

**THE LAKE AND PENINSULA SCHOOL DISTRICT**  
**Regular Meeting AGENDA**  
**May 6, 2021, 9:00 AM**

Agenda

1. **CALL TO ORDER**
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- 12. **PERSONNEL**
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- 13. **MISCELLANEOUS**
- 14. **FUTURE AGENDA ITEMS AND MEETING DATE**
  - a. September 2021
- 15. **ADJOURNMENT**



3

## Site Report – Pilot Point– March, 2021

**To: Superintendent Ty Mase  
and LPSD School Board Members**

**From: Michele Hughes Head Teacher,  
Elementary**

### **Outstanding Activities and Events**

**Vaccines:** The vaccine team made their second visit to Pilot Point on March 12. The process went very smoothly.

**MAP Growth testing:** Map testing was March 8-12. Testing went well with all students.

**Donations:** Charles Sanders from Chattanooga TN along with friends and business supporters sent some much-appreciated care packages to our students. They sent socks, needles, thread, school supplies, origami paper, and brownie mix, hot cocoa, and coffee. We will make the brownies and cocoa for our PEAKS wrap-up celebration in April. We sent him our newsletter and a big Pilot Point thank you picture.

**Mrs. Hughes Elementary:** Book Buddies with Kokhanok is still going strong each week. Our latest book club book was Stone Fox. We also learned about the Iditarod and watched updates through the week. We will have a book to movie book club to complete this theme. Jen Joliff, our artist from January, has planned a Friday art Zoom session using block print techniques and Incan textile designs. We are looking forward to having Catie Bursch visit our classroom the week of the 29<sup>th</sup>. She has some fun and educational lessons for our students about salmon fishing and local waters.

**Mr.K's class:** Lots of exciting lessons and projects happening. To extend Social Studies topics, Jen Joliff planned a a block print project using Incan textile patterns. Catie Bursch visited Pilot Point for an informative fisheries unit the last week of March. Pilot Point School made a showing at the 3 on 3 Basketball tourney on Saturday March 27.

### **Personnel**

### **Standards Based System/Curriculum Progress**

Students are progressing nicely. Several are looking at End of Level in various subjects. It will be so convenient to have them available online now. Students will turn their focus to EOLs after PEAKS testing.

### **Technology Progress**

Elementary received new ipads with keyboard cases. The kids are so excited to have them. They are also very excited about OUTSCHOOL! What a great opportunity to close out a challenging year. Thanks so much for that support.

### **Facility Update**

Our building is in great shape. To keep it that way, staff is making an end of year to do list for organizing and deep cleaning. Summer maintenance projects are included.

### **LSAC Activity**

March LSAC was on March 23.

### **Volunteer Report**

### **Professional Development**

PD has been mostly PEAKS related. Staff has completed assigned training.

## Pupil Attendance

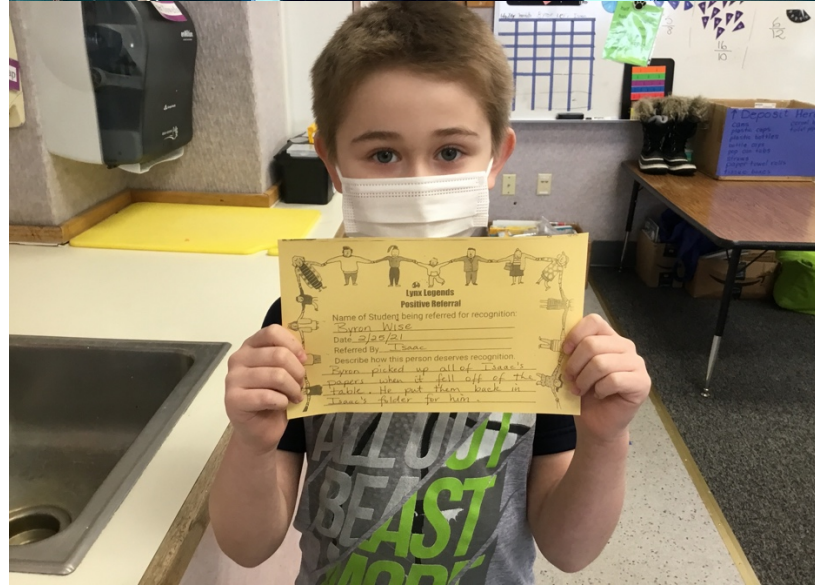
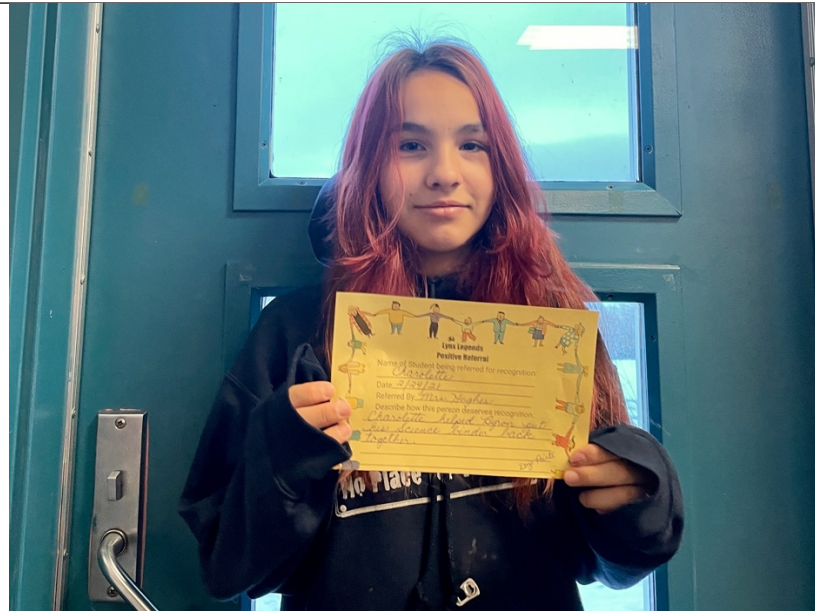
Attendance is about the same. We continue to encourage parents and students as we get closer to April 30.

## Student and Staff Safety

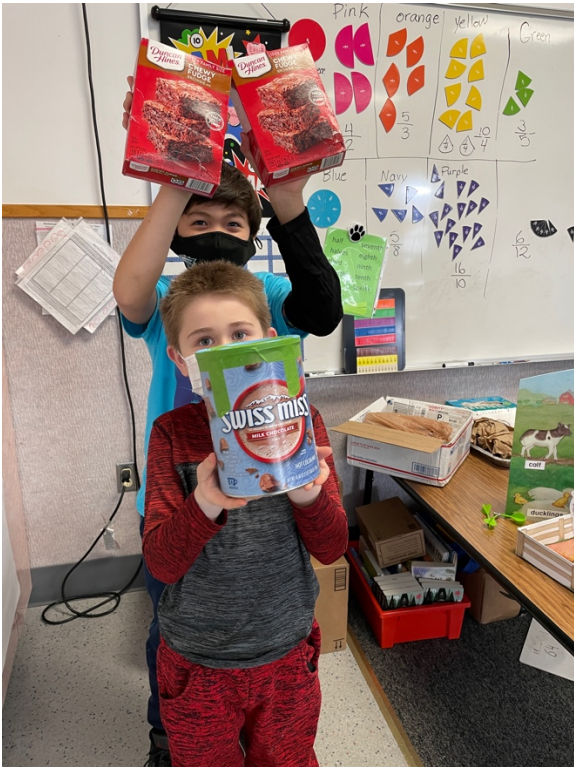
## Subsistence Calendar

21-22 calendar for PIP have been submitted.

