

THE LAKE AND PENINSULA SCHOOL DISTRICT
Work Session AGENDA
February 8, 2024, 9:00 AM

Agenda

- | | |
|--|----|
| 1. Formal Adoption: Culture & Curriculum Committee | 2 |
| 2. DRAFT 2024-2025 Calendar for Review | 4 |
| 3. AASB Policy Updates | 6 |
| 4. ESSER Monies Overview and Newhalen Project | 39 |

Integrating Culture into Curriculum & School Year

GOALS:

- Seamlessly integrate the unique cultures of our communities into the existing curriculum and school year
- Introduce New Teachers to Communities and Community Culture to New Teachers

Resources:

<https://abookofcreatures.com/?s=alaska> Could link to ELA/CA standards

<http://www.gungasvik.org/home/> Could link to CA, EMP, ELA,

<https://www.uaf.edu/mcc/> Could link to MA, CA, ELA

<https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/3c97a4d3-9962-4656-b7fb-b17c930f2347/content> (Documenting Alaska's Indigenous Astronomy)

<https://www.uaa.alaska.edu/depts/planetarium/star-clock.cshtml> (Big Dipper Star Clock)

Connecting Community with Schools:

- Potlatch/Potluck at START of school year—within first week of school
- Principal can assist teachers in identifying lessons/activities that the community can help with at school—connect teachers with volunteers
- Connect new teachers with a willing community member *at the time they are hired* so that their cultural education/connection can begin before they set foot in the community
- Ask questions: What do you want your kids to know and be able to do when they leave school?
- Create Cultural Committee made up of board members and **LSAC members**—they would be the ones to help teachers/schools connect with cultural resources
- Add “Cultural Committee” report to monthly LSAC Agenda
- Creating Cultural Competency—class...
- Have a “Bring your Teacher Home” day—get your teacher OUT!

Indigenous Ways of Learning: Methodology

- Use seasons to teach (6 seasons) cultural activities, language, etc.—thematic units?
- Place based; project centered

Language Apps:

ChildApp- has Lake Iliamna dialect Yup'ik, Dena'ina (Nondoltan Inland Dialect), Sugt'stun, and soon Alutiiq (Perryville dialect)

Yugtun App- Also a great App for language learning in Yup'ik
Type in Alutiiq in App store: Lots of kids stories to choose from
Naaqerkat: has different types of Yugtun stories read in the language with English translations

Elder Stories App:

Stories from around our region and southcentral region. Historical, experiences, and legends.
This can be incorporated into science/history, non-fiction writing (Earthquake of '64 Tsumani,
Valdez oil spill, Novarupta)
Writing/story-telling (legends or capturing local elder stories)

Language Learning in the Schools–ANE Grant

Spelling Bee–virtual competitions, big competition at SNAP–based on Language App!

Language Bowl at SNAP and/or Jamborees–have it K-12; virtual competitions for lower levels

2-1-24 DRAFT

DRAFT LPSD School Calendar 2024-2025																											
Due Date: July 1, 2024																											
District Name: Lake and Peninsula														School:													
Approved By:														Title:													
Jul-24							Aug-24							Sep-24							Oct-24						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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# of Inservice Days:							# of Inservice Days: 3							# of Inservice Days: 4							# of Inservice Days: 3						
# of Student Days:							# of Student Days: 0							# of Student Days: 16							# of Student Days: 19						
# of Teacher Days:							# of Teacher Days: 4							# of Teacher Days: 21							# of Teacher Days: 23						
Nov-24							Dec-24							Jan-25							Feb-25						
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# of Teacher Days: 21							# of Teacher Days: 16							# of Teacher Days: 17							# of Teacher Days: 20						
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# of Student Days: 21							# of Student Days: 22							# of Student Days: 6							# of Student Days:						
# of Teacher Days: 21							# of Teacher Days: 22							# of Teacher Days: 7							# of Teacher Days:						

C	School Closes
E	End of Quarter
H	Legal Holiday
I	Inservice Day
W	Work Day
V	Vacation Day
NI	New Teacher Induction
O	School Opens
S	Saturday School
T	Testing
X	Emergency Closure Day

172 Total Calendar Days	
Student Days	150
Teacher Holidays	5
Inservice Days	14
Work Days	3

Quarter Dates
<i>End Quarter Dates are Minimum Days</i>
November 1, 2024
December 20, 2024
March 7, 2025
May 8, 2025

Suggestions to the Board for Consideration in Adopting AASB Policies

Spring 2024

~~Grey & Crossed Out Highlights~~ = Old Language

Yellow Highlights = New Language

Required:

BP 6010: Goals & Objectives (updated)

Suggestion for Spring 2025 attendance rates to maintain or increase for all schools to 95% (District-wide attendance in 2022: 90.64%, District-wide attendance in 2023: 86.7%)

Suggestion to increase graduation rate to 90% by 2026-2027 (in 2022-2023 4 year graduation rate was 70.83%, and 5 year graduation rate was 87.5%)

BP6112: School Day (new)
Adopt as is by AASB

BP6147: Reads Act Intervention Program (new)
Adopt as is by AASB

BP6148: Early Education Programs (new)
Adopt as is by AASB

Policy Updates, Not Required:

BP 5131.6 Alcohol and Other Drugs
Language updates - adopt as is from AASB

BP 5145.2 Freedom of Speech/Expression
Language Updates - adopt as is from AASB

BP 6161.4 INTERNET
Language Updates - adopt as is from AASB

BP 6162.8 RESEARCH
Language Updates - adopt as is from AASB

Suggestions to the Board for Consideration in Adopting AASB Policies

BP 6164.2 GUIDANCE AND COUNSELING SERVICES

Updated References to the Every Student Succeeds Act - adopt as is from AASB.

