tutors for this spring. Due to a family need I was not able to travel back East for Tutor recruitment this year. At the last minute Mr. Mase stepped in to take my place. “Mr. Mase I sincerely appreciate that act of support!”

Although decisions have not been made on placement we will meet in the near future to make the placement decisions.

I would also share with the Board that along with a number of tutors we will have two student teachers in our District for the spring semester.....

**Classified Staff Concerns:**

I must share with the Board we have had a number of challenges this year in filling classified positions on a number of our communities.

We continue to struggle with the Custodial position in Igiugig as well as looking for a temporary custodian in Port Heiden.

It has also been a challenge to find reliable classified staff in a number of our communities.

In preparation for this report I went back and counted the number of Classified Postings so far this school year. We have posted 35 positions. A number of the positions are new but the point to share is the constant turnover happening in our classified staff.

This is an area worth some conversation....

**Board Policy Manual:**

In this Board Packet is a number of Board Policies being recommended by the Alaska Association of School Boards.

These policies are being brought forward under first reading.....

**AASB POLICY REFERENCE MANUAL UPDATE SERVICE**

**2013-2014 UPDATE**

**INSTRUCTION SHEET**

NOTE: This packet includes only those policy manual pages that have been revised, deleted or newly established. Full text pages are included and are to be substituted as indicated below.

**This Instruction Sheet contains a new feature entitled “Formal Adoption Required.” For ease of School Boards, AASB is identifying those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes.” A “No” indicates that formal Board action is not required prior to updating the district’s policy manual. A “No” is used if changes have been made only to an AR or an Exhibit, or if policy changes are limited to explanatory notes, legal reference or cross-reference updates, or minor grammatical or stylistic changes that have not changed the policy meaning.**

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
<b>ARTICLE 0, Series 0000 – Philosophy-Goals-Objectives and Comprehensive Plans</b>		
<b>BP 0200</b>	No	<p><u>GOALS FOR THE SCHOOL DISTRICT</u></p> <p>The introductory note has been updated to delete outdated references to NCLB. The legal reference section has been updated to refer to 4 AAC 06.800-.899, School and District Accountability. No changes were required to the text of the policy.</p>
<b>BP 0210</b>	Yes	<p><u>GOALS FOR STUDENT LEARNING</u></p> <p>This policy has been updated to reflect broad-based instructional goals found in 4 AAC 04.020, Skills for Graduating Students and 4 AAC 03.030, Subjects.</p>
<b>BP 0500</b>	No	<p><u>REVIEW AND EVALUATION</u></p> <p>The legal reference section has been updated to delete references to repealed regulations and to update regulation titles for 4 AAC 06.812, Alaska School Performance Index, and 4 AAC 06.885, School Recognition. No changes were required to the text of the policy.</p>

<u>REPLACE/ADD</u>	<u>FORMAL ADOPTION REQUIRED</u>	<u>DESCRIPTION</u>
<b>BP/AR 0520</b>	Yes (BP)	<p data-bbox="695 296 1425 319"><u>SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT</u></p> <p data-bbox="695 359 1468 657">The BP and AR have been significantly revised to reflect Alaska’s new accountability and school improvement system. The new system has been implemented in light of Alaska’s waiver of certain NCLB requirements, including the school accountability system that measured schools by Adequate Yearly Progress. The revised BP/AR now reflects school star ratings, eliminates references to School Choice and Supplemental Educational Services, and provides current requirements for school improvement plans and district improvement plans.</p>

**ARTICLE 3, Series 3000 – Business and Noninstructional Operations**

<b>BP 3550</b>	No	<p data-bbox="695 787 906 810"><u>FOOD SERVICE</u></p> <p data-bbox="695 850 1468 982">The legal reference section has been updated to cite new regulations by the USDA for Nutrition Standards For All Foods Sold in Schools (“Smart Snacks in School.”) No changes were required to the text of the policy.</p>
<b>BP 3553</b>	No	<p data-bbox="695 1018 1182 1041"><u>FREE AND REDUCED PRICE MEALS</u></p> <p data-bbox="695 1081 1468 1278">A cross-reference has been added to BP 5040, Student Nutrition and Physical Activity. The legal reference section has been updated to fully cite to federal laws governing the National School Lunch and Breakfast Programs, including the 2013 USDA Nutrition Standards. No changes were required to the text of the policy.</p>
<b>BP 3554</b>	Yes	<p data-bbox="695 1314 979 1337"><u>OTHER FOOD SALES</u></p> <p data-bbox="695 1377 1468 1575">The policy has been updated to reflect the USDA’s requirement that food sold between the hours of 12:00 AM and 30 minutes after the instructional day will meet USDA Nutrition Standards. The legal reference section has been updated to fully cite to federal laws governing the National School Lunch and Breakfast Programs, including the 2013 USDA Nutrition Standards.</p>

REPLACE/ADD

FORMAL  
ADOPTION  
REQUIRED

DESCRIPTION

ARTICLE 4, Series 4000 – All Personnel

<p><b>BP 4112.1</b></p>	<p>No</p>	<p><u>CONTRACTS</u></p> <p>Two notes have been revised. The introductory note has been changed to eliminate reference to contractual provisions for terminating a teaching contract. The second note has been revised to change the date of notification of nonretention or layoff of a tenured teacher from “before March 16” to “before May 15.” This reflects a 2013 change to AS 14.20.140. The legal reference section has also been updated. No changes were required to the text of the policy.</p>
<p><b>BP 4112.10</b></p>	<p>Yes</p>	<p><u>EMPLOYMENT OF RETIRED TEACHERS</u></p> <p>This policy is being eliminated from AASB’s Policy Reference Manual. It is based upon a law that has been repealed, AS 14.20.135, Employment of retired teachers because of shortages.</p>
<p><b>BP 4115</b></p>	<p>Yes</p>	<p><u>EVALUATION/SUPERVISION</u></p> <p>This policy has been updated to reflect DEED’s 2013 regulatory changes to certificated employee evaluations. The goals of the evaluation system now include improving the effectiveness of instruction. Certificated employees are identified as teachers, administrators, and special service providers. General language has been added requiring the evaluation system to evaluate teachers as exemplary, proficient, basic or unsatisfactory on applicable content standards and overall performance. Language has also been added that the annual training will assure inter-rater reliability, and that certificated employees can comment on their evaluations and will not be subject to retaliation for doing so.</p> <p>The introductory note has been expanded to discuss DEED’s regulatory changes. The legal reference section has been updated.</p>
<p><b>BP 4117.6</b></p>	<p>Yes</p>	<p><u>NONRETENTION</u></p> <p>The policy has been amended to change the date of notification of nonretention of a tenured teacher from “before March 16” to “before May 15.” This reflects a 2013 change to AS 14.20.140.</p>
<p><b>E 4119.21</b></p>	<p>No</p>	<p><u>CODE OF ETHICS AND TEACHING STANDARDS</u></p> <p>This Exhibit has been updated to reflect the current provisions of 20 AAC 10.020, the PTPC’s Code of Ethics and Teaching Standards. No changes were required to the policy itself, BP 4119.21.</p>

REPLACE/ADD

FORMAL  
ADOPTION  
REQUIRED

DESCRIPTION

ARTICLE 5, Series 5000 – Students

**BP/AR/E 5040**

Yes (BP)

STUDENT NUTRITION AND PHYSICAL ACTIVITY

The policy and AR were updated by the State of Alaska Obesity Prevention and Control Program and the DEED Child Nutrition Program. The amended BP and AR meet all requirements for local school wellness policies and incorporate new federal requirements of the National School Lunch Act, Nutritional Standards for All Foods Sold in Schools, also known as Smart Snacks in School. The federal nutritional standards must be in place for the 2014-2015 school year.

The policy contains options for the amount of physical education (PE) to be offered to elementary, and to middle and high school students. These options need to be reviewed by the School Board and a selection made prior to School Board adoption.

The legal reference section has been updated and Exhibits (1), (2) and (3) provided for use by school districts. E 5040(1) identifies the federal requirements for local school wellness policies; E 5040(2) reflects the USDA’s nutrition standards for “Smart Snacks in School;” and E 5040(3) identifies the types of donated Alaska game and plants that can be accepted for serving at school.

**BP/AR/E 5125**

No

STUDENT RECORDS

The legal reference section of the policy has been updated to reflect the name change to the Alaska Performance Scholarship Program. No changes were required to the text of the policy.

The AR and Exhibit have been updated to reflect the change in name of the Alaska Challenge Youth Academy to the Alaska Military Youth Academy. The AR has also been revised to incorporate two FERPA amendments found at 20 USC 1232g. First, providing for release of records without parent consent to a caseworker of a state or local child welfare agency if the agency is legally responsible for the child. Second, providing that notice to parents of a subpoena or court order is not required if the order is issued pursuant to a child abuse and neglect proceeding to which the parent is a party.

<u>REPLACE/ADD</u>	<u>FORMAL ADOPTION REQUIRED</u>	<u>DESCRIPTION</u>
BP/E 5125.1	No	<p data-bbox="695 296 1256 323"><u>RELEASE OF DIRECTORY INFORMATION</u></p> <p data-bbox="695 359 1468 489">An explanatory note and the legal reference section have been updated to refer to the Alaska “Military” Youth Academy and the Alaska “Performance” Scholarship Program. No changes were required to the text of the policy.</p> <p data-bbox="695 525 1468 621">The Exhibit has been updated, last page, Parent Form, to reflect the change in name of the Alaska Challenge Youth Academy to the Alaska Military Youth Academy.</p>
BP/AR 5141.4	Yes (BP)	<p data-bbox="695 657 1101 684"><u>CHILD ABUSE AND NEGELCT</u></p> <p data-bbox="695 720 1468 1087">The policy and AR have been updated to reflect a recent change to the definition of mandatory reporter in AS 47.17.020. Specifically, public school athletic coaches are now required to report child abuse and neglect. This also means that districts are required to provide coaches with training on recognizing and reporting child abuse and neglect. An athletic coach is defined as “a paid leader or assistant of a sports team.” AS 47.17.290. Additional changes were made to the policy and AR to more clearly identify reporting obligations and procedures. In addition, language was added to the AR regarding confidentiality requirements.</p>

**ARTICLE 6, Series 6000 – Instruction**

BP 6010	Yes	<p data-bbox="716 1224 1065 1251"><u>GOALS AND OBJECTIVES</u></p> <p data-bbox="716 1287 1468 1654">The policy has been updated to reflect amendments to 4 AAC 06.825, Graduation and attendance rates. This regulation requires school districts to establish target dates for achieving a 90% or better graduation rate, and a 95% or better attendance rate. School boards should carefully consider their current attendance and graduation rates, and plans to improve those rates, in selecting target dates. The explanatory note has been revised to explain the requirement just discussed, as well as identifying the student subgroups to which the graduation and attendance rates will apply. Finally, the legal reference section has been updated.</p> <p data-bbox="716 1690 1468 1751"><u>The target dates will need to be decided by the Board and inserted into the policy prior to formal adoption.</u></p>
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<u>REPLACE/ADD</u>	<u>FORMAL ADOPTION REQUIRED</u>	<u>DESCRIPTION</u>
<b>BP 6141</b>	No	<p><u>CURRICULUM DEVELOPMENT AND EVALUATION</u></p> <p>The legal reference section has been updated to delete references to regulations that have been repealed or revised. No changes were required to the text of the policy.</p>
<b>BP 6145</b>	No	<p><u>EXTRACURRICULAR AND COCURRICULAR ACTIVITIES</u></p> <p>A minor change has been made to the policy section concerning participation by students enrolled in alternative education programs. AS 14.30.365 was amended to remove the requirement that an alternative education program be located “entirely” in the state. This change has been made to the policy. The explanatory note has been updated to add an explanation of the statutory definition of “located in the state.”</p>
<b>BP/AR 6162.5</b>	Yes (BP)	<p><u>STANDARDIZED TESTING</u></p> <p>The policy has been revised to eliminate discussion of racial, cultural, or gender differences as they relate to student assessments. The introductory note has been revised to eliminate references to norm-referenced tests, which are no longer a component of Alaska’s statewide student assessment system. A correction has been made to the legal reference section.</p> <p>In the AR, the introductory note has been revised to eliminate norm-referenced testing and to add language regarding test security. No changes were required to the text of the AR.</p>
<b>BP 6190</b>	No	<p><u>EVALUATION OF THE INSTRUCTIONAL PROGRAM</u></p> <p>The legal reference section has been updated to delete references to regulations that have been repealed or revised. No changes were required to the text of the policy.</p>

REPLACE/ADD

FORMAL  
ADOPTION  
REQUIRED

DESCRIPTION

ARTICLE 8, Series 8000 – Advisory School Boards

BP 8120

Yes

ELECTIONS

This policy has been revised to incorporate changes to Alaska election laws that now permit REAAs to request the State Division of Elections to conduct elections for advisory school boards. AS 14.08.071 and 6 AAC 27.180. In such a case, the role of the Division of Elections is minimal and most obligations for conducting advisory school board elections remain with the district. The details of this option are fully explained in the introductory note, in a new note, and in new optional language for election procedures.

The policy has also been revised to eliminate references to second class cities and to clarify candidate and voter eligibility. The legal reference section has also been updated to include the new laws relating to advisory school board elections.

The policy contains three optional sections that need to be decided by the School Board prior to final Board adoption:

- a. Eligible candidates: *new* optional language is provided that advisory school board member candidates must be a parent/guardian, stepparent, or grandparent of a student attending the school.
- b. Concurrent membership: *existing* optional language provides a choice between permitting or prohibiting concurrent membership on the School Board and a local advisory school board.
- c. Election procedures: *new* optional language is provided for REAAs desiring to utilize the Division of Elections for advisory school board elections. Within this option, the School Board must also decide between “may” or “shall” in terms of permitting or directing the Superintendent to utilize this option.

## Philosophy-Goals-Objectives and Comprehensive Plans

### GOALS FOR THE SCHOOL DISTRICT

BP 0200(a)

Note: The following sample language may be revised as needed to reflect district philosophy and needs. AS 14.07.165 requires the State Board of Education to adopt statewide goals and to require that each governing body adopt written goals consistent with local needs. AS 14.03.120 requires districts to annually file and make available to the public a report that establishes district goals and priorities and includes plans for achieving these goals and the means of measuring district achievement. Districts are required to encourage public participation in the preparation of this report.

The School Board is committed to excellence and self-evaluation and believes that the public schools exist to meet the needs of students, parents/guardians and other community members. It is, therefore, important that citizens may express their expectations of the schools. The School Board encourages students, parents, teachers, and other community members to participate in educational planning for the district.

*(cf. 0420 - School-Based Management)*

The School Board shall adopt written goals for the school district which reflect local needs. These goals shall be consistent with School Board policy and statewide goals adopted by the State Board of Education. The Superintendent or designee shall develop objectives for meeting these goals. The development and adoption of the budget shall be consistent with district goals and objectives.

*(cf. 0000 - Concepts and Roles)*

*(cf. 0100 - Philosophy)*

*(cf. 3100- Budget)*

The Superintendent or designee shall annually file with the Department of Education and Early Development and make available to the public a report which includes the adopted district goals and priorities, plans for achieving these goals and priorities, and the means of measuring the district's success in reaching its goals and priorities.