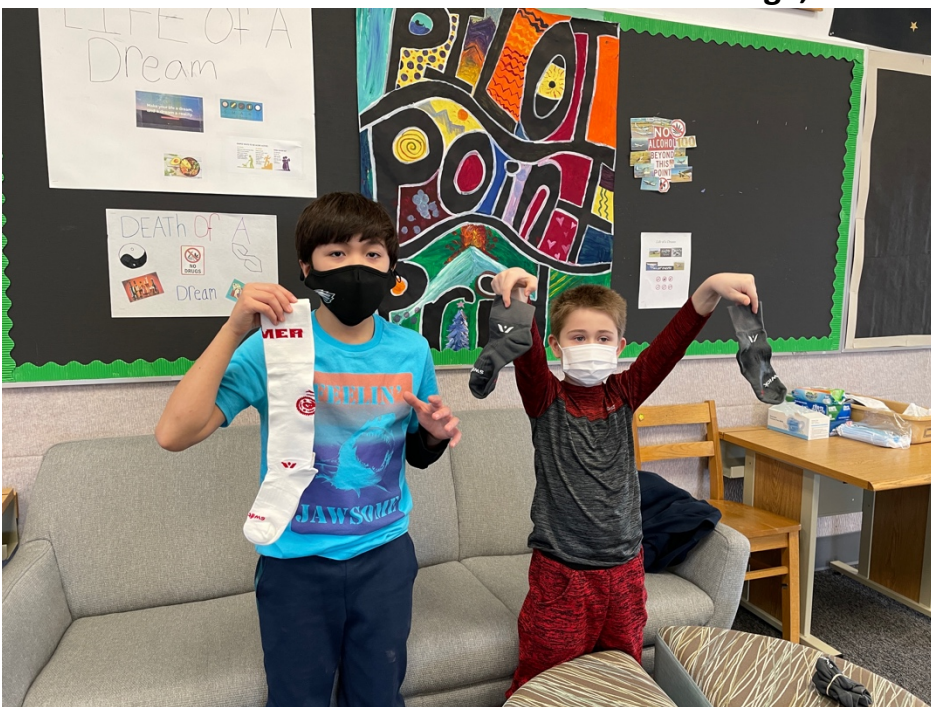
## Other

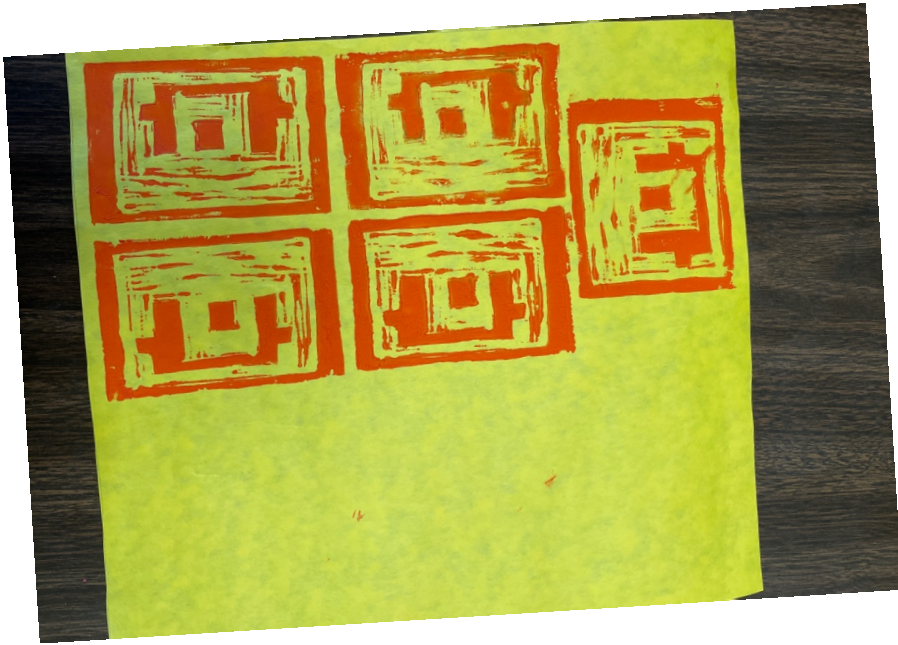


Positive Referrals for March



Chattanooga, TN donations





Inca Textile Block Prints



# LYNX LEGENDS

PILOT POINT APRIL NEWSLETTER



## APRIL IS A BUSY MONTH IS PILOT POINT

Signs of Spring brings on lots of fun in Pilot Point. Catie Bursch led a week long Fisheries unit for all ages. Mrs.H's and Mr.K's class explored geodes in a rock unit. Break Out Boxes focused our skills on team building and math. Ms. Jen Joliff led us in some amazing art lessons via Zoom. PiP hosted its first basketball tournament in many years. Mike Janiseck paid us a visit to teach students how to build a steam bath. AND let's not forget...PEAKS testing!



**ELDER FISHERMEN AND WOMEN MEETING WITH THE NEXT GENERATION.**



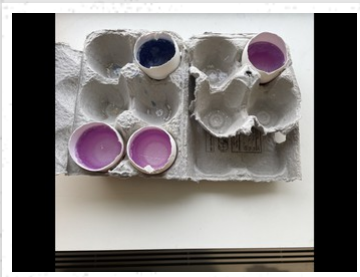
**CATIE BURSCH TEACHING LEXI ABOUT THE SALMON LIFE CYCLE.**



**CATIE SHOWS MRS.H'S CLASS HOW TO PREPARE A SET NET.**



**LEXI AND HAILEY TAKE A CLOSER LOOK AT THE CRYSTALS IN THEIR GEODES.**



**ELEMENTARY AND PREK TRY GROWING THEIR OWN GEODES.**



**USING HAND LENSES AND MICROSCOPES FOR DIFFERENT PURPOSES.**



**BREAK OUT  
BOXES BUILDS  
TEAMWORK.**



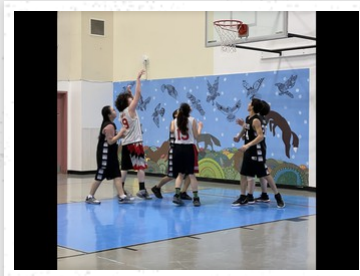
**EACH PUZZLE  
TO OPEN THIS  
BOX SUPPORTS  
MATH  
STANDARDS.**



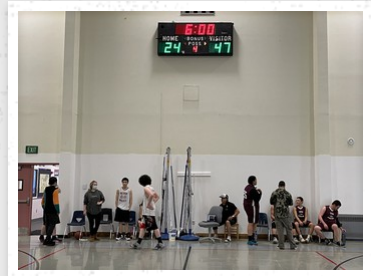
**MS.JEN  
INSTRUCTS  
WATERCOLOR  
TECHNIQUES.**



**IGIUGIG,  
KOKHANOK,  
AND MESHIK  
ATTEND THE  
PILOT POINT  
BBALL  
TOURNAMENT.**



**SKILLS AND  
THRILLS ON THE  
COURT**

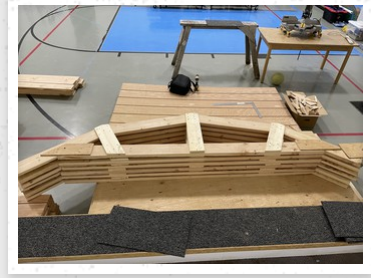


**LOTS OF GREAT  
SPORTSMANSHIP  
TODAY.**

Pilot Point extends a BIG THANK YOU to all the parent volunteers, players, coaches, and staff that helped make the games a success.



## STUDENTS PAINT THE SMOKEHOUSE.



## FIRST STEP IN STEAM BATH CONSTRUCTIO N

Thanks Mike J. for getting this project started.

LSAC Minutes  
Tanalian School  
Tuesday, March 2, 2021

- I. Call to Order 7:00 by President, Dennis Fowler
- II. Roll Call: Heidi Wilder, Alison Fowler, Dennis Fowler, Leo Fowler, Sarah Wardell, Nate Davis, Matthew Grossmann, Brandy Voran, Branden Hummel, Carlon Voran, Darcy Lorentzen.
- III. Student Presentations: None
- IV. Approval of February Minutes: Leo Fowler moved to approve minutes with amendments. Sarah Wardell seconded.
- V. Communications:
  - a. Principal's Report: See Site Report, attached
  - b. Teachers' Report

Brandey Voran: 3/4 graders placed 22nd at the state level in Battle of the Books. 5/6th graders came in 12th! Battle of the Books provided great competition and it was good to have some normal. The duck calendar art and poem entries are in. Her classes are working on standards and she is encouraging her students to get good rest and to be prepared to work. Brandey reported she will be having knee surgery soon. Katherine Martin is coming in for art and the students are greatly enjoying this. They are doing some native music along with the high schoolers with Michael Dickerson. The word of the week was gratitude last week and it was neat to see the kids think upon gratitude and have discussions with them. Ideas grew and at the end of the week the students created a gratitude board.

Branden Hummel: Biology class is working on division of living things. March Mammal Madness will begin Monday. Algebra 1 is in Chapter 10 of 12, Algebra 2 is in 12 of 14. On track. Algebra 2 class is currently involved in a stock market game and are 18th in the state. Several seniors are ready to graduate!

Matthew Grossmann: Math will be going right to the end. A couple of students struggling to finish. Katherine Martin is continuing to come in and do art projects with the middle school students. Planning a science fair for next week. Last year Mr. Grossmann had planned on a snow machine parade science fair that didn't happen, and is still considering making it happen this year. Four students are doing ANSEP. This involves a huge time commitment for both students and Mr. Grossmann. Normally students got to UAA, but this year it will be online. They will spend Saturday, March 13th building a computer, the next day troubleshooting and hooking the computer up to the internet. Two more days will be spent coding.

- c. Correspondence: NA

- d. Maintenance Reports: Snow guards are needed in some places. Students are asked to not play near the school. With Shane's absence several teachers are stepping up to help out where needed.
- e. Technology Report: The issue has been resolved from last month for the Jr. High teachers to be able to see the students' screens while they are working on their computers so they can keep them on track and not going to different websites. The camera in the gym is not working yet. The software will need to be uploaded and calibrated. There is a \$12/month subscription.
- f. Student Government: the student government is still having their weekly meetings. The new basketball uniforms are expected to arrive for Regionals.
- g. No public comments.

#### IV. Old Business:

- a. Covid response and current status- we have approval for high school students to come and watch games. Teachers and staff may attend to supervise. During games masks will be optional, but recommended. At regionals, masks will be required.
- b. Letters to Board: the board discussed a follow up letter regarding our return to our site based Smart Start Plan. Sarah Wardell moved that Heidi Wilder write a follow up letter to the Covid Council and School Board. Darcy Lorentzen seconded it.  
The Equality Act was again discussed and how that may affect our local school and community. All agreed that we want to respond wisely and each do research on what that may mean for our community and families.

#### VII. New Business:

- a. 2021-2022 School Calendar - changes made: Come back to school from Christmas break on January 5th. Feb. 18 an Inservice Day...March 21-22 Spring break/flex vacation days. Heidi Wilder motioned to approve the changes, Sarah Wardell seconded the motion.

VIII. Adjournment: Leo Fowler motioned to adjourn at 8:45, Heidi Wilder seconded.

Respectfully Submitted,  
Darcy Lorentzen

PERRYVILLE LSAC MEETING MINUTES  
March 16, 2021

TIME CALLED TO ORDER: 3:50 P.M. by Dana Phillips

ROLL CALL: Dana Phillips, Audrey O'Domin, Bertha Skonberg

VISITORS: Megan Maloney, James Williams, Sophie Summa, Rob Fagerquist, Katlynn Kosbruk, Angelina Phillips, Ethan Shangin

APPROVAL OF AGENDA: Unanimous approval

APPROVAL OF PREVIOUS MINUTES: Unanimous approval

REPORTS: Teachers report that end of year tests are starting, and levels are being completed. We are gearing up for state testing. Attendance is strong and the students are working diligently.

OLD BUSINESS

COVID SAFETY MEASURES: Our measures are in alignment with Village Council mandates. We had no incidents or absences due to COVID this past month. At this point, many community members have been vaccinated. The teaching staff have all had their first shot, and we are expecting BBAHC personnel to return for the second dosing by the end of this month.