BP 6174 BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS

Language Updates - adopt as is from AASB

Document Status: Draft

Policy Required: Yes

BP 6010 GOALS AND OBJECTIVES

Note: The following policy may be revised to reflect a local school board's goals and objectives for student achievement. However, Alaska. However, Alaska Regulation 4 AAC 06.825 requires school districts to set target dates for a graduation rate of 90% or better, and an attendance rate of 95% or better. The target rates are applicable to each school and to each subgroup with at least five students.

Effective 2014, if a school or subgroup does not meet the four-year or five-year graduation rate, it may qualify for an alternative graduation rate. If 10 or fewer students, after approved adjustments, enrolled in the ninth grade four or five years earlier, then the target graduation rates are satisfied if all but one of those students graduate. The subgroups are identified at [4 AAC 06.830](#) as follows: 1) students with limited English proficiency; 2) students with disabilities; 3) economically disadvantaged students; 4) African-Americans; 5) Alaska Native and American Indians; 6) students of two or more races; 7) Asians or Pacific Islanders; 8) Hispanics; and 9) whites.

Student Achievement

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

The School Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the School Board sets a target date of **Spring 2025** to achieve an attendance rate of 95% or better for the district's schools and its students.

Graduation represents the culmination of a student's achievement in the district. The School Board believes that all student have the potential to graduate. The Board sets a target date of **2026-2027** to achieve a graduation rate of 90% or better for the district's schools and its students.

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

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

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

The superintendent will develop administrative regulations as needed to implement this

policy.

(cf. 0100 – Philosophy)

(cf. 0210 – Goals for Student Learning)

(cf. 0500 – Review and Evaluation)

(cf. 5000 – Concepts and Roles)

(cf. 6000 – Concepts and Roles)

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

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma **ALASKA ADMINISTRATIVE CODE**

4 AAC 04.140 Content standards

4 AAC 06.825 Graduation and attendance rates

Revised 9/2023

AASB POLICYREFERENCE MANUAL

9/92

Document Status: Draft

Policy Required: Yes

BP 6112 SCHOOL DAY

Note: Pursuant to [AS 14.03.040](#), the school board may approve Saturday as a day in session. The following sample policy may be revised or deleted to reflect district philosophy and needs.

The School Board shall fix the length of the school day subject to the provisions of law.

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities and requirements of state law and regulations.

A school that offers kindergarten shall provide a kindergarten day in session that consists of at least two hours of instructional time. A kindergarten student who attends school for less than four hours per day, exclusive of intermissions, will be counted for funding purposes under [4 AAC 09.040](#), *Counting of correspondence students and part-time public school students*.

Legal Reference:

ALASKA STATUTES

[14.03.040](#) *Day in session*

ALASKA REGULATIONS

[4 AAC 05.100](#) *Kindergarten day in session*

[4 AAC 09.040](#) *Counting of correspondence students and part-time public school students*

Revised 9/2023

**AASB POLICYREFERENCE MANUAL
9/92**

Document Status: Draft

Policy Required: Yes

BP 6147 ALASKA READS ACT INTERVENTION PROGRAMS

Note: The purpose of this policy is to implement the intervention programs set forth in the Alaska Reads Act, HB 114.

The Superintendent shall coordinate the establishment of a District-wide reading intervention program in accordance with [AS 14.30.765](#). The services provided under this program must, to the extent practicable:

1. Be provided by a district reading teacher, or paraprofessional under the supervision of a reading teacher, to all students in grades kindergarten through three who are determined to have a reading deficiency based on the statewide screening tool provided by the Department.
2. Provide explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension, as necessary.
3. Use evidence-based reading intervention methods that have shown proven results in accelerating student reading achievement within a single school year.
4. Include instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error correction and feedback.
5. Incorporate daily targeted small group reading instruction based on student needs, either in person or online.
6. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.
7. Be implemented during regular school hours through any available method, including in person or through online delivery by teachers or specialty reading coaches.
8. Be implemented outside of regular school hours, as directed in the student's individual reading improvement plan, for a student who scores at the lowest achievement level on the statewide screening tool.
9. Be reviewed based on a department-approved response to intervention or multi-tiered system support models, addressing additional support and services needed to remedy identified needs.
10. Support reading intervention at home by parents or guardians by offering a list of adult literacy resources and organizations, providing opportunities for parent or guardian participation in training workshops, and encouraging regular parent or guardian-guided home reading activities.

Individual Reading Improvement Plans

The District shall provide each student in grades kindergarten through three who is determined to have a reading deficiency based on the statewide screening tool an individual reading improvement plan. This plan must be in accordance with the provisions set forth in [AS 14.30.765\(b\)](#).

Notice Requirements

If at any time during the school year a student in grades kindergarten through three demonstrates a reading deficiency, a District representative shall notify the student's parent or guardian. This notification must be not later 15 days after identification of the reading deficiency and include the information described in [AS 14.30.765\(c\)](#).

Progression

Students identified with a reading deficiency shall progress through grades as set forth under [AS 14.30.765\(d\) – \(m\)](#).

Legal Reference:

ALASKA STATUTES

[AS 14.30.760](#) *Statewide screening and support*

[AS 14.30.765](#) *Reading intervention services and strategies; progression*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.400](#) *Statewide literacy screening and support*

[4 AAC 06.405](#) *Reading intervention services and strategies*

[4 AAC 06.410](#) *Individual reading improvement plan*

[4 AAC 06.415](#) *Student Progression*

[4 AAC 06.490](#) *Definitions*

Created 9/2023

AASB POLICYREFERENCE MANUAL

9/92

Document Status: Draft

Policy Required: Yes

BP 6148 EARLY EDUCATION PROGRAMS

Note: The purpose of this policy is to implement early education programs established by the Alaska Reads Act, HB 114. Early education programs are voluntary, and grant funds can be used to either develop a Pre-K program or improve upon an existing program.

