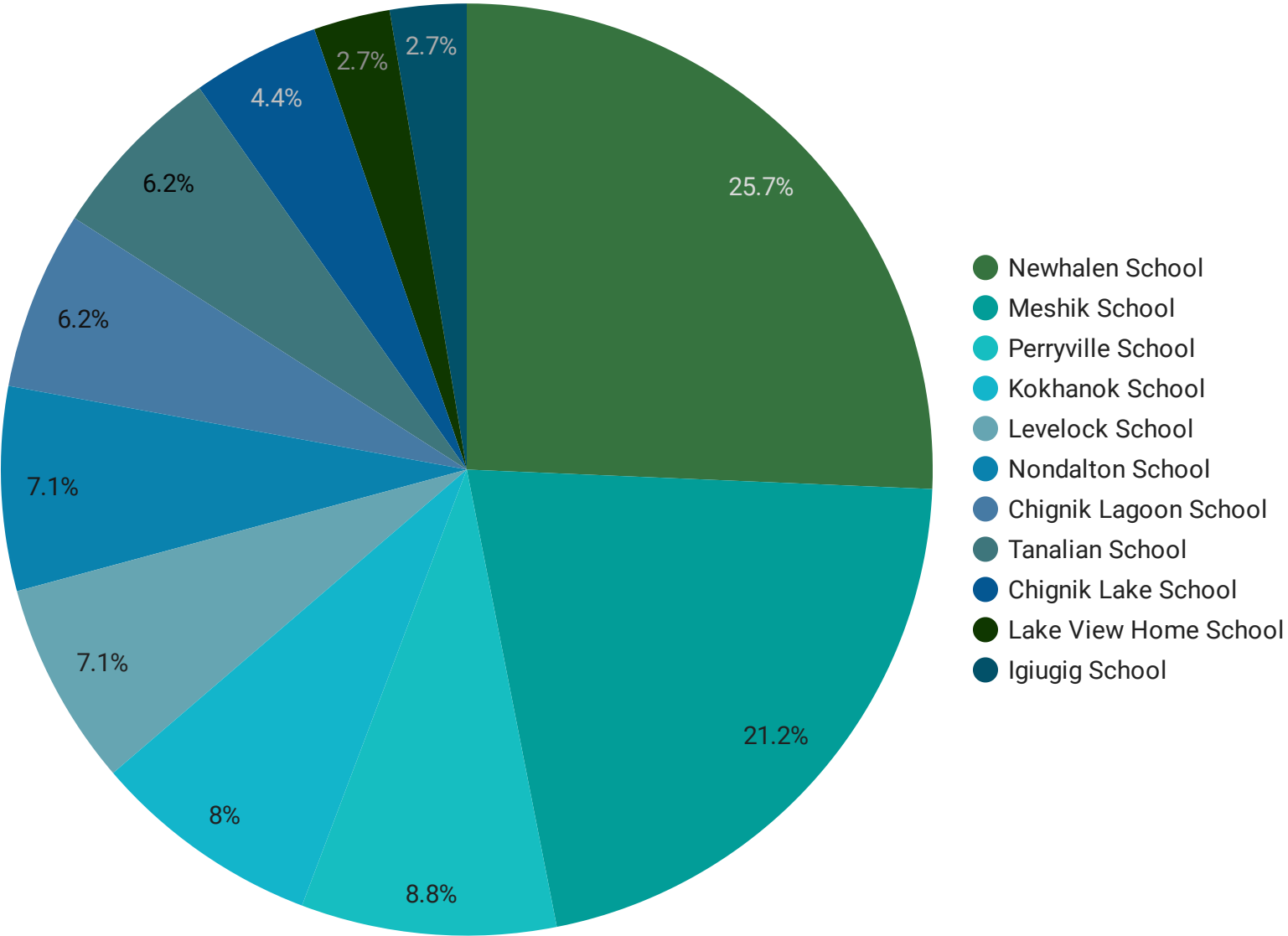


THE LAKE AND PENINSULA SCHOOL DISTRICT
Work Session AGENDA
April 13, 2023, 8:00 AM

Agenda

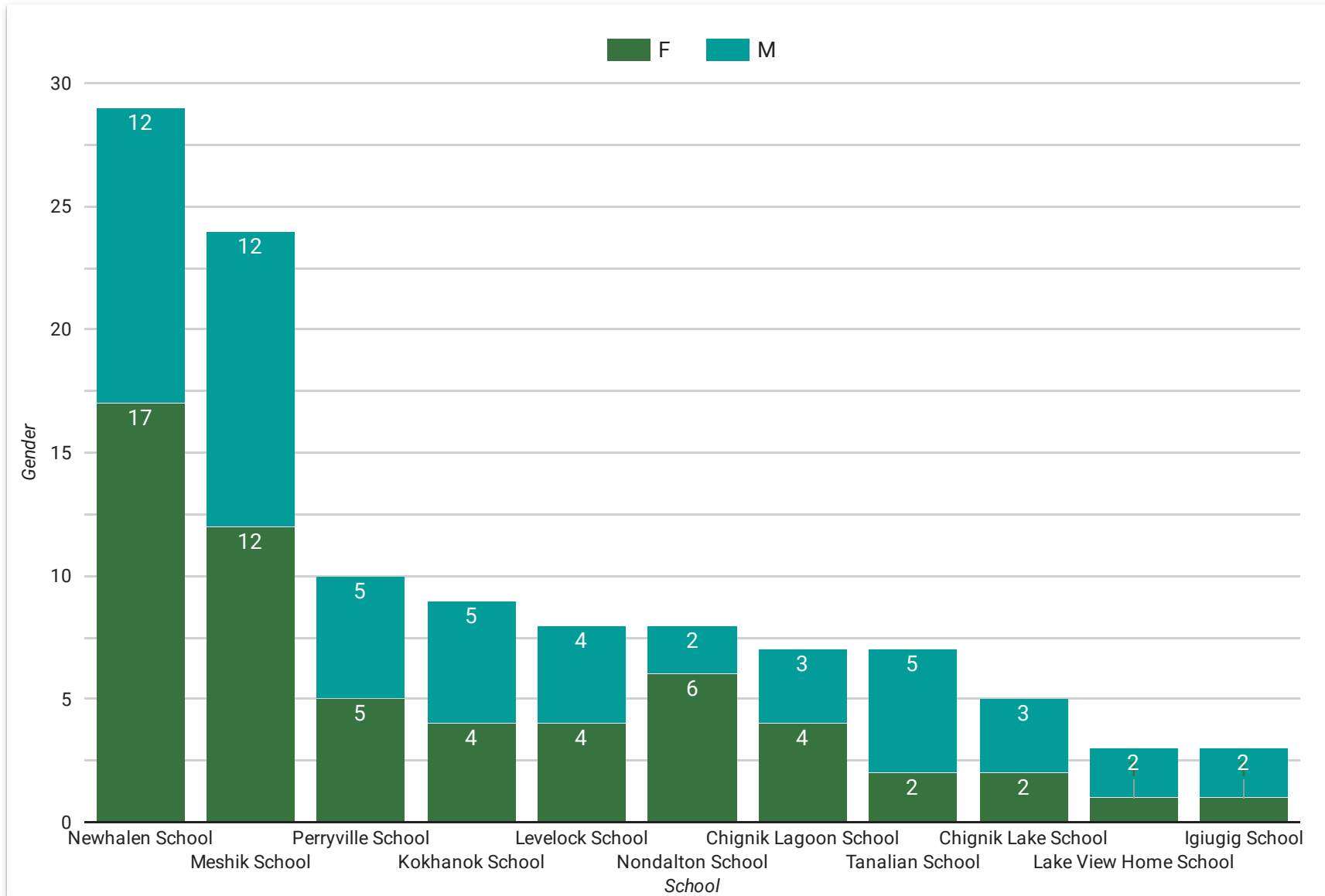
1. LPSD Levels and Standards	2
2. Small School Intent to Enroll	
3. 2023-2024 Activities Calendar	23
4. LSAC Manual Update/Adoption	24
5. AASB Policy Updates	50

FY23 Migrant by Site



School	Record Count
Newhalen School	29
Meshik School	24
Perryville School	10
Kokhanok School	9
Levelock School	8
Nondalton School	8
Chignik Lagoon School	7
Tanalian School	7
Chignik Lake School	5
Lake View Home School	3
Igiugig School	3
Grand total	113

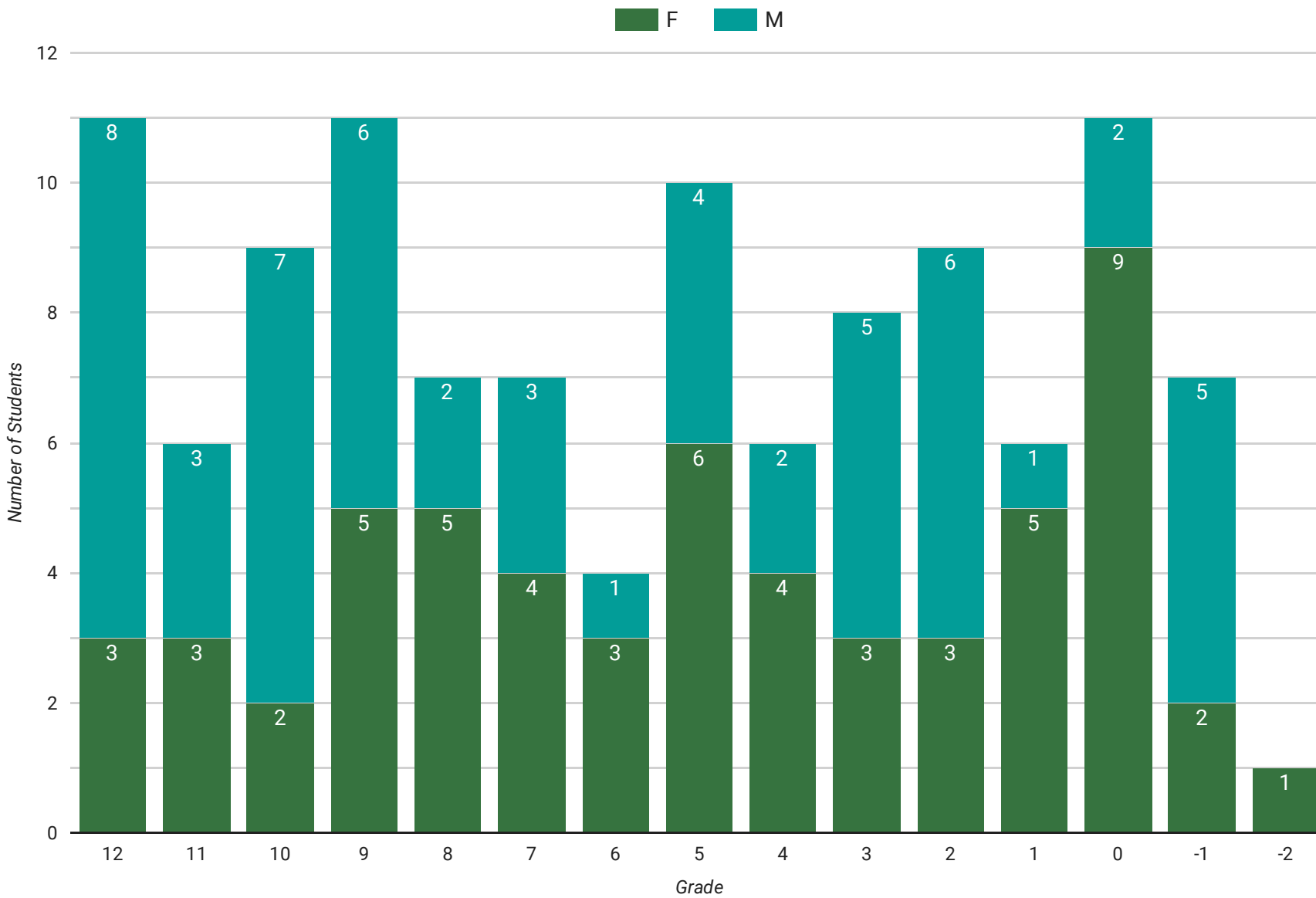
FY23 Migrant by Site and Gender



School ▾	Gender	Gender
Tanalian Sch...	M	5
Tanalian Sch...	F	2
Perryville Sch...	M	5
Perryville Sch...	F	5
Nondalton S...	M	2
Nondalton S...	F	6
Newhalen Sc...	M	12
Newhalen Sc...	F	17
Meshik School	M	12
Meshik School	F	12
Levelock Sch...	M	4
Levelock Sch...	F	4
Lake View Ho...	F	1
Lake View Ho...	M	2
Kokhanok Sc...	F	4
Kokhanok Sc...	M	5
Igiugig School	F	1
Igiugig School	M	2
Chignik Lake ...	M	3
Chignik Lake ...	F	2
Chignik Lago...	M	3
Chignik Lago...	F	4

Grand to... 113

FY23 Migrant Breakdown By Grade and Gender



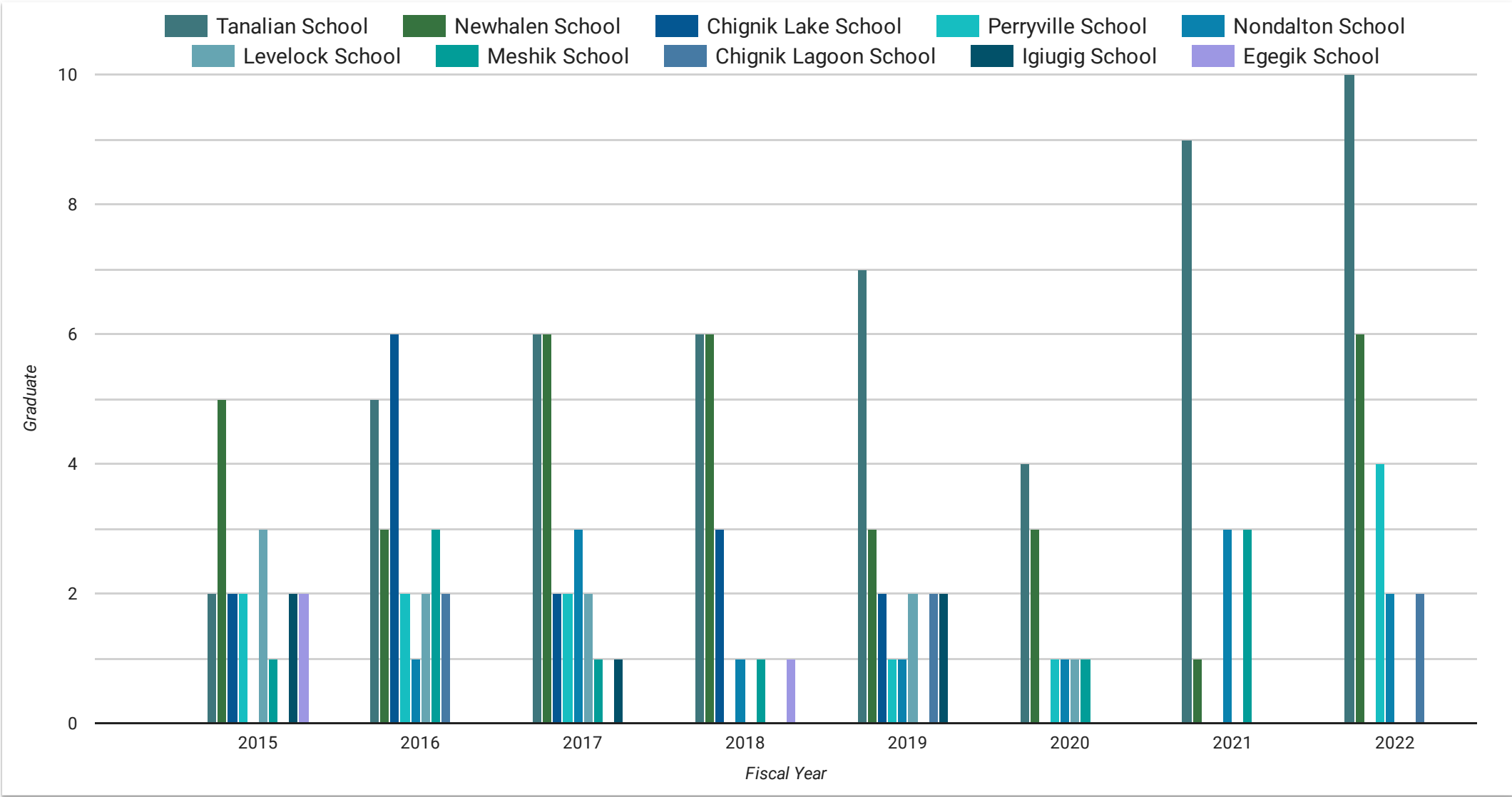
Grade ^	Gender	Number of Students
-2	F	1
-1	M	5
-1	F	2
0	F	9
0	M	2
1	F	5
1	M	1
2	F	3
2	M	6
3	F	3
3	M	4
4	M	2
4	F	4
5	F	6
5	M	4
6	M	1
6	F	3
7	M	3
7	F	4
8	F	5
8	M	2
9	F	5
Grand total		113