OPEN GYM UPDATE: Our gym aide would like to try again to have Open Gym from 3:30-4:30, Monday, Wednesday, and Friday. LSAC approves as long as COVID protocols are followed, to include mask-wearing and social distancing (as much as possible). The school will inform the community.

GRADUATION PLANS: Most orders have been received at this point, to include decorations, caps and gowns, and refreshments (pre-packaged). The time and date are to be Friday, April 30th at 4:00PM. Graduates are expected to provide a slideshow to present at the ceremony - speech is optional. Audrey O'Domin has agreed to join Christian Meneskie as speaker. LSAC suggested we separate end-of-year awards and preschool graduation ceremonies from the high school graduation. It was suggested that we incorporate the other celebrations into our year-end picnic, to be held outdoors in the last week of school.

## NEW BUSINESS

PEAKS Awareness and Planning: LSAC approved of our measures as to communication with parents and other stakeholders. We went over our schedule. LSAC is going to ask the Village Council to provide hot breakfast items for our students during the testing period.

NEXT MEETING: Next meeting is TBD at this time.

DISMISSAL: Meeting dismissed at 4:35 P.M.

# Local School Advisory Committee

Meeting Agenda for

March 16, 2021,

The agenda shall be as follows:

A. Call to Order:   4  :  00  PM

B. Roll Call: A) Lori Ann Abyo\_ B) Breanna Griechen  
C) Molly Wise D) Samantha Holm E) Michael  
Etuckmelra

C. Introductions:

D. Approval of Agenda:

E. Approval of previous minutes:

F. Reports:

1. Principal:

2. Teachers:

Mrs. H's Class: Students are enjoying Book Buddies, Book Backpacks, and Book Clubs so far. I will be sharing a survey with parents in April to get feedback on what they liked about these programs and what we can do better. In Math: wrapping up fractions and moving on to money, time, measuring, and solid figures and shapes. Science: Rocks and minerals and Water are the two big units coming up. We look forward to meeting with Catie B. as part of the Fisheries Project and we have more Art meetings with Jen Joliff that tie in with our Science units.

Mr. K.:

Ms. Jenna:

3. Student Rep: Alayssa Wise -

G. New Business

1. Share Updated Calendar and This year March 5,8 No School in case there is Carnival

H. Old Business:

1. Pilot Point Merch

I. Future Agenda Items:

1. April LSAC Federal Programs overview with Rick Luthi

J. Date and time of next meeting: Tuesday, April19, 4PM

K. Public comments:

L. School Staff comments:

M. LSAC member comments:

N. Adjournment; \_\_: PM

## **Chignik Lagoon LSAC Minutes March 9, 2021**

Meeting called to order at 4:08PM

LSAC members in attendance: Rhonda Gregorio, Jolene Tupuola, Christina Anderson. Katharine Smith traveling. Guests in attendance: Sara Erickson, Jim Dube

Christina moved to approve the agenda, Rhonda seconded - motion carried.  
Rhonda moved to approve the minutes from last month. Christina seconded, motion carried.

Principal Comments -- Jim mentioned they are watching the volcano for ash fall, fortunately we have plenty of masks available because of the pandemic. No other comments other than things he will talk about under new business.

Teacher comments -- Sara mentioned they just returned from spring break. MAP testing is this week, everyone is working hard to get standards completed before the year is over.

Public comments -- Rhonda said the dental team called her about coming out the first week in May. They typically use the school library for dental appointments. She advised them to talk to Nancy to coordinate.

New Business:

- Graduation. Jim said this was on the agenda for the Covid committee but they ran out of time and will take it up at the next meeting. The board is also meeting next week so we should have more information at that time. Sara mentioned Isaac would like to have at least part of the ceremony on Zoom for extended family.
- PEAKS - Jim said PEAKS testing will happen this year; the federal government is not giving states waivers this year like last year. PEAKS testing is the first week in April, the 6th-9th. Families are encouraged to have students well rested and to school on time with a healthy breakfast.
- Schoolwide Plan. Every year schools look at and revise existing schoolwide plans to see what parts of the educational program are going well and what could be improved. This includes not only academics such as reading/writing but other areas like attendance, behavior, bringing more cultural activities into the school, etc. We are soliciting input and feedback from parents and community members. No one had any suggestions to offer at this time. Jim also explained how the various Title funds are consolidated to allow for more flexible spending on things like PD for teachers and our tutoring program.

The next meeting is Monday, April 12 @ 4:00PM. Meeting was adjourned at 4:26PM

## Chignik Lake LSAC Meeting

Wednesday, March 10, 4PM

Call to Order 4:12

Roll Call:

Clinton Boskofsky

Nina Garner

Introduction of Visitors:

Jim Dube

Barbra Donachy

Matthew Williams

Jeremiah Isenberg

Matthew Stark

Motion to approve agenda by Nina, Barbra seconds. Motion passes.

Motion to approve previous minutes as written. Barbra seconds. Motion passes.

- Old Business
  - Open Seats
    - Seat A & Seat D
    - Seats can be appointed. Keep the word out.
- New Business

Principal report: Jim zooming in from his car. Nothing in addition to what's coming up on the agenda.

PreK: Theme is "tools we use." They are learning "M" and reviewing "L" and "K." Students are learning about patterns. In Science, they are learning about tools: eye dropper, funnel, and scale. They are learning about rhyming words related to their tools. Comments that PreK program is getting better over the years.

Elementary: Seven students are still enrolled. We had a couple of students temporarily leave the village. One has just returned. We expect the other back soon. Students are all making progress toward their current level standards. This week, all students in elementary are MAP testing. K-2 have two tests to complete (math and reading). Level 3 and above have three (math, reading and writing skills). I'm eager to see the results and will share my findings in upcoming parent/teacher conferences. In addition to the regular curriculum materials, students are learning how to gather media for projects, including photographs, video, and audio. They

are learning about giving credit for sources and finding free sources in order to avoid plagiarism. Students are using different programs to put their media together. The favorite has been iMovie.

Our social studies projects are taking on shape. Levels 1, 2, and 3 are building parts of Chignik Lake in the past using gathered materials. Ask them about what they are building. My level 6 student has finished learning about Ancient Greece and is creating an art piece to demonstrate her learning. Pretty cool stuff!

Students are digging deeper into electricity and understanding circuits. They have been testing what conducts electricity – they've tested fabrics, plastics, metals, and water! They were most surprised that a line drawing with pencil will conduct electricity.

Today, students met via zoom with the Fish & Wildlife service to learn about birds for the upcoming calendar art competition. The theme is "Birds in Languages and Stories." It will be interesting to see their entries.

Later this week, we will be going on another field trip to the Anchorage Museum. This time, students will be guided through Alaska soundscapes. They were very interested in the sound portion of our last field trip. I am betting they will enjoy this upcoming trip, too.

Grade three and up were invited to participate in Chess Club. Students have been meeting every Wednesday to practice. Every week, students are solving more complex puzzles. Thanks to Jack for volunteering to lead the instruction!

Secondary: In Cultural awareness the students have completed a variety of interesting projects. One student has created a model wigwam and another student is working on creating a model kayak.

In Math we have just finished our unit on transformations which focuses on rotating, reflecting and translating figures on a coordinate plane.

In Science we are gearing up to start our final unit (after spring break) which will be the human body systems. Also, my level 6 student has finished all of her standards for science level 6.

In Alaska Studies today, we attended a zoom meeting with the former director of Alaska Department of Natural Resources in which he discussed Alaska Land Ownership.

Lasty, in technology we just learned how to back up your entire google drive and discussed some other methods and reasons to back up files on a computer.

Student Council report:

Will start selling sweaters again.  
Easter activities are being planned.

Posters are being put up to liven the walls up. Posters have been centered on school values.

Question about last day of school activities – it is on agenda for student government.

- PreK Over Spring Break
  - No PreK classes. Home packets will be sent home.
- Library Over Spring Break
  - Open for students
  - Health screening and covid protocols will be in place
  - M-F 4pm to 6pm
  - There will be themed activities
  - Will send a remind message to let parents know
- Covid Committee Update – mandates the same
  - LPSD will continue to mandate masks, social distancing, hand washing as usual through the end of this school year.
- PEAK Testing
  - April 6-9
  - We will organize volunteers and organize what food is available in the kitchen for hot breakfasts during testing.
- Culture Grant Updates
  - Jim is trying to coordinate dance instruction with Kodiak dancers. Will talk to Francine to see if she can review the materials available on youtube and brush up on the dances.
  - Still need to find out about other activities (kuspuk making, headdress making, drum making)
  - Could possibly do a joint activity with other nearby schools in the future. BBNC has offered to help coordinate support for this.
- Battle of the Books Update
  - Nothing has been officially sent out. We'll keep everyone in the loop as soon as we know.
- Intent to Enroll Forms
  - As of today, the Lake has 13 students intending to enroll.
- Parent/Teacher Conferences
  - 3/25 for Elementary students. Students will be conducting conferences. Secondary conferences will be scheduled later. No PreK conferences for now.
- End of Year Celebration
  - No food event for the community. Field day event for kids.
- Additional item – Dogs on campus
  - Complaints about dogs on campus. The district can't really limit dogs on campus. If there is an issue with dogs, the village needs to do some sort of mandate. People who have had dogs with problems have been asked to keep the dogs off the campus.

- We are asking the community as a whole to not bring dogs to the campus during the school day. We are asking employees not to bring dogs to the campus during the school day.
  - A suggestion was made to bring the issue to the school board if you really want something to change.
- Next Meeting
  - April 14<sup>th</sup>, 4pm
- Meeting adjourned at 5:18 p.m.

# The Lake and Peninsula School District

## Regular Local School Advisory Committee Meeting MINUTES

Date: March 10, 2021

Time: 3:45 p.m.