*(cf. 0500 - Review and Evaluation)*

*(cf. 0510 - School District Report Card)*

*Legal Reference (see next page)*

## **Philosophy-Goals-Objectives and Comprehensive Plans**

### **GOALS FOR THE SCHOOL DISTRICT (continued)**

BP 0200(b)

#### *Legal Reference:*

##### ALASKA STATUTES

*14.03.120 Education planning; reports*

*14.07.165 Duties*

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 06.800-.899 School and District Accountability*

*4 AAC Chapter 4 Statewide goals*

*Revised 4/2014*

## Philosophy-Goals-Objectives and Comprehensive Plans

### GOALS FOR STUDENT LEARNING

BP 0210(a)

Note: The following policy is optional.
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The School Board believes that a quality education provides an opportunity for each student to develop:

1. The concept of self-worth and the ability to exercise self-discipline.
2. A positive attitude toward responsible citizenship.
3. Mastery of the basic skills and a working knowledge of mathematics, technology, reading, language arts (including effective oral and written communication), the sciences, geography, history, government and citizenship, world languages and fine arts.
4. Skills and other competencies leading toward economic independence consistent with the individual's interests and basic potential.
5. Skills to think logically and critically.
6. An awareness and understanding of our country's history and ideals and its diverse ethnic, racial and cultural heritage.
7. An awareness and understanding of the heritage, ideals and contributions of other cultures, races and countries.
8. The opportunity to develop the capability of students to appreciate beauty in literature, art, music and nature, and to recognize, value and use creativity.
9. A recognition of the importance of physical and mental health and an understanding of skills for a healthy life.
10. An ability to adapt and participate constructively in a changing society.
11. An understanding of the relationship of people and his/her environment.
12. Moral and ethical values based on the rights and responsibilities of individuals and their relationships to each other.

*(cf. 6143 - Courses of Study)*

*Legal Reference (see next page):*

## **Philosophy-Goals-Objectives and Comprehensive Plans**

### **GOALS FOR STUDENT LEARNING (continued)**

BP 0210 (b)

*Legal Reference:*

ALASKA STATUTES

*14.03.015 State education policy*

ALASKA ADMINISTRATIVE CODE

*4 AAC Chap. 4 Statewide goals*

*Revised 4/2014*

## Philosophy-Goals-Objectives and Comprehensive Plans

### REVIEW AND EVALUATION

BP 0500

The School Board recognizes that ongoing review and evaluation of district policies and programs are necessary if the School Board is to be held accountable for the governance of the district. The School Board accepts that being accountable includes a duty to explain to the public how district responsibilities are being met and will provide for such review and evaluation.

*(cf. 0510 - School District Report Card)*  
*(cf. 1312 - Complaints Concerning the Schools)*  
*(cf. 4115 - Personnel Evaluation)*  
*(cf. 6190 - Evaluation of the Instructional Program)*  
*(cf. 9300 - Governance)*  
*(cf. 9400 - School Board Self-Evaluation)*

#### *Legal References:*

##### ALASKA STATUTES

*14.03.120 Education planning; reports*

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 04.140 Content Standards*  
*4 AAC 06.812 Alaska school performance index*  
*4 AAC 06.885 School recognition*

*Revised 4/2014*

## Philosophy-Goals-Objectives and Comprehensive Plans

### SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

BP 0520(a)

Note: In May 2013, Alaska received a waiver of certain ESEA/NCLB requirements, including school accountability. The following policy reflects the Alaska Accountability System which measures both school performance and school progress and results in a school designation of Priority, Focus, or Reward. The school rating may result in required interventions as well as specific supports.

The School Board is committed to the successful performance of the district and its schools. Successful performance is indicated through student academic achievement, student progress over prior year performance, strong attendance and graduation rates, and participation and achievement in college and career readiness exams. The [Superintendent/Chief School Administrator] shall implement requirements for school and district accountability as determined by the Department of Education and Early Development.

Note: The Alaska School Performance Index measures schools by a combination of data: student achievement on SBAs in reading, writing and math; growth in the school's student body in those assessments from the prior year; and attendance. Schools with high school students are also measured by graduation rates; student performance on college-readiness assessments, including SAT, ACT, and WorkKeys; and student participation rate in WorkKeys. ASPI points will result in a Star Rating for a school from 1-5 stars, the higher number representing stronger school performance.

If any district school receives a star rating of one, two, or three stars, the [Superintendent/Chief School Administrator] or designee shall develop and implement a school improvement plan in accordance with state law. School improvement plans shall be presented to the Board for approval. If the plan is for a school that receives one or two stars, the plan will be submitted to the Department. If the school has been designated as a priority or focus school, the plan will be prepared in consultation with the Department and subject to Department approval.

The [Superintendent/Chief School Administrator] or designee shall develop and implement a school improvement plan for schools receiving a four or five star rating when necessitated due to failure to meet annual measurable objectives, a decline in the school's growth and proficiency, a decline in graduation rate, or insufficient participation in standards-based assessments.

The [Superintendent/Chief School Administrator] or designee shall develop and implement a district improvement plan when required due to the number of one- or two-star schools; the number of students who attend one- or two-star schools; deficiencies in curriculum, assessment practices, instruction, learning environment, professional development, or leadership; or lack of progress by a subgroup towards annual measurable objectives. The District improvement plan shall be approved by the School Board and submitted to the Department.

## **Philosophy-Goals-Objectives and Comprehensive Plans**

### **SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued) BP 0520(b)**

#### **School Interventions**

The [Superintendent/Chief School Administrator] or designee shall implement comprehensive interventions for any school identified as a priority school by the Department. The comprehensive interventions will use turnaround principles that accomplish the following: provide strong leadership; ensure effective teachers; redesign the school calendar to include additional time for student learning and teacher collaboration; improve the instructional program; use student data to inform instruction; establish a school environment that improves safety and discipline; and provide mechanisms for family and community involvement.

Targeted interventions will be implemented to meet the specific needs of schools identified by the Department as focus schools. A plan and timeline to implement the targeted interventions shall be created by the [Superintendent/Chief School Administrator] or designee. Interventions should consider each of the turnaround principles for priority schools, some or all of which may be appropriate for the school or targeted subgroups. Decisions should be data-driven.

The district will utilize state provided supports in implementing comprehensive or targeted interventions.

#### **School Success**

The Board believes that all of its schools can be high performing and high progress schools. The district will annually recognize those schools identified as reward schools by the Department.

#### **Parent Notification**

The [Superintendent/Chief School Administrator] or designee shall communicate with the parents of children attending schools designated as one- or two-star schools. The information should be in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand. Parents should be promptly advised of:

1. What the star designation means, and how the school compares in terms of academic achievement to other schools in the district and state;
2. The reasons for the designation;
3. Information about how the parents can become involved in addressing the academic issues that led to the designation; and

## Philosophy-Goals-Objectives and Comprehensive Plans

### SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued) BP 0520(c)

4. Any action taken to address the problems that led to the designation, including: an explanation of what the school is doing to address low achievement; an explanation of what the district and Department are doing to help; and a description of interventions being taken by the district.

The information in item 4 above shall also be disseminated to the public. Information provided to parents will be sent through direct means such as mail or email. Communications must respect the privacy of students and their families.

#### *Legal Reference:*

##### ALASKA STATUTE

*14.03.123 School and District Accountability*

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 06.800 - .899 School and District Accountability*

*Elementary and Secondary Education Act, 20 U.S.C. § 6316, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)*

*Revised 4/2014*

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT**

**School Improvement Plan – Development, Approval and Implementation**

Note: All schools in a district designated as one-, two-, or three-stars by the Department of Education and Early Development are required to develop, issue, and implement a school improvement plan. A school improvement plan is required even if the school does not receive Title I funds. The following procedures for development of the plan are consistent with the requirements of 4 AAC 06.845, School Improvement Plan, and 4 AAC 06.852, Technical Assistance.

The [Superintendent/Chief School Administrator] shall designate the individual responsible to oversee development of school improvement plans. Required plans must be developed by November 1 of each school year.

**A. Schools Requiring A Plan**

The following schools require a school improvement plan:

1. Any school designated with a rating of one, two, or three stars;
2. Any school identified by the Department as a priority or focus school; and
3. Any school designated with a rating of four or five stars if the school:
  - a. Has failed to meet its annual measurable objectives for two consecutive years for the school as a whole or any subgroup;
  - b. For two consecutive years has experienced a decline in the school’s growth and proficiency index score for one or more subgroups;
  - c. Has experienced a decline in the school’s graduation rate on the whole or for any subgroup (high schools only); or
  - d. Has a participation rate of less than 95% on state standards-based assessments.

**B. State Involvement**

If the school is identified by the Department of Education and Early Development as a priority or focus school, the school improvement plan will be prepared in consultation with the Department and is subject to Department approval.

If the school has received a one- or two-star rating, the school improvement plan must be submitted to the Department.

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)****C. Plan Preparation**

Note: State regulation, 4 AAC 06.845, requires as a general rule that school improvement plans be developed using the Department's computerized self-assessment and improvement program. An alternative process may be utilized by a district in limited instances if approved by the Department. Department approval is limited to: 1) schools that are implementing an effective school improvement plan through an accreditation process; 2) schools that are rated as four- or five-star and the plan is specific to a particular identifiable deficiency; or 3) the district can show by a preponderance of the evidence that the school has a planning process for development of an improvement plan that will address as effectively or more effectively than the Department's program each of the 6 domains and each specific deficiency at the school.

The school improvement plan will be prepared utilizing a computerized self-assessment and improvement program selected by the Department. The self-assessment program will address the following six domains: 1) curriculum; 2) assessment policy and practice; 3) instruction; 4) school learning environment; 5) professional development policy and practices; and 6) leadership.

**D. Plan Contents For Priority Schools**

The Plan must provide for a system of comprehensive intervention using all required turnaround principles. The district will consult with and obtain the approval of the Department to address deficiencies in each of the six domains, as identified in the computerized self-assessment or in a desk or instructional audit.

Comprehensive turnaround principles to be implemented at the school must include:

**1. School Calendar Adjustments.** The school day, week, and year, will provide more time for student learning and teacher collaboration. This includes the following minimum requirements:

- a. dedicated time block each week for teacher collaboration;
- b. 90 minutes daily of core reading instruction for all students grades K-6;
- c. 30 additional minutes of intervention daily for K-6 students below grade level in reading;
- d. dedicated time block daily for structured reading interventions for students grades 7-12 who are below grade level in reading;
- e. 60 minutes daily of core math instruction for all students grades K-6; and
- f. dedicated time block daily for structured math intervention for students grades 7-12 who are below grade level in math.

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)**

**2. Teacher Effectiveness.** The district's policies and actions will ensure that all teachers at the school are effective teachers. This includes the following actions:

- a. each teacher's effectiveness is reviewed by the district and principal, including a review of student learning data;
- b. replacement or improvement of ineffective teachers;
- c. requiring teachers transferring to the school to be proven effective; and
- d. providing job-embedded professional development that targets the specific needs of teacher and students.

**3. Instructional Program.** The instructional program will be strengthened through the following methods:

- a. adoption and use of research-based curricula that are aligned with state standards;
- b. implementation of reading curricula that addresses the essential elements of reading;
- c. implementation of reading and math support programs for students behind grade level;
- d. using data to inform instruction, including
  - at least three times per year, utilize a universal screening tool approved by the Department for all students, grades K-8;
  - utilize a diagnostic assessment to determine the specific reading or math deficiencies for all students one or more years below grade level; and
  - base instruction and interventions on the specific needs of the student as identified by screenings or assessments.
- e. establishing a school environment that improves school safety and discipline, including implementation of a school-wide behavior plan, and that addresses the social, emotional, and health needs of students;
- f. providing for family engagement in the school, including cultural awareness and understanding of cultural values; and
- g. providing strong leadership, including
  - reviewing the performance of the principal, including a review of student learning data;
  - retention of the existing principal or hire of a new principal based upon the existing principal's performance on indicators in the leadership domain; and
  - providing the principal with flexibility in areas that should be tailored to the needs of the school such as scheduling, staff, or budget.

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)**

**E. Plan Contents for Focus Schools**

The school improvement plan for a focus school will identify targeted interventions that consider each of the comprehensive turnaround principles. Interventions will be targeted for any subgroup that is performing below grade level. In addition, appropriate interventions will be targeted to any deficiencies revealed through data analysis or the results of an instructional or desk audit.

In preparing the school improvement plan, the district will consult with the Department.

**F. Plan Implementation**

The school shall implement the plan immediately upon district approval. Should the Department determine that changes in the plan will improve the performance or progress of students, the school will implement the changes required by the Department.

The district will ensure appropriate technical assistance to the school during development of the plan and throughout the plan's duration. Technical assistance may be provided by the district, the Department, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

Technical assistance must be based on research and may include:

1. assistance in analyzing assessment data and other examples of student work in order to identify and develop solutions to problems in instruction, parental involvement and professional development, and plan implementation, including district- and school-level responsibilities under the plan;
2. assistance in identifying and implementing professional development and instructional strategies and methods that have proven effective, through research, in addressing the specific instructional issues that caused the school's rating of one, two, or three stars; and/or
3. assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement.

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)**

**District Improvement Plan – Development and Contents**

Note: A school district must have a district improvement plan if: 1) at least 25% of its schools are designated as one or two stars; 2) at least 25% of the district's students attend a school designated as one or two stars; 3) an instructional or desk audit demonstrates significant deficiencies in the domains of: curriculum, assessment policy and practice, instruction, school learning environment, professional development policy and practices, and leadership; or 4) an instructional or desk audit shows that one or more subgroups in the district is not making progress toward the subgroup's annual measurable objectives. The following plan contents comply with the requirements set forth at 4 AAC 06.850, District improvement plan.

A district improvement plan will be prepared by [the Superintendent/Chief Administrative Officer] and submitted to the Department in the following circumstances:

1. At least 25% of the district's schools have been designated as one- or two-star schools;
2. At least 25% of the district's students attend a one or two-star designated school;
3. An instructional or desk audit at the district, or its schools, demonstrates significant deficiencies in the following domains of successful schools: curriculum, assessment policy and practice, instruction, school learning environment, professional development policy and practices, and leadership; or
4. An instructional or desk audit shows that one or more subgroups in the district is not making progress toward the subgroup's annual measurable objectives.

The district improvement plan will be developed in the same manner as school improvement plans.

*Revised 4/2014*

## **Business & Non-Instructional Operations**

### **FOOD SERVICE**

BP 3550(a)

The School Board recognizes that students need adequate, nourishing food in order to grow and learn and to give a good foundation for their future physical well-being. The Board may provide for a food service program based on regular lunch service and including such other snack and breakfast programs as the needs of the students and the financial capacity of the district permit. The Board recognizes that the lunch program is an important complement to the nutritional responsibilities of parents/guardians.

The Board believes that:

1. Foods and beverages available on school premises should contribute to the nutritional well-being of students and meet the nutritional criteria of the National School Lunch and Breakfast Programs and current U.S. Dietary Guidelines for Americans.
2. Foods and beverages available should be considered as carefully as other educational support materials.
3. Foods and beverages should be prepared in ways which will appeal to students while retaining nutritive quality.
4. Food should be served in quantities appropriate to the needs of students at their age level and served in as pleasant and relaxed an atmosphere as possible, with adequate time for students to eat.
5. Foods grown in the state provide nutritional, environmental, and economic benefits and should be utilized in the district's food service program to the extent feasible.

<p>Note: Effective January 14, 2010, the U.S. Department of Agriculture requires schools participating in the National School Lunch and Breakfast Programs to develop a written food safety program for the preparation and serving of school meals. The goal is to prevent and reduce the risk of food-borne illness among students. Schools are required to utilize the "hazard analysis and critical control point (HACCP) system" when developing their food safety programs. A written safety program must be in place for each food preparation and service facility that prepares and serves meals under the federal breakfast or lunch programs.</p>
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The Superintendent or designee will oversee the development of a written food safety program for each food preparation and serving facility in the district, as required by law. Foods and beverages will be stored, prepared and served in accordance with food safety regulations in order to prevent or reduce the risk of food-borne illness among students.