Graduation Rate in 4 Years (First Year Seniors) FY15-FY22

School	Fiscal Year / Rate								
	2015	2016	2017	2018	2019	2020	2021	2022	Grand total
Chignik Bay S...	0%	No data	100%	No data	No data	No data	100%	0%	50%
Chignik Lago...	No data	100%	No data	No data	100%	No data	No data	100%	100%
Chignik Lake ...	66.67%	100%	100%	100%	100%	No data	No data	0%	77.78%
Egegik School	100%	No data	No data	100%	No data	No data	No data	No data	100%
Igiugig School	100%	No data	100%	No data	100%	No data	No data	No data	100%
Kokhanok Sc...	No data	100%	No data	No data	No data	0%	No data	0%	33.33%
Lakeview Ho...	0%	No data	No data	No data	0%	No data	0%	No data	0%
Levelock Sch...	75%	100%	100%	No data	100%	50%	No data	No data	85%
Meshik School	100%	100%	100%	100%	No data	100%	75%	No data	95.83%
Newhalen Sc...	83.33%	100%	100%	85.71%	60%	60%	50%	100%	79.88%
Nondalton Sc...	No data	100%	100%	50%	100%	100%	100%	100%	92.86%
Perryville Sch...	66.67%	100%	100%	No data	50%	100%	No data	100%	86.11%
Pilot Point Sc...	50%	No data	100%	No data	0%	No data	No data	0%	37.5%
Tanalian Sch...	100%	100%	100%	100%	100%	80%	100%	100%	97.5%
Grand total	67.42%	100%	100%	89.29%	71%	70%	70.83%	55.56%	77.98%

5

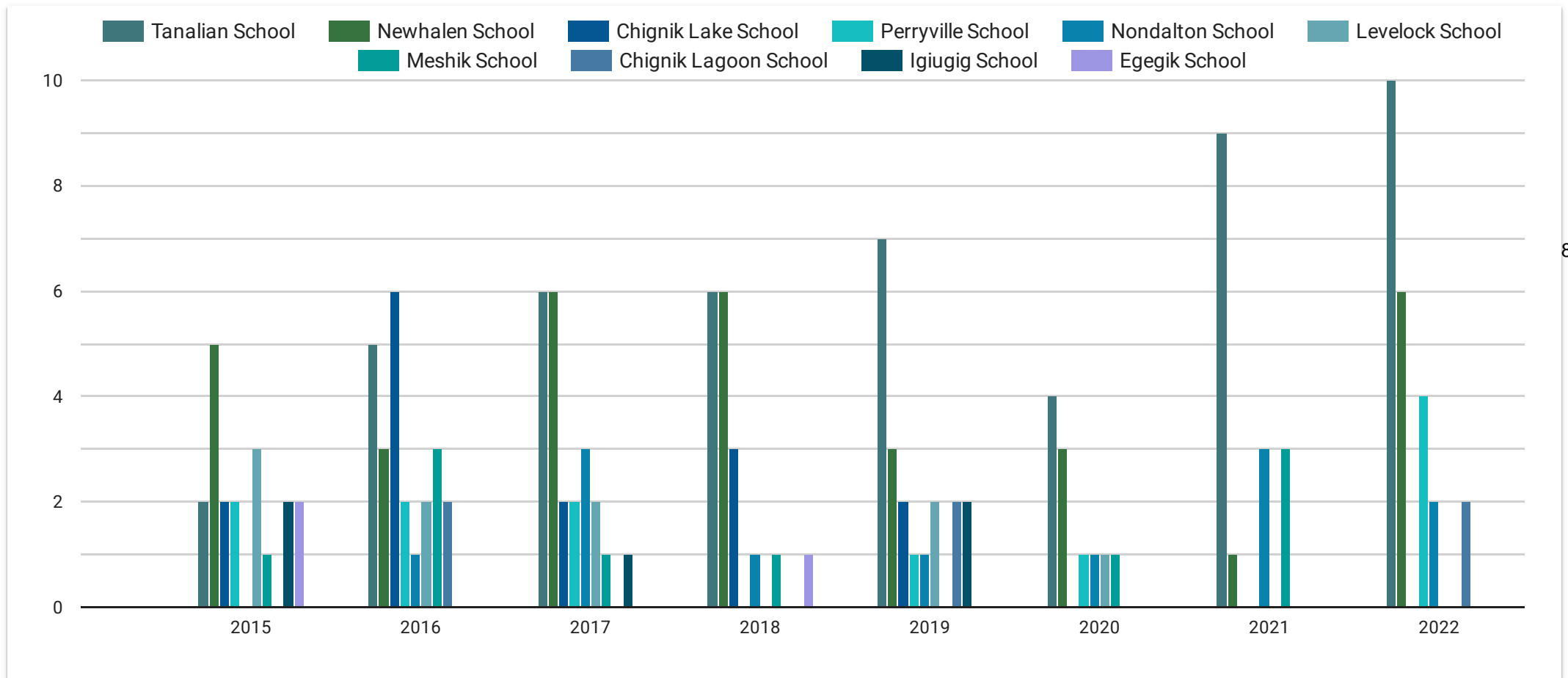
Graduates in 4 Years (First Year Seniors) FY15-FY22



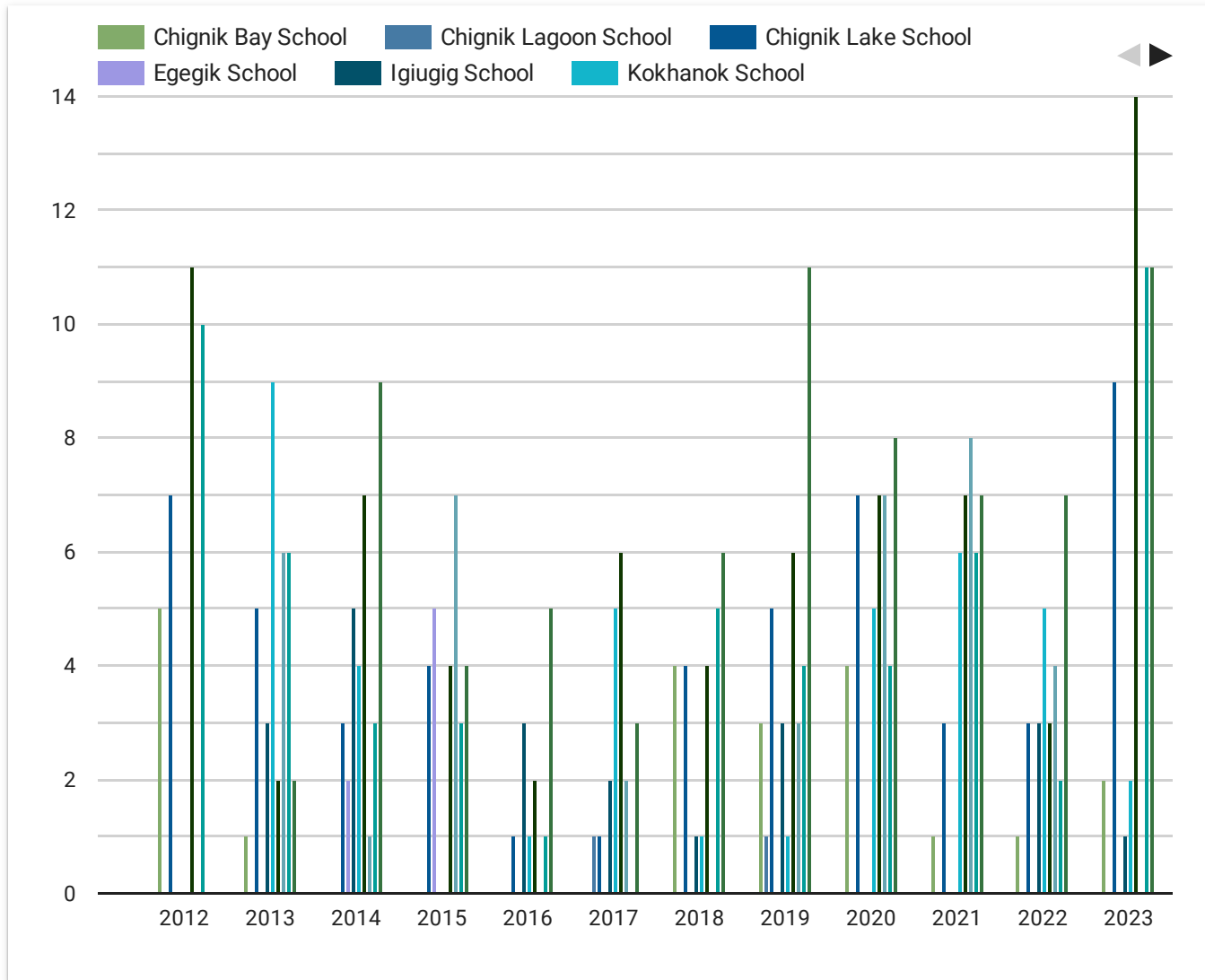
Graduation Rates in 5 Years (Second Year Seniors) FY15-FY22

									Fiscal Year / Rate
School	2015	2016	2017	2018	2019	2020	2021	2022	Grand total
Chignik Bay School	0%	-	100%	-	-	-	100%	0%	50%
Chignik Lagoon School	-	100%	-	-	100%	-	-	100%	100%
Chignik Lake School	66.67%	100%	100%	100%	100%	-	-	0%	77.78%
Egegik School	100%	-	-	100%	-	-	-	-	100%
Igiugig School	100%	-	100%	-	100%	-	-	-	100%
Kokhanok School	-	100%	-	-	-	0%	-	0%	33.33%
Lakeview Home School	0%	-	-	-	0%	-	0%	-	0%
Levelock School	75%	100%	100%	-	100%	50%	-	-	85%
Meshik School	100%	100%	100%	100%	-	100%	75%	-	95.83%
Newhalen School	83.33%	100%	100%	85.71%	60%	60%	50%	100%	79.88%
Nondalton School	-	100%	100%	50%	100%	100%	100%	100%	92.86%
Perryville School	66.67%	100%	100%	-	50%	100%	-	100%	86.11%
Pilot Point School	50%	-	100%	-	0%	-	-	0%	37.5%
Tanalian School	100%	100%	100%	100%	100%	80%	100%	100%	97.5%
Grand total	67.42%	100%	100%	89.29%	71%	70%	70.83%	55.56%	77.98%