Location: Zoom Internet Conferencing

<https://lpsd.zoom.us/j/83173766246?pwd=dG0vMHErQnNmTEJNSTQ0MUZQUVdaZz09>

877 853 5257 US Toll-free

Meeting ID: 831 7376 6246

Passcode: 350582

### LSAC AGENDA

- I. Call to Order  
@ 3:54pm
- II. Roll Call of LSAC Members
  - Janessa Woods
  - Marlene Nielsen
  - Marisa Hobson
  - Shirley Nielsen
- III. Introduction of Visitors
  - Jesse Davis, Jordan Davis, Dana Wolff, Josh Jenks, Kaitlyn Moitosa, Austin McCourt, Bill Cornell, Rob Fargerquist, Larissa Eknaty, Emily Andrew, Harry Ricci, Lysa Lacson
- IV. Approval of Agenda
  - Motion to approve by Marlene
  - Motion seconded by Shirley
- V. Approval of Previous Minutes
  - Motion to approve by Marlene
  - Motion seconded by Shirley
- VI. Student Reports
  - Student government report from Emily on virtual jamboree.
  - Student government travel letter request presented by Larissa.
- VII. Old Business
  1. Shifting March Vacation Days on the Calendar to April/May
    - Motion to keep vacation days as is by Marlene.
    - Motion seconded by Marisa.
  2. Student Travel for Activities
    - Student travel and village mandates discussed
    - Marisa motioned to approve student travel
    - Marlene seconded the motion
    - All LSAC members present vote to approve travel

**The Lake and Peninsula School District**  
**Regular Local School Advisory Committee Meeting MINUTES**

All vote yes.

3. Alternate Seat Appointment  
-Janessa will call those who are mentioned. Will discuss at next meeting

VIII. New Business

1. 2021-2022 School Calendar  
-Motion to move 2 vacation days by Janessa  
-Motion seconded by Marisa  
-Motion was passed by LSAC vote
2. Playground Equipment  
-options for obtaining new playground equipment/renovation  
-Will be presented to Student government for written proposal  
-Will continue discussion at next meeting
3. State PEAKS Testing  
-Dates are April 6-9  
-Breakfast will be provided for children. Will be needing breakfast supplies/funding. Provide a list of supplies  
-Encourage students

IX. Correspondence

-None

X. Principal's Report

- Students signed up for virtual 3 point contest and free throw contest
- District is providing funding for students/teachers for participating in outschool. one hundred fifty dollars credit for the children and five hundred for teachers. Letters will be sent out.
- Welcome Alina Cobb to the Sub pool.
- Introduction of Rob Fagerquist, our upcoming Kokhanok Principal for 21-22
- Village trip for next meeting?

XI. Teacher and Aide reports

XII. Community Comment

- Shirley requests library refresh check in
- Josh: Fundraising for student government. Curbside pick ups for sales

XIII. Informational

1. Spring MAP - March 9-12 with makeups to follow
2. PEAKS - April 6-9 with makeups to follow
3. April 30 Last Day of School

XIV. Future Agenda Items

- alternate seat appointment
- Play ground equipment/renovation

XV. Adjournment TIME- @5:25pm



THE STATE  
of **ALASKA**  
GOVERNOR MIKE DUNLEAVY

**Department of Education  
& Early Development**

OFFICE OF THE COMMISSIONER

801 West 10<sup>th</sup> Street, Suite 200  
PO Box 110500  
Juneau, Alaska 99811-0500  
Main: 907.465.2800  
TTY/TDD: 907.465.2815  
Fax 907.465.4156

April 30, 2021

Ty Mase, Superintendent  
Lake & Peninsula School District  
PO Box 498  
King Salmon, AK 99613

Dear Mr Mase:

Thank you for the letter regarding the Chignik Bay School closure in the Lake & Peninsula School District.

In accordance with AS 14.14.120 & 4 AAC 05.090, the Department of Education & Early Development (DEED) accepts the district's request for the closure of the Chignik Bay School due to enrollment dropping below 10 students. The department appreciates the district's efforts to work in cooperation with the families of Chignik Bay in preparation for the closure.

Finally, if the Chignik Bay School population should increase to above 10 students in average daily membership and the district chooses to reopen the school, then a request must be submitted in writing to DEED for approval.

Please contact the department if you have any questions. Your commitment to an excellent education every day for the children of Alaska is greatly appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Johnson", written over a white rectangular background.

Dr. Michael Johnson  
Commissioner

cc: Mindy Lobaugh, School Finance Specialist II



Date: April 28, 2021  
To: Lake and Peninsula School Board  
From: Kasie Luke  
Re: Human Resources Director - May 2021

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**Front Burner:**

- LPSD Certified Staffing for 2021-2022 school year
  - Levelock Elementary Staffing considerations
  - Ms. Taryn Williams has been hired for Perryville Secondary + Head Teacher
  - Mrs. Rebecca Stenson (present in this meeting) has been hired as Educational Resource Coordinator
  
- Human Resources Planning for 2021-2022
  - New Hire Induction
  - Student Teacher Placements
    - State University of New York (SUNY) Brockport, New Paltz & Geneseo campuses
    - University of Montana
    - Kutztown University
  - Passing the HR realm to Mr. Bill Cornell

**Adjustments/Contracts:**

- FY22 Head Teacher contracts + New Hire Contracts for approval

**Recruitment:**

- Working with Laura to understand our funding through ESSER II monies to hire a School Counselor, with potential placement in King Salmon to serve all of LPSD beside Mr. Fink. The ESSER II monies may be sustainable for hiring a School Counselor for 3 years.

SHINING STARS...SPRING 2021

| NAME             | LOCATION | REASON  | NOMINATOR         |
|------------------|----------|---|-------------------|
| Shakim Blackwell | NON      | <p>Shakim has been crucial in the success of our high school students in Nondalton. He dedicates a lot of time to make sure every student has the tools needed to be successful not only in his class, but in their online classes and any programs that are not directly under his purview.</p> <p>He is always volunteering to help out anyone with anything. He is kind, helpful, and dedicated. We are so lucky to have him here in Nondalton!</p>  | Cassie Broschious |
| Betty Wilson     | NON      | Betty is a wonderful and dedicated staff member here in Nondalton. She has jumped in and filled a lot of needed positions here over the past year. She works hard and helps our school run smoothly and is willing to help with anything we may need. We really appreciate everything she does for us here!   | Cassie Broschious |
| Zach Stenson     | ANC      | I am very grateful to have Zach as the director of the CTE program on behalf of the region's school districts. Having the opportunity to work in a shared workspace with Zach, and have more exposure to all the tasks he's undertaking to build connections and grow the CTE program have really highlighted the amount of work that goes on "behind the scenes" to deliver a great program to our students. The career fair today (that he helped coordinate) was well attended and was an awesome opportunity for visiting with employers! He brings a wonderful mix of professionalism and approachability to his position! | Jenny Myhand      |
| Jack Walsh       | ANC/PTH  | I wanted to express my gratitude to Jack for all the positivity he has brought to his position this year, even in the midst of COVID. Having him "in and out" of the Palmer office has been a real pleasure. He always brings a brightness to the office and has others' best interest at heart. Thank you, Jack, for serving the Meshik team and always being willing to share your talents with staff and students alike!   | Jenny Myhand      |
| COVID Committee  | Various  | I'd like to express my appreciation for all of the work the COVID Committee have dedicated over the past year to handle a challenging and polarized situation with a balanced approach. Thank you all for putting yourselves in the "hot seat" and serving our school district and its communities!   | Jenny Myhand      |

SHINING STARS...SPRING 2021

|               |     |   | 28                         |
|---------------|-----|---|----------------------------|
| Ty Mase       | AKN | <p>We are grateful for the leadership style with which Ty has led Lake &amp; Pen School District. He has been a responsive superintendent, with a willingness to listen to the communities within our borough and to the LPSD staff. His vision and flexibility have been appreciated attributes in a supervisor.</p> <p>Thank you for the years you have devoted to LPSD, Ty! Thank you for bringing just the right mix of humor, charisma, humility, grace, and wisdom to your role. It has been an honor to work for you! Wishing you a VERY happy retirement!!!</p>   | The Palmer Office<br>Folks |
| Nate McArthur | BAY | <p>Mr. McArthur has done an amazing job as the Building Test Coordinator for Chignik Bay. He has been meticulous in his planning and facilitation of statewide testing. Nate has been very attentive to all training and planning sessions. His thoroughness has made my job easier. I know that things will go smoothly during assessments in Chignik Bay because of his attention to detail. Because of his leadership and attention to detail he has contributed to the smooth administration of assessments across the district.</p>  | Moon McCarley              |
| Sara Erickson | LAG | <p>Sara has worked extra to help me in implementing our new digital end of level assessments. Sara has been available to help troubleshoot and create new assessments. Sara has been an active member in our group to really spend extra time making sure the 0-2 assessments were created in a way that would be useful for teachers and students. Sara was also available to help me troubleshoot or create questions for the 3-12 assessments. Sara has gone outside of her contract day and expectations to make sure this project is successful. This project would not be possible without the contributions Sara has contributed. Sara, Thank You!</p> | Matthew Stark              |
| Jordan Davis  | KOK | <p>Ms. Davis has been a pleasure to work with as a building test coordinator. This role creates a lot of extra work for the person doing it. Despite that she is always positive and easy to work with. Jordan has been very organized and prompt with all of the required tasks and documentation. She was often the first person to turn things in and they were always done correctly. I know that her leadership is an asset to Kokhanok School and it made my job much easier as well.</p>   | Moon McCarley              |