## Business & Non-Instructional Operations

### FOOD SERVICE (continued)

BP 3550(b)

The School Board intends that, insofar as possible, the school food services program shall be self-supporting and may include foods from school gardens, greenhouses and farms. The Board shall review and approve of menu prices. Program financial reports shall be presented regularly for inspection by the Board.

*(cf. 3554 – Other Food Sales)*

*(cf. 5040 – Student Nutrition and Physical Activity)*

*(cf. 6163.4 – School Gardens, Greenhouses and Farms)*

#### *Legal Reference:*

##### ALASKA STATUTES

*03.20.100 Farm-to-school program*

*14.30.375 School gardens, greenhouses, and farms*

##### UNITED STATES CODE

*Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j*

*Child Nutrition Act of 1996, 42 U.S.C. 1771-1793*

##### CODE OF FEDERAL REGULATIONS

*7 C.F.R. Parts 210 and 220, National School Lunch Program and Breakfast Program*

##### FEDERAL REGISTER

*Nutrition Standards for All Foods Sold in Schools (“Smart Snacks in School”), Vol. 78, No. 125, Part II, Department of Agriculture (2013)*

*Revised 4/2014*

**FREE AND REDUCED PRICED MEALS**

BP 3553

The School Board desires to provide meals of the proper quality and amount for good nutrition to eligible students by participating in the national school breakfast and lunch programs where feasible.

*(cf. 5040 – Student Nutrition and Physical Activity)*

Eligibility for free or reduce priced meals shall be based on federal regulations. Parents/guardians shall be informed of the district policy and regulations concerning free or reduced priced meals.

All applications and records related to eligibility for the free or reduced price meal program shall be confidential.

*(cf. 1340 - Access to District Records)*

*(cf. 5125 - Student Records)*

Children eligible for free or reduce priced meals and milk shall not be treated differently from other children and shall have the same choice of meals or milk that is available to those children who pay the full price. There shall be no overt identification of any of the children by the use of special tokens or tickets or by any other means. The children shall not be required to work for their meals or milk, use a separate dining area or entrance, or consume their meals or milk at a different time.

*Legal Reference:*

FEDERAL REGISTER

*Nutrition Standards for All Foods Sold in Schools (“Smart Snacks in School”), Vol. 78, No. 125, Part II, Department of Agriculture (2013)*

*Revised 4/2014*

**OTHER FOOD SALES**

BP 3554

The Board believes that all food available at school should contribute to the development of sound nutritional habits and should reflect concern for the health and well-being of our students.

**During School Day**

Between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day, the Superintendent or designee may permit food and beverage sales by student or adult entities or organizations provided that these sales meet the requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools, also known as Smart Snacks in School, do not impair the food service's ability to be financially sound, and observe appropriate sanitation and safety procedures.

*(cf. 5040 – Student Nutrition and Physical Activity)*  
*(cf. 6163.4 – School Gardens, Greenhouses and Farms)*

**Outside of School Day**

From 30 minutes after the conclusion of the instructional day until 12:00 AM, the Superintendent or designee may permit food and beverage sales by student or adult entities or organizations provided that these sales comply with state and federal regulations and observe appropriate sanitation and safety procedures.

*(cf. 1321 - Solicitations of Funds from and by Students)*

*Legal Reference:*

UNITED STATES CODE

*Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j*  
*Child Nutrition Act of 1996, 42 U.S.C. 1771-1793*

CODE OF FEDERAL REGULATIONS

*7 C.F.R. Parts 210 and 220, National School Lunch Program and Breakfast Program*

FEDERAL REGISTER

*Nutrition Standards for All Foods Sold in Schools (“Smart Snacks in School”), Vol. 78, No. 125, Part II, Department of Agriculture (2013)*

*Revised 4/2014*

## Personnel

### CERTIFICATED PERSONNEL

BP 4112.1

### CONTRACTS

Note: Pursuant to AS 14.20.130 the School Board may issue contracts after January 1 each year. 4 AAC 18.010 specifies minimum requirements for teacher and administrators contracts. Contracts must be signed by at least two School Board members and the teacher.

After January 1, the School Board may issue teacher contracts for the following school year. Contracts shall be approved by the School Board and signed by at least two School Board members.

Note: AS 14.20.145 grants automatic reemployment rights to teachers who are not dismissed or given notice of nonretention or layoff. Nontenured teachers must be given notice of nonretention or layoff by the end of the school year. Tenured teachers must be given notice of layoff or nonretention before May 15. (See 4117.6)

The School Board shall give or mail reemployment contracts to teachers who are not dismissed or given notice of nonretention or layoff in accordance with law. If an employee fails to notify the Superintendent or designee within 30 days after receipt of a contract of reemployment that he/she accepts reemployment, the School Board shall consider the employee to have declined reemployment and shall terminate the employee's services at the expiration of the existing contract. An employee on family leave must comply with the 30-day deadline.

(cf. 4117.4 - Dismissals)

(cf. 4117.6 - Nonretention)

(cf. 4119.21 - Code of Ethics)

Note: Pursuant to 4 AAC 18.021 substitute teachers employed for the remainder of the school term when more than 20 school days remain must be employed under employment provisions for regular teachers.

#### *Legal Reference:*

##### ALASKA STATUTES

14.20.130 *Employment of teachers and administrators*

14.20.145 *Automatic Reemployment*

14.20.158 *Continued contract provisions*

14.20.010 *Teacher certificate required*

14.20.020 *Requirements for issuance of certificate*

14.20.120 *Statement of qualifications*

14.20.215 *Definitions*

14.20.620 - 14.20.650 *Interstate agreement on qualification of educational personnel*

14.30.250 *Teacher qualifications*

##### ALASKA ADMINISTRATIVE CODE

4 AAC 05.080 *School curriculum and personnel*

4 AAC 12.300-4 AAC 12.900 *Certification of professional personnel*

4 AAC 18.010 *Teachers' and administrators' contracts*

4 AAC 18.021 *Employment of substitute teachers*

*Revised 4/2014*

**BP 4112.10 - POLICY TO BE FULLY DELETED AND REMOVED FROM MANUAL**

**EVALUATION/SUPERVISION**

BP 4115(a)

Note: AS 14.20.149 requires school districts to have a certificated employee evaluation system. The School Board is required to consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the system. The evaluation must be based on observation of the employee in the employee's work place. In addition, the law mandates a number of requirements for the system including the establishment of district performance standards, a minimum number of evaluations each year, the preparation and implementation of a plan of improvement, and opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the person being evaluated.

Department of Education and Early Development regulations require a district's certificated employee evaluation system to evaluate a teacher or administrator's performance on applicable professional content standards as exemplary, proficient, basic, or unsatisfactory. In addition, overall performance must be evaluated with these same four ratings. No later than the 2015-16 school year, a teacher or administrator's performance evaluation for student learning data standards shall include an evaluation of actual student learning data. The Educator Evaluation regulations are found at 4 AAC 09.010-19.099.

The School Board believes that evaluations can provide important information relevant to employment decisions, can help staff improve their professional skills, can improve the effectiveness of instruction, and raise student achievement levels. In accordance with the district's certificated employee evaluation system, the Superintendent or designee shall evaluate certificated personnel annually, including teachers, administrators, and special service providers. The evaluation system shall evaluate whether the certificated employee is exemplary, proficient, basic, or unsatisfactory on applicable content standards and in overall performance. The district's certificated employee evaluation system will incorporate those procedures and mandates required by law.

The district shall provide annual in-service training to all certificated employees subject to the evaluation system. The training will assure inter-rater reliability and address the evaluation procedures, the standards used by the district in evaluating performance, and other information that may be helpful to a thorough understanding of the evaluation system.

A certificated employee has a right to timely comment on the evaluation and may not be retaliated against for doing so.

The certificated employee evaluation system will be periodically reviewed. The district will consider input from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators. The district will make a copy of the evaluation instrument available to the public, including posting on the district's website. The posting will explain how the district has considered the input of these groups in the design of the evaluation system.

- (cf. 4116 - Probationary/Permanent Status)*
- (cf. 4117.4 - Dismissal)*
- (cf. 4117.6 - Nonretention)*
- (cf. 4315.1 - Competence in Evaluation of Teachers)*

*Legal Reference (see next page):*

Certificated Personnel

**EVALUATION/SUPERVISION**

BP 4115(b)

*Legal Reference:*

ALASKA STATUTES

*14.20.149 Employee Evaluation*

*23.40.070 Declaration of policy (PERA)*

ALASKA ADMINISTRATIVE CODE

*4 AAC 19.010-4 AAC 19.099 Evaluation of professional employees*

*4 AAC 04.200 Professional content and performance standards*

*4 AAC 04.205 District performance standards*

*Revised 4/2014*

**NONRETENTION**

BP 4117.6

Note: AS 14.20.145 provide automatic reemployment rights to employees who do not receive notice of nonretention in accordance with AS 14.20.140. This sample policy should be reviewed in conjunction with the district's collective bargaining agreement, if any, to determine whether a notice date earlier than that required by law is specified.

The Superintendent or designee shall provide the School Board with his/her recommendations regarding the nonretention of certificated employees.

The School Board may decide not to rehire a nontenured employee at the end of his/her first, second or third year and give written notice of its decision to the employee at any time during the year. If the School Board does not give nontenured teachers written notice of nonretention by the last day of the school term, the employee shall be offered a contract for the following year.

Note: AS 14.20.175 mandates School Boards to provide by regulation or bylaw procedures by which nontenured teachers may request and receive an informal School Board hearing regarding nonretention.

Nonretention of nontenured teachers may be based on any cause deemed adequate by the Superintendent or designee or, if an informal School Board hearing is held, any cause deemed adequate by the School Board. The Superintendent or designee shall establish administrative regulations providing for an informal hearing before the School Board upon teacher request.

The nonretention of tenured teachers shall comply with the cause and procedural requirements specified in law, including notice of nonretention before May 15.

*(c.f. 4112.1 - Contracts)*

*(c.f. 4117.4 - Dismissal)*

*(c.f. 4116 - Nontenured/Tenured Status)*

*(c.f. 4117.3 - Personnel Reduction)*

*Legal Reference:*

ALASKA STATUTES

*14.20.140 Notification of nonretention*

*14.20.145 Automatic re-employment*

*14.20.175 Nonretention*

*14.20.180 Procedure and hearing upon notice of dismissal or nonretention*

*14.20.210 Authority of school board or department to adopt bylaws*

*Revised 4/2014*

**20 AAC 10.020**  
**CODE OF ETHICS AND TEACHING STANDARDS**

- (a) The following code of ethical and professional standards governs all members of the teaching profession. A violation of this section is grounds for discipline as provided in AS 14.20.030.
- (b) In fulfilling obligations to students, an educator:
  - (1) repealed 10/25/2000;
  - (2) may not deliberately distort, suppress or deny access to curricular materials or educational information in order to promote the personal view, interest, or goal of the educator;
  - (3) shall make reasonable effort to protect students from conditions harmful to learning or to health and safety;
  - (4) may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;
  - (5) may not expose a student to unnecessary embarrassment or disparagement;
  - (6) may not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
  - (7) may not use professional relationships with students for private advantage or gain;
  - (8) shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law;

**20 AAC 10.020**  
**CODE OF ETHICS AND TEACHING STANDARDS**  
(continued)

- (9) shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.
- (c) In fulfilling obligations to the public, an educator
- (1) repealed 10/25/2000;
  - (2) shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institution or organization with which the educator is affiliated;
  - (3) shall cooperate in the statewide student assessment system established under 4 AAC 06.710-4 AAC 06.790 by safeguarding and maintaining the confidentiality of test materials and information;
  - (4) repealed 10/25/2000;
  - (5) may not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;
  - (6) may not accept a gratuity, gift or favor that might influence or appear to influence professional judgment, and may not offer a gratuity, gift, or favor to obtain special advantage;
  - (7) may not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and
  - (8) may not use or allow the use of district resources for private purposes not related to the district programs and operation.

**20 AAC 10.020**  
**CODE OF ETHICS AND TEACHING STANDARDS**  
(continued)

- (d) In fulfilling obligations to the profession, an educator:
- (1) may not, on the basis of race, color, creed, sex, age, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, and may not discriminate in employment practice, assignment, or personnel evaluation;
  - (2) shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;
  - (3) may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;
  - (4) may not sexually harass a fellow employee;
  - (5) shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
  - (6) shall provide, upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment;
  - (7) may not deliberately misrepresent the educator's or another's professional qualifications;
  - (8) repealed 10/25/2000;
  - (9) may not falsify a document, or make a misrepresentation on a matter related to licensure, employment, evaluation, test results or professional duties;
  - (10) may not intentionally make a false or malicious statement about a colleague's professional performance or conduct;

**20 AAC 10.020**  
**CODE OF ETHICS AND TEACHING STANDARDS**  
(continued)

- (11) may not intentionally file a false or malicious complaint with the commission;
- (12) may not seek reprisal against any individual who has filed a complaint, provided testimony or given other assistance in support of a complaint filed with the commission;
- (13) shall cooperate fully and honestly in investigations and hearings of the commission;
- (14) repealed 10/25/2000;
- (15) may not unlawfully breach a professional employment contract;
- (16) shall conduct professional business through appropriate channels;
- (17) may not assign tasks to unqualified personnel;
- (18) may not continue in or seek professional employment while unfit due to
  - (A) use of drugs or alcohol that impairs the educator's competence or the safety of students or colleagues; (B) physical or mental disability that impairs the educator's competence or the safety of students or colleagues;
- (19) may not interfere with a colleague's exercise of political or citizenship rights and responsibilities.

*Revised 4/2014*

## STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (a)

Note: This policy was developed by the State of Alaska Obesity Prevention and Control Program and the Alaska Department of Education & Early Development Child Nutrition Program and meets all federal requirements for Local School Wellness Policies. It is intended to provide a framework for developing a wellness policy. The policy adopted by your School Board must be developed with the involvement of the identified advisory group discussed in Section A.

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore the School District will provide environments that promote and protect children’s health, well-being, and ability to learn by supporting healthy eating and physical activity.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education and school meal programs.

*(cf. 1020 – Youth Services)*

### **A. Planning and Periodic Review by Stakeholders**

The school district and when appropriate individual schools within the district will create or work with an existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The school district will permit and encourage the participation of students, parents, food service personnel, School Board members, school administrators, school health professionals, physical education teachers, local SNAP-Ed coordinators and other interested community members in the advisory group. The district will promote opportunities to participate in the advisory group through parent and stakeholder communication, which may include newsletters, public announcements, web-postings, parent communication, etc.

The school district will provide the advisory group with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies and nutrition and physical activity goals. Goals will be based on available scientific evidence for improving school nutrition and physical activity programs. Goals and progress toward achievement will be presented to the School Board on an annual basis.

*(cf. 1000 – Concepts and Roles)*

### **B. Nutrition**

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

Students

**STUDENT NUTRITION AND PHYSICAL ACTIVITY** (continued)

BP 5040 (b)

All foods

and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. (7 C.F.R. Parts 210 and 220) To the extent practicable, all schools in the district will participate in available federal school meal programs.

All other foods and beverages made available on school campus (including, but not limited to vending, franchise vendors, concessions, a la carte, student stores, classroom parties and fundraising) during the school day, between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day, shall meet nutritional requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School. For the purpose of this policy, the school campus is defined as all property under the jurisdiction of the school district that is accessible to students.