Graduates in 5 Years (Second Year Seniors) FY15-FY22

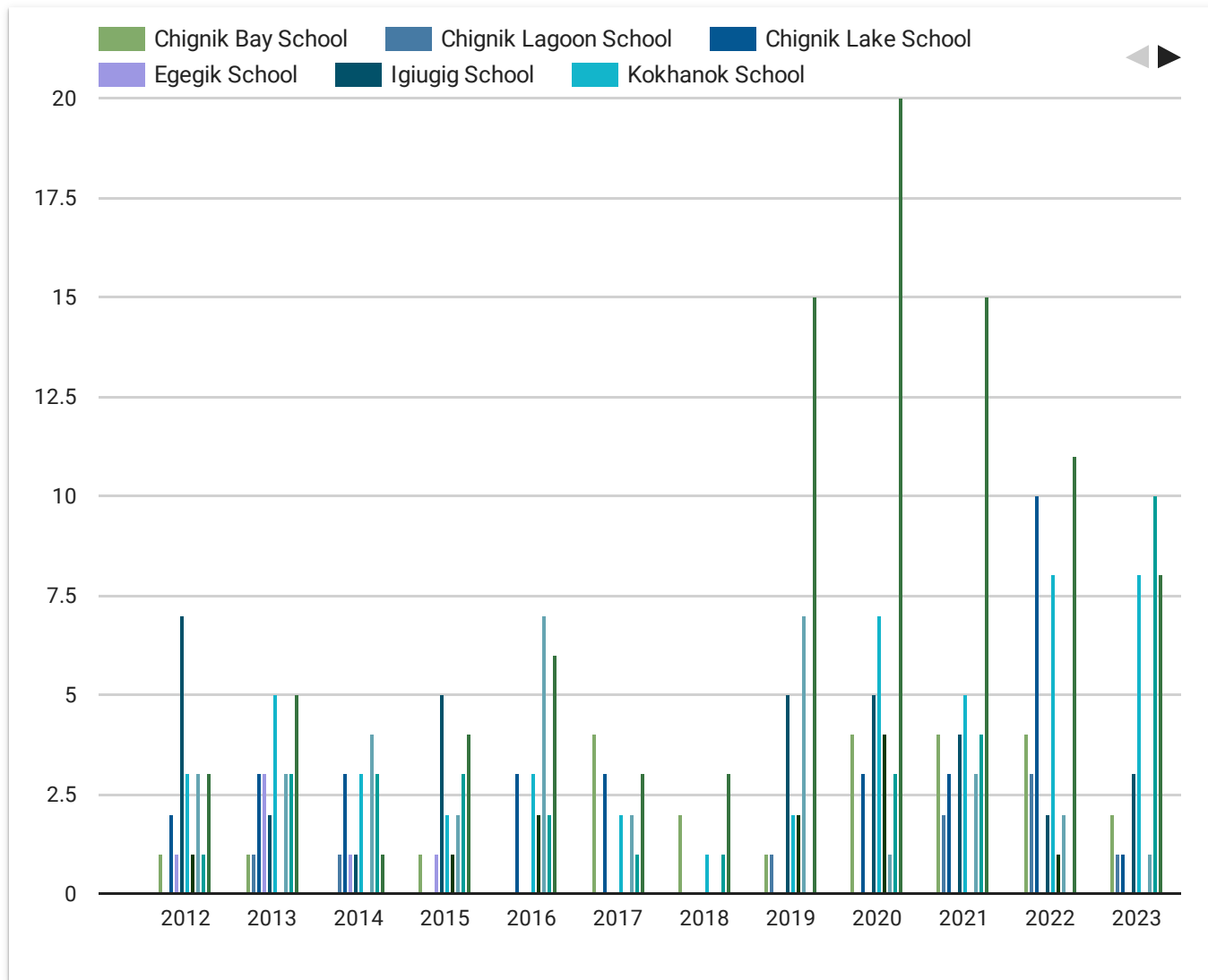


Entry: In District Transfer FY12-FY23



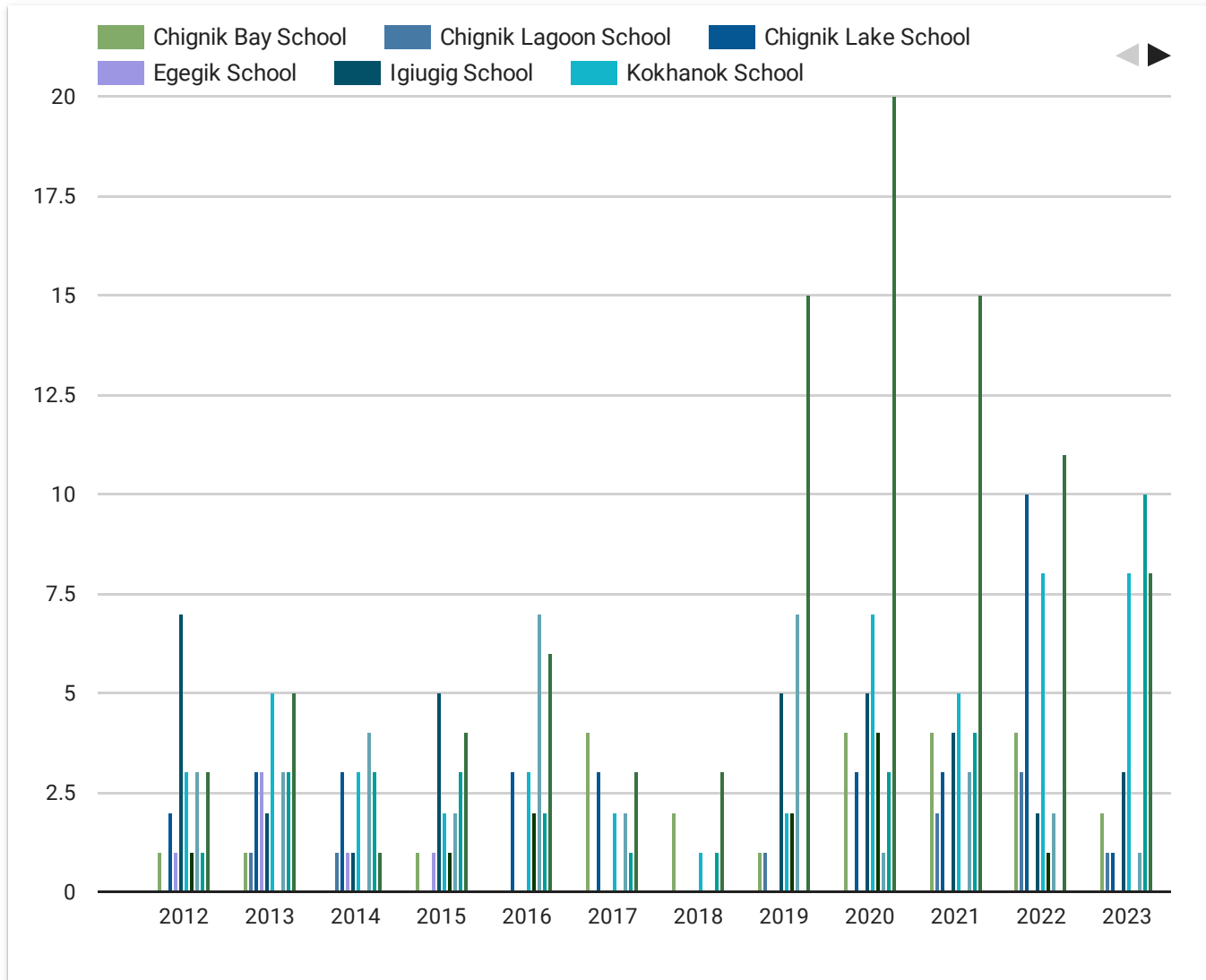
Top 15 - Entry Type / Fiscal Year Exit / Record Count			
School	In District		Grand total
	2012	201	
Chignik Bay S...	5		21
Chignik Lago...	No data	No dat	2
Chignik Lake ...	7		52
Egegik School	No data	No dat	7
Igiugig School	No data		21
Kokhanok Sc...	No data		39 ⁹
Lake View Ho...	11		73
Levelock Sch...	No data		38
Meshik School	10		55
Newhalen Sc...	No data		73
Nondalton Sc...	No data	No dat	22
Perryville Sch...	7	1	41
Pilot Point Sc...	No data		19
Tanalian Sch...	5		33
Grand total	45	5	496

Entry: Out of District Transfer FY12-FY23



Top 15 - Entry Type / Fiscal Year Entry / Record Count			
School	Out of District		Grand total
	2012	201	
Chignik Bay S...	1		24
Chignik Lago...	No data		9
Chignik Lake ...	2		31
Egegik School	1		6
Igiugig School	7		34
Kokhanok Sc...	2		49 ¹⁰
Lake View Ho...	1	No dat	11
Levelock Sch...	3		35
Meshik School	1		31
Newhalen Sc...	2		94
Nondalton Sc...	1		33
Perryville Sch...	5		41
Pilot Point Sc...	1	No dat	9
Tanalian Sch...	1		47
Grand total	28	3	454

Entry: Re-Entry FY12-FY23

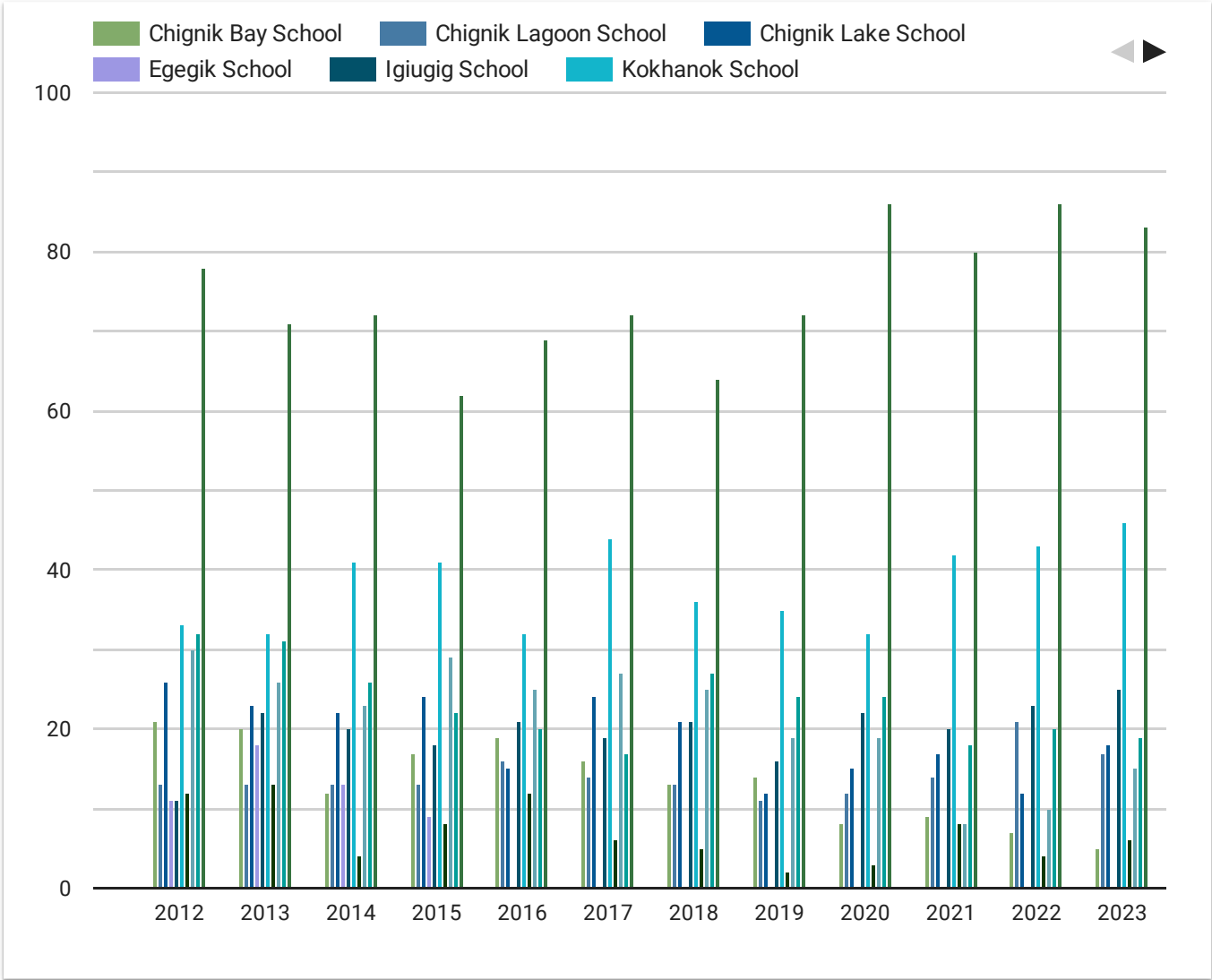


Top 15 - Entry Type / Fiscal Year Entry / Record Count			
School	Re-Entry (In...	Re-Entr...	Grand total
	2021	201...	
Chignik Bay S...	No data	No dat	8
Chignik Lago...	No data		8
Chignik Lake ...	No data	1	44
Egegik School	No data	No dat	5
Igiugig School	No data		5
Kokhanok Sc...	No data		16 ¹¹
Lake View Ho...	No data	No dat	4
Levelock Sch...	No data		20
Meshik School	No data		42
Newhalen Sc...	No data	1	28
Nondalton Sc...	No data		15
Perryville Sch...	No data		15
Pilot Point Sc...	No data	No dat	16
Tanalian Sch...	1		31
Grand total	1	6	257

Voluntary Re-entry after a voluntary withdrawal from the same school (e.g., dropping out, prolonged illness, or temporary disability)

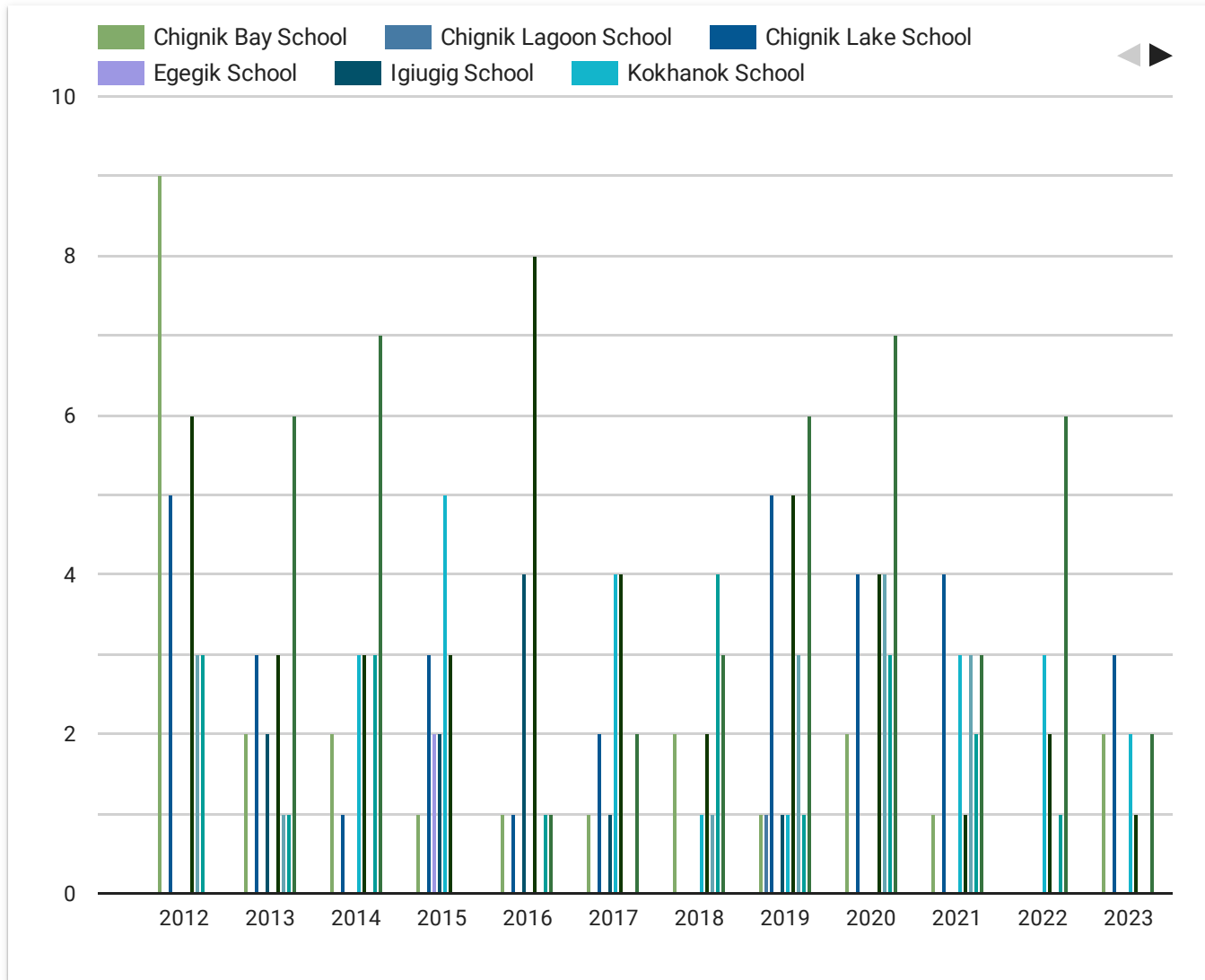
Involuntary Re-entry after an involuntary withdrawal from the same school (e.g., expulsion)

Entry: Returning FY12-FY23



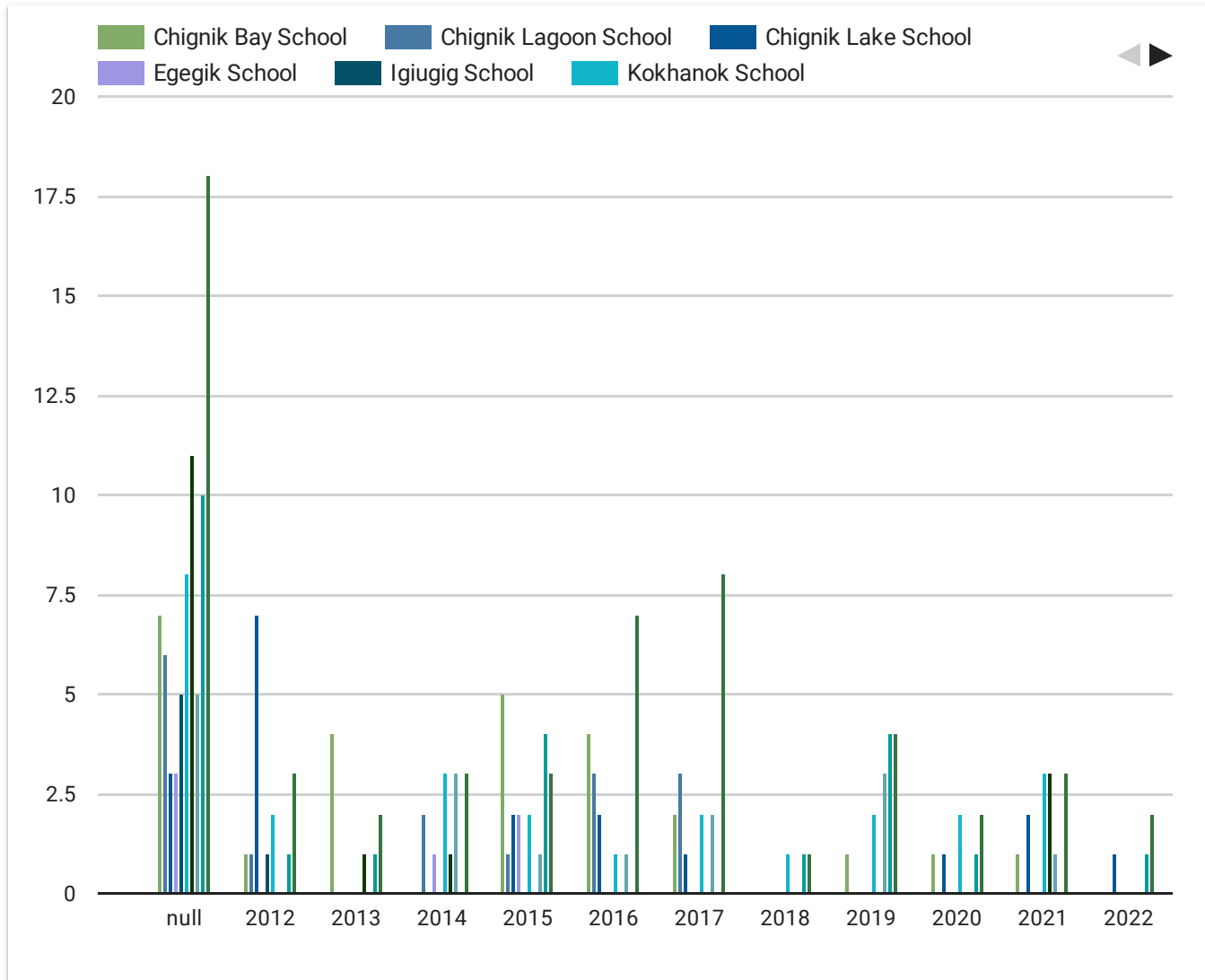
Top 15 - Entry Type / Fiscal Year Entry / Record Count			
School	Natural Progression		Grand total
	2012	201	
Chignik Bay S...	10	1	161
Chignik Lago...	1		170
Chignik Lake ...	11		229
Egegik School	1		51
Igiugig School	2		238
Kokhanok Sc...	6		457 ¹²
Lake View Ho...	4		83
Levelock Sch...	7		256
Meshik School	10		280
Newhalen Sc...	15	1	895
Nondalton Sc...	2		377
Perryville Sch...	8		306
Pilot Point Sc...	3		181
Tanalian Sch...	8		660
Grand total	88	8	4,344