SHINING STARS...SPRING 2021

|                                     |        |   |               |
|-------------------------------------|--------|---|---------------|
|                                     |        |   | 29            |
| Amber Kresl                         | AKN    | This year we have been posting literacy tips and information for parents and student on the LPSD Facebook page. Our posts would not be as good without the help Amber has given us. She has been helpful in proofreading, creating, giving advice, researching, and giving help to all our literacy mentors. This has been a group project between the mentors and Ambers, but not something we could have done without Amber. Amber always works in a very organized and professional manner that makes the other mentors feel supported. Amber strives to do her best and also make sure others feel supported. Amber thank you for all your work making our literacy social media posts great.   | Matthew Stark |
| Nate McArthur and Stephanie Canning | BAY    | Due to the pandemic, travel has not been possible for special education site visits. Nate and Stephanie at Chignik Bay school have gone above and beyond to make sure, that the lack of travel has not decreased the services offered to the special education students at the Bay. Every quarter for progress report testing, they have been prompt in testing students for finding time for me to test students over Zoom. They both are valuable members of the different IEP teams. They work well with parents and administration to make plans are put in place that are best for each student. They are prompt at responding to emails and also asking questions. They are good at including all student in the classroom. They are very good at meeting all the students needs and really show that they care. Thank you for all your hard work Stephanie and Nate. | Matthew Stark |
| Brenda Luthi                        | Palmer | Brenda has been such a joy to work with this year. She has been such a wonderful asset to the literacy mentor program and has really helped us do our best. I've enjoyed meeting monthly with her and getting great tips and tricks. Her calming presence has been really helpful during this tricky year. I look forward to getting to work with her again next year :)  | Dana Wolff    |
| Ethan Shangin                       | PVL    | Ethan took time out of his very busy end of school time to attend the Virtual AASG Conference on April 16-17. Not only that, but he showed up on Saturday morning to attend as well! Thank you, Ethan, for your commitment to the District and your fellow classmates.  | Kate Cornell  |

SHINING STARS...SPRING 2021

|               |     |   |                            |
|---------------|-----|---|----------------------------|
| Gabe Olympic  | NEW | Gabe—thanks for attending the Virtual AASG Conference on April 16-17! I appreciate your willingness to participate in the small group sessions and your positive attitude as the day went on. Thank you for your commitment to the District and your fellow classmates!   | Kate Cornell <sup>30</sup> |
| Colton Bybee  | IGI | Colton is a brand-new member of the District student government and has been such a great addition to our team! Thanks for taking time out of your week and weekend try and attend the AASG Virtual Conference—I know technology was not on your side during the event, but I appreciate your willingness to try. Thank you for your commitment to the District and your fellow classmates!   | Kate Cornell               |
| Aileen Lester | NEW | Aileen has been a devoted Student Government President this year and it has been so wonderful to have such an engaged and thoughtful person leading our team. She has great ideas and is unafraid to speak out when she feels it's necessary. Her in-person board reports were always well spoken and showed genuine care for the workings of the district student government. Thank you, Aileen, for your commitment to the District and your fellow classmates throughout this, at times, challenging year! | Kate Cornell               |
|               |     |   |                            |
|               |     |   |                            |
|               |     |   |                            |

## **BP 1240 SCHOOL-CONNECTED ORGANIZATIONS**

The School Board recognizes that parents/guardians may wish to organize clubs for the purpose of supporting the educational program and/or extracurricular programs such as athletic teams, debate teams, and musical groups. The School Board supports such activities and welcomes parental interest and participation. Parent/guardian clubs shall be especially careful not to seek advantages for the activities they support if those advantages might be detrimental to the entire school program.

The School Board recognizes that these organizations are independent of the school or district. In order to protect the district and students, the Superintendent or designee shall establish appropriate controls for the relationship between such organizations and the district. Groups desiring to be recognized as school-connected organizations shall request authorization from the School Board in accordance with conditions established in administrative regulations.

*(cf. 1321 - Solicitation of Funds)*

*(cf. 3290 - Gifts, Grants and Bequests)*

Revised: 9/97

07/12

**Lake and Peninsula School District**

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## **Administrative Regulations Governing LPSD Booster Clubs**

While the Board and Administration understand booster clubs are separate organizations from the school district, booster clubs are intricately connected to the school district. The board, therefore, requires all booster clubs as well as any organizations that intend to conduct fund-raising to benefit clubs, schools, students, or the district to get Board approval prior to any fundraising activities.

**To be approved for fund raising, a booster club or other organization must do the following:**

1. Complete and file an application to form a booster club. The application can be requested from \_\_\_\_\_.
2. After initial approval by the Board, the booster club or organization must, annually, provide a financial statement for the year just ended. The statement must include all expenditures and all income for all events and fund-raisers (unless finances are held by the district).
3. After initial approval by the Board, the booster club or organization must submit annually to the Board a tentative plan of activities for the upcoming year.

**In addition to the above, a booster club or organization must follow the following rules:**

- The booster club or organization must adhere to facility use policies for activities at the school.
- All fund-raising activities must be conducted in accordance with all applicable laws including, but not limited to, State of Alaska gaming laws where applicable.
- The booster club or organization must identify fund-raising activities, sponsors, and individuals participating in such activities.
- The district has the right, at any time, to review and/or audit booster clubs' or organizations' financial statements to investigate and ensure the clubs' financial integrity.
- School personnel shall not handle booster club or organization funds except in the capacity of an administrator for the District.

**AASB POLICY REFERENCE MANUAL UPDATE SERVICE**

**2020-2021 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.

A supplemental update, primarily focusing on updates to model policies on business operations, will be forthcoming in the summer/fall of 2021.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” 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<br>ADOPTION<br>REQUIRED | DESCRIPTION |
|-------------|--------------------------------|-------------|
|-------------|--------------------------------|-------------|

**ARTICLE 0, Series 0000 – Philosophy, Goals, Objectives and Comprehensive Plans**

**AR 0410**

No

\*\*\*NEW ADMINISTRATIVE REGULATION\*\*\*

This AR may be used as a District policy to investigate sexual harassment complaints under Title IX. It implements the revised Title IX regulations promulgated by the Department of Education in the fall of 2020. It provides comprehensive procedures a district shall take upon receiving reports and complaints regarding sexual harassment, including investigation requirements, appeal procedures, and responsive mechanisms. The process includes:

- The designation of a Title IX Coordinator and decision maker.
- Intake and processing procedures.
- Formal complaint investigation requirements and timelines.
- Investigative report policies.
- Disciplinary options and remedies.
- Appeal procedures.

| REPLACE/ADD    | FORMAL<br>ADOPTION<br>REQUIRED | DESCRIPTION  |
|----------------|--------------------------------|--|
| <b>BP 0520</b> | No                             | This update modifies BP 0520 to reflect current policies regarding school accountability and improvement. It removes references to previous regulations that have sunset. As the updates are limited to revisions of the explanatory note, board approval is not required. |

**ARTICLE 1, Series 1000 – Community Relations**

|                  |     |  |
|------------------|-----|--|
| <b>AR 1312.1</b> | No  | This update revises the model complaint policy for complaints regarding school personnel, removing the school board from serving in a role of automatic appeal. This change insulates boards from personnel matters and streamlines complaint investigation processes. |
| <b>BP 1340</b>   | Yes | This update revises the model records retention policy to clarify that records shall be maintained in accordance with the State of Alaska Model Records Retention Schedule for Alaska School Districts. It standardizes retention rules for all AASB districts.        |

**ARTICLE 6, Series 6000 – Instruction**

|                  |     |  |
|------------------|-----|--|
| <b>BP 6146.3</b> | Yes | This update removes a reference to a rescinded regulation regarding college and career readiness assessments. It is updated to clarify that a district’s assessment policies must be in accordance with current assessment regulations, allowing the policy to be untied to changing assessment rules. |
|------------------|-----|--|

## **TITLE IX POLICY**

AR 0410

### **1. Introduction**

The District encourages members of the District community to report sexual harassment. This procedure only applies to conduct defined sexual harassment under Title IX and applicable federal regulations and that meet Title IX jurisdictional requirements. The District will respond to sexual harassment and sexual misconduct that falls outside that definition and outside the jurisdiction of the Title IX federal regulations using Alaska law and applicable District policies and procedures. In implementing these procedures discussed below, the District will also provide supportive measures, training, and resources in compliance with federal and State law, unless they preempted by the Title IX regulations.

### **2. Title IX Coordinator**

Questions concerning Title IX may be referred to as the District's Title IX Coordinator.

The Title IX Coordinator is required to respond to reports of sexual harassment or misconduct. The Title IX Coordinator will handle information received with the utmost discretion and will share information with others on a need-to-know basis. For example, the Title IX Coordinator may need to address public safety concerns on District property, comply with state and federal legal requirements, or share information to implement supportive measures.

A report of sexual harassment to the Title IX Coordinator does not necessarily lead to a full investigation, as discussed more fully below. The Title IX Coordinator will make an assessment to determine if there is a safety risk to the District. If the Title IX coordinator finds there is a continued risk, the Title IX Coordinator will file the formal complaint without the Complainant's consent or cooperation.

### **3. Title IX Harassment Complaints and Investigations**

These Title IX sexual harassment procedures protect students, employees, applicants for employment, and applicants for admission.

### **Jurisdictional Requirements – Application of Procedures**

These procedures apply if the conduct meets the following three jurisdictional requirements:

- The conduct took place in the United States;
- The conduct took place in a District “education program or activity.” This includes locations, events, or circumstances over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred, including on-campus and off-campus property and buildings the District owns or controls or student organizations officially recognized by the District own or control; and
- The conduct meets the definition of Title IX “sexual harassment”

### **4. Definitions**

**TITLE IX POLICY**

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**Complainant:** A Complainant is an individual who alleges he/she/they is the victim of conduct that could constitute sexual harassment.

**Consent:** Consent means affirmative, conscious, and voluntary agreement to engage in sexual activity. Both Parties must give affirmative consent to sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he/she/they has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest, lack of resistance, or silence do not indicate consent. Affirmative consent must be ongoing throughout a sexual activity and one can revoke his/her/their consent at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, is not an indicator of consent.

The Respondent's belief that the Complainant consented will not provide a valid defense unless the belief was actual and reasonable, based on the facts and circumstances the Respondent knew, or reasonably should have known, at the time of the incident. A Respondent's belief is not a valid defense where:

- The Respondent's belief arose from the Respondent's own intoxication or recklessness;
- The Respondent did not take reasonable steps to ascertain whether the Complainant affirmatively consented; or
- The Respondent knew or a reasonable person should have known that the Complainant was unable to consent because the Complainant was incapacitated, in that the Complainant was:
  - Asleep or unconscious;
  - Unable to understand the fact, nature, or extent of the sexual activity due to the influence of drugs, alcohol, or medication; or
  - Unable to communicate due to a mental or physical condition.