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

Traditional cultural foods may be exempted from the nutritional requirements when offered free of charge and for educational purposes. Traditional cultural foods offered for sale or as a part of the school breakfast or lunch program must meet nutritional requirements.

Schools will provide free potable water in the place where meals are served and elsewhere throughout the school buildings.

When practicable, Alaska farm and fish products will be utilized in meals and snacks.

Schools will encourage all students to participate in federal school meal programs and protect the identity of students who eat free and reduced priced meals.

Schools will encourage all students to eat healthy and nutritious meals within the school dining environment and will, to the extent practicable, involve students in menu planning.

To the extent practicable, schools will schedule lunch as close to the middle of the school day as possible. Schools are encouraged to provide opportunities for mid-morning or mid-afternoon healthy snack breaks.

Schools will limit food and beverage marketing on campus to the promotion of foods and beverages that meet the National School Lunch Act, Nutritional Guidelines for All Foods Sold in Schools.

Schools will work to provide age-appropriate nutrition education as part of the health and physical education curricula that respects the cultural practices of students, is integrated into core subjects, and provides opportunities for students to practice skills and apply knowledge both inside and outside the school setting. The District will seek to provide evidence-based nutrition education curricula that foster lifelong healthy eating behaviors integrated into comprehensive school health education. **To the extent practicable:**

- (a) Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.
- (b) Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators and teachers.
- (c) Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, cafeterias, outreach programs and other school-based activities.
- (d) Nutrition education shall be taught by a certified/licensed health education teacher.
- (e) Schools will strive to establish or support an instructional garden within nutrition education and the core curriculum that provides students with experiences in planting, harvesting, preparing, serving and tasting.

*(cf. 0210 – Goals for Student Learning)*

*(cf. 3550 – Food Service)*

*(cf. 3551 – Food Service Operations)*

*(cf. 3552 – Regular Lunch Program)*

*(cf. 3553 – Free and Reduced Price Meals)*

*(cf. 3554 – Other Food Sales)*

*(cf. 6163.4 – School Gardens, Greenhouses, and Farms)*

Note: While federal law does not require the language in Section C: Physical Education and Section D: Physical Activity, districts *must* have physical activity goals. The following optional policy language provides physical education and physical activity goals.

### **C. Physical Education**

Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

To the extent practicable, all schools will provide daily physical education opportunities for all students. All elementary students will be provided at least

Option 1: the National Association for Sport and Physical Education (NASPE) recommendation of 150 minutes of physical education per week, for the entire school year.

Option 2: \_\_\_ minutes (determined by district capacity) of physical education per week, for the entire school year.

Middle and high school students shall be provided at least

Option 1: the National Association for Sport and Physical Education (NASPE) recommendation of 225 minutes of physical education per week, for the entire school year.

Option 2: \_\_\_ minutes (determined by district capacity) of physical education per week, for the entire school year.

All middle-school students will be required to participate in physical education for all years of enrollment in middle school. All high school students shall be required to participate in physical education for one full year. Physical education shall be exclusive of health education and shall be available for all four years of high school. Each district/school will adopt a physical education curriculum that aligns with the Alaska State Standards for Physical Education for grades K-12, with grade level benchmarks. The curriculum shall be reviewed in accordance with the regular curriculum review and adoption schedule of the District.

#### **D. Physical Activity**

Elementary and middle school students will be provided with at least 45 minutes each day of physical activity, not including time spent in physical education. This time may be accumulated throughout the school day and may include recess and before/after school-sponsored activities. Whenever possible, all students shall be given opportunities for physical activity through a range of programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Elementary students will be provided at least 20 minutes each day of structured, active recess. Classroom based physical activity is encouraged and counts toward the 45 minute requirement as long as it does not replace recess.

When practicable, recess shall be scheduled before lunch periods and take place outdoors.

Indoor and outdoor facilities shall be available so that physical activity is safe and not dependent on the weather. Physical activity equipment shall be age- appropriate, inviting, and available in sufficient quantities for all students to be active. Equipment shall be inspected regularly (at least weekly) for safety and replaced when needed.

Using physical activity as punishment, or withholding physical activity/physical education time as a means of discipline, is prohibited.

The district/school will promote strategies/events designed to generate interest in and support active transport to school (walking school busses, ‘bicycle trains.’ Walk/Bike to School Day, Safe Routes to School Programs).

Schools are encouraged to negotiate mutually acceptable and fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

*(cf. 1330 – Community use of school facilities)*

**E. Communication with Parents**

The district/school will regularly, at least annually, inform and update the public, including students, parents, and the community, about the content, implementation of, and progress towards goals in this policy. Parents will be actively notified through email or other notification processes and provided access to this policy and all subsequent reports and updates.

The district/school will support the efforts of parents to provide a healthy diet and daily physical activity for their children. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards. The district will provide parents & the public with information on healthy foods that meet the requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School, and ideas for policy compliant foods for vending, concessions, a la carte, student stores, classroom parties and fundraising activities

The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support the efforts of parents to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information through a website, newsletter, or other take-home materials, special events, or physical education homework.

*(cf. 6020 – Parent Involvement)*

**F. Monitoring, Compliance and Evaluation**

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies and administrative regulations. Administrative regulations may be developed to ensure that information will be gathered to assist the School Board and district in evaluating implementation of these policies and to ensure that necessary documentation is maintained in preparation for the triennial administrative review conducted by Child Nutrition Programs, Department of Education & Early Development.

The Superintendent or designee will designate one or more persons to be responsible for ensuring that each school within the district complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with district nutrition and physical activity goals.

Students

**STUDENT NUTRITION AND PHYSICAL ACTIVITY** (continued)

BP 5040 (f)

The School Board will receive an annual summary report) on district-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the district nutrition and physical activity goals, based on input from the schools within the district. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel, and will be made available to the public.

Legal Reference:

ALASKA STATUTES

*03.20.100 Farm-to-school program*

UNITED STATES CODE

*Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j*

*Child Nutrition Act of 1996, 42 U.S.C. 1771-1793*

CODE OF FEDERAL REGULATIONS

*7 C.F.R. Parts 210 and 220, National School Lunch Program and Breakfast Program*

FEDERAL REGISTER

*Nutrition Standards for All Foods Sold in Schools (“Smart Snacks in School”), Vol. 78, No. 125, Part II, Department of Agriculture (2013)*

*Revised 4/2014*

## **STUDENT NUTRITION AND PHYSICAL ACTIVITY**

AR 5040 (a)

### **PLANNING AND PERIODIC REVIEW; REPORTING**

The superintendent or designee will provide an annual report to the School Board detailing progress toward reaching nutrition and physical activity goals and compliance with all physical education, physical activity and nutrition policies. Barriers to compliance, where and when they are encountered will be detailed in the annual report. A brief description of planning processes, including entities engaged in planning, will also be provided at that time.

### **NUTRITION**

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

Traditional cultural foods may be exempted from the nutritional requirements when offered free of charge and for educational purposes. Traditional cultural foods offered for sale or as a part of the school breakfast or lunch program must meet nutritional requirements.

See Exhibit 3 for more information on traditional cultural foods in schools.

#### **Nutrition Guidelines:**

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. To the extent practicable, all schools in the district will participate in available federal school meal programs.

All other foods and beverages made available on school campus (including, but not limited to vending, franchise vendors, concessions, a la carte, student stores, classroom parties and fundraising) during the school day, between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day, shall meet nutritional requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools, also known as Smart Snacks in School. For the purpose of this policy, the school campus is defined as all property under the jurisdiction of the school district that is accessible to students.

Note: See Exhibit 2 for more information on these federal regulations.

#### **Nutrition and Dining Environment Goals**

- (a) Schools shall provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.

**STUDENT NUTRITION AND PHYSICAL ACTIVITY** (continued)

AR 5040 (b)

- (b) Schools shall encourage and facilitate access to handwashing before and after meals.
- (c) Schools shall provide adequate time for students to enjoy eating healthy foods with friends in school; a minimum of 20 minutes of eating time, after being served, for lunch and 10 minutes for breakfast.
- (d) The school district shall work to provide opportunities for on-going professional training and development for food service staff and teachers in the areas of nutrition and physical education.
- (e) The district supports and encourages the creation of school gardens and integrated food system education that provides hands-on learning experiences linking the cafeteria with the classroom and core curriculum, such as math, science and language arts.

**PHYSICAL EDUCATION**

Note: While federal law does not require the language in the following sections on Physical Education and Physical Activity, Districts *must* have physical activity goals. The following optional language meets those requirements.

Student achievement shall be assessed based on physical education standards, and a written physical education grade shall be reported for students according to the grading schedule of the district. A fitness assessment shall be performed using a valid and reliable tool and used to track student progress. Physical education classes shall have a pupil-teacher ratio comparable to that in the core classes. Waivers, exemptions, substitutions, and/or pass-fail options for physical education are discouraged. Accommodations will be made for those with medical, cultural, or religious considerations. To the extent practicable:

- (a) Physical education shall be taught by a certified/endorsed physical education teacher.
- (b) Physical education teachers shall receive annual professional development specific to physical education content.
- (c) Physical education equipment shall be age- appropriate, inviting, and available in sufficient quantities for all students to be able to participate. Equipment shall be inspected regularly for safety and replaced when needed.
- (d) At least 50% of physical education class time should be spent in moderate to vigorous physical activity.

**PHYSICAL ACTIVITY**

Schools shall strive to allow students the opportunity for moderate physical activity each day to include time before, during, and after school.

**Physical Activity Goals**

The primary goals for physical activity are to: build knowledge and skills through physical education (PE) programs that enable all students to participate in a variety of lifetime physical activities; promote safe and appropriate physical activity opportunities for all students; increase the amount of movement for students throughout the school day, while decreasing sedentary time; and promote a physically active lifestyle for all community members, including students, staff, and families. To the extent practicable:

- (a) Schools shall encourage families to support their children’s participation in physical activity, to be physically active role models, and to include physical activity in family events.
- (b) Schools shall provide adequate training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.
- (c) Schools shall encourage, promote and conduct physical activities that involve families, students, school staff and the community, including safe walking or biking to school.

**OTHER SCHOOL-BASED ACTIVITIES**

The primary goal for other school-based activities is to create a total school environment that is conducive to student well-being. This includes, but is not limited to the following:

**Communication Goals**

- (a) The school district shall encourage and provide opportunities for parents, staff, teachers, school administrators, students, nutrition service professionals and community members to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.
- (b) The district, to the extent possible, shall provide information and outreach materials about community food programs and other Food and Nutrition Service (FNS) programs such as Food Stamps, the Child Nutrition Program, and Women, Infants and Children (WIC) to students and parents.

Students

**STUDENT NUTRITION AND PHYSICAL ACTIVITY** (continued)

AR 5040 (d)

- (c) Schools shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity, consistent with Board policy and federal regulation.

*Revised 4/2014*

**RICHARD B. RUSSELL NATION SCHOOL LUNCH ACT**

**SEC. 9A. 42 U.S.C. 1758b LOCAL SCHOOL WELLNESS POLICY.**

(a) **IN GENERAL.**— Each local educational agency participating in a program authorized by this Act or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for all schools under the jurisdiction of the local educational agency.

(b) **GUIDELINES.**—The Secretary shall promulgate regulations that provide the framework and guidelines for local educational agencies to establish local school wellness policies, including, at a minimum,—

(1) goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness;

(2) for all foods available on each school campus under the jurisdiction of the local educational agency during the school day, nutrition guidelines that—

(A) are consistent with sections 9 and 17 of this Act, and sections 4 and 10 of the Child Nutrition Act of 1966 (42 U.S.C. 1773, 1779); and

(B) promote student health and reduce childhood obesity;

(3) a requirement that the local educational agency permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy;

(4) a requirement that the local educational agency inform and update the public (including parents, students, and others in the community) about the content and implementation of the local school wellness policy; and

(5) a requirement that the local educational agency—

(A) periodically measure and make available to the public an assessment on the implementation of the local school wellness policy, including—

(i) the extent to which schools under the jurisdiction of the local educational agency are in compliance with the local school wellness policy;

(ii) the extent to which the local school wellness policy of the local educational agency compares to model local school wellness policies; and

(iii) a description of the progress made in attaining the goals of the local school wellness policy; and

Students

**STUDENT NUTRITION AND PHYSICAL ACTIVITY** (continued)

E 5040(1)

(B) designate 1 or more local educational agency officials or school officials, as appropriate, to ensure that each school complies with the local school wellness policy.

(c) **LOCAL DISCRETION.**—The local educational agency shall use the guidelines promulgated by the Secretary under subsection (b) to determine specific policies appropriate for the schools under the jurisdiction of the local educational agency.

*Added 4/2014*

# Smart Snacks in School

## USDA's "All Foods Sold in Schools" Standards

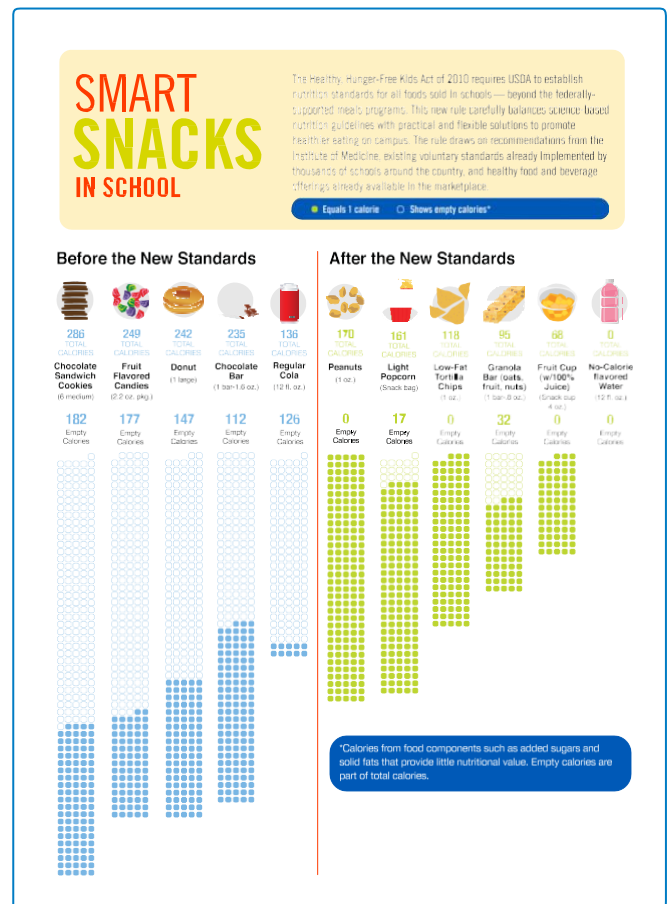
USDA recently published practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The standards, required by the Healthy, Hunger-Free Kids Act of 2010, will allow schools to offer healthier snack foods to children, while limiting junk food.

The health of today's school environment continues to improve. Students across the country are now offered healthier school lunches with more fruits, vegetables and whole grains. The *Smart Snacks in School* standards will build on those healthy advancements and ensure that kids are only offered tasty and nutritious foods during the school day.

*Smart Snacks in School* also support efforts by school food service staff, school administrators, teachers, parents and the school community, all working hard to instill healthy habits in students.

### Nutrition Standards for Foods

- **Any food sold in schools must:**
  - Be a "whole grain-rich" grain product; or
  - Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
  - Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
  - Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).\*
  
- **Foods must also meet several nutrient requirements:**
  - **Calorie limits:**
    - Snack items: ≤ 200 calories
    - Entrée items: ≤ 350 calories
  
  - **Sodium limits:**
    - Snack items: ≤ 230 mg\*\*
    - Entrée items: ≤ 480 mg
  
  - **Fat limits:**
    - Total fat: ≤35% of calories
    - Saturated fat: < 10% of calories
    - Trans fat: zero grams
  
  - **Sugar limit:**
    - ≤ 35% of weight from total sugars in foods



\*On July 1, 2016, foods may not qualify using the 10% DV criteria.