The Superintendent, in consideration of appropriate District need, may seek a grant for an early education program under AS 14.03.410 and [4 AAC 60.200](#). Before applying for a grant, the District shall, to avoid duplicate programs and facilitate resource sharing to improve early education within the district, consult with each local and tribal head start program within the district's boundaries. The Superintendent must ensure that the District has the resources and intent to create an early education program.

The District-wide early education program must:

1. Adopt an evidence-based program of learning.
2. Have a certificated teacher in charge of the program.
3. Implement the guidelines for an early education program described in the department's *State of Alaska Early Learning Guidelines* under [4 AAC 60.170](#).
4. Have a minimum day in session of two hours per day, five days per week.
5. Accommodate the early education needs of district children and their families, regardless of socioeconomic circumstances.

The District shall provide an annual ADM assurances report regarding its early education program in a format prescribed by the Department of Education and Early Development.

During the grant period, a school district that receives a grant award under [4 AAC 60.200](#) must demonstrate progress towards meeting or exceeding the standards for a high quality early education program under [AS 14.07.165\(a\)\(5\)](#) and [4 AAC 60.190](#) by complying with the department's grant reporting requirements and submitting a year-end report to the department.

The District's early education program must also comply with the requirements under [4 AAC 60.205](#). *Legal References:*

ALASKA STATUTES

AS 14.03.410 *Early education programs; grants*

ALASKA ADMINISTRATIVE CODE

[4 AAC 60.190](#) *High quality early education program standards*

[4 AAC 60.195](#) *District accountability; revocation of approval of district-wide early education program*

[4 AAC 60.20](#) District-wide early education program grants; applications; duration; award determinations

[4 AAC 60.205](#) District-wide early education program grant recipient obligations

[4 AAC 60.210](#) Criteria for inclusion of district-wide early education program students within a district's ADM

[4 AAC 60.990](#) Definitions

Created 9/2023

AASB POLICYREFERENCE MANUAL
9/92

Document Status: Draft

Policy Required: No

BP 5131.6 ALCOHOL AND OTHER DRUGS

Note: ~~By January 1, 2011,~~ Districts must have in place written standards to address the needs of students for whom mental health or substance abuse may be a contributing factor to noncompliance with the school disciplinary and safety program. [AS 14.33.120\(a\)\(6\)](#). In addition, districts receiving funds for prevention programs pursuant to the Drug-Free Schools and Community Act of 1986, as amended by the ~~No Child Left Behind Act of 2001,~~ **Every Student Succeeds Act**, are required to have a policy on drug abuse prevention instruction and procedures for eliminating the sale or use of alcohol and other drugs. ~~NCLB~~ **ESSA** also requires that those districts inform and involve parents in violence and drug prevention efforts. Districts must make reasonable efforts to inform parents of the content of safe and drug-free school programs and activities other than classroom instruction. If a parent objects in writing, the district must withdraw the student from the program or activity. [AS 14.30.360](#) encourages districts to provide K-12 health education, including alcohol and drug abuse education. The following sample policy may **be** revised as appropriate.

Note: Despite the passage of [AS 17.38](#), effective February of 2015, which authorizes the use of marijuana under certain conditions, all use, possession and distribution of marijuana by those under 21 is illegal. In addition, as a recipient of federal funds, the district is obligated to maintain a drug free workplace consistent with federal law, which prohibits the manufacture, distribution, possession and sale of marijuana for all individuals, regardless of age. For purposes of the district's policy and legal obligation, marijuana is prohibited.

(cf. E 4020 –Drug and Alcohol – Free Workplace Notice to Employees)

Because the use of alcohol and other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the School Board intends to keep district schools free of alcohol and prohibited drugs.

~~Alcohol, like any other controlled substance, is illegal for use by minors.~~ **Alcohol, marijuana, and other controlled substances are prohibited for use or possession by students.** The School Board desires that every effort be made to reduce the chances that our students will begin or continue the use of alcohol and other drugs. The Superintendent or designee shall develop a comprehensive prevention program that includes instruction, intervention, recovering student support, and enforcement/discipline. The Superintendent or designee shall

clearly communicate to students, staff and parents/guardians all School Board policies, regulations, procedures and school rules related to this prevention program. Special efforts shall be made to ensure that these materials are understood by parents/guardians and students of limited literacy or limited English proficiency.

Note: Drug use by students is not limited to illegal drugs and can also include abuse of prescription drugs and over-the-counter medications. There is also a growing problem of youth using what are commonly referred to as designer or synthetic drugs. Designer or synthetic drugs come in various forms and may be a chemical compound, a plant-based substance, or a combination. Common names for these drugs include bath salts, K2, spice, salvia, and synthetic marijuana. These drugs have serious and dangerous effects. Synthetic marijuana is an illegal substance in Alaska. [AS 11.71.040-.050](#), [11.71.160](#). The following optional language prohibits the possession, use, or distribution of “prohibited drugs,” which includes all dangerous substances that pose a risk to district students.

Specifically, the Board prohibits the actual or attempted sale, distribution, use, or possession by a student of alcohol, prohibited drugs or inhalants, drug paraphernalia, substances that are designed to look or act like prohibited drugs or alcohol, or substances purported to be prohibited drugs or alcohol. Prohibited drugs are defined as:

1. Drugs that are illegal if possessed by those under 21, under any local, state, or federal law; or any drug that can be legally obtained but which has been obtained through illegal means.
2. Alternatives to illegal drugs such as designer or synthetic drugs, whether or not prohibited by law, which are purported to, designed to, or which do impair, restrict, or alter normal cognitive function when absorbed, ingested, injected, or inhaled.
3. Prescription drugs that are not legally obtained or prescribed, are not being used for the prescribed purpose, are being used in excess of the prescribed amount, are being used by other than the person to whom prescribed, or are being sold, traded or distributed.