**Decision-maker:** The person who will make a determination of responsibility. The Decision-maker cannot be the Title IX Coordinator or the investigator.

**Formal Complaint:** A written complaint signed by the Complainant or Title IX Coordinator, alleging sexual harassment and requesting an investigation. If the Title IX Coordinator signs the formal complaint, he/she/they will not become a Party to the complaint.

**Parties:** As used in this procedure, this means the Complainant and Respondent.

**Respondent:** A Respondent is an individual reported to be the perpetrator of conduct that could constitute sexual harassment.

**Sexual Harassment under Title IX:** Conduct that satisfies one or more of the following:

- A District employee conditions the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (quid pro quo harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;
- Sexual assault, as defined in 20 U.S.C. § 1092(f)(6)(A)(v);

## **TITLE IX POLICY**

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- Dating violence, as defined in 34 U.S.C. 12291(a)(10);
- Domestic violence as defined in 34 U.S.C. 12291(a)(8); or
- Stalking as defined in 34 U.S.C. 12291(a) (30).

### **5. Reporting Options**

Any individual may report sexual harassment to the District's Title IX Coordinator. All District employees with knowledge of allegations of sexual harassment must report the allegations, including the name of the Complainant, the Respondent, and any other witnesses, and the date, time, and location of the alleged incident to the Title IX Coordinator promptly.

The District strongly encourages prompt reporting of sexual harassment. Prompt reporting allows for the collection and preservation of evidence, including physical evidence, digital media, or witness statements. A delay may limit the District's ability to effectively investigate and respond.

Individuals have the opportunity to decide whether they want to pursue a formal Title IX complaint. Reporting sexual harassment to the Title IX Coordinator does not automatically initiate an investigation under these procedures. A report allows the District to provide a wide variety of support and resources to impacted individuals and to prevent the reoccurrence of the conduct. A Complainant or the Title IX Coordinator filing a formal complaint will initiate an investigation.

If there are parallel criminal and Title IX investigations, the District will cooperate with the external law enforcement agency and will coordinate to ensure that the Title IX process does not hinder the legal process or proceedings.

### **Mandatory Reporting by District Employees to the Title IX Coordinator**

All District employees must report allegations of sexual harassment to the Title IX Coordinator promptly.

### **6. Intake and Processing of Report**

#### **Receipt of Report**

After receiving a report of sexual harassment, the Title IX Coordinator will contact the Complainant and reporting party to explain rights under this policy and procedure and invite the Complainant to an in-person meeting. The Title IX Coordinator will discuss supportive measures with the Parties.

#### **Timeframe for Reporting**

The District does not limit the timeframe for reporting sexual harassment. However, to promote timely and effective review, the District strongly encourages individuals to report sexual harassment as soon as possible, because a delay in reporting may affect the District's ability to collect relevant evidence.

#### **Supportive Measures**

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Supportive measures are non-disciplinary, non-punitive individualized services offered free of charge to the Complainant or the Respondent regardless of whether a formal complaint has been filed. The District will provide the Complainant and Respondent with supportive measures as appropriate and as reasonably available to restore or preserve equal access to the District's education program or activity. These measures are designed to protect the safety of all Parties, protect the District's educational environment, or deter sexual harassment. The District will provide supportive measures on a confidential basis and will only make disclosures to those with a need to know to enable the District to provide the service. Supportive measures may include counseling, extensions of deadlines, other class-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the Parties, leaves of absence, increased security, and monitoring of certain areas of the campus, and other similar measures.

**7. Removal of Respondent Pending Final Determination**

Upon receiving a report regarding sexual harassment, the Title IX Coordinator will make an immediate assessment concerning the health and safety of the Complainant and campus community as a whole. The District has the right to order emergency removal of a Respondent, or if the Respondent is an employee, place the employee on administrative leave.

**Emergency Removal**

The District may remove a non-employee Respondent from the District's education program or activity on an emergency basis after it conducts an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal.

Emergency removal is not appropriate to address a Respondent's threat of obstructing the sexual harassment investigation or destroying relevant evidence. Emergency removal is only available to address health or safety risks against individuals arising out of sexual harassment allegations, not to address other forms of misconduct that a Respondent might commit pending the processing of a complaint.

The District's Superintendent or designee will conduct the individualized safety and risk analysis.

If the Superintendent or designee determines emergency removal is appropriate, they or a designee will provide the person the District is removing from campus on an emergency basis with notice and an opportunity to attend a meeting and challenge the basis of their removal. The Superintendent or designee will determine whether the emergency removal from campus order is warranted after considering information provided by the Respondent challenging the emergency removal.

**Administrative Leave**

The District may place an employee Respondent on administrative leave during the pendency of a grievance process described in the formal complaint process below. The District will follow any relevant policies, procedures, collective bargaining agreements, or state law in placing an employee on administrative leave.

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**8. Formal Complaint Grievance Procedures**

**Notice to Parties**

Upon receipt of a formal complaint, the Title IX Coordinator will provide the following notice in writing to the known Parties:

- Notice of the District’s Title IX grievance process;
- Notice of the sexual harassment allegations with sufficient detail to prepare a response before any initial interview;
- Statement that the Respondent is presumed not responsible for the alleged conduct;
- Statement that the determination of responsibility will not be made until the conclusion of the grievance process;
- Notice that the Parties have a right to an advisor of their choice, who may be, but is not required to be, an attorney;
- Notice that the Parties may inspect and review evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence, whether obtained from a Party or other source; and
- Notice of any provision in the District’s code of conduct or discipline rules that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
- If in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice provided above, the Title IX Coordinator will provide written notice of the additional allegations to the Parties whose identities are known.

**Dismissal of Formal Complaint**

The District must investigate the allegations in a formal complaint. However, the District must dismiss the formal complaint and will not process the complaint under these procedures if any of the following three circumstances exist:

- If the conduct alleged in the formal complaint would not constitute Title IX sexual harassment as defined in this procedure;
- If the conduct alleged did not occur in the District’s education program or activity; or
- If the conduct alleged did not occur against a person in the United States.

The District has the discretion to dismiss a formal complaint or any allegation under the following circumstances:

- If at any time during the grievance process the Complainant notifies the Title IX Coordinator in writing that he/she/they would like to withdraw the formal complaint or any allegations;
- If the Respondent is no longer enrolled or employed by the District; or

## **TITLE IX POLICY**

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- If there are specific circumstances that prevent the District from gathering evidence sufficient to reach a determination regarding responsibility as to the formal complaint or allegations.

If the District dismissed the formal complaint or any allegations, the Title IX Coordinator will simultaneously provide the Parties with written notice of the dismissal and reason(s). The District will also provide the Parties with their right to appeal.

The District may commence proceedings under other policies and procedures after dismissing a formal complaint.

### **Consolidation of Formal Complaints**

The District may, but is not required to, consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant, against one or more Respondents, or by one Party against the other Party where the allegations of sexual harassment arise out of the same facts or circumstances.

### **Equitable Treatment of the Parties**

The District's determination of responsibility is a neutral, fact-finding process. The District will treat Complainants and Respondents equitably such that the procedures will apply equally to both Parties. The District will not discipline a Respondent until it reaches a determination of responsibility for sexual harassment against the Respondent at the conclusion of the grievance process.

### **Statement of Non-Responsibility**

The investigation is a neutral, fact-finding process. The District presumes all reports are in good faith. Further, the District presumes the Respondent is not responsible for the alleged conduct. The District makes its determination regarding responsibility at the conclusion of the grievance process.

### **Bias or Conflict of Interest**

The District's Title IX Coordinator, Investigator(s), Decision-maker(s), or any person designated by the District to facilitate an informal resolution process, will not have potential actual bias or conflict of interest in the investigatory, sanctioning, or appeal process or bias for or against Complainants or Respondents generally. Actual bias is an articulated prejudice in favor of or against one Party or position; it is not generalized concern about the personal or professional backgrounds, positions, beliefs, or interests of the Decision-makers in the process. The District will provide training on bias, conflict of interest, and impartial service to the Title IX Coordinator, investigator, Decision-maker, and facilitator.

### **Timeline for Completion**

The District will undertake its grievance process promptly and as swiftly as possible. The District will complete the investigation and its determination regarding responsibility within 180 calendar days.

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When appropriate, the Title IX Coordinator may determine that good cause exists to extend the 180 calendar day period to conduct a fair and complete investigation, to accommodate an investigation by law enforcement, to accommodate the unavailability of witnesses or delays by the Parties, to account for District breaks or vacations, or due to the complexity of the investigation.

The District will provide notice of this extension to the Complainant and Respondent in writing and include the reason for the delay and anticipated timing of completion.

A Party may request an extension from the Title IX Coordinator in writing by explaining the reason for the delay and the length of the continuance requested. The Title IX Coordinator will notify the Parties and document the grant or denial of a request for extension or delay as part of the case record keeping.

### **Role of Advisor**

Throughout the grievance process, both the Complainant and Respondent have a right to an advisor of their choice. An advisor may not be a witness or have a conflicting role in the process, or with a Party. The role of the advisor is to provide support and assistance in understanding and navigating the investigation process. The advisor may not participate in the process as a witness or obstruct an interview or disrupt the process. The Title IX Coordinator has the right to determine what constitutes appropriate behavior of an advisor and take reasonable steps to ensure compliance with this procedure.

### **Confidentiality Agreements**

To protect the privacy of those involved, the Parties and advisors are required to sign a confidentiality agreement prior to attending an interview or otherwise participating in the District's grievance process. The confidentiality agreement restricts the dissemination of any of the evidence subject to inspection and review or use of such evidence for any purpose unrelated to the Title IX grievance process. The confidentiality agreement will not restrict the ability of either Party to discuss the allegations under investigation.

### **Use of Privileged Information**

The District's grievance procedure does not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek, disclosure of information protected under a legally recognized privilege (e.g., attorney-client privilege, doctor-patient privilege, spousal privilege, etc.), unless the person holding the privilege provides voluntary, written consent to waive the privilege.