\*\*On July 1, 2016, snack items must contain ≤ 200 mg sodium per item

## Nutrition Standards for Beverages

- **All schools may sell:**
  - Plain water (with or without carbonation)
  - Unflavored low fat milk
  - Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
  - 100% fruit or vegetable juice and
  - 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.
- **Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.**
- **Beyond this, the standards allow additional "no calorie" and "lower calorie" beverage options for high school students.**
  - No more than 20-ounce portions of
  - Calorie-free, flavored water (with or without carbonation); and
  - Other flavored and/or carbonated beverages that are labeled to contain < 5 calories per 8 fluid ounces or ≤ 10 calories per 20 fluid ounces.
  - No more than 12-ounce portions of
  - Beverages with ≤ 40 calories per 8 fluid ounces, or ≤ 60 calories per 12 fluid ounces.

## Other Requirements

- **Fundraisers**
  - The sale of food items that meet nutrition requirements at fundraisers are not limited in any way under the standards.
  - The standards do not apply during non-school hours, on weekends and at off-campus fundraising events.
  - The standards provide a special exemption for infrequent fundraisers that do not meet the nutrition standards. State agencies may determine the frequency with which fundraising activities take place that allow the sale of food and beverage items that do not meet the nutrition standards.
- **Accompaniments**
  - Accompaniments such as cream cheese, salad dressing and butter must be included in the nutrient profile as part of the food item sold.
  - This helps control the amount of calories, fat, sugar and sodium added to foods by accompaniments, which can be significant.

## Public Comment

USDA is seeking comments on these standards. The formal 120-day comment period is open through October 28, 2013. We also want to continue to receive feedback during implementation of the standards, so that we are able to make any needed tweaks to the standards based on real-world experience. Feedback from students, parents, school food staff, school administrators, State agencies and other interested parties is critical to ensuring successful standards.

To find the standards online, simply go to <http://www.regulations.gov> and search by the docket number, which is FNS-2011-0019, or you may type in the name of the rule "Nutrition Standards for All Foods

Sold in School".

Comment Online:  
<http://www.regulations.gov>

Comment by Mail:  
William Wagoner  
Section Chief, Policy and  
Program Development Branch  
Child Nutrition Division  
Food and Nutrition Service  
P.O. Box 66874





## Donated Foods We Can Accept



### Wild game meat

Whole, or in quarters or roasts

No burger or ground meats

### Seafood

Whole in round or gutted and gilled

### Plants

Berries, vegetables, and wild plants

### We Need to Check

- ✓ That the animal was not diseased;
- ✓ Was butchered, transported and stored cleanly and kept cool to prevent spoilage

### In Our Kitchen

- ✓ Any more preparation (such as cutting and cleaning) is done separately from other food (a different time or a different place)
- ✓ The food is labeled and stored separately from other food

## Foods We CAN NOT Accept

- Fox Meat
- Walrus Meat
- Bear Meat
- Seal or whale oil, with or without meat
- Fermented game meat
  - beaver tail
  - whale or seal flipper
  - maktak
- Fermented seafood
  - salmon eggs
  - fish
- Home canned foods
- Home smoked or dried meats/seafood
- Home vacuumed packaged foods
- Shellfish from unapproved source

When accepting donated game please fill out the form 'Receipt of Donated Game for Use in CNS Federal Nutrition Programs.' Alaska Child Nutrition Services 2021

**STUDENT RECORDS**

Note: The Family Educational Rights and Privacy Act (“FERPA”) is a federal law requiring districts to maintain policies and regulations for student records which meet the requirements of law. The complexity of federal and state laws makes it imperative for the district to carefully consider its actions with regard to student records and seek legal advice when deemed necessary. FERPA regulations have been amended, effective January 8, 2012.

The School Board recognizes the importance of keeping accurate, comprehensive student records. The confidentiality of student records shall be maintained in accordance with legal requirements. Information may be disclosed from student records when necessary to protect the health or safety of a student or others, as permitted by law.

The Superintendent or designee shall establish regulations governing the maintenance of student records. These regulations shall ensure parental rights to inspect student records; to seek amendment of student records which are believed to be inaccurate, misleading, or in violation of the student’s privacy rights; to consent to disclosure of personally identifiable information except when disclosure is authorized without consent by law; and to file a complaint to challenge the District’s compliance with applicable laws governing student records.

- (cf. 3580 - District Records)*
- (cf. 5125.1 - Release of Directory Information)*
- (cf. 5125.2 - Challenging Student Records)*
- (cf. 5125.3 - Withholding Grades, Diploma or Transcripts)*
- (cf. 6162.8 - Research)*

*Legal Reference:*

ALASKA STATUTES

- 40.25.120-40.25.220 Public Records Act*
- 14.03.110 Questionnaires and Surveys administered in public schools*
- 14.03.113 District determination of scholarship eligibility*
- 14.03.115 Access to School records by parent, foster parent, or guardian*
- 14.30.350 Definitions, exceptional children*
- 14.30.700 Records of missing children*
- 14.30.710 Required records upon transfer*
- 14.30.720 Definitions*
- 14.30.745 Provision of student information to academy*
- 14.43.810-.850 Alaska performance scholarship program*
- 14.43.930 Scholarship program information*

ALASKA ADMINISTRATIVE CODE

- 4 AAC 07.060 Student records*
- 4 AAC 43.010-.900 Alaska performance scholarship program*
- 4 AAC 52.510 Parental access to records*
- 4 AAC 52.847 Parental consent for release of records*

Students

**STUDENT RECORDS** (continued)

BP 5125 (b)

*Legal Reference (continued):*

UNITED STATES CODE

*FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, 20 U.S.C. 1232g, as amended by USA PATRIOT ACT of 2001, Public Law 107-56; 115 Stat. 272*

34 CODE OF FEDERAL REGULATIONS

*Part 99, as amended, Jan. 2012*

*300.501 Opportunity to examine records*

*300.624 Destruction of information*

*Revised 4/2014*

**Definitions**

1. Education Records

"Education records" consists of all official records, files and data directly related to a student that are maintained by the District or by a party acting for the District. A student's education record encompasses all the material incorporated in the student's cumulative record folder and includes, but is not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), daily attendance data, scores on standardized intelligence, aptitude and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and written observations, and discipline data, including suspensions or expulsions. Student records are the property of the District, with access by others as set forth in this regulation.

2. Exclusions From the Term "Education Records"

The following documents are not "education records":

- a. Aggregated data that does not contain "personally identifiable information" about a specific student.
- b. Personal files, notes, or records maintained by staff members or professional consultants that are kept in their sole possession, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute. Such files or personal notes regarding students shall constitute the personal property of the person compiling the file.
- c. Records of the District's law enforcement unit.
- d. An employment record made and maintained in the normal course of business that relates exclusively to an individual in his or her capacity as an employee. However, records relating to a student who is employed as a result of his or her student's status are education records.
- e. Records of a student age 18 or older that are made or maintained by a physician or mental health professional that are utilized for treatment of the student and are disclosed only to individuals providing treatment. "Treatment" for this provision does not include remedial educational activities that are part of the District's instructional program.
- f. Records created or received by the District after the student no longer attends and that are not directly related to the individual's attendance as a student.

- g. Grades on peer-graded papers before they are collected and recorded by a teacher.
- h. Personal knowledge or observation of a school official. A school official is not prohibited from disclosing information about a student if the information is obtained through the school official's personal knowledge or observation, and not from the student's education records.

3. Personally Identifiable Information

"Personally identifiable information" includes, but is not limited to: the name of a student, the student's parent, or other family member; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; indirect identifiers such as a student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student and that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes to know the identity of the student to whom the record relates.

"Biometric record" as used above means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual. These include fingerprints, eye patterns, voiceprints, DNA, facial characteristics, and handwriting.

4. Directory Information

"Directory Information" means information contained in an education record that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, a student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees and awards or honors received, scholarship eligibility, and the most recent school attended by the student.

Directory information does not include a student's social security number or student identification number if the student identifier can be used to gain access to education records. A student identifier can be listed as directory information if the identifier must be used in conjunction with one or more factors that authenticate the student's identity, such as a PIN or password.

5. Parents

"Parents" means a natural parent, an adoptive parent, foster parent, legal guardian, or an individual acting as a parent in the absence of a parent or guardian, or in the case of a student receiving services provided to exceptional children, a person acting as the parent of a child or a surrogate parent appointed in accordance with state regulations. Either or both parents have access to a student's records, even if a separation or divorce has occurred, unless the parental rights of a parent have been legally terminated through adoption or other legal process; or unless a decree of divorce, separation, or other court order specifically prohibits parental access to school information or records.

6. Eligible Student

"Eligible student" means a student who has attained eighteen years of age, is an emancipated minor, or is attending an institution of post-secondary education.

7. School Official

A "school official" is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the School Board; law enforcement unit personnel as defined in this regulation; a person or company with whom the District has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist); a contractor, consultant, or other outside party to whom the District has outsourced services or functions that it would otherwise use employees to perform, provided that the outside party is under the direct control of the District with respect to use and maintenance of education records and subject to the same conditions governing use and disclosure of those records, or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

8. Law Enforcement Unit Personnel

"Law enforcement unit personnel" are individuals employed, contracted, or permitted to monitor safety and security in and around the schools. Law enforcement unit personnel are responsible for referring potential or alleged violations of law to local law enforcement. The District's law enforcement unit includes the following individuals: [school resource officers; safety and security staff; principal; etc.].

9. Education Program

“Education program” means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

**Annual Notice**

The Superintendent shall notify parents and eligible students of the rights accorded them under this policy. Annually, the Superintendent shall provide to parents and eligible students a notice which informs them of the following rights:

- \* to inspect and review their student’s education records, and the procedures for doing so;
- \* to seek amendment of student records which are believed to be inaccurate, misleading, or in violation of the student’s privacy rights, and the procedures for doing so;
- \* to consent to disclosure of personally identifiable information except where law authorizes disclosure without consent; and
- \* to file a complaint in accordance with 34 CFR Section 99.63 and 99.64.

The annual notice shall also provide the following information:

- \* that the District discloses student records without consent to school officials with a legitimate educational interest, and explanation of who constitutes a school official, and what constitutes a legitimate educational interest;
- \* that the District forwards records to other school districts or post-secondary institutions that have requested the records and where the student attends or is seeking to enroll; and
- \* the name and address of the official responsible for the records and the current fee for copies of records.

Finally, the annual notice will explain that the District discloses information about student eligibility for certain Alaska programs. The notice will identify the programs and explain whether a parent or eligible student may opt out of the following disclosures and if so, how to do so:

- \* the University of Alaska scholarship programs;
- \* the Alaska Performance Scholarship Program; and
- \* the Alaska Military Youth Academy operated by the Department of Military and Veterans’ Affairs.

In addition, the District will maintain for public inspection a list of the names and positions of those employees who routinely have access to student records specifically collected or maintained in conjunction with the provision of services to children with disabilities. Upon request, the District shall provide a parent of a student receiving special education or related services a list of the type and location of records collected, maintained and used by the District in conjunction with the provision of such services.

**Custody and Protection of Student Records**

1. Place Records are Kept

Student records will generally be maintained in the cumulative record folders in the administrative offices of the District. With the consent of the Superintendent, or his designee, portions of student records may be kept in other places for reasons of effective school administration, such as data collected and maintained in physical education, vocational, health or special education locations.

2. Custodian of Records

Student records in each place where they are maintained shall be under the control of a custodian appointed by the Superintendent. The custodian shall be responsible for carrying out this regulation with respect to the records under his/her control. The custodian shall use reasonable physical, technological, or procedural controls to ensure that school officials obtain access to only those education records in which they have legitimate educational interests.

3. Record of Access to Student Records

Each individual student cumulative record folder, and each student record maintained separately from the folder, shall contain a written record of each request for, and each disclosure of, personally identifiable information. The record of access shall include

- a. the identity of the person reviewing the record and the person's official capacity;
- b. the specific record examined or requested;
- c. the legitimate interest that the person had in requesting or obtaining the information;
- d. the date of examination or request;

**STUDENT RECORDS** (continued)

AR 5125(f)

- e. if the District discloses personally identifiable information from a student record with the understanding that the information will be redisclosed on behalf of the District, then the names of the additional parties to which the receiving party may disclose the information and the legitimate interest which each additional party has in requesting or obtaining the information;
- f. if the District discloses personally identifiable information from education records to state or federal educational authorities for purposes of audit or evaluation, then the identity of the party and the fact that redisclosures may be made. The state or federal educational authorities must record any further disclosures made, in lieu of the District recording those disclosures. The District will obtain the records of redisclosure from the state or federal authority upon request of a parent or eligible student; and
- g. if disclosure is pursuant to a health or safety emergency, then the identity of individual requesting or receiving the information and a description of the articulable and significant threat to the health or safety of the student or others.

A record of access does not have to be kept for requests by, or disclosure to, the following individuals:

- a. parents of the student or an eligible student;
- b. school officials with a legitimate educational interest;
- c. those authorized to obtain disclosure by written consent of a parent or eligible student, unless the disclosure pertains to records of a student receiving special education or related services;
- d. those who request directory information, unless the disclosure pertains to records of a student receiving special education or related services; or
- e. the Attorney General of the United States, or designee, when disclosure is pursuant to an ex parte order in connection with the investigation or prosecution of terrorism crimes.

**Destruction of Records**

1. The District is not precluded from destroying any records, if not otherwise precluded by law, except that access shall be granted prior to the destruction of the education records where the parent or eligible student has requested such access.
2. In the case of records pertaining to students receiving special education or related services that are no longer needed by the District to comply with state or federal law or regulations, the District shall make reasonable efforts to notify the parent and offer the parent a copy of the record. Such records shall be destroyed upon request of the parent.
3. Records pertaining to the name, address, telephone number, grades, attendance, classes attended, grade level completed, and year completed of a student who has received special education or related services must be maintained indefinitely.

**Access by Parents or Eligible Students**

A parent of a student who is under the age of eighteen (18) years and who has attended or is currently enrolled in the District, has a right to inspect and review his or her student's records or any part thereof. This right of access does not apply to the child's address if the Superintendent determines that release of the address poses a threat to the health or safety of the child.

An eligible student has a right to inspect and review his or her student record or any part thereof. Parents' rights under this policy transfer to the eligible student. However, once a student has become an eligible student, the District may disclose records of the student to the parent without the student's consent in the following instances:

1. if the student is a dependent of either parent for federal income tax purposes; or
2. in connection with a health or safety emergency.

The right of access specified in this section shall include:

1. the right to inspect and review the content of student records;
2. the right to obtain copies of those records, which shall be at the expense of the parent or the eligible student (but not to exceed the actual cost to the District of producing such copies);
3. the right to a response from the District to reasonable requests for explanations and interpretations of those records; and
4. the right to an opportunity for a hearing to challenge the content of those records.

Parents or eligible students desiring to review student records shall present a written request to the office of the Superintendent. The request shall specify the specific records which the person wishes to inspect. In the event the District cannot determine the exact records to which access is sought, the District shall immediately contact the requesting person by letter or otherwise to determine the desired scope of records to be inspected.