Exit: In District FY12-FY23



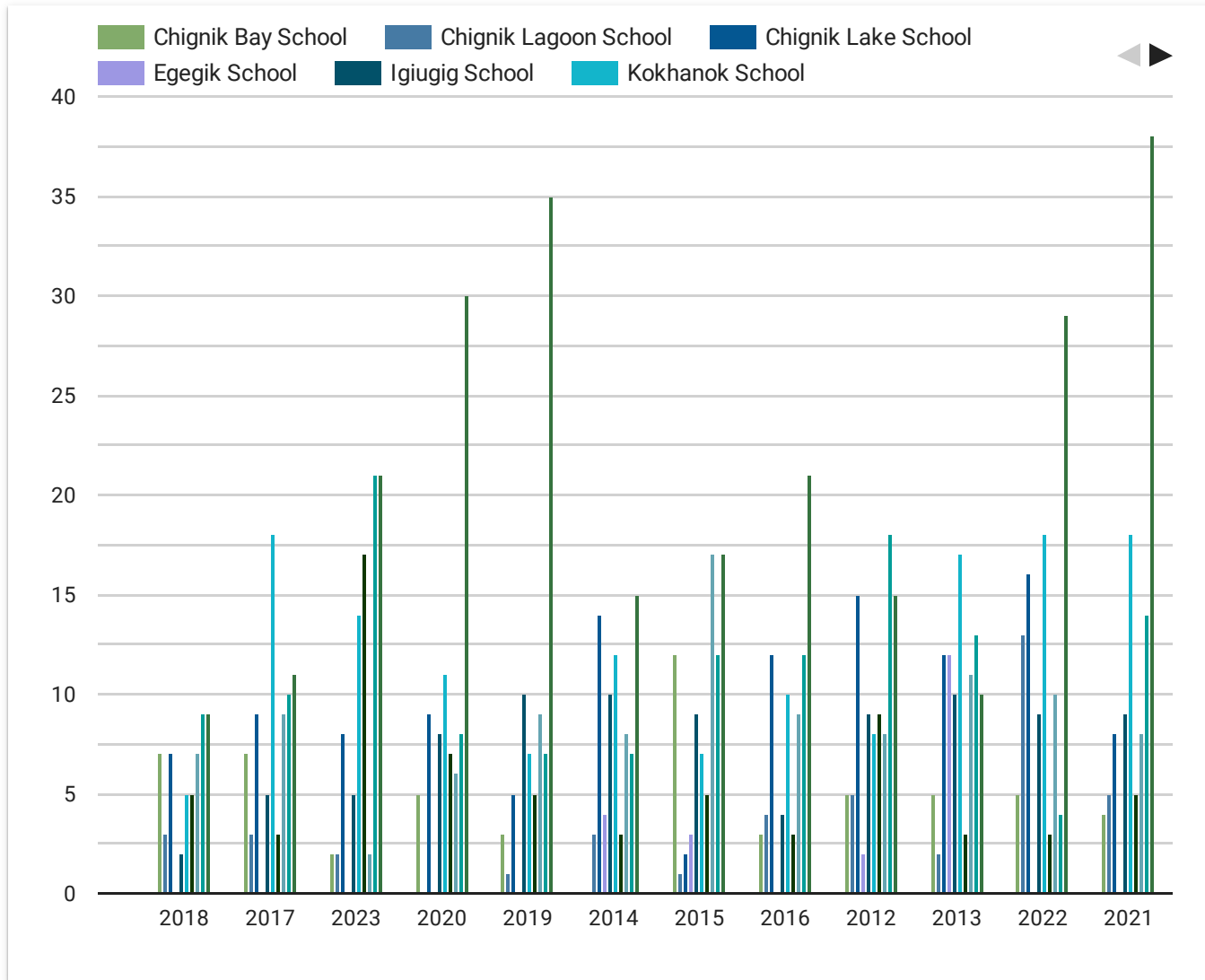
Top 15 - Exit Type / Fiscal Year Exit / Record Count			
School	In District		Grand total
	2012	201	
Chignik Bay S...	9		24
Chignik Lago...	No data	No dat	1
Chignik Lake ...	5		31
Egegik School	No data	No dat	2
Igiugig School	No data		10
Kokhanok Sc...	No data	No dat	22 ¹³
Lake View Ho...	6		42
Levelock Sch...	3		15
Meshik School	3		19
Newhalen Sc...	No data		43
Nondalton Sc...	No data	No dat	9
Perryville Sch...	7		29
Pilot Point Sc...	No data		16
Tanalian Sch...	1	No dat	7
Grand total	34	3	270

Exit: Out of District FY12-FY23



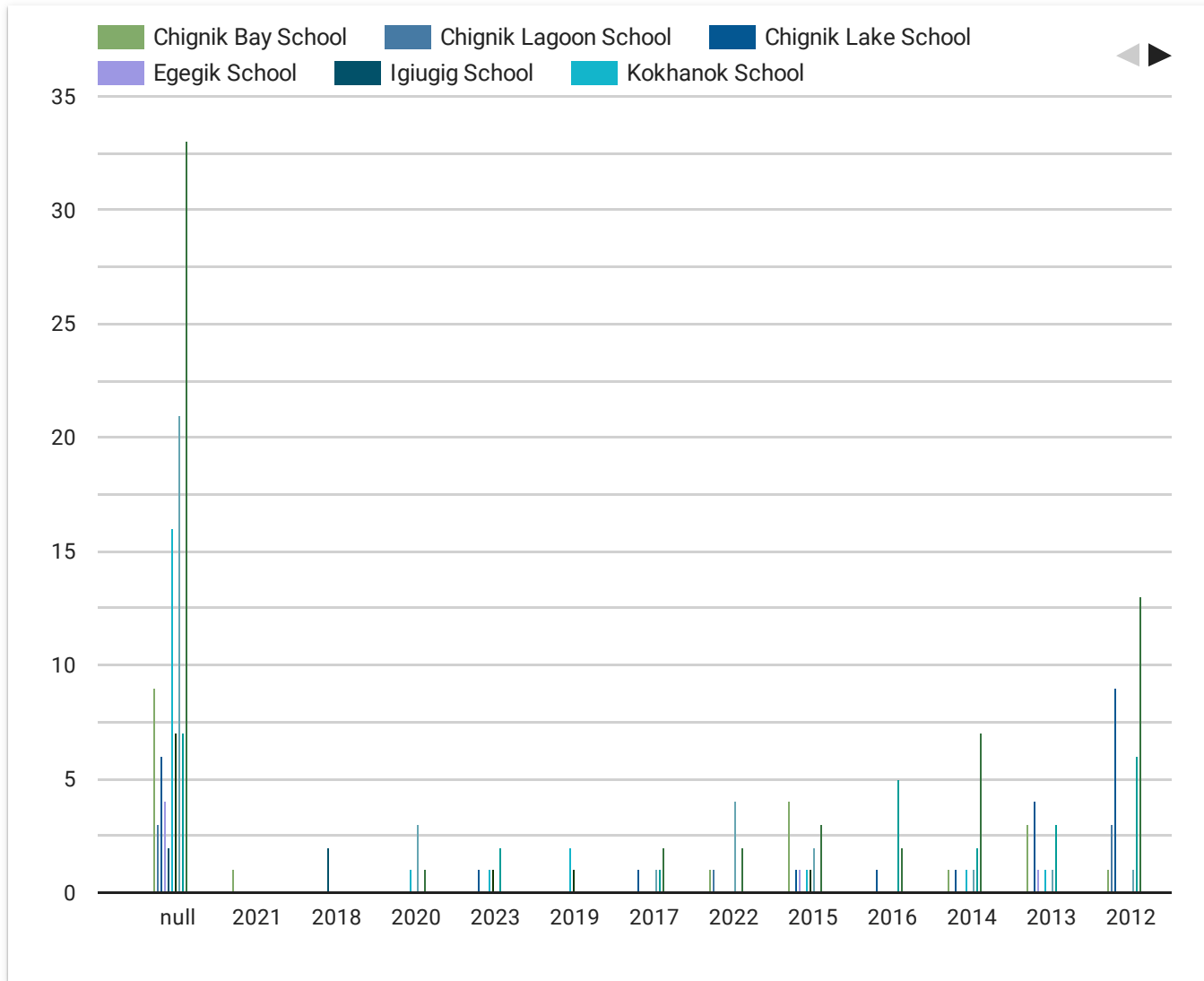
Top 15 - Exit Type / Fiscal Year Exit / Record Count			
School	Out of District		Grand total
	null	201	
Chignik Bay S...	5	No dat	26
Chignik Lago...	3		16
Chignik Lake ...	3		19
Egegik School	No data	No dat	6
Igiugig School	5		6
Kokhanok Sc...	7		26 ¹⁴
Lake View Ho...	5	No dat	16
Levelock Sch...	5	No dat	16
Meshik School	10	No dat	23
Newhalen Sc...	17		56
Nondalton Sc...	5	No dat	16
Perryville Sch...	8		18
Pilot Point Sc...	6	No dat	12
Tanalian Sch...	10	No dat	22
Grand total	89	1	278

Exit: Returning FY12-FY23



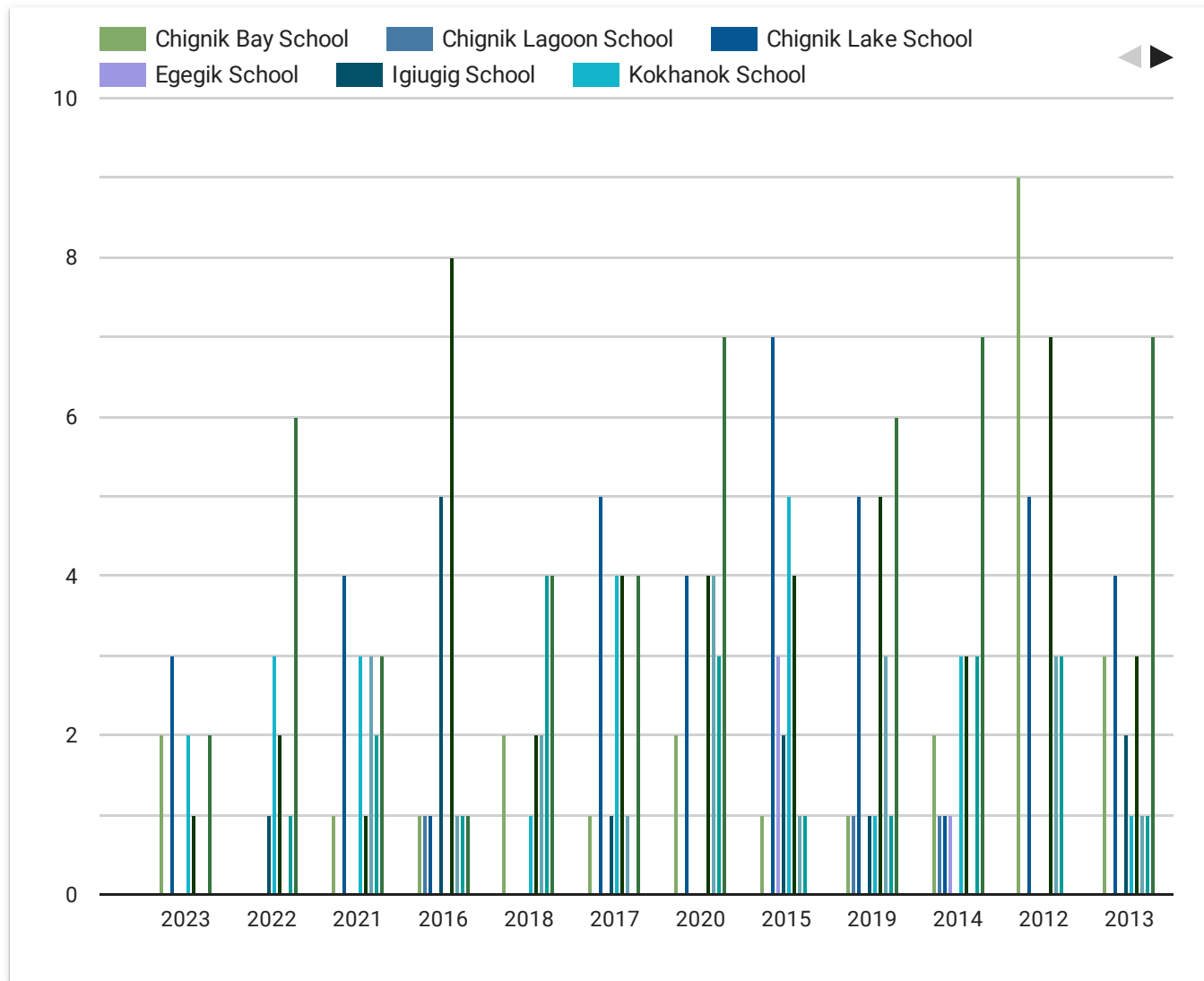
Top 15 - Exit Type / Fiscal Year Exit / Record Count			
School	2013	Drop O...	Grand total
	2013	201	
Chignik Bay S...	No data	No dat	58
Chignik Lago...	1	No dat	42
Chignik Lake ...	No data	No dat	117
Egegik School	No data	No dat	21
Igiugig School	No data	No dat	90
Kokhanok Sc...	No data	No dat	145 ¹⁵
Lake View Ho...	No data	No dat	68
Levelock Sch...	No data	No dat	104
Meshik School	No data	No dat	135
Newhalen Sc...	No data	No dat	251
Nondalton Sc...	No data	No dat	93
Perryville Sch...	No data	No dat	103
Pilot Point Sc...	No data	No dat	55
Tanalian Sch...	No data		188
Grand total	1		1,470

Exit: Drop FY12-FY23



Top 15 - Exit Type / Fiscal Year Exit / Record Count			
School	Drop Out		Grand total
	null	201	
Chignik Bay S...	No data		20
Chignik Lago...	No data		7
Chignik Lake ...	No data		24
Egegik School	2	No dat	6
Igiugig School	1	No dat	4
Kokhanok Sc...	No data	No dat	23 ¹⁶
Lake View Ho...	2	No dat	10
Levelock Sch...	1		34
Meshik School	1		26
Newhalen Sc...	No data	1	63
Nondalton Sc...	No data	No dat	18
Perryville Sch...	No data		17
Pilot Point Sc...	No data		15
Tanalian Sch...	No data		31
Grand total	7	4	298

Exit: Graduate/Max Age FY12-FY23



Top 15 - Fiscal Year Exit / Exit Type / Record Count			
School	2012		Grand total
	Graduated- ...	In Distri...	
Chignik Bay S...	No data		25
Chignik Lago...	No data	No dat	3
Chignik Lake ...	No data		39
Egegik School	No data	No dat	4
Igiugig School	No data	No dat	12
Kokhanok Sc...	No data	No dat	23 ¹⁷
Lake View Ho...	1		44
Levelock Sch...	No data		19
Meshik School	No data		20
Newhalen Sc...	No data	No dat	47
Nondalton Sc...	No data	No dat	11
Perryville Sch...	No data		30
Pilot Point Sc...	No data	No dat	17
Tanalian Sch...	No data		15
Grand total	1	3	309

Reading Levels Passed FY18-FY23

Course Name / Record Count						
Schoolname	Grade Level	Reading 09: Literature 1	Reading 10: Literature 2	Reading 11: American Literature	Reading 12: British Literature	Grand total
Chignik Bay School	10	-	1	-	-	1
Chignik Lagoon School	8	1	-	-	-	1
	9	1	1	-	-	2
	10	-	-	1	-	18 1
	11	-	-	1	-	1
	12	1	1	-	-	2
	Chignik Lake School	9	1	-	-	-
Chignik Lake School	11	-	-	1	-	1
	12	2	1	-	-	3
	Igiugig School	9	2	1	-	-
Igiugig School	10	4	3	-	-	7
	11	-	2	1	-	3
	12	2	2	1	-	5
	Kalbarok School	8	1	-	-	-
Grand total		152	136	19	2	309

Writing Levels Passed FY18-FY23

							Course Name / Record Count	
Schoolname	Grade	Writing 09: Composition 1	Writing 10: Composition 2	Writing 11: Advanced Compositi...	Writing 12: Advanced Compositi...	Grand total		
Chignik Bay S...	9	3	-	-	-	3		
	10	1	2	-	-	3		
	11	1	-	-	-	1		
	12	-	1	-	-	19	1	
Chignik Lago...	8	1	1	-	-	2		
	9	7	4	4	3	18		
	10	-	3	1	1	5		
	11	1	-	-	-	1		
	12	1	2	-	-	3		
Chignik Lake ...	10	1	-	-	-	1		
	11	-	1	-	-	1		
	12	2	1	-	-	3		
	13	1	-	-	-	1		
Univis School	9	1	-	-	-	1		
Grand total		129	123	17	5	274		