### **Investigations**

The Title IX Coordinator is responsible for overseeing investigations to ensure timely resolution and compliance with Title IX and these procedures. The Title IX Coordinator can also conduct investigations.

### **Trained Investigators**

## **TITLE IX POLICY**

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The District will investigate Title IX formal complaints fairly and objectively. Individuals serving as investigators under this procedure will have adequate training on what constitutes sexual harassment, Title IX, and how the District's grievance procedures operate. The District will also provide investigators training on issues of relevance to create an investigative report that fairly summarizes relevant evidence and complies with this procedure.

### **Gathering Evidence and Burden of Proof**

The District, and not the Parties, has the responsibility to gather information and interview witnesses. When the investigator evaluates the evidence, they will do so using the preponderance of the evidence standard. After considering all the evidence gathered, the investigator will decide whether it is more likely than not that the reported conduct occurred.

### **Notice of Investigative Interview**

The District will provide written notice of the date, time, location, participants, and purpose of all investigative interviews to an individual whose participation is invited or expected, with sufficient time for the individual to prepare to participate.

### **Evidence Review**

Both Parties have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a Party or other source.

Prior to the investigator preparing an investigative report, the District will send to each Party and the Party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The Parties will have at least 10 days to submit a written response. The investigator must consider this written response prior to completing the investigative report.

### **Investigative Report**

The results of the investigation of a formal complaint will be set forth in a written report that will include at least all of the following information:

- An executive summary of the allegations and findings as to each allegation;
- A summary of the procedural steps taken during the investigation, including the individuals contacted;
- An analysis of relevant evidence, including witness statements, gathered during the course of the investigation;
- A discussion of the investigator's conclusions about whether the allegations occurred using a preponderance of the evidence standard;
- A list of the relevant documents; and
- A table of contents for any report that exceeds 10 pages.

## **TITLE IX POLICY**

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The investigator may redact information that is not directly related to the allegations or that is privileged. However, the investigator will keep a log of information that is not produced to the Parties. The log will be provided only to the Title IX Coordinator and will not be disclosed to the Parties.

The District will send to the Parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review. The Parties will have at least 10 days to submit written, relevant questions that a Party wants to be asked of any Party or witness. The District will provide relevant questions to the Party or witness and set a deadline of no less than 10 calendar days to submit a response. The District will provide each Party with the submitted responses and allow the Parties to submit additional, limited follow-up questions within 10 calendar days. The District will provide each Party with the submitted responses. The Decision-maker must explain to the Party proposing the questions any decision to exclude a question as not relevant.

### **Decision-maker**

The Decision-maker will be free from conflict of interest or bias, including bias for or against Complainants or Respondents. In cases where the Complainant or Respondent objects to the Decision-maker on the basis of a conflict of interest, the Complainant or Respondent may request that the Title IX Coordinator select a different Decision-maker. The Complainant or Respondent must make this request to the Title IX Coordinator in writing no later than five (5) business days after the District identifies the Decision-maker to the Parties.

The Decision-maker must objectively evaluate all relevant evidence both inculpatory and exculpatory and must independently reach a determination regarding responsibility. The Decision-maker must receive training on issues of relevance.

### **Determinations of Responsibility**

When the Decision-maker makes a determination of responsibility or non-responsibility, the Decision-maker will issue a written determination regarding responsibility, no later than 4 weeks after the deadline for the Parties to submit a written response to the investigative report.

When making a determination regarding responsibility, a Decision-maker will objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence. A Decision-maker may not make credibility determinations based on an individual's status as a Complainant, Respondent, or witness. In evaluating the evidence, the Decision-maker will use a preponderance of the evidence standard. Thus, after considering all the evidence, the Decision-maker will determine whether it is more likely than not that sexual harassment occurred.

The Decision-maker will issue a written determination that will include the following:

- Identification of the allegations potentially constituting Title IX sexual harassment as defined in these procedures;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including who conducted the investigation gave notifications to the Parties. The determination will also state when, where, and date the investigator interviewed Parties and witnesses, conducted site visits, and the methods used to gather

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- other evidence. The procedural section should also discuss the dates and how the Parties were provided the opportunity to review and inspect evidence;
- Findings of fact supporting the determination. In making these findings, the Decision-maker will focus on analyzing the findings of fact that support the determination of responsibility or non-responsibility;
  - Conclusions regarding the application of the District’s code of conduct or relevant rules to the facts;
  - A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility;
  - Whether the District will provide remedies designed to restore or preserve equal access to the District’s education program or activity to the Complainant.
  - A statement of, and rationale for, any disciplinary sanctions the District imposes on the Respondent,

The District need not disclose to the Respondent remedies that do not impact them as part of the written determination. The District can inform the Respondent that it will provide remedies to the Complainant. However, the District will inform the Complainant of the sanctions against the Respondent.

The District’s procedures and permissible bases for the Complainant and Respondent to appeal. The District will provide the written determination to the Parties simultaneously. The determination regarding responsibility becomes final either on the date that the District provides the Parties with the written determination of the result of the appeal, if the Parties file an appeal, or if the Parties do not file an appeal, the date on which an appeal would no longer be considered timely.

**9. Disciplinary Sanctions and Remedies**

The District must have completed the grievance procedures (investigation and any appeal, if applicable) before the imposing disciplinary sanctions or any other actions that are not supportive measures against a Respondent. If the Decision-maker determines the Respondent was responsible for conduct that constitutes sexual harassment, the District will take disciplinary action against the Respondent and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense.

Remedies for the Complainant might include, but are not limited to:

- Providing an escort to ensure that the Complainant can move safely between classes and activities;
- Ensuring that the Complainant and Respondent do not attend the same classes or work in the same work area;
- Providing counseling services or a referral to counseling services;
- Providing medical services or a referral to medical services;
- Providing academic support services, such as tutoring;
- Arranging for a Complainant, if a student, to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the Complainant’s academic record; and

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- Reviewing any disciplinary actions taken against the Complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the Complainant's discipline.

Possible disciplinary sanctions for students Respondents include written or verbal reprimand, training or counseling, non-academic probation, suspension, and expulsion. Possible disciplinary sanctions for employee Respondents include written or verbal reprimand, required training or counseling, demotion, suspension, or discharge.

### **10. Appeal of Dismissal of a Formal Complaint or of the Determination of Responsibility**

A Complainant or Respondent may appeal (1) the District's determination regarding responsibility or (2) the dismissal of a formal complaint or any allegations under Title IX. A Complainant or Respondent must submit a written appeal within ten business days from the date of the notice of determination of responsibility or from the date of the District's notice of dismissal of a formal complaint or any allegations.

#### **Grounds for Appeal**

The Superintendent or designee will serve as the Decision-maker on Appeal. In filing an appeal of the District's determination regarding responsibility or the District's dismissal of a formal complaint, the Party must state the grounds for appeal and a statement of facts supporting those grounds. The grounds for appeal are as follows:

- A procedural irregularity affected the outcome;
- New evidence was not reasonably available at the time the District's determination regarding responsibility or dismissal was made, and this new evidence could affect the outcome; or
- The District's Title IX Coordinator, investigator, or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome.

#### **Appeal Procedure**

If the Complainant or Respondent submit an appeal to the District, the District will:

- Notify the other Party in writing within five business days of receiving a Party's appeal;
- Allow the non-appealing Party at least ten business days of receipt of the appeal to submit a written response in support of, or challenging, the outcome.

The Decision-maker, on appeal, will issue a written decision on whether to grant or deny the appeal and the rationale for the decision, within 45 business days after the Decision-maker on appeal receives the response to the appeal or the last day to provide a response. The District will provide notice of the written decision simultaneously to both Parties.

The Decision-maker on appeal may extend or otherwise modify the deadlines provided above. Either Party may seek an extension by submitting a written request to the Decision-maker on appeal explaining the need for the extension and the proposed length of the extension. The

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Decision-maker on appeal will respond to the request within 48 hours in writing and will inform the Parties simultaneously whether the extension is granted.

**Informal Resolution**

If the District determines that a formal complaint is appropriate for informal resolution, it may provide the Parties with the opportunity to participate in an informal resolution process, including mediation, at any time prior to reaching a determination regarding responsibility.

The District will provide the Complainant and Respondent written disclosure of the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the Parties from resuming a formal complaint arising from the same allegations, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

The District must obtain the Parties' voluntary, written consent to the informal resolution process. If the Parties reach an agreement, the District does not have to complete a full investigation and adjudication of a report of sexual harassment. At any time prior to agreeing to a resolution, any Party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

The informal resolution process is not available to resolve allegations that an employee sexually harassed a student.

**11. Retaliation Prohibited**

The District prohibits any intimidation, threats, coercion, or discrimination against any individual who made a report or complaint of sexual harassment, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation or proceeding. Individuals who experience retaliation may file a complaint using the formal complaint process described above.

**12. Dissemination of Policy and Procedures**

The District will provide its policy and procedures related to Title IX on its website and in each handbook or catalog provided to applicants for admission and employment, students, employees, and all unions or professional organizations holding collective bargaining with the District.

When hired, employees are required to sign acknowledging that they have received the policy and procedures. The District will place the signed acknowledgment of receipt in each employee's personnel file.

**13. Training**

The District will provide training to Title IX Coordinators, investigators, Decision-makers, and any individual who facilitates an informal resolution process, on the definition of sexual harassment, the scope of the District's education program or activities, how to conduct an investigation and grievance process including appeals and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Any materials<sup>46</sup> used to train the District's Title IX Coordinator,

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investigators, Decision-makers, and any person who facilitates an informal resolution process, will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

**14. File Retention**

The District will retain, on file, for a period of at least seven years after closing the case copies of:

- The original report or complaint;
- Any actions taken in response to the complaint, including supportive measures;

The investigative report including all evidence gathered and any responses from the Parties;

- The District’s determination regarding responsibility;
- Records of any disciplinary sanctions imposed on the Respondent;
- Records of any remedies provided to the Complainant;
- Any appeal and the result;
- Any informal resolution and the result; and
- All materials used to train Title IX Coordinators, Investigators, Decision-makers, and any person who facilitates an informal resolution process. These training materials are publicly available on this website.