Such inspection shall be made during reasonable business hours determined by mutual agreement between the District and the requesting person, but in no event shall access be withheld more than forty-five (45) days after the written request has been made. However, the District must respond to requests by a parent of a student receiving special education or related services within ten (10) days of the request and, in any case, before any meeting or hearing in which the parent may participate relating to the identification, placement, or program of the student.

Where the records requested include information concerning more than one student, the parent or eligible student shall be permitted to review only that part of the record pertaining to his child or his record, or where this cannot reasonably be done, the parent or eligible student shall be informed of the contents of that part of the record pertaining to his child.

**Access Without Parental Consent**

The District shall not permit access to or the release of student records or the personally identifiable information contained therein without the consent of a parent or eligible student except that access without consent, other than records containing personally identifiable information specifically collected or maintained in conjunction with the provision of special education or related services, shall be permitted to those persons, or under those circumstances, listed below:

1. School officials within the District who have a legitimate educational interest in having access to the records. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
2. Officials of other districts, schools, state operated correspondence programs, or post-secondary institutions in which the student seeks to enroll, or is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer. It is the policy of the District to forward student records to the entities or programs listed in this subsection without notifying the parent or eligible student. The District shall forward these records within 10 days after receiving a request. Notification of this practice will be provided to parents and students in the annual notification.

**STUDENT RECORDS** (continued)

AR 5125(i)

Missing Children: As required by state law, the District shall flag the school records of a child who is missing. Upon receipt of a request from another school or district for a record that has been flagged, the District shall immediately notify the Department of Public Safety. Unless directed to do so by the Department, the District may not forward a copy of the flagged records.

3. Upon their request, military recruiters and institutions of higher learning shall have access to secondary students' names, addresses, and telephone listings, unless an objection is made by the student's parent or guardian. Parents/guardians shall be notified of their right to make this objection.
4. Authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of Education, or the Department of Education and Early Development of the State of Alaska, if the information is provided in connection with an audit or evaluation of federal or state supported education programs.

Information may not be disclosed under this subsection unless the District has entered into a written agreement with the organization: 1) designating the individual or entity as an authorized representative; 2) specifying the personally identifiable information from education records to be disclosed; 3) specifying that the purpose for which the personal information is being disclosed is to carry out an audit or evaluation of federal- or state-supported education programs, or to enforce or to comply with federal legal requirements that relate to those programs; 4) describing the activity with sufficient specificity to make clear that it falls within the audit or evaluation exception, including a description of how the personal information from education records will be used; 5) requiring the authorized representative to destroy the personal information from education records when the information is no longer needed for the purpose specified; 6) specifying the time period in which the information must be destroyed; and 7) establishing policies and procedures, consistent with FERPA and other federal and state confidentiality and privacy provisions, to protect personal information from education records from further disclosure (except back to the disclosing entity) and unauthorized use, including limiting use of personally identifiable information from education records to only authorized representatives with legitimate interests in an audit, evaluation, or enforcement or compliance activity.

**STUDENT RECORDS** (continued)

AR 5125(j)

5. In compliance with a judicial order or pursuant to any lawfully issued subpoena. However, the District shall make a reasonable effort to give the parent or eligible student notice of all such orders or subpoenas as soon as reasonably possible after they are received, and in advance of production of the records, so that the parents or eligible student may seek protective action. Prior notice will not be given in the following cases: a federal grand jury subpoena or order where the court has ordered that the existence or contents of the subpoena not be disclosed; a court or other issuing agency issues a subpoena for a law enforcement purpose and orders the school not to disclose the existence or contents of the subpoena; or when the parent is a party to a court proceeding involving child abuse and neglect and the subpoena or order is issued in that proceeding.
6. Disclosure in connection with financial aid conditioned on the student's attendance at an educational institution. Such disclosure will be made provided that the student has actually applied for or received the aid and the information disclosed is necessary to (a) determine eligibility for the aid, (b) determine the amount of the aid, (c) determine the conditions for the aid or (d) enforce the terms and conditions of the aid.
7. The disclosure is to organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of (a) developing, validating or administering predictive tests, (b) administering student aid programs or (c) improving instruction.

Information may not be disclosed under this subsection unless the District has entered into a written agreement with the organization: 1) specifying the purpose, scope, and duration of the study and the information to be disclosed; 2) restricting the use of personally identifiable information only to purposes of the study as defined in the agreement; 3) assuring that the study will be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information; and 4) providing that the information will be destroyed or returned to the District when no longer needed for the study, and specifying the time period for destruction or return. Nothing in this section requires the District to initiate a study, or agree with or endorse the conclusions or results of the study.

8. The disclosure is to accrediting organizations carrying out their accrediting functions.
9. Information may be disclosed in connection with a health and safety emergency subject to the conditions described below.
10. Directory information may be released subject to the conditions described in BP 5125.1.

11. The disclosure is to a caseworker of the state or local child welfare agency and the agency is legally responsible for the care and protection of the student.

*(cf. 5125.1 - Release of Directory Information)*

### **Transfer of Information to Third Parties**

1. The District shall not release personal information concerning a student except on the condition that the party to which the information is being transferred will not permit any other party to have access to such information without the prior written consent of the parent or eligible student. The District shall include with any information released to a party a written statement which informs the party of this requirement.
2. The District may disclose personally identifiable information with the understanding that the party receiving the information may make further disclosures on behalf of the district without the consent of the parent or eligible student if (a) these further disclosures meet the requirements for access without consent; and (b) the District maintains a record of third parties granted access and the legitimate interest of such parties.

### **Cooperation With Juvenile Justice System**

The school district will cooperate with the juvenile justice system in sharing information contained in permanent student records regarding students who have become involved with the juvenile justice system. The school district will enter into an interagency agreement with the juvenile justice agencies (“agencies”) involved.

The purpose of the agreement is to allow for the sharing of information prior to a student’s adjudication in order to promote and collaborate between the district and the agencies to improve school safety, reduce alcohol and illegal drug use, reduce truancy, and reduce in-school and out-of-school suspensions. This cooperation will enhance alternatives such as structured and well supervised educational programs, supplemented by coordinated and appropriate services, designed to correct behaviors that lead to truancy, suspension, and expulsions, and to support students in successfully completing their education.

The school district may share any information with the agencies contained in a student’s permanent record, which is directly related to the juvenile justice system’s ability to effectively serve the student. Prior to adjudication, information contained in the permanent record may be disclosed by the school district to the parties without parental consent or court order. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student’s family or coordinating the delivery of programs and services to the student or student’s family.

Information shared under the agreement is not admissible in any court proceedings which take place prior to a disposition hearing, unless written consent is obtained from a student’s parent, guardian, or custodian.

Confidential information shared between the school district and the agencies will remain confidential and will not be shared with any other person, unless otherwise provided by law.

**Records Pertaining to Children with Disabilities**

Personally identifiable information in those student records specifically collected or maintained in conjunction with the provision of special education or related services may not be released without the written consent of a parent unless the disclosure is to:

1. A school official as defined above.
2. An official of a school or school system in which the student intends to enroll; provided, however, that a parent must be notified of any such disclosure, offered a copy of the record, and notified of his or her right to request amendment of the record.
3. A representative of the Federal Comptroller General, U.S. Department of Education, or Alaska Department of Education and Early Development.

The contents of a student's record may be furnished to any person with the written consent of one of the student's parents. The written consent should specify the records to be released, the reasons for the release, and to whom the records will be released. Where the consent of a parent is required for the release of student records, a copy of the records to be released shall be provided on request to the student's parents or the eligible student, and to the student who is not an eligible student if so requested by the student's parents.

If a parent refuses to consent to release of a student record specifically collected or maintained in conjunction with the provision of special education or related services, the District may initiate a hearing pursuant to the provisions of 4 AAC Section 52.550.

**Release of Information for Health and Safety Emergencies**

The District may release information from records to appropriate persons, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other persons. The District will take into account the totality of the circumstances, based on the information available at the time, to determine if there is an articulable and significant threat to the health or safety of a student or others.

The District may include in a student's records information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. Under the "health and safety emergency" exception, the District may disclose this information to teachers and school officials of the district, or to teachers and school officials of other districts, if those individuals have a legitimate educational interest in the behavior of the student.

**Complaint Procedure**

Note: The District's records policy must provide for an annual notification which explains the rights of parents and eligible students to file a complaint with the United States Department of Education concerning alleged failures to comply with the requirements of the federal Family Educational Rights and Privacy Act and its regulations.

A parent or eligible student may file a written complaint with the national Family Policy Compliance Office regarding an alleged violation of federal laws governing the administration of student records. These laws include the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, and its regulations found at 34 CFR Part 99. A complaint must be filed within 180 days of the date of the alleged violation, or of the date the parent or eligible student knew or reasonably should have known of the alleged violation. Complaints should be filed with:

Family Policy Compliance Office  
U.S. Department of Education  
Washington, D.C. 20202-5920  
(202) 260-3887

*Revised 4/2014*

**STUDENT RECORDS**

E 5125(a)

Note: This annual notice complies with the Family Educational Rights and Privacy Act and is based upon the model FERPA notification developed by the federal Family Policy Compliance Office. Language has been added to the federal notice to comply with the following state laws: AS 14.43.930 requiring annual notice to parents regarding disclosure of student names for purposes of University of Alaska scholarship eligibility; 4 AAC 43.010 requiring disclosure of a student's eligibility for the Alaska Performance Scholarship Program; and AS 14.30.745 requiring annual notice to parents of disclosure of student information for purposes of Alaska Military Youth Academy eligibility.

**NOTIFICATION OF RIGHTS UNDER FERPA  
FOR ELEMENTARY AND SECONDARY SCHOOLS**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. A copying fee will be charged in the amount of \_\_\_\_\_ per page if copies are desired.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees or who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Other exceptions for disclosure without consent are detailed in FERPA and Board Policy and Administrative Regulation 5125.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school or district to comply with the requirements of FERPA. A complaint can be filed with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520

In addition, you are entitled to notice of the following disclosures of student records:

**STUDENT RECORDS** (continued)

E 5125(c)

1. Upon request, the district discloses education records without consent to officials of another school district or institution of post-secondary education where the student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.
2. By September 15 of each year, the district will provide to the University of Alaska a list of names and addresses of students in the graduating class who meet scholarship eligibility requirements for each scholarship program. Release of a student's name to the University of Alaska will not be made if the parent or eligible student objects. An objection should be made in writing to the school principal.
3. By July 15 of each year, the district will transmit to the Alaska Department of Education and Early Development information on each graduating student's eligibility for the Alaska Performance Scholarship Program. This is a required disclosure that occurs without consent and without the opportunity to object.
4. By January 15 and July 15 of each year, the district will provide to the Alaska Military Youth Academy, operated by the Department of Military and Veterans' Affairs, a report containing the name, address, and dates of attendance of prior students ages 15 through 18 who appear no longer enrolled in any educational institution and who have not received a diploma or GED. Release of a student's information to the Alaska Military Youth Academy will not be made if the parent or eligible student objects. An objection should be made in writing to the school principal.

*Revised 4/2014*

**RELEASE OF DIRECTORY INFORMATION**

BP 5125.1(a)

Note: Directory information is information that is contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. 34 C.F.R. § 99.3. School officials may release directory information about a student without first obtaining parental consent, unless the parent objects. Districts may disclose this type of information only after giving notice to parents of the items of personal information the school has designated as directory. This notice must also inform parents of their right to refuse disclosure of directory information about their child. A school district is authorized to define the categories of directory information that it desires, if any, and the list found in the Family Educational Rights and Privacy Act is for illustration only. Accordingly, the District is not required to include all, or any, of these items as directory information, but may do so if desired. Effective January 2009, federal law amendments clarify that directory information may not include student social security numbers and may not normally include student identification numbers. Effective January 2012, school districts may implement a limited directory information policy in which they specify the parties or purposes for which the information is disclosed.

Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed.

Note: If boards eliminate name, address or telephone listing from their categories of directory information, military recruiters and postsecondary institutions still have the right, under federal law, to access these three items. Those boards that eliminate name, address or telephone listing need to give parents a second notice allowing them to withhold this information from military recruiters or postsecondary institutions.

The Superintendent or designee may use student directory information in school publications and may authorize the release of directory information to representatives of the news media, prospective employers, post-secondary institutions, military recruiters or nonprofit or other organizations. Directory information consists of the following: student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, grade level, enrollment status, degrees, honors and awards received, scholarship eligibility, and most recent previous school attended.

*(cf. 5128 – Alaska Performance Scholarship)*

Directory information may not include a student's social security number or student identification number, unless the student identification number qualifies as an electronic identifier. An electronic personal identifier is an ID used by a student to gain access to student electronic services such as on-line registration, on-line grade reporting, or on-line courses. These electronic personal identifiers may be disclosed as directory information so long as the identifier cannot be used by itself to gain access to educational records but must be combined with a PIN or other access device.

Note: Certain disclosures are required of school districts by state or federal law. Release of some of this information should not be made if the parent or student objects to the disclosure. The District should include in its annual notice information regarding the following programs, including notice that student information may be submitted pursuant to the program, unless the parent objects in those cases where opt out is permitted. These programs include:

- By September 15 of each year, high schools must provide to the Board of Regents of the University of Alaska a list of names and addresses of students in the graduating class who meet scholarship eligibility requirements for each scholarship program. Opt out is allowed. AS 14.43.930.
- By July 15 of each year, school districts must determine scholarship eligibility for each graduating senior for the Alaska Performance Scholarship. Districts must record the eligibility level on the student's permanent record and forward it to the Department of Education and Early Development. Opt out is not permitted. AS 14.03.110 and AS 14.43.810-.849.
- By January 15 and July 15 of each year, school districts must provide student information to the director of the Alaska Military Youth Academy, a program operated by the Department of Military and Veterans' Affairs for the purpose of educating and training youth. Districts must provide the name, last known address, and dates of attendance of students between the ages of 15 and 18 who were enrolled but are no longer enrolled in the district, who have not obtained a diploma or GED, and for whom the district has no school transfer or graduation information. Opt out is permitted. AS 14.30.745.

The District, before making directory information available, shall give public notice at the beginning of each school year of the information which it has designated as directory information. This notice shall also identify all disclosures required by state and federal law, unless parents opt out of such disclosure. The District shall allow a reasonable period of time after such notice has been given for parents/guardians to inform the District that any or all of the information designated should not be released. The District may provide parents with the ability to limit disclosure to specific parties or for specific purposes, as determined by the District.

Directory information shall not be released regarding any student whose parent/guardian notifies the District in writing that such information may not be disclosed. Parents may not, by opting out of director information, prevent a school from requiring a student to identify him or herself, or to wear or carry a student ID or badge.

The District may disclose directory information about former students without meeting the requirements of this section.

*Legal Reference:*

ALASKA STATUTES

*14.03.113 District determination of scholarship eligibility*

*14.30.745 Provision of student information to academy*

*14.43.930 Scholarship program information*

*14.43.810-.849 Alaska performance scholarship program*

UNITED STATES CODE

*20 U.S.C. § 1232g*

*No Child Left Behind Act, 20 U.S.C. § 7908 (2001)*

*USA Patriot Act, § 507, P.L. 107-56 (2001)*

ALASKA MUNICIPAL CODE

*4 AAC 43.010-.900 Alaska Performance Scholarship Program*

CODE OF FEDERAL REGULATIONS

*34 C.F.R. Pt. 99 as amended December 2011*

*Revised 4/2014*

Note: Under the Family Educational Rights and Privacy Act (“FERPA”), school districts may only disclose directory information without consent if they have given the parent or eligible student notice of the kinds of information the district designates as directory and an opportunity to opt out of directory information disclosures. The following is a sample notice, including an “opt out” form, which addresses both directory information and the disclosure of student information to military recruiters, colleges and Alaska scholarship programs. This form utilizes the Model Notice for Directory Information developed by the federal Family Policy Compliance Office.