Math Levels Passed FY18-FY23

									Course Name / Record Count	
<input type="checkbox"/> Schoolname	Fiscal Year	Grade Level	Math 08: Pre-Algebra	Math 09: Algebra 1	Math 10: Geometry	Math 11: Algebra 2	Math 12: Consumer ...		Grand total	
Chignik Bay S...	2018	10	-	2	-	-	-	-	2	
		9	-	2	-	-	-	-	2	
		8	1	-	-	-	-	-	1	
		11	-	1	-	-	-	-	20	1
		12	-	1	-	-	-	-	1	
	2019	9	-	7	-	-	-	-	7	
		11	-	1	-	-	-	-	1	
	2020	11	-	-	-	-	-	1	1	
	Chignik Lago...	2018	12	1	1	-	1	-	3	
			9	2	-	-	-	-	2	
8			2	-	-	-	-	-	2	
10			-	-	1	-	-	-	1	
2019		10	-	-	-	1	-	1		
2020		10	-	-	-	-	-	2	2	
Grand total			155	118	67	25	83	448		

Science Levels Passed FY18-FY23

Course / Record Count

School	Grade Level	SC09: Biology	SC09: Integrated Science 1	SC10: Integrated Science 2	SC11: Integrated Science 3	Grand total
Chignik Bay S...	9	-	2	-	-	2
	10	-	1	1	-	2
	11	-	-	1	-	1
	12	-	-	1	-	21 1
Chignik Lago...	8	-	1	-	-	1
	9	-	7	1	-	8
	10	-	-	7	-	7
	11	-	-	1	2	3
	12	-	1	1	-	2
Chignik Lake ...	10	-	1	-	-	1
	11	-	-	1	-	1
	12	-	2	1	-	3
	13	-	1	-	-	1
Leisler School	9	-	2	-	-	2
Grand total		1	130	113	17	261

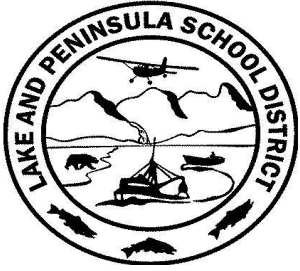
Social Studies Levels Passed FY18-FY23

								Course / Record Count	
School	Grade Level	SS08: U.S./AK Gover...	SS08AK: Alaska Stu...	SS08CG: Civics & G...	SS09: U.S. History 1	SS10: U.S. History 2	SS11: International ...	Grand total	
Chignik Bay S...	8	1	2	2	1	-	-	6	
	9	-	-	-	1	2	-	3	
	10	-	-	-	1	1	1	3	
	11	1	1	-	-	1	1	4	
	12	1	-	-	-	-	1	2	
Chignik Lago...	7	1	-	-	-	-	-	22	1
	8	5	3	1	2	-	-	11	
	9	2	1	-	4	2	-	9	
	10	1	-	-	2	-	-	3	
	11	-	-	-	-	3	-	3	
	12	2	-	-	1	2	1	6	
Chignik Lake ...	7	-	1	-	-	-	-	1	
	8	-	1	-	-	-	-	1	
	9	-	-	1	1	-	1	3	
	10	-	2	1	-	-	1	4	
	11	-	-	-	1	1	1	3	
	12	2	1	-	-	2	2	7	
	13	-	-	1	-	-	-	1	
	14	-	-	-	1	-	-	1	
Grand total		101	65	42	125	100	86	519	

LPSD ACTIVITIES 2023-2024 QUICK REFERENCE

Last updated 3/30/2023

Date	Activity	Location/Contact
Aug 17	New Teacher Orientation	Anchorage
Aug 21-22	New Teacher Orientation	All Sites
Aug 23-26	All Teacher Inservice	All Sites
Aug 28	Teacher Work Day	All Sites
Aug 29	1st Day of School	All Sites
Sept 4	Labor Day- No School	All Sites
Sept 5	1st day of XC	All Sites
Sept 6	1st day of Mix-Six/Girls V-Ball	All Sites
Sept 11-15	Benchmark	Moon McCarley
Sept 17-23	CTE Week 1	All Sites
Sept 29	All Teacher Inservice	All Sites
Sept 29-30	Regional XC	All Sites @ DLG
TBD	CTE Application Due- Session 2	Zach Stenson
Oct 2	1st day of Mix-3 V-Ball	LPSD
Oct 7	ASAA XC State	Palmer
Oct 13-15	V-Ball Jamboree	Chignik Lake
Oct 16-18	AFN/Youth and Elders Confrence	Anchorage
Oct 16-20	Inservice	TBD
Oct 23	Teacher Work Day	All Sites
Oct 22-28	CTE Session 2	Naknek/King Salmon/Dillingham
Oct	Alaska Association of Student Governments	TBD
Nov 4	Daylight Savings Time	All Sites
Nov 3-4	Mix 3 Volleyball	Nondalton
Nov 13-15	LPSD District volleyball	Newhalen
Nov 23-24	Vacation Day	All Sites
Nov 29	1st day of 5 Person B-Ball	ASAA
Nov 30-Dec 2	ASAA Mix-Six V-Ball State	Palmer
Dec 8-9	Bristol Bay Leadership Youth Forum	Zach Stenson BBNC
Jan 9	1st day of 3 Person B-Ball	LPSD
Jan 15-18	Benchmark	Moon
Jan 22-25	Battle of the Books District	Teleconferences
Jan 24-26	B-Ball Jamboree North & South	Newhalen
Jan 26	Inservice	All Sites
Jan 28	Inservice	All Sites
Jan 28-Feb 3	CTE Session 3	Naknek/King Salmon/Dillingham
Feb 14-16	B-Ball Jamboree North & South	Perryville
Feb 19	3rd/4th State Battle of the Books	Teleconferences
Feb 20	5th/6th State Battle of the Books	Teleconferences
Feb 21	MS State Battle of the Books	Teleconferences
Feb 22	HS State Battle of the Books	Teleconferences
Feb 28-Mar 2	B-Ball Boys Regionals	New Stuyahok
Feb 28-Mar 2	B-Ball Girls Regionals	Bristol Bay
Mar 4-6	B-Ball Districts	IGI
Mar 13-16	ASAA B-Ball State	Anchorage
Mar 22	CTE Application Due- Session 4	Zach Stenson
Apr TBA	AASG Spring Conference	TBD
Apr 8-12	State Testing ELA/Math/Science AK Star	All Sites
Apr 15-19	SNAP Meet	Newhalen
Apr 25-27	NYO State	Anchorage
Apr 29-May 3	CTE Session 4	Naknek/King Salmon/Dillingham
TBD	CTE Application Due- Session 5	All Sites
May 2	Last Day of School	All Sites
May 3	Teacher Work Day	All Sites
TBG	CTE Session 5	Naknek/King Salmon/Dillingham



THE LAKE AND PENINSULA SCHOOL DISTRICT
101 Jensen Drive
P.O. Box 498
King Salmon, Alaska 99613
Phone (907) 246-4280 / Fax (907) 246-4473



Local School Advisory Committee Handbook

Dear LSAC Member,

Congratulations and Welcome to your community's Local School Advisory Committee (LSAC). As a member of the committee, you are vital in your support of teachers, families, and community members as you all work together to ensure that our schools are the very best that we can provide. As a result of your commitment and dedicated work, our students will get the quality of education they need to lead productive lives. As LSAC members your goal is to develop and encourage strong, positive partnerships between teachers and parents. The contribution of your time and service will continue to improve our schools and strengthen the school, parent, and teacher relationships.

This Handbook gives you information on important work that you do as an LSAC member and offers other types of information that will assist you in your responsibilities and duties as a committee member. We are grateful that you are part of this important and vital working group of committed community members!

Forms and Templates can be found at the end of this Handbook

Mission Statement

The mission of the Lake and Peninsula School District is to develop productive citizens who are positive role models, self-directed learners, academically prepared and resilient. We will accomplish this through our Standards-Based System in a safe, culturally sensitive environment with an emphasis on technology, extended opportunities and committed partnerships.

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[words in brackets throughout the document were added for clarification]

TIPS FOR SUCCESSFUL PUBLIC SERVICE

1. Engage with the School Board, such as attending meetings or joining via distance technology.
2. Learn all you can about your school and the school district.
3. Make it the aim of your LSAC to consider every decision based on “What’s best for students?”
4. Work closely and cooperatively with your school administrator, teachers, and staff. Learn how to listen to each other and to support each other.
5. Evaluate recommendations and alternative courses of actions.
6. Devote sufficient time to your duties as a member of the LSAC.
7. Be a strong team member intent on building a strong team, resisting the temptation to be a committee of one.
8. Don’t let honest differences of opinion degenerate into personality conflicts.
9. Remember that you represent all the people of your community, not just your family or neighbors or friends.
10. Make decisions on the basis of what is good for everyone, with student achievement as the priority, and be consistent. Strive for the win-win.
11. Keep fellow community members informed of the LSAC’s work and plans.
12. Don’t be afraid of change, but rather strive for change that will most likely improve the school.
13. Be concerned and plan for the long-term future.
14. Have some goals and objectives for each year.
15. Be a leader and a servant to make your school the best it can be.
16. “Speak” to the School Board through courteous and professional LSAC written motions (resolutions) passed through parliamentary procedure.

CONCEPTS AND ROLES (BP 8000)

The LSAC functions under the direction of the School Board. School Board policy and actions shall prevail and be followed. The LSAC's function is advisory except in those areas that have been specified by [the] School Board.

The LSAC shall seek to learn the will of the people of the community and to represent their interests in actions taken by the LSAC.

The LSAC shall develop an effective working relationship with the school personnel, particularly the Principal/Head Teacher or designee. The administration and the LSAC are expected to work together cooperatively for the betterment of the local school.

This relationship should ideally be modeled on the relationship between the School Board and Superintendent or designee. That is, the Principal/Head Teacher shall be the executive officer of the LSAC and administrative head of all parts of the school.

Role of the School Board

The School Board shall:

- 1) Establish LSACs as deemed to be in the best interests of the district.
- 2) Determine the membership and method of selection of LSACs.
- 3) Determine the powers and duties of LSACs.

Role of the Superintendent or [Designated Principals and Head Teachers]:

The Superintendent or designee shall:

- 1) Supervise the conduct of elections of LSAC members.
- 2) Oversee the operation of LSACs and report to the board regarding the relationship between LSACs and the schools.
- 3) Solicit and receive recommendations from the LSAC.

BOARD MEMBERSHIP (BP 8110)

Each community area shall be served by an elected LSAC.

Each LSAC shall consist of a minimum of three members. The LSAC may increase the number of members serving on the LSAC to a maximum of five members. Members shall serve a term of three years.

The School Board encourages LSACs to appoint a non-voting student member to the LSAC.

Student Representative on LSAC

The LSAC is urged to have a student representative to sit with them in a non-voting capacity. This student should be selected by the student body of the school and should be responsible to report back to the student body concerning the business of the LSAC. The student should be responsible for presenting to the LSAC the concerns of the student body.

ELECTIONS & QUALIFICATIONS (BP 8120)

Note: Pursuant to [AS 14.08.115](#) and [AS 14.12.035](#), the school board prescribes the manner of selecting advisory boards.

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

Qualifications for Candidates and Voters

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

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

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

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

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

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

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

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

ELECTION PROCEDURES (AR 8120)

Election of LSACs

- 1) LSAC elections may be held each year at the regularly scheduled LSAC meeting in October or in conjunction with other state and local elections provided that local LSAC elections are held prior to November 30th each year. The notice of election should be posted at least ten (10) days in advance and give the time and place of the meeting. The notice should be posted in at least three public places in the village.
- 2) LSAC elections shall be under the supervision of the local LSAC.
- 3) The election will be conducted in an open meeting of the LSAC as follows:
 - a) Nominations for membership, which qualify under Section 7.04, may be received from the floor.
 - b) Voting for the candidates will be by secret ballot.
 - c) The Principal/Head Teacher will assist the LSAC in conducting the election and will have a supply of paper and pencils available for secret ballot.
 - d) Minutes of the meeting will be kept listing the candidates and the procedures followed in selecting the members of the committee.
- 4) Provide for [an] election where communities opt to elect an alternate LSAC member.
- 5) Election of [an] alternate LSAC member shall be annually. The person receiving the next highest number of votes to the seated LSAC members shall be the alternate. Alternates serve for one year.
- 6) Results of [election] certification will be conveyed to the District Office at the earliest possible opportunity following certification by the LSAC detailing member's seats and term.

VACANCIES AND TERMS OF OFFICE (BP 8130)

A vacancy on the LSAC may occur for any of the following reasons:

- 1) If an Advisory Board member submits a written resignation, which is subsequently accepted by the LSAC.
- 2) If an Advisory Board member moves out of the attendance area he/she represents.
- 3) If an Advisory Board member is removed from office by action of the LSAC or the School Board.

The LSAC may recommend that the School Board remove a member from office because of misconduct in fulfilling his/her responsibilities.

If a vacancy occurs on the LSAC, the remaining members will, within 30 days of the vacancy, appoint a successor to serve until the next regular election. If unable to agree on a successor, the LSAC shall submit recommendations to the School Board for appointment.

Terms of Office and Vacancy of LSACs

(a) LSAC members shall be elected for a term of three (3) years. Alternates elected shall serve for one year, or remainder of school year.

(b) Vacancies of LSACs shall be filled by appointment of a replacement by the remaining members until the next regular election. At that time, an election will be held for the remaining portion of a term. LSAC members may consult the community in selecting a member to fill a vacancy, but are under no obligation to do so.

(c) An LSAC member who misses three (3) meetings without prior permission of the other members of the LSAC [and/or] without good reason (such determination of the reason to be made by the other LSAC members) may be removed by: An Aye vote by three of the four remaining members of a five-member board, or two members of a three-member board.

An LSAC member so removed should be notified by registered mail with return-receipt requested.

OFFICERS [and ALTERNATES] (BP 8140)

Each LSAC shall annually elect a chairperson, vice-chairperson and secretary. Members may serve consecutive terms as a Board officer.

The duties of the **Chairperson** are to preside at LSAC meetings, appoint all committees of the LSAC, and represent the LSAC at Public meetings, special meetings, and other occasions as directed by the School Board. The Chairperson will also see that all information from the School Board is distributed to other LSAC members. The chairperson shall be an ex-officio member of all LSAC committees.

The duties of **Vice-chairperson** are to preside at LSAC meetings in the absence of the chairperson and to perform all other duties as shall be assigned by the LSAC.

The duties of the **Secretary** are to [ensure] that an accurate record of the proceedings of the LSAC is kept and that a copy of this record is presented to each LSAC member, the Principal/Head Teacher or designee, and the Superintendent or designee who will make these records available to the School Board.

[Seats A-E are all 3-year terms. The **Alternate** seat is a one-year term. The Alternate becomes a fully-active and voting member whenever another member seat is absent from a meeting. Alternates are elected annually on the LSAC Ballot.]

POWERS AND DUTIES (BP 8200)

Duties of the LSAC

A LSAC shall review and make recommendations to the School Board concerning the curriculum, program, and general operation of the local school and shall exercise additional responsibilities and functions, as may be delegated by the District School Board.

This guide should in no way be construed to authorize LSACs to assume administrative duties, such as the establishment of school rules and regulations, the hiring and release of classified personnel, etc., which are the responsibilities of the school Superintendent or Chief School Administrator. The Superintendent or Chief School Administrator may, however, request advice from the LSAC on any school-related matter.

Neither should this guide be construed to authorize the LSACs to assume duties such as the establishment of policies, the commitment or expenditure of funds,

the hiring of certificated personnel, etc., which are the responsibilities of The Lake and Peninsula School Board. However, the School Board does desire advice from the LSACs on school-related matters and may request advice on specific matters.

Duties and Responsibilities of the LSACs:

1) Serve in an advisory capacity to the Superintendent or Chief School Administrator, Principal/Head Teacher and to the School Board.

a) Review and approve a report prepared by the Principal/Head Teacher to and submitted prior to the end of the school year to the School Board and to the community served by the LSAC. REDUNDANCY stricken on p.11 in Green

This report shall include the following:

(a) Progress toward strategic objectives.

(b) Personnel recommendations for next year.

(c) Student achievement.

(d) Status of the physical plant including suggestions for summer maintenance.

(e) Extracurricular activities throughout the year.

b) Assist in selecting teachers by outlining to the Superintendent or Chief School Administrator desirable characteristics and skills needed by teachers to fill potential vacancies.

i) Review and advise the site administrator regarding site budget expenditures.