Recognizing that keeping schools free of alcohol and other drugs is a concern common to the district and community, the School Board supports cooperation among schools, parents/guardians, law enforcement and other appropriate community organizations involved in preventing alcohol and drug abuse.

(cf. 1410 Interagency Cooperation for Student & Staff Safety)

<p>Note: Districts are required to establish a citizen advisory committee in order to receive Public Law 99-570 funds. Additionally, AS 14.33.110 requires that the school disciplinary and safety program maintain community standards of school behavior that are developed by members of each school, including students, parents, teachers, school administrators, and other responsible persons.</p>

To obtain the widest possible input and support for district policies and programs, the School Board shall appoint a districtwide school-community advisory committee to make recommendations related to the prevention of alcohol and other drug abuse. The committee should make its recommendations based on input from students, parents, teachers, school administrators, and community members. The School Board also encourages the use of site-level advisory groups in this area.

(cf. 1220 - Citizen Advisory Committees)

Instruction

The district shall provide preventative instruction which helps students avoid the use of alcohol, marijuana, or other drugs and teaches students how to influence their peers to avoid and/or discontinue the use of alcohol or drugs. Instruction shall be designed to answer students' questions related to alcohol and drugs.

The instructional programs will help students obtain and use current and accurate information, develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social and personal skills to resist involvement with alcohol and drugs.

The curriculum will be K-12, comprehensive and sequential in nature and suited to meet the needs of students at their respective grade levels. All instruction and related materials shall stress the concept that alcohol and prohibited drugs can be dangerous and should never be used when such use is illegal.

The School Board encourages staff to display attitudes and behaviors which make them positive role models for students with regard to alcohol, marijuana and other drugs. Staff should help students see themselves as responsible partners in efforts to maintain a safe, constructive school climate.

The School Board recognizes that children exposed to alcohol or other drugs prior to birth may have disabilities requiring special attention and modifications in the regular education program. The Superintendent or designee shall provide appropriate staff training in the needs of such students as required by law.

<p>Note: AS 14.20.680 requires training for teachers, administrators, counselors and specialists on the needs of students with alcohol or drug-related disabilities, including medical and psychological characteristics, family issues, and specific educational needs.</p>
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(cf. 6142.2 - AIDS Instruction)

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

Intervention

The School Board recognizes that there are students on our campuses who use alcohol and other drugs and can benefit from intervention. The School Board supports intervention programs that include the involvement of students, parents/guardians and community agencies/organizations.

School personnel should be trained to identify symptoms which may indicate use of alcohol and other drugs. The Superintendent or designee shall identify responsibilities of staff in working with, intervening, and reporting students suspected of alcohol and other drug use.

Students and parents/guardians shall be informed about the signs of alcohol and other drug use and about appropriate agencies offering counseling.

Nonpunitive Self-Referral

The School Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who self-disclose past use of alcohol or other drugs in order to seek help to quit using shall not be punished or disciplined for such past use. State and local extra-curricular activities eligibility rules may apply further conditions related to the admission of drug or alcohol use.

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and prohibited drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. Students possessing, selling and/or using alcohol, marijuana or other drugs or related paraphernalia shall be subject to disciplinary procedures which may result in suspension or expulsion.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

School authorities may search students and school properties for the possession of alcohol, marijuana and other drugs as long as such searches are conducted in accordance with law.

(cf. 5145.12 - Search and Seizure)

Legal Reference:

ALASKA STATUTES

[04.16.080](#) *Sales or consumption at school events*

[14.20.680](#) *Required alcohol and drug related disabilities training*

[14.30.360](#) *Curriculum (Health and Safety Education)*

[14.33.110-.140](#) *Required school disciplinary and safety program*

[17.38.010-900](#) *The regulation of marijuana*

[47.37.045](#) *Community action against substance abuse grant fund*

UNITED STATES CODE

Elementary and Secondary Education Act, [20 U.S.C. §§ 7116, 7163](#), as amended by the Every Student Succeeds Act, [P.L. 114-95](#)

Revised ~~4/2022~~ 2/2024

9/92

Document Status: Draft

Policy Required: No

BP 5145.2 FREEDOM OF SPEECH/EXPRESSION

Note: [4 AAC 07.010](#) mandates districts to adopt policies regarding student rights and responsibilities. Limiting a student's constitutional right to freedom of speech involves balancing the right to free expression against the school's right to maintain discipline or order in the school. When a student speaks as an individual, school officials cannot censor that expression unless it creates a substantial disruption to the school. For student speech connected to the curriculum or school activities, school officials have discretion to regulate the speech.

Free inquiry and exchange of ideas are essential parts of a democratic education. The School Board respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of members of the school community.

(cf. 1325 - Advertising and Promotion)

(cf. 6145.5 - Organizations/Associations)

*Note: Under the ~~No Child Left Behind Act~~ **Every Student Succeeds Act**, each school district receiving federal funds must certify in writing to the Alaska Department of Education and Early Development that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools. ~~Under NCLB, a school's policy must in in compliance with the~~*

current state of the law as identified in the U.S. Department of Education's Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, released February 7, 2003. The following language expressly incorporates the Guidance.

Student free speech extends to religious expression. It is the policy of the School Board not to prevent, or otherwise deny participation in, constitutionally protected prayer in district schools, consistent with guidance issued by the U.S. Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution. This policy supersedes any other School Board policy that is inconsistent with it. Students may pray or practice other religious expression when not engaged in school activities or instruction, subject to the same rules of order and decorum that apply to other private expressive activity.

The Superintendent or designee shall develop due process procedures for resolving disputes regarding student freedom of expression.