### **NOTICE OF STUDENT DIRECTORY INFORMATION**

The \_\_\_\_\_ School District (“District”) has adopted a policy designed to provide parents and students the full protection of their rights under the Family Educational Rights and Privacy Act, also known as FERPA. A copy of the school district’s policy is available for review in the office of all of our schools.

FERPA, with certain exceptions, requires your written consent prior to disclosure of personally identifiable information from your child’s education records. However, the District may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local school districts receiving federal education funding to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the school district that they do not want their student’s information disclosed without their prior written consent.<sup>1</sup>

The District may also disclose to the State of Alaska or the University of Alaska your student’s eligibility for scholarship programs.

<sup>1</sup> These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908), as amended, and 10 U.S.C. § 503(c), as amended.

**NOTICE OF STUDENT DIRECTORY INFORMATION** (continued)

E 5125.1(b)

The District has designated the following information as directory information:

Note: A school district may, but does not have to, include all the information listed below.
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- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Enrollment status
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- Scholarship eligibility
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s SSN, in whole or in part, cannot be used for this purpose.)

You have the right to refuse the designation of any or all of the categories of personally identifiable information as directory information with respect to your student provided that you notify the school district in writing not later than \_\_\_\_\_, 20\_\_ of this school year. If you object to disclosure of some or all of this information, please complete and return the slip attached to this notice.

If you have no objection to the use of student information, you do not need to take any action.

Students

**NOTICE OF STUDENT DIRECTORY INFORMATION** (continued)

E 5125.1(c)

-----  
*RETURN THIS FORM*

\_\_\_\_\_ School District

Parental Directions to Withhold Student Directory Information, for 20\_\_-20\_\_ school year.

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Parent/Legal Guardian/Custodian of Child)

This form must be returned to your child's school no later than \_\_\_\_\_, 20\_\_.

Parental Directions to Withhold Student Names, Addresses and Phone Numbers from Military Recruiters and Postsecondary Educational Institutions, for 20\_\_ - 20\_\_ school year. This does , does not  include my student's eligibility for University of Alaska scholarship programs.

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Parent/Legal Guardian/Custodian of Child)

This form must be returned to your child's school no later than \_\_\_\_\_, 20\_\_.

Parental Directions to Withhold Student Names, Addresses and Phone Numbers from Alaska Military Youth Academy, for 20\_\_ - 20\_\_ school year.

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Parent/Legal Guardian/Custodian of Child)

This form must be returned to your child's school no later than \_\_\_\_\_, 20\_\_.

Additional forms are available at your child's school.

**CHILD ABUSE AND NEGLECT**

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

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

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

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

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

*Legal Reference:*

ALASKA STATUTES

*14.08.111 Duties (Regional school boards)*

*14.14.090 Additional duties*

*47.17.010-47.17.070 Child protection*

*Revised 4/2014*

**CHILD ABUSE AND NEGLECT**

AR 5141.4(a)

Note: The following sample regulation may be revised as needed to reflect district circumstances.

**Duty to Report**

Teachers, school administrators, and paid athletic coaches who have reasonable cause to suspect child abuse or neglect have a legal duty to report to the nearest office of the Department of Health and Social Services immediately. The reporting duties are individual and cannot be delegated to someone else.

**Reporting Procedures**

Note: AASB recommends that your administrative regulation include the name, address and phone number of the specific child protective agencies and law enforcement to whom reports must be made.

1. Any employee may report known or suspected child abuse or neglect, by telephone to the nearest office of the Department of Health and Social Services. This phoned report must be followed by a faxed or electronically submitted written report of harm.
2. If contact cannot reasonably be made with child protective services and immediate action is needed to protect the child, the employee shall make the report to a peace officer.
3. In addition to reporting to child protective services, employees may report harm from known or suspected child abuse or neglect to local law enforcement if the harm is believed to have been caused by a person not responsible for the child's welfare or if the employee is unable to determine who caused the harm or whether the person believed to have caused the harm has responsibility for the child's welfare.
4. School employees are required to cooperate and collaborate with child welfare agencies and law enforcement to provide the pertinent information needed to protect the health and safety of children.
5. School district employees should not contact suspects, nor should the victim be interviewed beyond the initial information disclosed.

**Legal Responsibility and Liability**

1. School employees are not civilly or criminally liable for filing in good faith, a required or authorized report of known or suspected child abuse or neglect, or for participating in related investigative or judicial proceedings.
2. A mandatory reporter who fails or refuses to report an instance of child abuse or neglect and knew or should have known that the circumstances gave rise to the need for a report, is guilty of a misdemeanor.
3. When two or more mandatory reporters have reasonable cause to suspect child abuse or neglect, and when there is agreement among them, the report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse and neglect is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making a good faith report shall be subject to any sanction.

*(cf. 5145.11 - Questioning and Apprehension)*

**Confidentiality**

All school district employees are required to protect students' rights to privacy and confidentiality. As such, all information and reports regarding child abuse or neglect shall be treated as confidential and shall be maintained in a safe place. No employee shall make available, or allow access to the written information to other students, staff or members of the public, except as required by school rule, Board Policy or law.

The principal/site administrator shall maintain the confidentiality of all reports of child abuse and neglect received, other than making the reports available to the appropriate agencies to which the reports were initially made. The principal/site administrator shall make provisions to protect and to maintain as confidential, the identity of the employee or employees making the report.

*Revised 4/2014*

## GOALS AND OBJECTIVES

BP 6010(a)

Note: The following policy may be revised to reflect a local school board's goals and objectives for student achievement. However, Alaska Regulation 4 AAC 06.825 requires school districts to set target dates for a graduation rate of 90% or better, and an attendance rate of 95% or better. The target rates are applicable to each school and to each subgroup with at least five students. The subgroups are identified at 4 AAC 06.830 as follows: 1) students with limited English proficiency; 2) students with disabilities; 3) economically disadvantaged students; 4) African-Americans; 5) Alaska Native and American Indians; 6) students of two or more races; 7) Asians or Pacific Islanders; 8) Hispanics; and 9) whites.

### Student Achievement

The School Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include but not be limited to, assessment results, student attendance and drop-out rates, graduation rates, and percentages of students earning certificates of completion and diplomas based on the high school graduation qualifying examination.

The School Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the School Board sets a target date of \_\_\_\_ [insert year] to achieve an attendance rate of 95% or better for the district's schools and its students.

Graduation represents the culmination of a student's achievement in the district. The School Board believes that all student have the potential to graduate. The Board sets a target date of \_\_\_\_ [insert year] to achieve a graduation rate of 90% or better for the district's schools and its students.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts to achieve the district's vision and mission.

The district's program will be consistent with the Alaska Department of Education and Early Development requirements for content standards and high school graduation.

The School Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.

The superintendent will develop administrative regulations as needed to implement this policy.

*(cf. 0100 – Philosophy)*

*(cf. 0210 – Goals for Student Learning)*

*(cf. 0500 – Review and Evaluation)*

*(cf. 5000 – Concepts and Roles)*

*(cf. 6000 – Concepts and Roles)*

*(cf. 9000 – Role of School Board and Members)*

*Legal Reference (see next page):*

Instruction

**GOALS AND OBJECTIVES** (continued)

BP 6010(b)

*Legal Reference:*

ALASKA STATUTES

*14.03.075 Highs school graduation requirements*

ALASKA ADMINISTRATIVE CODE

*4AAC 04.140 Content standards*

*4 AAC 06.825 Graduation and attendance rates*

*Revised 4/2014*

**CURRICULUM DEVELOPMENT AND EVALUATION**

BP 6141(a)

Note: 4 AAC 05.080 mandates that the School Board formally adopt at a regular meeting a curriculum, as specified, describing what will be taught. The following sample policy may be revised to reflect district philosophy and needs.

The School Board shall provide a comprehensive instructional program to serve the educational needs of the district's students. The School Board accepts responsibility for establishing what students should learn. Therefore, the School Board shall adopt a district curriculum which to the extent possible reflects the desires of the community, the needs of society, and the requirements of law.

Curriculum development and improvement is of primary importance and as such will be part of an ongoing process in this district. The Superintendent or designee shall have general coordinating authority over the design and development of curriculum. The Superintendent or designee shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students and parents/guardians. The School Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and inservice training.

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

Note: 4 AAC 05.080 requires that the adopted curriculum include a statement that the curriculum is a guide for planning instructional strategies, a statement of goals the curriculum is expected to accomplish, the content designed to accomplish the goals, and a description of the means of evaluating the effectiveness of the curriculum.

The curriculum shall be consistent with and aligned to established state standards and the philosophy, goals and objectives of the district. The Superintendent or designee shall keep the School Board informed regarding current district curriculum efforts and student achievement. The Superintendent or designee shall provide all necessary assistance to the School Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the School Board. Prior to adoption of districtwide curriculum, the School Board shall discuss its findings with the staff, community and students.

Instructions

**CURRICULUM DEVELOPMENT AND EVALUATION** (continued)

BP 6141(b)

Note: 4 AAC 05.080 requires the review of content areas every six years.

The School Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for districtwide curriculum development. The School Board shall review each content area at least once every six years.

Learning will be enhanced by an adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and school to school. Teachers are to align their teaching to district standards and curriculum.

*(cf. 6190 - Evaluation of Instructional Program)*

*Legal Reference:*

ALASKA STATUTES

*14.03.120 Education planning; reports*

*14.14.110 Cooperation with other districts*

ALASKA ADMINISTRATIVE CODE

*4 AAC 04.140 Content Standards*

*4 AAC 05.020 Definitions*

*4 AAC 05.080 School curriculum and personnel*

*4 AAC 06.885 School Recognition*

*4 AAC 51.310 Evaluation*

*Revised 4/2014*

**EXTRACURRICULAR AND COCURRICULAR ACTIVITIES**

The School Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students and shall annually adopt a plan for student participation in extra/cocurricular activities which does not compromise the integrity and purpose of the educational program.

*(cf. 5131.63 - Performance Enhancing Drugs)*  
*(cf. 6153 - School-sponsored Trips)*

**Eligibility Requirements**

In order to participate in extra/cocurricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in meeting the requirements for graduation.

*(cf. 6146.1 - High School Graduation Requirements)*

The Superintendent or designee may exempt from eligibility requirements extra/cocurricular activities or programs which are offered primarily for the student's academic or educational achievement.

To encourage and support academic excellence, the School Board requires students in grades 7 through 12 to earn a minimum 2.0 or "C" grade point average on a 4.0 scale in order to participate in extra/cocurricular activities.

**OPTION 1:** Students with any "F" grades must also maintain minimum progress towards graduation in order to meet eligibility requirements.

**OPTION 2:** Students with any "F" grades do not meet eligibility requirements.

The School Board desires to balance the academic needs of students with the benefits they receive from participating in school activities. The Superintendent or designee may grant ineligible students a probation period of not more than one semester. In implementing this policy, the Superintendent or designee shall help ineligible students regain eligibility.

## Instructions

### **EXTRACURRICULAR AND COCURRICULAR ACTIVITIES** (continued) BP 6145(b)

The Superintendent or designee may revoke a student's eligibility for participation in extra/cocurricular activities when a student's poor citizenship is serious enough to warrant loss of this privilege.

*(cf. 5144 - Discipline)*

*(cf. 6145.2 - Interscholastic Competition)*

The Superintendent or designee shall facilitate the opportunity for transitioning military children's participation in extracurricular and cocurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

*(cf. 5119 – Children of Military Families)*

### **Participation By Students Enrolled in Alternative Education Programs**

Note: Effective July 1, 2013, a high school student who is enrolled full-time in an alternative education program located in the state is eligible to participate in extracurricular activities in the student's district of residence if the student's alternative program does not offer interscholastic activities. The student is required to meet the same eligibility criteria for participation as district students and must provide documentation, including transcripts, proof of full-time enrollment, applicable disciplinary records, and medical records, if required for participation in the activity. The student must claim the same school for interscholastic purposes during a school year. An alternative program is "located in the state" if the program is accessed by a student located in the state and all instructional hours take place at a site in the state. AS 14.30.365.

The School Board welcomes the participation in extracurricular activities of eligible students who are enrolled full time in alternative education programs. Participation is available to those students who would be permitted to enroll in the district based on the residency of the student's parent or legal guardian. Students must meet the same eligibility requirements for participation in the activity as district students, and must provide all documentation required to confirm eligibility. Participation is available in those interscholastic activities sanctioned by the Alaska School Activities Association that occur outside the regular curriculum. Participation is not available in student government at a school.

The alternative education program in which a student is enrolled must be located in the state and must be a public secondary school that provides a nontraditional education program, including the Alaska Military Youth Academy; a public vocational, remedial, or theme-based program; an accredited home school program; a charter school; or a statewide correspondence school.

Note: A student wanting to participate in activities but whose parent or legal guardian is not a resident of the district may still request participation. A student meeting all other requirements will be eligible if the Board approves participation based on good cause demonstrated by the student. AS 14.30.365. Good cause is not defined in this statute. Decisions on eligibility should be made by the Board on a case-by-case basis, considering all applicable circumstances. Such determinations should be evenly applied to students in similar situations.

## Instructions

### **EXTRACURRICULAR AND COCURRICULAR ACTIVITIES** (continued) BP 6145(c)

The Board recognizes that good cause may exist for a student to participate in district extracurricular activities even if the student's parent or guardian does not reside within the district. Students who attend an alternative education program full time and who otherwise meet the eligibility requirements for the extracurricular activity(ies) may apply to the district for participation despite the lack of residency. Such a request must be submitted to the superintendent or designee with a written explanation of the good cause that exists. Eligibility in this situation must be approved by the Board. Unless the parent or eligible student's presence is requested at a meeting of the Board, the Board's decision will be based upon the written request submitted, including any recommendation by the superintendent or designee. Board approval will be effective for the school year in which the student applies and may be renewed annually if the good cause continues to exist.

#### *Legal Reference:*

##### ALASKA STATUTE

*14.30.010 Interstate Compact on Educational Opportunity for Military Children*

*14.30.365 Interscholastic activities; eligibility*

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 06.520 Recreational and athletic activities*

*4 AAC 06.600 Definitions*

*Revised 4/2014*

**STANDARDIZED TESTING**

BP 6162.5(a)

Note: Alaska has a statewide student assessment system consisting of standards-based tests, work ready/college ready skills assessments, and the High School Graduation Qualifying Exam (HSGQE). The standards-based assessments are selected by the Commissioner of Education and are intended to measure each student's mastery of the academic performance standards for reading, writing, mathematics and science. The Alaska Department of Education and Early Development scores the tests and provides each district with results. A student's test results must be kept confidential by the district except that within 20 days of receiving the results, or before the end of the school year, whichever is earlier, the district must distribute the class and individual results to each teacher for that teacher's students, and the individual student results to each student's parents. If the district is unable to distribute results to teachers before the end of the school year, the district must distribute the results to teachers no later than the first day that school is in session in the next school year.

A secondary student may not be issued a diploma unless he or she has passed the HSGQE. The HSGQE tests student competency in three areas: reading, English, and math. There are three methods for a student to receive a diploma without having passed the HSGQE: through a waiver (see AR 6146.3); through an alternative assessment program for qualifying students with disabilities (see BP 6146.5); or through passage of a qualifying exam in a student's prior state of enrollment (see BP/AR 6146.4). DEED has developed regulations that include criteria and procedures for local school boards to follow in using a waiver to grant a diploma to a student. Likewise, a special education student who does not achieve a passing score on the examination, with or without accommodation, is eligible for a diploma if the student successfully completes an alternative assessment program required by the IEP. The Department is charged with establishing uniform standards for an alternative assessment program.