2) Assess the educational needs of the community and make recommendations to the Principal/Head Teacher and the Board on appropriate direction and content of educational programs.

3) Maintain close communications with the Principal/Head Teacher in regard to community feelings about specific educational programs, school policies, school regulations, and school employees. The LSAC may from time to time, convey to the Superintendent or Chief School Administrator the qualifications and qualities of teachers they wish to see placed in the local school.

4) Serve as liaison for information and positive relations between the school and community.

5) Welcoming and assisting teachers moving into the community.

6) In conjunction with the local site administrator, prepare a school calendar for each school year. This calendar must be submitted to the Board for its review and approval by May 1.

7) Make recommendations to the Board on maintenance and building needs of the school facility.

8) Assist in surveys and meetings in preparation for building of new school facilities and in creation of educational programs and curriculum.

9) In cooperation with the Principal/Head Teacher, be responsible for care of school facilities and equipment of all kinds.

10) In cooperation with the Principal/Head Teacher, make recommendations on hire and dismissal of classified personnel.

11) In cooperation with the Principal/Head Teacher and teaching staff, review ~~plan and prepare~~ school day schedules, ~~including beginning and dismissal times,~~ and in accordance with the following:

Alaska School Laws, Department of Education Rules and Regulations, School District's Policy Manual, School District's Administrative Manual, School District's Curriculum Guide, School District's Parent Student Handbook, and the School District's Classified Personnel Handbook.

12) Regularly meet to discuss and review how the LSAC can improve its effectiveness in service to the schools and community.

13) Assist the District Board by reviewing all proposed Board policies prior to Board adoption.

14) Each LSAC shall develop a local school operations manual to cover gym hours, emergency plan, accidents, and use of school facilities by the public.

When categorically funded programs, such as Indian Education, Johnson O'Malley, and Title 1, take place in the school, approve the program to be implemented. The respective parent committee has responsibility for the preparation of the program but every effort should be made to coordinate all programs, which take place in the school. The LSAC may also act as the Parent Action Committee (PAC) for the purpose of advising the district on the goals and objectives for Indian Education, Johnson O'Malley (JOM), Title 1-A, and Title 1-C Migrant Education.

Review at least once per semester student achievement/behavioral/attendance data and make recommendations to administration on how to increase student achievement.

~~Review and adopt a report prepared by the Principal/Head Teacher to be submitted prior to the end of the school year to the LSAC and to the community served by the LSAC.~~

~~This report shall include the following:~~

~~1) Progress and achievement through the year.~~

~~2) Recommendations for achieving regional goals and objectives, student achievement, status and projections of staffing levels.~~

~~3) Status of the physical plant including suggestions for summer maintenance, and extracurricular activities carried on throughout the year.~~

ORIENTATION (BP 8310)

The Superintendent or designee will work with new LSAC members in conjunction with personnel and/or materials from the State Department of Education and Early Development and Association of Alaska School Boards for the purpose of orientation. [See BP 8330 *Member Responsibilities, below*]

MEETINGS (BP 8320 and AR 8320)

All meetings of the LSAC shall comply with the open meeting laws. The LSAC shall provide public notice of its meetings and allow for public participation at its meetings.

The LSAC may not hold executive sessions.

Regular Meetings

Regular meetings will be held monthly at a regular date, time and place to be determined by the LSAC.

1) The LSAC shall make the time and place of regular meeting a matter of public information and issue a public notice, to include agenda, at least 48 hours in advance.

2) The LSAC meetings shall normally be held in the school. No meetings shall be held in businesses or private homes.

3) Five days notice shall be given for cancellation of the regular meeting during non-school months.

Special Meetings

1) All meetings called for a special purpose shall be considered as special meetings and are open to the public. Public notice shall be given 24 hours in advance.

2) Notice of a special meeting shall include a statement of the purpose of the meeting.

3) No business may be transacted other than that stated in the notice of the meeting.

4) All LSAC members must be contacted in person at least 24 hours in advance of the meeting.

5) Special meetings may be called by the chairperson upon request of two LSAC members or the Principal/ Head Teacher.

Work Sessions

Work sessions or in-service training sessions may be held with 24-hour public notice given but no business may be transacted. Work sessions will be held in a public building.

Agendas

1) Agendas will be prepared by the Principal/Head Teacher at the direction of the LSAC chairperson. An agenda shall be made available to each LSAC member prior to each meeting.

2) Anyone wishing to address the LSAC may request placement of an item on the agenda by contacting the LSAC chairperson 24 hours in advance.

3) The chairperson shall give ample notice to a person who wishes to address the LSAC of the time and place of the meeting.

Communications

1) All written communication addressed to the LSAC shall be brought to the LSAC's attention.

2) Written communications will be read at LSAC meetings.

- 3) Lengthy documents, correspondence of a repetitive nature and reports may be summarized by the Secretary.
- 4) Oral communications, whether a new subject, a report, or in support of a written communication or agenda item shall be limited usually to 5 minutes.
- 5) The chairperson shall have the power to maintain order at all meetings of the LSAC or hearing held before it. Persons guilty of being rude, insolent, or contemptuous during any meeting of the LSAC may be ordered to leave.
- 6) Following consideration of oral and written communication, the LSAC shall direct the Principal/Head Teacher or designee as to whether or not the subject shall be replied to, acted upon at the time, or scheduled for a future agenda.
- 7) As far as practical, the Principal/Head Teacher or designee shall provide logistical and clerical support to the LSAC.

[For Sample Agenda see Appendix G]

Minutes

- 1) A record of LSAC discussions is to be made in writing in sufficient detail to provide accurate information for later reference.
- 2) The official minutes shall be primarily concerned with definite recommendations.
- 3) Minutes shall indicate speaker, organization and topic. Reactions from LSAC members, staff or public will not be reported except as they indicate solutions to problems addressed.
- 4) All unofficial minutes of the LSAC shall be available to LSAC members, staff, and the public no later than ten days following the meeting.
- 5) Copies will be made available by request in the Principal/Head Teacher or designee's office.
- 6) Copies shall be sent to the Superintendent or designee who will present them to the School Board at its next regularly scheduled meeting.

[For Example Minutes see Appendix H]

Quorum

A majority of the number of filled positions on the **School Board's [LSAC]** constitutes a quorum.

Affirmative votes by a majority of the **School Board's [LSAC]** membership are required to approve any action under consideration, regardless of the number of members present.

Motions

- 1) The vote on all recommendations shall be by voice.
- 2) When the number of ayes and nays is not clear, a member or the Chairperson may call for a roll call vote in order to determine the prevailing side.
- 3) In a roll call vote the name of Chairperson shall be called last.
- 4) No member shall be entitled to vote on any matter in which he or she has any direct or indirect financial interest.

Committees

- 1) Committees may be appointed as needed by the LSAC chairperson. Membership may be comprised of LSAC members, community members, parents, teachers and students as deemed appropriate by the LSAC chairperson.
- 2) Committees shall function as advisory only and concern themselves only with the special assignment from the LSAC.
- 3) LSAC members serving on such committees shall not speak for the LSAC unless authorized to do so.
- 4) Committees shall report to the LSAC and shall terminate after their final presentation.
- 5) The committee chairperson will be appointed by the LSAC chairperson.

MEMBER RESPONSIBILITIES (BP 8330)

Members of LSACs have no authority within the school district to manage or control students or staff, except as may be specifically authorized by the School Board or administration.

The LSAC may recommend to the Superintendent or designee that its members represent the district at community or school functions or at activities associated with school business.

Functions that Cannot be Legally Delegated to the LSACs

The following functions cannot be delegated to the LSACs due to the legal responsibility vested in The Lake and Peninsula School Board:

- 1) final approval of contracting and terminating certificated and classified staff.
- 2) contracting services.
- 3) expending funds without the express permission of The Lake and Peninsula School Board.

Note: *LSACs actions cannot be contrary to any Lake and Peninsula School Board Policies, official Board actions, negotiated agreements, State Law, and Department of Education Rules and Regulations.*

CODE OF ETHICS (BP 8340)

The School Board expects all members of LSACs to maintain the highest ethical standards, which includes complying with state and federal laws and the board policies and administrative regulations of the district.

APPENDIX A
ANNUAL SIGNATURE PAGE
CODE OF ETHICS & OATH OF OFFICE

To be signed annually in a fall meeting by each LSAC Member

I. As a member of my LSAC, representing all the citizens of my school, I recognize:

- That my fellow citizens have entrusted me with the educational development of the children and youth of this community.
- That the public expects my first and greatest concern to be in the best interest of each and every one of these young people without distinction as to who they are or what their background may be.
- That the future welfare of the community, of this State, and of the Nation depends in the largest measure upon the quality of education we provide in the public schools to meet the needs of every learner.
- That my fellow committee members and I must take the initiative in helping all the people of this community to have all the facts all the time about their school, to the end that they will readily participate in providing the finest possible school program, school staff and school facilities.

II. In view of the foregoing consideration, it shall be my constant endeavor:

- To devote time, thought, and study to the duties and responsibilities of an LSAC member so that I may render effective and creditable service.
- To work with my fellow committee members in a spirit of harmony and cooperation in spite of differences of opinion that arises during vigorous debate on points at issue.
- To base my personal decision upon all available facts in each situation; to vote my honest conviction in every case, non-swayed by partisan bias of any kind; and thereafter, to abide by and uphold the final majority decision of the committee.
- To remember at all times that as an individual I have no legal authority outside the meetings of the LSAC, and will conduct my relationships with the school staff, local citizenry and all media of communication on the basis of this fact.
- To resist every temptation and outside pressure to use my position as a committee member to benefit either myself or any other individual.

OATH OF OFFICE

I _____, do solemnly swear that I will abide by the Code of Ethics for the LSAC (E 8340, above); honestly, faithfully, and impartially perform my duties and responsibilities as a member of the LSAC to the best of my ability; and, that I will always keep in mind that the primary purpose for the office I hold is to help provide the best possible education for the children of my community.

 LSAC Member Signature

 Date

 LSAC Member as Witness

 Date

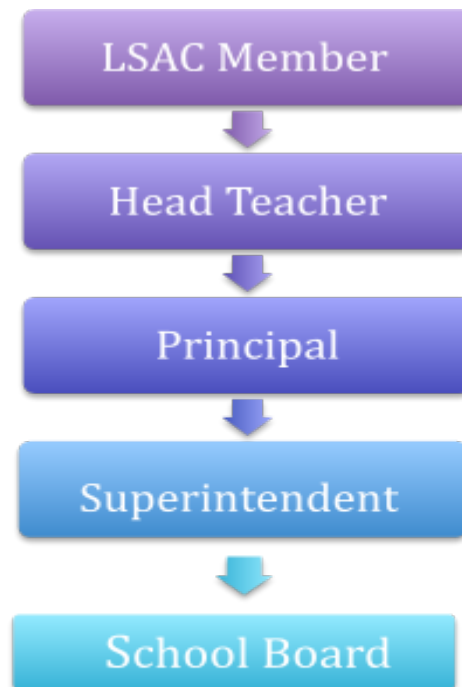
**** To be kept on file in the school office ****

APPENDIX B

CONCERN OR COMPLAINT PROCESS

Schools and other organizations train people to solve issues at the lowest level possible. In doing so, all team members can enjoy a safe and productive atmosphere for the betterment of children. As adult LSAC members and staff members, we are also all role models in teaching children how to resolve conflict. For example, if a parent has a concern with a particular classroom or assignment, we train the parent to speak to the teacher directly. When both the teacher and the parent act professionally and gracefully, this solves misunderstandings nearly all the time AND makes us all better people and teammates.

If LSAC members hear from others about concerns, they are encouraged to guide the parties in the manner above. If that is not working, then please notify the Head Teacher or the Principal as soon as you see or hear of a potential situation or conflict that needs attention. If the concern cannot be resolved with the Principal/Head Teacher, the concern should be placed into writing and forwarded to the Superintendent. Solutions that benefit everyone, especially our children, will be achieved by working together in a positive, constructive manner.



APPENDIX C**MEMBERS & TERM EXPIRATION CHART**

LSAC Member	Seat	2020	2021	2022	2023	2024	2025
NAME 1	A		Elected			Term Expires	
NAME 2	B			Elected			Term Expires
NAME 3	C	Elected			Term Expires		
NAME 4	D		Elected			Term Expires	
NAME 5	E			Elected			Term Expires
NAME 6	Alt.	Elected & Expires	Elected & Expires	Elected & Expires	Elected & Expires	Elected & Expires	Elected & Expires

Seats A-E are all 3-year terms. The Alternate seat is a one-year term. Alternates are elected annually on the LSAC Ballot by losing the election with the highest vote count to the seated members. The Alternate becomes a fully-active and voting member whenever another member seat is absent from a meeting.

Name	E-mail address	Phone Number
1. Name 1		
2. Name 2		
3. Name 3		
4. Name 4		
5. Name 5		
6. Name 6		

APPENDIX D

NOTICE OF LSAC ELECTION TEMPLATE

Post in the Community 10 Days in Advance



**PRINCIPAL/HEAD TEACHER:
please professionally complete this ballot before printing.**

THERE WILL BE AN ELECTION FOR THE

(Name of Community)

LSAC ON

(Date of Election)

AT THE POLLING PLACE

(Location of Election)

**INTERESTED CANDIDATES MUST INDICATE/SPECIFY
THE SEAT FOR WHICH THEY ARE FILING**

THE FOLLOWING SEATS ARE OPEN:

SEAT ____: Is a 3-Year Term, Expires October/November _____, 20 __.

SEAT ____: Is a 3-Year Term, Expires October/November _____, 20 __.

APPENDIX E

DECLARATION OF CANDIDACY FORM

Anyone interested must file a Declaration of Candidacy Form at the school office no later than one week before the election. Please contact your site Principal/Head Teacher for a form.

DECLARATION OF CANDIDACY

I _____, hereby, declare my candidacy for Seat _____ as a member of the LSAC of _____ school, in the election on _____.

I certify that I meet the following qualifications:

I am not a teacher, a teacher's spouse, or a member of the LPSD School Board.

Qualifications for Candidates and Voters (BP8120)

An individual is eligible to seek election to the advisory school board if the person meets the voter qualifications set forth below, and has never been convicted of a crime requiring registration on any sexual offender list, or a crime against children.

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

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

I request that my name be printed on the ballot as follows:

(Please Print Name)

Date: _____

Signature: _____

(Site Administrator Use Only)

Receipt of Declaration of Candidacy for Local School Advisory:

Received by _____ School

Candidate: _____

Date: _____

Signature of Site Administrator:

****PLEASE GIVE THIS TO YOUR SITE ADMINISTRATOR
at least ONE WEEK PRIOR TO THE ELECTION****

APPENDIX F

BALLOT FOR LSAC ELECTIONS TEMPLATE

**PRINCIPAL/HEAD TEACHER:
please professionally complete this ballot before printing.**

BALLOT FOR LSAC ELECTIONS

FOR _____ SCHOOL

(Date of Election)



CANDIDATES

*Place a check mark in the Circle next to the name
for whom you would like to place a vote*

Seat _____ -Three (3) Year Term

- _____
- _____

Seat _____ -Three (3) Year Term

- _____
- _____

Write-In Candidates Below:

Please be sure to place a check in the Circle after you write a name to indicate your vote.

- _____ SEAT _____
- _____ SEAT _____

APPENDIX G

SAMPLE AGENDA TEMPLATE

Date: _____

Time: _____

Location/School: _____

CALL TO ORDER

ROLL CALL OF LSAC MEMBERS/ ROLE OF THE ALTERNATE (Voting in today's meeting?)

INTRODUCTION OF VISITORS

APPROVAL OF AGENDA

APPROVAL OF PREVIOUS MINUTES

CORRESPONDENCE

FINANCIAL REPORT

OLD BUSINESS

- 1.
- 2.

NEW BUSINESS

- 1.
- 2.

PRINCIPALS/HEAD TEACHER'S REPORT

TEACHER REPORTS

STUDENT REPORT

TECHNOLOGY REPORT

FACILITY REPORT

STUDENT GOVERNMENT REPORT

FUTURE AGENDA ITEMS

SET NEXT MEETING DATE

ADJOURNMENT

APPENDIX H

EXAMPLE MINUTES

Date: _____ Time: _____

Location _____, Alaska

CALL TO ORDER

The Regular Meeting of the _____ LSAC was called to order by _____ at _____ AM/PM at the _____ School in _____, Alaska

ROLL CALL OF LSAC MEMBERS: *List all members present. Note members absent.*

INTRODUCTION OF VISITORS: *List guests (with positions, if relevant).*

APPROVAL OF AGENDA

MOTION: Moved [insert name], Seconded [insert name] to approve Agenda as presented.