(cf. 6145.3 - Publications)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[4 AAC 07.10 - 4 AAC 07.900](#) Student rights and

responsibilities

COURT DECISIONS

Breese v. Smith, 501 P.2d 159 (Alaska 1972)

[Hazelwood School District v. Kuhlmer](#), 484 U.S. 260 (1988)

[Tinker v. Des Moines](#), 393 U.S. 503 (1969)

[Bethel School District v. Fraser](#), 478 U.S. 675 (1986)

UNITED STATES CODE

Elementary and Secondary Education Act, [20 U.S.C. § 9524](#), as amended by the ~~No Child Left Behind Act of 2001 (P.L. 107 - 110)~~ **Every Student Succeeds Act, [P.L. 114-95](#)**

Revised ~~4/2022~~ **2/2024**

9/92

Document Status: Draft

Policy Required: No

BP 6161.4 INTERNET

Note: The following policy should be used by all districts providing student access to the Internet and other computer networks. An Internet safety policy is required for schools receiving universal service discounts. The availability of vast amounts of data, while creating enormous learning opportunities for students, creates numerous liability risks for a district. These risks include suits by parents and students for inappropriate materials accessed via the computer network, as well as actions by computer software owners/services for unauthorized access and use of information by students, as well as by district staff. Finally, it is important that students are provided appropriate rules and directions regarding use of the Internet service.

Note: The Children's Internet Protection Act took effect on April 20, 2001. The law requires school districts to adopt Internet safety policies as a condition of receiving technology funds under the Every Student Succeeds Act (20 U.S.C. § 7001) or universal service discounts under section 254 of the Communications Act of 1934(47 U.S.C. § 254). for the purpose of purchasing computers with Internet access or paying the direct costs associated with accessing the Internet. Additionally, districts must adopt an Internet safety policy to qualify for most federal universal service discounts (47 U.S.C. § 254). A district in which one or more schools qualify for a discounted rate for Internet services under the federal universal services program may apply to the Department of Education and Early Development to receive funds for each school sufficient to bring the applicant's share to 10 megabits of download per second, in accord with AS 14.03.127 and 4AAC 33.600-690.

Schools that receive funds under ESEA but do not receive universal service discounts must certify, as part of the application process that they have in place an Internet safety policy which includes the use of filtering devices on computers with Internet access, thereby blocking entry to "visual depictions that are obscene or child pornography." With respect to minors, the filter must also protect against access to materials that are "harmful to minors." Schools must certify that they are also enforcing the use of these technology protection measures during any use of computers with Internet access, even those that are not accessible to the public. The district's internet safety policy must include a "technology protection measure" that blocks or filters Internet access by both adults and minors to visual depictions that are obscene, child pornography, or with respect to use by minors, harmful to minors. As part of the funding application process, the district must certify that the required policy is in place and that the district is enforcing the use of these technology protection measures. The filter may be disabled by an administrator, supervisor, or other authorized person for "bona fide research or other lawful purpose."

Effective July 1, 2012, the Internet safety policy must also include monitoring the online activities of minors when using district computers or networks. Further, the policy must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.

As a condition of receiving universal service discounts, schools must also adopt and implement an Internet safety policy that addresses (1) access by minors to inappropriate matter on the Internet and World Wide Web; (2) safety and security of minors when using electronic mail, chat rooms, and other forms of electronic communication; (3) unauthorized access (“hacking”) and other unlawful activities by minors online; (4) unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and (5) measures designed to restrict minors’ access to harmful materials harmful to minors. Schools must hold at least one public hearing before adopting the policy. The types of materials considered inappropriate for minors will be determined by the local school board. Schools must make this policy available to the FCC upon request.

The School Board recognizes the educational and communication opportunities that exposure to the Internet and other computer networks can provide students and staff. The School Board provides access to the Internet as a means to improve the effectiveness of education for all of our students by taking students beyond traditional curriculum and learning activities to future-oriented curricula and problem-solving activities. intends that these technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. The School Board has established the Internet acceptable use policy to ensure appropriate use of this resource.

Definition of the Internet

The Internet is the major global network for education, research, public service, business and information interchange. The Internet is a collection of thousands of interconnected computer networks around the world that make it possible to share information and educational resources. The networks are owned by commercial, research, governmental, and educational organizations, as well as by individuals.

Authority

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology and the Internet, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities. This includes the following:

1. The electronic information available to students and staff does not imply endorsement of the content by the district, nor does the district guarantee the accuracy of the information received on the Internet. The district shall not be responsible for any information that may be lost, damaged, or unavailable when using the network or for any information that is retrieved via the Internet.
2. The school district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet.
3. The use of the Internet and similar communication networks by students and staff is a privilege -- not a right. Failure to follow established rules can lead to appropriate disciplinary action as well as the loss of access to the Internet or other networks through school accounts. Legal action may be taken where/when appropriate.
4. School computers are the property of the School District. At no time does the district relinquish its exclusive control of computers provided for the convenience of the students and staff. Computers shall not be used to disseminate sexually explicit, vulgar,

indecent, offensive, or lewd communications. Nor may computers be used for harassment or bullying.

(cf. 5131.43 Harassment, Intimidation and Bullying)

5. The School District reserves the right to inspect and review computer files if it has reasonable cause to suspect that a student is using the computer for illicit or illegal purposes or for purposes in violation of this policy, and data on district computers, and to monitor the online behavior of minors when using district computers or networks. Such inspection and monitoring is for the purpose of ensuring compliance with laws and appropriate use of technology as specified in this and other policies. Monitoring may be conducted by school authorities, when they deem it necessary, without notice, without student consent, and without a search warrant.

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are (1) obscene, (2) child pornography, or (3) harmful or inappropriate to minors as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for adults only for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator.