The School Board believes that schools must consider each student as an individual and that testing, by itself, cannot determine the best educational choices for a student.

*(cf. 6164.2 - Guidance Services)*

Standardized tests are one component to measure student performance related to state standards and often measure only the most commonly tested skills. The results of these tests should not be overly emphasized nor limit curricular options and the richness of district programs. The School Board believes that major conclusions about students and district programs must always be based upon a variety of evaluation measures.

The district shall administer all tests required by state law. When district test scores are published, the Superintendent or designee shall provide supplementary information to interpret the results.

*(cf. 6146.3 High School Graduation Qualifying Exam)*

*(cf. 6162.8 - Research)*

Instructions

**STANDARDIZED TESTING** (continued)

BP 6162.5(b)

*Legal Reference:*

ALASKA STATUTES

*14.03.110 Questionnaires and surveys administered in public schools*

*14.03.075 Secondary Pupil Competency Testing*

*14.07.020 Duties of the Department*

ALASKA ADMINISTRATIVE CODE

*4 AAC 05.080 School curriculum and personnel*

*4 AAC 06.700 - 4 AAC 06.790 Statewide student assessment*

*4 AAC 06.755 High School Graduation Qualifying Exam*

*4 AAC 06.758 High School Graduation Qualifying Examination Results*

*4 AAC 06.761 Test Administration*

*4 AAC 06.765 Test Security; Consequences of Breach*

*4 AAC 06.771 - .790 High School Graduation Qualifying Waivers and Appeals*

*Revised 4/2014*

Note: The following procedures are based on regulations adopted by the Alaska Department of Education and Early Development for the administration of the high school graduation qualifying exam (HSGQE), standards-based tests, the English language proficiency assessment, and the college and work preparedness assessment. 4 AAC 06.755, 06.758, 06.765, 06.700 and 06.717. The Department has established uniform test administration requirements for all statewide assessments, including provisions for test security. 4 AAC 06.761, 06.765. The Department will provide each test coordinator, associate test coordinator, proctor and test administrator a test security agreement which must be signed affirming that the testing procedures of the Department and the test publisher will be followed. The test security and test administration provisions are applicable to all state required assessments. A certificated employee who breaches test security is subject to investigation and adjudication by the Professional Teaching Practices Commission.

**Test Center:**

The Superintendent or designee shall identify a school test center(s) where all state required assessments shall be administered, as required by state regulation or the Department. The test center must be well lighted, secure, free of disruptions, and have an established seating arrangement. Only designated district test coordinators, associate coordinators, proctors or test administrators may be in the test center rooms during student testing.

**District Test Coordinator and Testing Personnel:**

The Superintendent or designee shall designate a certificated employee of the district to be the test coordinator. If more than one test center is required, an on-site associate test coordinator will also be designated for each test center. The test coordinator or associate coordinator is responsible for assigning as many test administrators or test proctors to each test center as necessary to ensure adequate supervision or monitoring of students. Test proctors must hold an Alaska teacher certificate. No teacher may be assigned to proctor the exam if the teacher's classroom students are taking the exam. Enough proctors must be assigned to ensure adequate supervision of the testing process with a minimum of one test proctor for each 30 examinees.

District personnel responsible for test administration shall:

1. Annually execute a test security agreement prepared by the Department affirming the employee's obligation to follow required procedures for test security and administration;
2. Provide training in test procedures to all district staff involved in testing as directed by the Department, and ensure staff completes the training; and
3. Ensure that all district staff involved in testing read and follow testing procedures and manuals published by the test publisher.

**Test Security:**

Each test booklet and test administration manual must be accounted for from the time the materials arrive at the district until the time the materials are returned to the test publisher. All district staff shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure.

In ensuring test security, the Superintendent or designee shall:

1. Inventory and track the test materials;
2. Securely store the materials before and after their distribution to school test centers;
3. Control the distribution of the tests to and from the test centers;
4. Control the storage, distribution, administration, and collection of tests at the test center;
5. Ensure that no student or other individual receives a copy of the test, or learns of a specific test question or item, before the time and date of testing, unless knowledge of the question or item is necessary for delivery of accommodations; and
6. Ensure that no test or test question is copied in any manner, whether on paper or by electronic means.

**Test Administration**

The following measures shall be taken before and during test administration by the Superintendent or designee and by those individuals supervising the testing process:

1. Prior to administering the tests, code the tests according to test administration directions;
2. Ensure that examinees use only those reference materials allowed by the test publisher's testing procedures;
3. Ensure that examinees do not exchange information during a test, except when specified by the test procedure;
4. Ensure that an examinee's answer is not altered after testing is completed;
5. Ensure that no test or test question is copied, reproduced, or paraphrased in any manner by an examinee or anyone else; and
6. Ensure that no examinee is assisted in responding to, or review of, specific test questions or items before, during, or after a test session.

**Specific Rules for HSGQE Administration**

The district shall start the administration of the HSGQE between 8:00 a.m. and 10:00 a.m. on the designated testing days. Except in exigent circumstances, the district will not permit a student to leave the test center during the first two hours of testing. Further, the district will not permit a student to enter the test after two hours of testing have elapsed.

**Breach of Test Security**

District personnel in charge of testing shall immediately report any breach of test security to the Department. A certificated employee who breaches test security is subject to investigation and action by the Professional Teaching Practices Commission.

Note: If a student's IEP requires a modification that violates test security, the modification will be provided only if it does not affect test security for other students. A modification that violates test security results in an invalid assessment. 4 AAC 06.765.
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*Revised 4/2014*

**EVALUATION OF THE INSTRUCTIONAL PROGRAM**

The School Board believes that the evaluation of curriculum and instruction is necessary in order to maintain and improve the quality of our district's educational program. Evaluations shall focus on student progress in relation to district philosophy, goals, and objectives as well as requirements related to state performance standards.

- (cf. 0200 - Goals for the School District)*
- (cf. 0500 - Review and Evaluation)*
- (cf. 0510 - School Accountability Report Card)*
- (cf. 1312 - Complaints Concerning the Schools)*
- (cf. 6141 - Curriculum Development and Evaluation)*
- (cf. 6161.1 Selection and Evaluation of Instructional Materials)*
- (cf. 6171 - Title I Programs)*
- (cf. 6174 - Bilingual-Bicultural Education)*
- (cf. 6178 - Vocational Education)*

*Legal Reference:*

ALASKA STATUTES

*14.03.120 Education planning; reports*

ALASKA ADMINISTRATIVE CODE

*4 AAC 04.140 Content standards*

*4 AAC 06.885 School recognition*

*Revised 4/2014*

**ELECTIONS**

BP 8120(a)

Note: Pursuant to AS 14.08.115 and AS 14.12.035, the school board prescribes the manner of selecting advisory boards. Effective 2014, regional educational attendance areas (“REAA’s”) may request that advisory school board elections be conducted by the Division of Elections (“Division”). If a request is made, the election will be held on the first Tuesday in October. AS 14.08.071(e). In such a case, the role of the Division is limited and REAA’s retain most of the obligations for conducting the election. In addition, the Division will only conduct advisory school board elections in those communities where the Division is already scheduled to conduct an in-person election for the regional school board. The following policy provides optional language for REAA’s desiring to have the Division conduct advisory school board elections. That language incorporates the requirements of 6 AAC 27.180, Advisory school board elections.

All qualified and interested individuals are encouraged to serve the district and its student by seeking election to the advisory school board. The district shall be responsible for conducting advisory school board elections for the respective attendance areas. The Superintendent or designee shall make the necessary procedures, forms and staff assignments for the conduct of elections.

**Qualifications for Candidates and Voters**

An individual is eligible to seek election to the advisory school board if the person meets the voter qualifications set forth below, [**OPTIONAL** is a parent/guardian, stepparent, or grandparent of a student who attends the local school,] and has never been convicted of a crime requiring registration on any sexual offender list, or a crime against children.

An individual with the following qualifications is eligible to vote in an advisory school board election:

1. is a United States citizen;
2. is 18 years of age or older;
3. is a registered voter in the State of Alaska;
4. has been a resident of the school attendance area for at least 30 days before the date of the election; and
5. is not disqualified from voting due to: a) conviction of a felony involving moral turpitude, assuming voting rights have not been restored; or b) a court finding of incompetency, unless the disability no longer exists.

## ELECTIONS

BP 8120(b)

Note: The following language should be utilized if the School Board has determined that student members are permitted to serve on advisory school boards.

A district student is eligible for appointment as a Student Advisory School Board Member without meeting the above qualifications.

Note: The following options may be selected based on district philosophy and needs.

**Option 1:** School board members may not hold concurrent membership on both the school board and a local advisory school board.

**Option 2:** School board members may hold concurrent membership on both the school board and a local advisory school board.

Note: The following optional language may be used by regional educational attendance areas that desire to have advisory school board elections conducted by the Division of Elections. The written request must be made by the Superintendent to the Division of Elections at least 150 days before the election date. The request needs to include a list of communities where the advisory school board elections are to be conducted and the name and contact number for each site administrator or designee. The list can only include those communities where the Division is already scheduled to conduct a simultaneous in-person Regional School Board election. In addition, the request must include the district's agreement to do the following: 1) be responsible for all advertising and public notices for the election; 2) printing the advisory school board ballots on colored paper and delivering them to the polling sites; 3) retrieving the voted ballots from the Division representative when the polls close; 4) tallying the ballots and notifying the public of election results; and 5) certifying the election and notifying the candidates of certification. Finally, the Superintendent can request a separate list of voters registered in the precinct for use during the advisory school board election. AS 14.08.071; 6 AAC 27.180.

### Election Procedures

The Superintendent [**Option: may or shall**] timely request that the Division of Elections conduct the advisory school board elections at the same time as the Regional School Board election, occurring annually on the first Tuesday in October. The advisory and regional school board elections shall be conducted separately. The Superintendent shall oversee the district's obligations for the advisory school board elections, including advertising, printing and delivering of ballots, tallying of ballots, and certification of the advisory school board elections.

#### *Legal Reference:*

##### ALASKA STATUTES

14.08.071 Elections, advisory votes

14.08.115 Advisory school boards in REAA

14.12.035 Advisory school boards in borough school districts

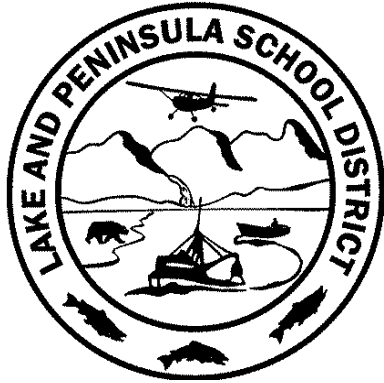
##### ALASKA ADMINISTRATIVE CODE

6 AAC 27.180 Advisory school board elections

Revised 4/2014

## **#11. PERSONNEL**

<b>NAME</b>	<b>POSITION</b>	<b>AMOUNT</b>
<b>a. Certified Contract Approval</b>		
Kathy Shanahan	Teacher Chignik Bay	\$29,905.50
Laura Morris	Teacher Pilot Point	\$25,578.35
<b>b. Certified Contract Adjustment</b>		
Colleen Gabriel (10 additional days)	Education	\$58,867.18
<b>c. Resignations</b>		
<b>d. Other</b>		



THE  
LAKE AND PENINSULA  
SCHOOL DISTRICT  
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4473



**Date:** November 2014  
**To:** Lake and Peninsula School Board Members  
**From:** Ty Mase  
**Re:** Superintendent's Report - November 2014

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**I. A Reason to Celebrate** - The Alaska Department of Education & Early Development has recognized 41 public schools as 2014-2015 Reward Schools to honor their student performance from the 2013-2014 school year. Igiugig, Chignik Lagoon, and Perryville have all found themselves among some of the best schools in the State. Reward Schools are recognized in two categories: highest performing and high progress. This school year, 12 schools are highest performing Reward Schools (Igiugig and Chignik Lagoon) and 41 schools are high progress Reward Schools (Igiugig, Chignik Lagoon, and Perryville). Twelve schools are being recognized in both categories (Igiugig and Chignik Lagoon), making a total of 41 schools to be named Reward Schools.

In addition, Chignik Lagoon's ASPI score of 99.48 ranks them second highest in the State (out of 503 schools)!

A huge congratulations goes out to these three communities!

*Chignik Bay • Chignik Lagoon • Chignik Lake • Egegik • Igiugig • Ivanof Bay • Kokhanok • Levelock Newhalen • Nondalton • Pedro Bay • Perryville • Pilot Point • Port Alsworth • Port Heiden*

## II. Student Data

	Attendance Rate / K-SS			Transiency Rate		
	AgDA	AgDM	Rate	# Students Enrolled ≥170 days	# Students Enrolled at least 1 day	Rate
<b>BAY</b>	218	235	92.77%	NA	NA	
<b>EGE</b>	1715	1970	87.06%	5	13	61.54%
<b>IGI</b>	2280.5	2372	96.14%	9	14	35.71%
<b>KHK</b>	4026.5	4284	93.99%	17	28	39.29%
<b>LAG</b>	1501	1542	97.34%	7	11	36.36%
<b>LAK</b>	2394	2722	87.95%	5	44	88.64%
<b>LEV</b>	2604	3086	84.38%	9	21	57.14%
<b>LHS</b>	1346	1346	100.00%	0	10	100.00%
<b>NEW</b>	7886.5	8736	90.28%	39	55	29.09%
<b>NON</b>	4600	5059	90.93%	21	31	32.26%
<b>PIP</b>	1331	1498	88.85%	6	12	50.00%
<b>PTA</b>	8585.5	9352	91.80%	44	56	21.43%
<b>PTH</b>	2953	3477	84.93%	9	21	57.14%
<b>PVL</b>	3846.5	4261	90.27%	18	26	30.77%
<b>LPSD</b>	45287.5	49940	90.68%	189	342	55.26%

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Student Numbers – With our October count over we are pleased to report that our student enrollment came in at 316 K-12 students. This is up from last year.

## III. Teacher Recruitment

I am currently on my way back from a tutor recruitment trip on the East Coast. I have not personally made this trip for several years but filled in this year when a member of our team could not make it. I had forgotten just how talented these young educators are and how difficult it is to choose only 9 tutors. Our partner universities are producing some amazing teachers.

I have recently seen UA's data suggesting that educators who are educated in our state have a lower turn-over rate. I agree with this statement but the vast majority of the educators coming out of UAA, UAF, and UAS end up in urban or road system schools that naturally keep their teachers longer. Lake and Peninsula is trying to forge stronger partnerships with our in-state universities. We are hosting student teachers from UAA and UAF, providing practicum experiences in our schools for UAA students and UAA will be

partnering with us to offer online tutoring this spring. While we are not seeing any interest in our onsite tutoring positions, we are doing what we can to build relationships and partnerships in hopes that we attract more Alaska teaching graduates in the future.

Back to our East Coast trip, while these young educators come to us from far away, the tutoring program does give them a “cultural immersion” of sorts and we are finding that because of this program, LPSD’s teacher retention rate is improving. To be able to fill our teaching openings with tutors that have been with use for several months, is a drastic improvement over hiring an educator after a 30 minute interview.

#### **IV. Port Alsworth**

A picture is worth a thousand words, so here are several...



Installing copper water lines

Mudding and taping in Hall 109 east wall



Wrapped window bucks and added metal drip flashing



Wrapping exterior in Tyvek



Constructing soffit outside Kindergarten Rooms

PVC sprinkler piping in Locker Rooms



Installing roof panels