DISCUSSION: [insert summary, additions or deletions to agenda]

VOTE: Voice Vote; all in favor; motion approved

APPROVAL OF PREVIOUS MINUTES

MOTION: Moved [insert name], Seconded [insert name] to approve Minutes as presented.

DISCUSSION: [insert summary, including any revisions/amendments to Minutes]

VOTE: Voice Vote; all in favor; motion approved

OLD BUSINESS

1. LJMS Fundraiser, for example. Motion to “purchase pizzas, mark them up by \$10 ea to sell for Super Bowl Sunday. Proceeds to benefit LJMS.” Moved [Mike]. Seconded [Andrew]. Voice vote; all in favor; motion approved.

2.

NEW BUSINESS

1.

2.

PRINCIPALS/HEAD TEACHER’S REPORT: *briefly summarize only significant items and/or attach any written reports.*

STUDENT REPORT

TEACHER REPORTS

FUTURE AGENDA ITEMS AND SET MEETING DATE

ADJOURNMENT

MOTION: Moved _____, Seconded _____ to adjourn at _____ AM/PM

PASSED AND APPROVED THIS _____ DAY OF _____, 20____

BY THE _____ LSAC

APPENDIX I**LPSD SCHOOL CONTACTS*****Levelock School: 286-3060***

PO Box 89
800 School Road
Levelock, AK 99625

Newhalen School: 571-1211

PO Box 89
900 School Road
Newhalen, AK 99606

Chignik Lagoon School: 840-2210

PO Box 50
200 School Road
Chignik Lagoon, AK 99565

Nondalton School: 294-2210

1000 School Road
Nondalton, AK 99640

Chignik Lake School: 845-2210

300 School Road
Chignik Lake, AK 99548

Perryville School: 853-2210

PO Box 103
1200 School Road
Perryville, AK 99648

Igiugig School: 533-3220

PO Box 4010
500 School Rd
Igiugig, AK 99613

Tanalian School: 781-2210

1400 School Road
Port Alsworth, AK 99653

Kokhanok School: 282-2210

PO Box 1109
700 School Road
Kokhanok, AK 99606

Meshik School: 837-2210

1500 School Road
Port Heiden, AK 99549

APPENDIX J

LPSD SCHOOL BOARD INFORMATION

Please go to

<https://www.lpsd.com/our-board.html>

to see your current Lake & Peninsula School Board members and their contact information.

The LPSD Board loves to hear from local LSACs, school staff, parents, and students. Feedback is the breakfast of champions and makes LPSD work better together as a team.

The LPSD School Board generally meets once per month throughout the school year, but may also call special meetings as necessary.

School Board meetings, except for executive sessions, are open to the public for information and public comment.

Public postings of upcoming meetings and agendas are posted at schools and around the village each month.

Please contact your principal/head teacher or district office to find out when the next meeting will be.

LSAC members can comment as private individuals during the Public Comment portion of the School Board meetings.

LSACs can also “speak” corporately on behalf of the school or community to the School Board by passing motions (resolutions) using parliamentary procedure.

LSACs can forward such motions to the School Board through their Principal or Head Teacher or directly to the Superintendent or School Board through the School Board link at the top of this page.

Work Session - April 12, 2023

Policy Update Suggestions

BP 1312.1

- Adopt language in policy update (highlighted in yellow)
- Continue with Option 1

BP 4222

- (a) Adopt language in policy update (highlighted in yellow)
- (b) Adopt language in policy update (highlighted in yellow)

BP 5030

- (a) Adopt language in policy update (highlighted in yellow)
- (b) Adopt language in policy update (highlighted in yellow)
- (c) Continue to leave out the paragraph highlighted in yellow and crossed out, if the Board is comfortable with the Superintendent and Administration will review disciplinary actions (which are few in most of our communities).

Maintain the language currently in our policy regarding employees:

“Employees will not be formally disciplined for enforcement of student discipline and safety rules so long as the enforcement is reasonable, lawful, and in compliance with School Board policies and administrative regulations” (highlighted in yellow).

- (d) Adopt language in policy update (highlighted in yellow)

BP 5131.43

- (a) Continue to leave out the language in update highlighted in yellow and crossed out and address as needed within our communities as we have in the past.
- (b) Adopt language in policy update (highlighted in yellow) - maintain the “head-teacher” component in the *Reporting* topic as it directly applies to LPSD.

BP 6142.1

- (a) Continue not to adopt the highlighted yellow and crossed out portions of this policy as we have not in the past and continue to address these topics within our Employability Standards/Safety and Wellness plans as student/community/ and level appropriate.
- (b) Maintain the language currently in our policy.

BP6142.2

- (a) Continue to not adopt.
- (b) Continue to not adopt.

PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

BP 1312.1

The School Board places trust in its employees and desires to support their actions in such manner that employees are free from unwarranted, spiteful or negative criticism and complaints. The Superintendent or designee shall develop procedures which will permit the public to lodge complaints or criticism against staff members, assure full consideration, and protect the rights of the staff members and the district. Verbal complaints against an employee initially made to a School Board member, **Advisory School Board member**, or at a School Board meeting will be referred to the Superintendent or designee for appropriate consideration and action.

The District will respond to complaints concerning school personnel, investigate as appropriate, and take action as may be necessary or advisable to resolve the concern. Complaints should follow the complaint filing and resolution process set forth in administrative regulation.

The process for complaints concerning school personnel will be administered in a fair and nondiscriminatory manner on behalf of both the complainant and the personnel involved.

(cf. 1312 - Public Complaints Concerning the Schools)
(cf. 4112.6 - Personnel Records)
(cf. 9323 - Meeting Conduct)

Note: When public complaints include allegations of child abuse, it is imperative that school officials consult BP 5141.4 - **Child Abuse and Neglect (Reporting Procedures)**. Though a district may implement its complaint procedures in such cases, the duty to report suspected child abuse comes first. We encourage school districts to rely on the child protective agencies for resolving these complaints and determining if the child abuse report is unfounded. The following language is optional.

OPTION 1: This policy shall not apply when a public complaint involves accusations of child abuse. When a school employee is accused of child abuse, it shall be investigated by proper authorities in accordance with child abuse laws.

~~**OPTION 2:** When public complaints involve accusations of child abuse, the provisions of this policy and regulation shall be implemented only after the child abuse reporting requirements specified in law have been fulfilled~~

(cf. 5141.4 - Child Abuse and Neglect (Reporting Procedures))
(cf. 5141.42 - Professional Boundaries for staff and students)

Legal Reference:
ALASKA STATUTES
44.62.310 Government meetings public

Revised **10/2021**

TEACHER AIDES/PARAPROFESSIONALS

BP 4222(a)

Note: Under the Every Student Succeeds Act, NCLB’s requirements establishing minimum professional standards for paraprofessionals have been repealed. Instead, paraprofessionals in Title I supported programs must meet licensure or certification requirements as adopted by the State of Alaska. Alaska’s qualifications, found at 4 AAC 04.220, reflect NCLB’s past requirements for paraprofessionals working in Title I programs. Additionally, content, knowledge, disposition, and performance standards for all paraprofessionals are set out in the *Alaska State Paraprofessional Performance Standards*.

The School Board favors the use of paid and volunteer teacher aides/paraprofessionals and considers them to be members of a professional team dedicated to the best interests of students. By relieving teachers of duties that do not require professional training, noncertificated persons allow teachers to dedicate their skills, knowledge and efforts primarily to teaching. Paraprofessionals also can help teachers to provide individualized student instruction and an enriched educational program.

(cf. 1240 - Volunteer Assistance)

The district shall use paraprofessionals in those classes where they will provide the greatest benefit to students, taking into consideration such factors as large class size, student age group and teacher workload.

The Superintendent or designee shall ensure that all paraprofessionals have appropriate training and supervision, including the training set forth in BP/AR 5141.42, *Professional Boundaries for staff and students*.

(cf. 5141.42 - Professional Boundaries for staff and students)

Note: Special Education aides must serve under the supervision of qualified personnel and receive training in accordance with 4 AAC 52.250.

Paraprofessionals are expected to employ high ethical standards as they work with students and to respect school rules, district policies and administrative regulations.

The School Board recognizes the need for qualified teaching staff and encourages paraprofessionals to seek opportunities leading to a teaching credential. The district shall support these efforts to the extent possible, particularly as they relate to obtaining bilingual or special education credentials.

The Superintendent or designee and/or the staff development committee shall develop an appropriate professional development program for paraprofessionals.

TEACHER AIDES/PARAPROFESSIONALS

BP 4222(b)

Paraprofessionals Working in Title I Programs

Note: Under 4 AAC 04.220, paraprofessionals working in programs supported with Title I funds who do not meet the higher education requirements must: 1) take and pass the ParaPro Assessment by achieving a score of at least 459; and, 2) show, through observations and interviews conducted by qualified district personnel, mastery of all entry level requirements of the instructional content/assisting practice content standard set out in the *Alaska State Paraprofessional Performance Standards*.

Paraprofessionals working in a program supported with Title I funds must have a high school diploma or its recognized equivalent and must meet at least one of the following requirements: (1) completed at least two years of study, or 48 semester hours or equivalent, at an accredited institution of higher education; (2) obtained an Associate’s or higher degree at an accredited institution; or (3) demonstrated, through formal assessment, the instructional content/assisting practice standards required by the State of Alaska.

Exceptions to the above requirements may be made for paraprofessionals who act as translators, who have instructional-support duties that consist solely of parent involvement activities, or who have only non-instructional duties.

Note: Non-instructional duties include providing computer technical support, personal care duties, and clerical duties. 4 AAC 04.220(e).

Legal Reference: (See next page)

Personnel

TEACHER AIDES/PARAPROFESSIONALS (continued)

BP 4222(b)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 04.220 Paraprofessional standards

4 AAC 05.080 School curriculum and personnel

4 AAC 52.250 Special education aides

4 AAC 52.255 Interpreters

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 6311, as amended by the Every Student Succeeds Act, (P.L. 114-95 (December 10, 2015))

Revised c10/2021

SCHOOL DISCIPLINE AND SAFETY

BP 5030(a)

Note: Each school district must have in place a school disciplinary and safety program. AS 14.33.110-.140. The purpose of the program is to implement community standards of school behavior that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community; and to protect and support teachers who enforce standards of student behavior and safety in the classroom. Effective October 2014, the program must be made available to students, parents, legal guardians, and the public, and must include written policies and procedures consistent with standards for use of restraint and seclusion, outlined in AS 14.33.125. The Every Student Succeeds Act requires states to implement a system of school safety assessment. Under ESSA, districts are required to offer a school choice option in two instances: (1) when a student attends a “persistently dangerous school,” or (2) when a student has been the victim of a violent criminal offense. Alaska’s implementation of these federal mandates is found at 4 AAC 06 in newly added Article 2, Safe Schools.

The School Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. The School Board seeks to ensure that students, regardless of ethnicity, race, disability, religious or cultural preference, gender identity, sexual orientation or socioeconomic background, do not disproportionately experience suspension, expulsion or other disciplinary actions. An effective school discipline and safety program is necessary to ensure a safe and conducive learning environment. The School Board shall adopt, and the Superintendent or designee shall implement and maintain, an effective, trauma-informed and culturally responsive school discipline and safety program. The discipline and safety program should reflect community and cultural values resulting in standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, teachers, elders, school administrators, and advisory school boards in each community.

(cf. 1230 – Citizen Advisory Committees)

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

(cf. 4158 –Employee Security)

(cf. 5131 – Conduct)

(cf. 5131.1 – Bus Conduct)

(cf. 5131.4 – Campus Disturbances)

(cf. 5131.41 – Violent and Aggressive Conduct)

(cf. 5131.42 – Threats of Violence)

(cf. 5131.43 – Harassment, Intimidation and Bullying)

(cf. 5131.5 – Vandalism, Threats, and Graffiti)

(cf. 5131.6 – Alcohol and Other Drugs)

(cf. 5131.62 – Tobacco)

(cf. 5131.63 – Performance Enhancing Drugs)

(cf. 5131.7 – Weapons & Dangerous Instruments)

(cf. 5131.9 – Academic Honesty)

(cf. 5132 – Dress and Grooming)

(cf. 5136 – Gangs)

(cf. 5137 – Positive School Climate)

(cf. 5141.42 - Professional Boundaries for staff and students)

(cf. 5141.51- At-Risk Youth)

(cf. 5142.2 – School Safety Patrol)

(cf. 5142.3 – Restraint and Seclusion)

(cf. 5144 – Discipline)

(cf. 5144.1 – Suspension and Expulsion)

(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))

(cf. 5145.11 – Questioning and Apprehension)

(cf. 5145.12 – Search and Seizure)

(cf. 5145.5 – Nondiscrimination)

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(b)

*(cf. 5145.5 – Harassment)**(cf. 5145.7 – Sexual Harassment)**(cf. 5147 – Dropout prevention)**(cf. 6159- Individualized Education Program)**(cf. 6164.2 – Guidance and Counseling Services)**(cf. 6164.4 – Child Find)**(cf. 6164.5 – Student Study Teams)**(cf. 6172 – Special Education)*

Note: School districts must adopt policies for implementing a student conflict resolution strategy. The strategy must provide for the nonviolent resolution or mediation of conflicts, and procedures for reporting and resolving conflicts. AS 14.33.120(a)(7). A district's school disciplinary and safety program must provide for a student conflict resolution strategy.

Providing young people with knowledge and skills to settle disputes peacefully is a critical component of an effective disciplinary and safety program. Students who possess skills in negotiation, mediation, and consensus decision making are able to explore peaceful solutions to conflict and to resolve these conflicts in a nonviolent manner. The district will work to build students self-regulation skills, incorporating preventative and restorative practices to minimize the need for discipline and maximize instructional time for every student. The district will also establish these practices and seek to address or reduce disproportionate treatment or use of punitive school discipline based on racial or economic disparities.

The Superintendent or designee shall implement and maintain a conflict resolution strategy for district students. The strategy will provide conflict resolution education and resources to students to learn skills in the nonviolent resolution and mediation of conflicts. Restorative or corrective practices place relationship building with students and families at the center. These can include conferences with students and their parents/guardians; use of student study teams or other intervention-related teams; enrollment in a program teaching social/emotional behavior, intensive and intentional relationship building with students and family, participation in a restorative justice program or restorative circles; and positive behavior support approaches.

Note: Effective October 2014, districts must include in the school disciplinary and safety program written policies and procedures consistent with standards for use of restraint and seclusion. The following language incorporates this requirement.

The district recognizes that a key component of its school disciplinary and safety program involves appropriate staff response when student behavior impacts on the safety of that student or others. The district prohibits the use of physical restraint and seclusion except in emergency situations as outlined in law and policy. The Superintendent or designee shall provide professional development or supports as necessary to assist staff to offer consistent classroom management skills, model skills for students, and implement effective relationship building and disciplinary techniques, eliminating unconscious bias. This includes establishing collaborative relationships with parents/guardians.

(cf. 5142.3 – Restraint and Seclusion)

Note: AS 14.33.120 requires the discipline and safety program to have procedures for periodic revision and review. 4 AAC 07.050 requires that a district's student rights and responsibilities policies be reviewed at least once every three years. The following language utilizes a maximum three-year duration for the review process.

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(c)

Not less than once every three years, the district's discipline and safety program shall be reviewed and revised if appropriate. The review process shall make available the opportunity for collaborative input by students, parents, guardians, staff, and advisory school boards in each community. Policies reflecting standards of student behavior, including those identifying prohibited student conduct and penalties, should be reviewed to determine consistency with community standards, including the basic requirements for respect and honesty.

(cf. 9310 – Policy Manual)

(cf. 9311 – School Board Policies)

(cf. 9313 – Administrative Regulations)

Note: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district's disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Effective October 2014, the district is to annually report, not later than June 30, the total number of incidents involving the restraint or seclusion of a student as required by AS 14.33.125 and 4 AAC 06.175 (see BP 5142.3). The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.120, 14.33.210, 4 AAC 06.172 and 4 AAC 06.250.

The district will submit annual reports to the Department of Education and Early Development, as required by law. These reports will permit assessment of the district's School Discipline and Safety program.