Internet Safety

Each district computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate to minors as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for adults only for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or designee or system administrator. To reinforce these measures, The Superintendent or designee shall include implement measures in this policy's implementation plan to address the following:

1. Limiting Restricting student access to harmful or inappropriate matter as well as restricting access to harmful materials on the Internet and World Wide Web;
2. Ensuring student safety and security of students and student information when using electronic communications;
3. Limiting Ensuring that students do not engage in unauthorized access, including "hacking," and other unlawful activities; and
4. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

Note: *The Children's Internet Protection Act, defines "harmful to minors" as: ...any picture, image, graphic image file, or other visual depiction that – (A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.*

Use Guidelines

Internet access is limited to only those acceptable uses as detailed in this policy. Internet users may not engage in unacceptable uses.

1. School officials will develop a written permission slip for Internet use. This signed form must be on file prior to allowing students direct access to the Internet.
2. School officials must apply the same criterion of educational suitability used for other educational resources when providing access to Internet informational resources. The district will not allow school access for on-line games or any other areas determined to be non education related.
3. Students and staff have the right to examine a broad range of opinions and ideas in the educational process, including the right to locate, use, and exchange information and ideas via all information formats including interactive electronic media and the Internet.
4. Users are responsible for the ethical and educational use of their own Internet accounts. These accounts are to be used only by the authorized owner of the account for the authorized purpose. Users shall not intentionally seek information on, obtain copies of, or modify files, other data or passwords belonging to other users on the network. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
5. Users have the responsibility to respect the privacy of other Internet users. The illegal installation of copyrighted software for use on district computers is prohibited.
6. Users are expected to display proper “netiquette” (network etiquette) at all times.
7. Staff members shall supervise students while students are using district Internet access to ensure that the students abide by these procedures. Users must follow all rules and regulations posted in the computer lab or other room where computers are in use. Users must follow the directions of the adult in charge of the computer lab or other room where computers are in use.
8. Students and staff are expected to act in a responsible, ethical, and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:
 - a. Use of the network to facilitate illegal activity.
 - b. Use of the network for commercial or for-profit purposes.
 - c. Use of the network for non-work or non-school related work.
 - d. Use of the network for product advertisement or political lobbying.
 - e. Use of the network for hate mail, discriminatory remarks, offensive or inflammatory communication, **harassment, or bullying.**
 - f. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
 - g. Use of the network to access obscene or pornographic material.
 - h. Use of inappropriate language or profanity on the network.
 - i. Use of the network to transmit material likely to be offensive or objectionable to recipients.
 - j. Use of the network for hacking or intentionally obtaining, accessing, or modifying files, passwords, and data belonging to other users.
 - k. Impersonation of another user, anonymity, and pseudonyms.
 - l. Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws.
 - m. Loading or use of unauthorized games, programs, files, or other electronic media.

- n. Use of the network to disrupt the work of other users.
- o. Destruction, modification, or abuse of network hardware and software.
- p. Quoting personal communications in a public forum without the original author's prior consent.
- q. Invading the privacy of individuals, this includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature.
- r. Using or accessing any free Internet-based email service, such as Yahoo or Hotmail, when using the district computer network, **unless authorized for a specific activity.**

9. Loss of access and other disciplinary actions shall be consequences for inappropriate use. When appropriate, law enforcement agencies may be involved.

(cf. 6161.5 - Web Sites/Pages)

(cf. 6184 - Virtual/Online Courses)

Education

Note: Effective July 1, 2012, the Children's Internet Protection Act requires that a school district's Internet safety policy provide for educating students about appropriate online behavior, including interacting with other individuals on social networking web sites and in chat rooms, as well as cyberbullying awareness and response. Under Alaska law, 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\(a\)](#).

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, at a minimum, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

(cf. 5131.43 Harassment, Intimidation and Bullying)

Note: the following optional paragraph addresses access to social networking sites such as MySpace, Facebook, Xanga, Friendster, and others, and may be revised by districts that choose to allow limited access for educational purposes.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

Policy Review

The district, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

Legal Reference:

ALASKA STATUTES

[14.03.127](#) *Funding for Internet Services*

[11.61.120](#) *Harassment in the second degree*

ALASKA ADMINISTRATIVE CODE

[4 AAC 33.600-690](#) *Funding for the Improvement of Internet Speed at Public Schools*

UNITED STATES CODE

[15 U.S.C. 6501-6505](#) *Children's Online Privacy Protection Act*

[20 U.S.C. 6751-6777](#), *Enhancing Education through Technology Act, Title II, Part D*

[47 U.S.C. § 254](#), *Children's Internet Protection Act, as amended by the Broadband Data Improvement Act (P.L. 110-385)*

Every Student Succeeds Act, P.L. 114-95

CODE OF FEDERAL REGULATIONS

[47 C.F.R. § 54.520](#), *as updated by the Federal Communications Commission Order and Report 11-125 (2011)*

Revised ~~4/2022~~ 2/2024

9/92

Document Status: Draft

Policy Required: No

BP 6162.8 RESEARCH

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

The Superintendent or designee may authorize requests to conduct educational research or student surveys if the request proposal:

- Shows potential for improving instructional programs and strategies.
- Addresses a relevant educational problem.
- Follow FERPA guidelines
- Avoids duplication of existing data or literature.
- Is designed so as to minimize interruptions and demands upon the time of students and staff.

The Superintendent or designee shall not permit the administration of any questionnaires or surveys regarding a student's private family affairs without first obtaining written parental permission. ([AS 14.03.110](#))

(cf. 5145.15 – Student and Family Privacy Rights)

All instructional materials, including teacher's manuals, films, tapes, or other supplementary materials which will be used in connection with any survey, analysis, or evaluation of any applicable program shall be available for inspection by parents/guardians.