The District will make these documents available to the U.S. Department of Education Office for Civil Rights upon request.

*(cf. 0410 Nondiscrimination in District Programs and Activities)*

*(cf. 4030 Nondiscrimination in Employment)*

*(cf. 4119.12 Harassment)*

*(cf. 5145.3 Nondiscrimination)*

*(cf. 5145.7 Sexual Harassment)*

ALASKA STATUTES

14.18.010 - 14.18.100 Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

4 AAC 06.500 - 4 AAC 06.600 Prohibition of Gender or Race Discrimination

UNITED STATES CODE

Title VI, Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7

Title IX, Education Amendments of 1972, 20 U.S.C. §§ 1681-1688

Vocational Rehabilitation Act of 1973, Sections 503 and 504, 29 U.S.C. § 794

Individuals With Disabilities Education Act, 20 U.S.C. §§ 1401-1491

Americans With Disabilities Act, 42 U.S.C. §§ 12101-12213

Age Discrimination In Employment Act, 29 U.S.C. §§ 621-634

*Added 3/2021*

**AASB POLICY REFERENCE MANUAL  
9/92**

**PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL**

AR1312.1(a)

|   |
|---|
| Note: The following optional regulation may be revised or deleted in light of district needs and collective bargaining obligations. |
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The School Board seeks to ensure that complaints by the public are addressed equitably, regardless of ethnicity, race, disability, gender identity, sexual orientation, religious or cultural preferences, familial status, or socioeconomic background, of the complainant or the personnel at issue. In order to promote fair and constructive communication, the following procedures shall govern the resolution of complaints. Every effort should be made to resolve a complaint at the earliest possible stage. Individuals are encouraged to attempt to verbally resolve concerns with the staff member directly.

In order to ensure fair and equitable access to the complaint process, the district may assist a complainant in the complaint process and resolution efforts. Assistance can include, but is not limited to, cultural support, age appropriate support, and disability accommodation that will assist complainants with oral and written communications related to the complaint and resolution processes.

All written complaints regarding district personnel, other than administrators, shall be initially filed with the principal or immediate supervisor. If the complaint regards a principal or central office administrator, the written complaint shall be initially filed with the Superintendent or designee. If the written complaint concerns the Superintendent or designee, it shall be initially filed with the School Board President. If the complaint is also against the district, the principal or designee shall provide a copy of the complaint to the district compliance officer so that appropriate procedures may be followed.

If the complaint cannot be resolved informally by the persons involved, the complainant may submit the complaint in writing to the appropriate individual as identified in the paragraph immediately above. When necessary, the district shall assist in the preparation of the written complaint so as to meet the requirements of this regulation. The administrative staff shall inform the complainant that such assistance is available if he/she is unable to prepare the written complaint without assistance. A written complaint must include the name of each employee involved and a brief but specific summary of the complaint and the facts surrounding it. It must also include a specific description of any prior attempts to discuss the complaint with the employee involved and the failure to resolve the matter.

The principal or immediate supervisor shall investigate and attempt to resolve the complaint to the satisfaction of the person(s) involved. If the complaint is resolved, the principal will so advise all concerned parties, including the Superintendent or designee.

If the complaint remains unresolved after review by the principal or the immediate supervisor, the principal shall refer the written complaint, together with a report and analysis of the situation, to the Superintendent or designee. Complainants should consider and accept the Superintendent or designee's decision as final.

**PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL**

AR1312.1(b)

Except when a complaint is directed against the Superintendent or designee, no party to a complaint may address the School Board. School Board members shall make every effort to not prejudice themselves by listening to or discussing the matter of the complaint with any other School Board members, staff, students or public prior to receiving the Superintendent's report and formally meeting as a Board on the issue.

All parties to a complaint, including the school administration, may be asked by the School Board to attend a School Board meeting, or part of such meeting, for the purpose of presenting all available evidence and allowing every opportunity for explaining and clarifying the issue. The decision of the School Board following the hearing shall be final. Complaints before the School Board concerning an employee that may tend to be prejudicial to the employee's reputation or character shall be addressed in executive session of the School Board.

*(cf. 9321 - Executive Sessions)*

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| Note: The district should make sure that complaints heard in executive session are indeed complaints against an employee, not against district practice or procedures. |
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*Revised 3/2021*

Note: 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; and student performance on college-readiness assessments, including SAT, ACT, and 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.

### **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

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*

UNITED STATES CODE

*Elementary and Secondary Education Act, 20 U.S.C. §§ 6301, et. seq., as amended by the Every Student Succeeds Act (P.L. 114-95, December 10, 2015)*

*Revised 3/2021*

## ACCESS TO DISTRICT RECORDS

BP 1340

Note: AS 40.25.120 sets forth the right of the public to access public records. There is strong public policy favoring inspection of public records and any exceptions to disclosure based on need should be construed narrowly.

The School Board recognizes that state policy provides broad public access to district records. Public access shall not be given to records exempt from public disclosure by state or federal law or by the Board based on the need of the district to maintain confidential information.

*(cf. 3580 – District Records)*

*(cf. 4112.6/4212.6/4312.6 – Personnel Records)*

*(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential Information)*

*(cf. 5125 – Student Records; Confidentiality)*

*(cf. 9011 – Disclosure of Confidential Information)*

*(cf. 9321 – Closed Sessions)*

Note: 14.14.090, in addition to other duties, provides that the Board shall keep records and files open to public inspection at the district office during reasonable business hours.

Any person shall have reasonable access, during regular business hours, to the public records of the schools and district. The Superintendent or designee shall establish regulations to authorize and facilitate public access to district records in accordance with law, to protect the security of district records, and to prevent interference with regular district operations. Records shall be maintained in accordance with the State of Alaska Model Records Retention Schedule for Alaska School Districts.

The district may charge for copies of public records or other materials requested by individuals or groups. The charge, based on actual costs of duplication, shall be determined by the Superintendent or designee.

*Legal Reference:*

*ALASKA STATUTES*

*40.25.120 - .220 Public Records Act*

*14.03.115 Access to school records by parent, foster parent, or guardian*

*14.14.090 Additional duties*

*14.20.149 Employee evaluation*

*14.43.930 Scholarship program information*

*23.40.235 Public involvement in school district negotiations*

*City of Kenai v. Kenai Peninsula Newspapers, 642 P2d 1316 (Alaska 1982)*

*Anchorage School District v. Anchorage Daily News, 779 P2d 1191 (Alaska 1989)*

*UNITED STATES CODE, TITLE 20*

*1232g Family Educational Rights and Privacy Act of 1974*

*Revised 3/2021*

Note: Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed.

The School Board shall provide for students to take college and career readiness assessments, as required by law and regulation. The exams shall be administered in accordance with state law and regulations. The taking of an assessment is not a requirement for a diploma.

*(cf. 5127 - Graduation Ceremonies and Activities)*  
*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6146.4 - Reciprocity on Graduation Requirements)*  
*(cf. 6146.5 - Differential Requirements for Individuals With Exceptional Needs)*  
*(cf. 6162.5 - Standardized Testing)*

The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment. The IEP team's determination should consider whether the assessment supports the transition plan set forth in the student's IEP.

*Legal Reference:*

ALASKA STATUTES

*14.03.075 College and career readiness assessment*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.710 Statewide student assessment system*

*4 AAC 06.718 College and career readiness assessment after student receives a certificate of achievement*

*4 AAC 06.765 Test Security; Consequences of Breach*

*4 AAC 06.790 Definitions*

*Revised 3/2021*

**AASB POLICY REFERENCE MANUAL UPDATE SERVICE**

**2020-2021 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.

A supplemental update, primarily focusing on updates to model policies on business operations, will be forthcoming in the summer/fall of 2021.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” 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<br>ADOPTION<br>REQUIRED | DESCRIPTION |
|-------------|--------------------------------|-------------|
|-------------|--------------------------------|-------------|

**ARTICLE 0, Series 0000 – Philosophy, Goals, Objectives and Comprehensive Plans**

**AR 0410**

No

\*\*\*NEW ADMINISTRATIVE REGULATION\*\*\*

This AR may be used as a District policy to investigate sexual harassment complaints under Title IX. It implements the revised Title IX regulations promulgated by the Department of Education in the fall of 2020. It provides comprehensive procedures a district shall take upon receiving reports and complaints regarding sexual harassment, including investigation requirements, appeal procedures, and responsive mechanisms. The process includes:

- The designation of a Title IX Coordinator and decision maker.
- Intake and processing procedures.
- Formal complaint investigation requirements and timelines.
- Investigative report policies.
- Disciplinary options and remedies.
- Appeal procedures.

| REPLACE/ADD    | FORMAL<br>ADOPTION<br>REQUIRED | DESCRIPTION  |
|----------------|--------------------------------|--|
| <b>BP 0520</b> | No                             | This update modifies BP 0520 to reflect current policies regarding school accountability and improvement. It removes references to previous regulations that have sunset. As the updates are limited to revisions of the explanatory note, board approval is not required. |

**ARTICLE 1, Series 1000 – Community Relations**

|                  |     |  |
|------------------|-----|--|
| <b>AR 1312.1</b> | No  | This update revises the model complaint policy for complaints regarding school personnel, removing the school board from serving in a role of automatic appeal. This change insulates boards from personnel matters and streamlines complaint investigation processes. |
| <b>BP 1340</b>   | Yes | This update revises the model records retention policy to clarify that records shall be maintained in accordance with the State of Alaska Model Records Retention Schedule for Alaska School Districts. It standardizes retention rules for all AASB districts.        |

**ARTICLE 6, Series 6000 – Instruction**

|                  |     |  |
|------------------|-----|--|
| <b>BP 6146.3</b> | Yes | This update removes a reference to a rescinded regulation regarding college and career readiness assessments. It is updated to clarify that a district’s assessment policies must be in accordance with current assessment regulations, allowing the policy to be untied to changing assessment rules. |
|------------------|-----|--|