~~The School Board will review annually disciplinary action data to understand conduct and discipline of specific dis aggregated groups of students. The School Board and district administrators will periodically review research on effective practices to proactively create trauma informed environments and culturally responsive discipline practices. Results of the review will be used to determine how to incorporate new practices and strategies into district policies and practices.~~

Note: One of the purposes of the school disciplinary and safety program is to protect and support teachers who enforce standards of student behavior and safety in the classroom. AS 14.33.110(3). The law provides that a teacher, teacher's assistant, a principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. It is recommended that a district desiring to take disciplinary action against a staff member for unreasonable or unlawful enforcement of student discipline should contact legal counsel. Finally, school employees are also protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140 and the No Child Left Behind Act.

The School Board desires to give all administrators, teachers, and other employees the authority, knowledge and skills they need to effectively implement the discipline and safety program of the district. Personnel should adhere to lines of primary responsibility and district adopted protocols so that appropriate decision-making may take place at various levels in accordance with School Board policy and administrative regulations. In fulfilling duties and responsibilities in student discipline and safety, all employees shall comply with School Board policies, administrative regulations, and local, state, and federal laws. Employees will not be formally disciplined for enforcement of student discipline and safety rules so long as the enforcement is reasonable, lawful, and in compliance with School Board policies and administrative regulations.

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(d)

*(cf. 2110 – Organization Chart/Lines of Responsibility)**(cf. 4158 – Employee Security)**(cf. 5144 – Discipline)**(cf. 4119.21 -- Code of Ethics)**(cf. 4119.3 – Duties of Personnel)**(cf. 5141.42 - Professional Boundaries for staff and students)*

Note: On July 15 of each year, the Department of Education and Early Development will determine the safety status of the schools in the state. The Department will designate a school as safe, at-risk, or persistently dangerous. A district that has a school identified as persistently dangerous must provide notice within 10 days to all parents of students who attend the school that the school has been designated as persistently dangerous and that the parent has 30 days to request that the district transfer the student to a safe school within the district. A transfer must occur within 30 days of a transfer request. A district that has only one public school of the appropriate grade level is not required to create a second public school in order to offer a transfer option. Additionally, within 10 days of an incident in which a student is a victim of a violent criminal offense at school, a district shall notify the parents of the student that they may have their student transferred. If a parent requests a transfer, the district shall provide the transfer within 30 days. A student shall be eligible for a transfer if substantial evidence indicates that the student was a victim of a violent criminal offense on the grounds of the school attended by the student. If a district refuses to offer to transfer a student whom the student's parent believes was the victim of a violent criminal offense, the parent may, within 30 days of the refusal, appeal to the Commissioner of Education. Again, a district that has only one public school of the appropriate grade level is not required to create an additional public school in order to provide the option to transfer. A violent criminal offense does not have to be the subject of a criminal charge, and includes incidents that would establish the elements of the following violent criminal offenses: (1) an offense against the person under the Alaska Criminal Code, AS 11.41.100-11.41.530; (2) recruiting a gang member in the first degree, AS 11.61.160; and (3) misconduct involving weapons in the first degree, AS 11.61.195. A parent who has exercised the parent's option to transfer a student may have the student remain in the receiving school until the student completes the highest grade level offered by that school. A district that is required to offer a student a transfer to a safe school, but that does not contain a safe school of an appropriate grade level, must offer to transfer the student to the parent's choice of any school designated at Level 2 or higher under 4 AAC 06.835 and work with the parent to identify other suitable educational opportunities for the student, including transfer to another district or attending a statewide correspondence school. 4 AAC 06.200-.270.

The School Board further desires to give all students **no matter their ethnicity, race, gender or gender identification, sexual orientation or socioeconomic status**, the opportunity to learn in an environment in which they feel safe. Should any school be identified as persistently dangerous under state law, students attending that school will be provided the opportunity to transfer to the parent's choice of one of two or more safe schools within the district. Informed parental choice will be facilitated by timely notice of the meaning of the persistently dangerous designation and the intervention steps the district plans to utilize to make the school safe. Additionally, any student who is the victim of a violent criminal offense that occurred on the grounds of the student's school will be provided the opportunity to transfer, consistent with state law.

Legal Reference (see next page)

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(e)

Legal Reference:

UNITED STATES CODE

*20 U.S.C. §§ 1400, et seq. Individuals with Disabilities Education Act
Every Student Succeeds Act, PL 114-95 (2015)*

ALASKA STATUTES

*11.81.430 Justification, use of force, special relationships
11.81.900 Definitions
14.03.078 Report
14.03.160 Suspension or expulsion of students for possessing weapons
14.30.045 Grounds for suspension or denial of admission
14.30.180-.350 Education for Exceptional Children
14.33.120-.140 School disciplinary and safety program
14.33.210 Reporting of incidents of harassment, intimidation or bullying*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.060 Suspension or denial of admission
4 AAC 06.172 Reporting of school disciplinary and safety programs
4 AAC 06.175 Reporting restraint and seclusion incidents.
4 AAC 06.200-.270 Safe schools
4 AAC 06.250 Reporting
4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities
4 AAC 52.010-.990 Education for exceptional children
20 AAC 10.020 Code of ethics and teaching standards*

Revised 10/2021

HARASSMENT, INTIMIDATION AND BULLYING

BP 5131.43(a)

Note: Districts must have a policy prohibiting the harassment, intimidation, or bullying of any student. AS 14.33.200-.250.

The School Board is dedicated to providing a safe and civil learning environment. Harassment, intimidation and bullying disrupt a student's ability to learn and a school's ability to educate. Students and staff are expected to demonstrate positive character traits and values. Conduct and speech must be civil and respectful in order to promote harmonious and courteous relations in the school environment.

(cf. 5137 – Positive School Climate)

Note: Disability-based harassment or bullying may deny a student equal educational opportunities under Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA). Harassment or bullying of a student with a disability, on *any* basis, may also adversely impact the school's provision of FAPE to the student, under the Individuals with Disabilities Education Act (IDEA) and under Section 504. (*See Dear Colleague Letter, Office for Civil Rights, October 21, 2014*). A school's inappropriate response to bullying or harassment of a student, based on a disability, may constitute a disability-based harassment violation, *by the school*, under Section 504 and the ADA. Schools should address all harassment and bullying of students with disabilities by taking prompt and effective steps reasonably calculated to end the bullying or harassment, eliminate the hostile environment, prevent it from recurring, investigate if the student's receipt of appropriate services may have been affected by the bullying (if student receives IDEA or Section 504 services) and, as appropriate, remedy its effects.

Students, staff and volunteers are prohibited from engaging in any form of harassment, intimidation, or bullying while on school property, on school buses, at the bus stop, or at school-sponsored activities or functions. Students who engage in such acts are subject to appropriate disciplinary action, up to and including suspension or expulsion. Staff who engage in acts of harassment, intimidation or bullying are also subject to appropriate disciplinary action up to and including suspension and termination. Volunteers who engage in such acts will be denied the opportunity to volunteer in the future.

To promote an environment free of harassment, intimidation, or bullying, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice and student instruction and counseling. Teachers shall discuss this policy with their students in age appropriate ways and assure students that they need not endure any form of harassment, intimidation, or bullying.

(cf. 5141.42 - Professional Boundaries for staff and students)

~~The district will provide parent and community information, and age appropriate student instruction, on how to identify, respond to, and prevent harassment, intimidation, and bullying.~~

(cf. 5131.5 – Vandalism, Theft and Graffiti)

(cf. 5144 - Discipline)

(cf. 5144.1 – Suspension and Expulsion)

Harassment, Intimidation and Bullying Defined

Harassment, intimidation, or bullying means an intentional act, whether written, oral, electronic or physical, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and

1. physically harms the student or damages the student's property;
2. has the effect of substantially interfering with the student's education;
3. is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. has the effect of substantially disrupting the orderly operation of the school.

(c.f. 5145.3 – Nondiscrimination)

Cyberbullying

Note: Technological advances have expanded the ways in which harassment, intimidation, or bullying can occur, including the ability to bully with anonymity and to reach a much broader audience. This language notifies students and staff that cyberbullying is not permitted and will result in disciplinary action. It is a crime, (harassment in the second degree) to repeatedly send or publish an electronic communication that insults, taunts, challenges, or intimidates a person under 18 years of age in a manner that places the person in reasonable fear of physical injury, if done with intent to harass or annoy another person. AS 11.61.120(a)

All forms of harassment, intimidation or bullying via electronic means, commonly referred to as cyberbullying, are prohibited. Cyberbullying also includes, but is not limited to, other misuses of technology to threaten, harass, intimidate, or bully, including sending or posting inappropriate email messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs. An individual who redistributes a cyberbullying communication can be found in violation of this policy, even if the individual did not author or create the original communication or image.

The district's computer network, including access to the Internet via that network, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment, intimidation, or bullying. Users are responsible for the appropriateness of the material they transmit over the system.

In situations in which the cyberbullying originates from a private (non-school) computer or other electronic device, but is brought to the attention of school officials, disciplinary measures may be imposed when the communication:

1. Is of a criminal nature, including but not limited to, threats of violence or harm against staff members, students, or their property;
2. Suggests or advocates physical harm to staff members or students;
3. Causes a student or staff member to experience a substantially detrimental effect on his or her physical or mental health;

4. Causes a student or staff member to experience substantial interference with academic or work performance, or with his or her ability to participate in or benefit from district services or activities;
5. Threatens vandalism to school property; or
6. Creates a significant disruption to the school's educational mission, purpose or objectives.

Disciplinary action may include, but is not limited to, the loss of computer privileges, detention, suspension, or expulsion for those committing acts of cyberbullying. In addition, any kind of threat or hate crime will be reported to law enforcement officials.

Students and staff who believe they have been the victims of cyberbullying, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and a report made under this policy.

(cf. 6161.4 – Internet)

(cf. 6161.5 – Web Sites / Pages)

Reporting

Note: A school employee, student or volunteer who makes a good faith report of harassment, intimidation, or bullying is entitled to statutory immunity from suit. The immunity extends to causes of action for damages arising from a failure to remedy the reported incident or for making the report. AS 14.33.230.

Students or staff members who have witnessed or have reliable information that a student has been subjected to harassment, intimidation or bullying should report the incident immediately to the principal/head teacher or his/her designee, who shall promptly initiate an investigation. The investigation shall include an assessment of what actions should be taken, as appropriate, to protect the student who has been found to be the victim of harassment, intimidation or bullying. Such actions may include the provision of support services necessary to permit the student to feel safe and secure in attending school. The Superintendent/Chief School Administrator shall develop procedures to implement this policy.

Response

In determining the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, the following factors should be considered:

1. the development and maturity levels of the parties involved;
2. the level of harm;
3. the surrounding circumstances;
4. past incidences or past continuing patterns of behavior;
5. the relationships between the parties involved;
6. the level of disruption in or interference with the orderly operation of the school.

This policy should not be interpreted to prohibit a reasoned and civil exchange of opinions or debate that is protected by law and School Board policy.

(c.f. 5145.2 – Freedom of Speech/Expression)

Conduct that does not rise to the level of harassment, intimidation or bullying may still be prohibited by other policies or rules.

(cf. 5131 – Conduct)

(cf. 5131.4 – Campus Disturbances)

(cf. 5131.41 – Violent and Aggressive Conduct)

(cf. 5131.42 – Threats of Violence)

(cf. 5131.5 – Vandalism, Theft & Graffiti)

(cf. 5137 – Positive School Climate)

Legal Reference:

ALASKA STATUTES

14.33.200 Harassment, intimidation and bullying policy

14.33.210 Reporting of incidents of harassment, intimidation or bullying

14.33.220 Reporting, no reprisals

14.33.230 Immunity from suit

14.33.250 Definitions

11.61.120 Harassment in the second degree

CODE OF FEDERAL REGULATIONS

28 CFR Part 35, Title II of the Americans with Disabilities Act of 1990 (ADA)

34 CFR Part 104, Section 504 of the Rehabilitation Act of 1973 (Section 504)

34 CFR Part 300, Individuals with Disabilities Education Act (IDEA)

Revised 10/2021

FAMILY LIFE/SEX EDUCATION

BP 6142.1(a)

Note: The following optional policy may be revised or deleted based on district philosophy and needs.

Note: For districts receiving federal funds, section 7906 of the Every Student Succeeds Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds *not* be used to (1) develop or distribute materials or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials to minors on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and includes the health benefits of abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities

The School Board believes that a wholesome, well-planned sequence of instruction about family life and human sexuality is essential to the general education of all students. Lack of information or pervasive misinformation can cause low self esteem, increased risk for sexually transmitted disease, unintended pregnancy or sterility, and school dropout. The district curriculum shall help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality.

(cf. 5141.41—Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)
(cf. 6141—Curriculum Development and Evaluation)
(CF 6142.2—AIDS Instruction)

The family life/sex education program shall encourage students to be abstinent and to conceptualize sexual behavior in the ethical and moral context of marriage. The program shall be age-appropriate and shall address a full range of topics, including parenting and birth control, and shall emphasize that abstinence from sex is the only totally effective protection against unwanted pregnancy and sexually transmitted diseases.

The Superintendent or designee will inform district curriculum specialists, those who teach sex education, school nurses, and other appropriate school staff of federal funding restrictions regarding the distribution of contraceptives and the development and distribution of materials that may promote or encourage sexual activities. Teachers who provide instruction in family life/sex education shall have professional preparation, either preservice or inservice, in the subject area.

(cf. 5141.42—Professional Boundaries for staff and students)

The Superintendent or designee shall ensure that family life/sex education materials and instruction are continuously evaluated in light of information received from students, parents/guardians, and teachers, including information about what students did or did not learn, whether the program was workable for the teachers, and how it can be improved.

The Superintendent or designee may appoint a Family Life/Sex Education Advisory Committee representing a divergence of viewpoints to participate in planning, implementing and evaluating the district's family life/sex education program.

(cf. 1220—Advisory Committees)

Parents/guardians shall be notified in writing before students are offered any instruction in which human reproductive organs and their functions, processes, or diseases are described, illustrated, or

FAMILY LIFE/SEX EDUCATION (continued)

BP 6142.1(b)

discussed. This notification shall inform parents/guardians that they may review instructional materials to be used in family life, sex education instruction and that they may request in writing that their child not attend the class. At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

Legal Reference:

ALASKA STATUTES
14.30.360 Curriculum

UNITED STATES CODE
Elementary and Secondary Education Act, 20 U.S.C. § 7906 as amended by the Every Student Succeeds Act (P.L. 114-95 December 10, 2015)

Revised 10/2021

Note: The following optional policy should be revised or deleted to reflect district philosophy and needs.

Notes: For districts receiving federal funds, section 7906 of the Every Student Succeeds Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds *not* be used to (1) develop or distribute materials or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials to minors on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and includes the health benefits of abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities.

The School Board recognizes that acquired immune deficiency syndrome (AIDS) and human immune deficiency virus (HIV) pose a health risk. An effective weapon against the spread of this deadly disease is public education.

The district's health education program will include factual information about the transmission of AIDS and HIV. Students will be informed of voluntary behaviors that can result in infection and will be encouraged to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence is the only totally effective protection against AIDS through sexual transmission.

Instruction must be appropriate to the age and grade level of the students receiving it. The School Board particularly desires that students receive proper AIDS education before they reach the age when they may adopt behaviors which put them at risk of contracting AIDS.

Parents/guardians and community members should have input into the selection and/or development of instructional materials to be used in AIDS instruction. The curriculum shall be updated regularly.

(cf. 6142.1 – Family Life/Sex Education)

(cf. 6141 – Curriculum Development and Design)

(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

Sufficient classroom time should be provided to fully cover essential knowledge appropriate for each grade level and allow students time to ask questions and discuss issues raised by the information presented.

In cooperation with local health agencies, as appropriate, the Superintendent or designee shall provide a program of orientation and information about the AIDS Instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials. Staff providing the instruction shall receive training in accordance BP/AR 5141.42, *Professional Boundaries for staff and students*. Before students receive AIDS instruction, parents/guardians shall be notified. Alternative study arrangements will be made for students whose parents/guardians ask that they not receive instruction.

Instruction

AIDS INSTRUCTION

BP 6142.2(b)

(cf. 1312.2 – Complaints concerning Instructional Material)

(cf. 5141.23 – Infectious Disease Prevention)

(cf. 5141.42 – Professional Boundaries for staff and students)

(cf. 6142.1 – Family Life/Sex Education)

Legal Reference:

ALASKA STATUTES

14.30.360 – Curriculum

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 7906 as amended by the Every Student Succeeds Act (P.L. 114-95 December 10, 2015)

Revised 10/2021