(cf. 5125 – Student Records)

Legal Reference:

ALASKA STATUTES

[14.03.110](#) Questionnaires and surveys administered in public schools

UNITED STATES CODE

[20 U.S.C. 1232\(h\)](#) (Hatch Amendments)

~~No Child Left Behind Act, Title II, § 1061, P.L. 107-110 (2001), amending the Protection of Pupil Rights Act, [20 U.S.C. § 1232h](#)~~

Every Student Succeeds Act, [P.L. 114-95](#)

Goals 2000: Educate America Act, [Pub. L. No. 103-227](#), 108 Stat. 125 (1994)

Revised ~~4/2022~~ 2/2024

Document Status: Draft

Policy Required: No

BP 6164.2 GUIDANCE AND COUNSELING SERVICES

Note: The following sample policy may be revised as appropriate to reflect district philosophy and needs. [4 AAC 51.330](#) requires districts to establish procedures for career and vocational guidance services, including dissemination of information about vocational programs and access to information regarding advanced training, employment or placement.

The School Board shall provide a counseling program to enhance academic achievement and emotional security. The Board recognizes that some students are in greater need of guidance than others. The counseling program shall serve students' diverse needs and shall encourage productive learning experiences.

Counselors shall make every effort to respect student confidentiality as appropriate and shall consult with the Superintendent or designee or with the district's legal counsel whenever unsure of how to respond to a student's personal problem. Parental consultation and consent for counseling shall be obtained as appropriate.

(cf. 5141 – Healthcare and Emergencies)

(cf. 6164.3 – Student Mental Health – Medication and Services)

Academic counseling shall help students establish immediate and long-range educational plans consistent with their individual needs, abilities, interests and aptitudes without regard to sex. Insofar as possible, parents/guardians shall be included when making these plans, and student placement shall not be limited by past grades and test scores. Minority, disadvantaged, low-income and other students shall not be automatically or systematically channeled into vocational or special education.

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

Note: Under ~~the No Child Left Behind Act of 2001~~, the Every Student Succeeds, districts receiving federal funds must provide military recruiters the same access to students as is provided generally to post-secondary educational institutions and prospective employers.

Counseling staff shall help secondary students to plan for the future, become aware of their career potential, understand the business world and develop realistic perceptions of work. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships. Post-secondary institutions, prospective employers, and military recruiters may be granted access to students as deemed appropriate by counseling staff and the building administrator.

Note: [4 AAC 06.530](#) requires districts to establish written procedures for the biennial training of guidance and counseling personnel in the recognition of sex bias in counseling materials in techniques for overcoming the effects of sex bias.

As required by law, the Superintendent or designee shall provide biennial training for guidance and counseling staff in recognizing and overcoming sex bias.

(cf. 5125 - Student Records)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.52 - Suicide Prevention)

(cf. 6164.5 - Student Study Teams)

Legal Reference:

UNITED STATES CODE

Elementary and Secondary Education Act, [20 U.S.C. §9528](#), as amended by the ~~No~~ Child Left Behind Act of 2001 (P.L. 107-110) [Every Student Succeeds Act, P.L. 114-95](#)

ALASKA STATUTES

[14.18.030](#) *Discrimination in counseling and guidance services prohibited*

[14.18.050](#) *Discrimination in course offerings prohibited*

[14.30.171](#) *Prohibited actions*

[14.30.172](#) *Communications not prohibited*

[14.30.176](#) *List of community resources*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.530](#) *Guidance and counseling services*

[4 AAC 51.330](#) *Vocational guidance and placement*

Revised ~~01/07~~ [2/2024](#)

9/92

Document Status: Draft

Policy Required: No

BP 6174 BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS

Title has been updated. Original Title: BILINGUAL-BICULTURAL EDUCATION LIMITED ENGLISH PROFICIENCY

Note: Under the federal ~~No Child Left Behind and Bilingual Education Acts~~ Every Student Succeeds Act, which amends the English Language Acquisition, Language Enhancement, and Academic Achievement Act, districts have specific obligations toward ~~limited-English proficient students~~ English learners, including immigrant children and youth, and their families. School districts must develop programs for ~~limited-English proficient (LEP) students that emphasize English language instruction, and that have a primary goal of mainstreaming LEP students into regular classroom settings.~~ English language learners (ELL) that are designed and implemented to increase English language proficiency and academic achievement in meeting challenging academic standards and providing high-quality professional development to ELL classroom teachers. School districts are required to notify the families of students placed in an LEP program as soon as this occurs. Notification should include: (1) an explanation of why their child has been placed in the program; (2) a description of the program their child is in, as well as a description of all other types of available language programs; (3) notice of a parent's right to choose among instructional programs if more than one is available; (4) an explanation of how the current program will help their child to develop academically, learn English, and achieve the standards necessary for grade promotion and graduation; and (5) notice of a parent's right to have his or her child moved from an LEP program to a regular program if they so desire. School districts must provide required parent notifications in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by families.

Note: AS 14.30.400 mandates districts to provide in accordance with state regulations a bilingual-bicultural education program for each school with eight or more students of limited English-speaking ability whose primary language is other than English. 4 AAC 34.055 requires each district enrolling limited-English-proficient students to take appropriate steps to develop their English skills and to provide meaningful participation in the academic program. For districts enrolling eight or more LEP ELL students in a single school, the district must submit to the Department of Education and Early Development an annual plan of service for LEP-ELL pupils. The following sample policy may be revised to reflect district philosophy and needs. The plan should be filed by April 15 and the district should implement the plan of service the year following its submission. The district may designate the effective dates of the plan, which can encompass up to five school years. Any changes to an existing plan of service must be filed with EED before implementing the changes.

English Language Learners Program And Plan of Service

In accordance with the School Board's philosophy mission to provide a quality

educational program to all students, students who are English language learners (ELL) ELL will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a second language instruction. In addition, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can attain meet the same challenging academic standards adopted by the School Board and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a Second Language instruction. that all students are expected to meet.

The district shall submit an annual plan of service if eight or more ELL students are enrolled in a single school. The plan of service shall provide:

1. A statement of the district's educational goals and instructional methodology;
2. The district's plan of identification of all students who are or who may be ELL students, including the use of a state-approved assessment for identification of English language proficiency;
3. The district's procedure for assessing the educational progress of ELL students;
4. The district's program of services and instructional model for ELL students;
5. An identification of instructional staff and educational resources;
6. The district's process for monitoring the academic progress of former ELL students for two years after they are no longer identified as ELL students;
7. The district's program evaluation that addresses the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification; and
8. Parent and community involvement.

The Superintendent or designee shall implement and supervise an LEP-ELL program that ensures appropriate LEP-ELL instruction and complies with federal and state laws and regulations. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

Students in limited-English proficiency programs shall receive instruction in the core curriculum through their primary language when possible and appropriate in order to sustain academic progress. Academic instruction provided in English shall, whenever necessary, be specially designed and presented so as to facilitate complete understanding of the total academic content. Students shall also receive instruction which promotes positive self-concepts and cross-cultural understanding.

(cf. 6141.3 - Multicultural Education)

Students who are taught core academic subjects in non-English-speaking classes shall spend as much time as possible in classrooms with students who speak fluent English.

The LEP-ELL program shall be designed to provide instruction that meets each student's individual needs, based on assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. Students participating in LEP-ELL programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the School Board.

Identification and Placement

Note: [4 AAC 34.055](#) requires the district's plan of service to provide the district's plan for the identification of pupils who are limited English proficient.

Note: Under [4 AAC 34.090](#), "limited English proficient" means an individual who (a) is between 3 and 21 years old; (b) is enrolled or preparing to enroll in an elementary or secondary school; (c) falls into one or more of the following categories of individuals: (i) an individual not born in the United States or whose native language is a language other than English, or (ii) is an American Indian, Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and (d) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the: (i) the ability to obtain a proficiency level of proficient or advanced achievement levels that meet standards as described in [4 AAC 06.739](#), on the ~~subtests~~ state assessment in reading English and language arts or in reading and language arts under [4 AAC 06.737](#) or [4 AAC 06.755](#); (ii) the ability to obtain a passing score on the subtests in reading and language arts under [4 AAC 06.755](#); (iii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iv) (iii) the opportunity to participate fully in society.

The Superintendent or designee shall maintain procedures which provide for the careful identification, assessment and placement of students of limited English proficiency in accordance with state regulations and the district's service plan. On an annual basis, the district shall administer a state approved assessment for identification of English language proficiency to all students who may be eligible for services have limited English proficiency, but who have not already been identified as ELL students.

An individual student's participation in the bilingual/bicultural program is voluntary on the part of the parent/guardian.

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

Standardized Assessment

Note: ~~4 AAC 06.775, adopted by the Department of Education and Early Development in 2003, requires the participation of all LEP students in the statewide student assessment system. This includes standard norm-referenced testing, standards-based testing, and the high school graduation qualifying exam.~~ [4 AAC 06.776](#) requires the participation of all ELL students in the statewide student assessment system. This includes standard norm-referenced testing, standards-based testing, and a college and career readiness assessment. Under federal law, all LEP ELL students served by programs funded under Title III must be assessed annually. Further, states may not exempt LEP students from any portion of an annual ELP assessment, nor "bank" the proficient scores of ELP students in particular domains in any given year until such time as a student is proficient in all domains.

Students identified as limited English proficient shall participate, either with or without an accommodation, in statewide student assessments. The Superintendent or designee shall

appoint a team that includes parents and teachers to determine the necessary accommodations for students with limited English proficiency, if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency.

“Accommodations” include a change in the manner in which a test included in the statewide student assessment system is given to a student, and that does not alter what is measured by the assessment. The team will document the accommodation decision.

Note: Accommodations are to be determined under DEED’s Participation Guidelines for Alaska Students in State Assessments. “Modifications” may not be provided by the team. “Modifications” means a change to either the content or the administration of a test included in the statewide student assessment system, if the change alters what is measured by that test. 4 AAC 06.776.

Reassignment

Note: Pursuant to 4 AAC 34.055, the district's service plan must identify the procedure for assessing the educational progress of LEP ELL pupils. Additionally, a student's parent/guardian may request placement in a regular school program. In 2003, the regulation was amended to provide an objective standard for when LEP services are no longer required. The regulation provides an objective standard for when ELL services are no longer required. A student will remain eligible for services until the student obtains on tier B or tier C of the approved annual assessment a: 1) composite score of 5.0 or higher; and 2) score of 4.0 or higher in each of the tested domains of reading, writing, speaking and listening.

Students of limited English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. A student will remain eligible for services until the student:

- 1) Is not assessed as an LEP student for two consecutive annual assessments of English proficiency; and
- 2) In the statewide assessment system, obtains a proficiency level of proficient or advanced on the subtests in reading and writing, or reading and language arts.

obtaining assessment scores as established by law.

The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.

Parent/Guardian and Community Involvement

Note: 4 AAC 34.055 requires the district’s plan of service to provide for the involvement of parents/guardians and community members in the bilingual-bicultural educational program.

The School Board recognizes the need to involve parents/guardians and community members in the development, evaluation and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

Note: ~~Under the No Child Left Behind Act, notice provisions are very specific as to content of the notice and when it must be given. Students placed in, or identified for, an LEP program before the beginning of the school year must receive notice no later than 30 days after school starts. For students newly identified after the beginning of the school year, parental notice is due within two weeks after the student's placement in the program.~~ The Every Student Succeeds Act continues the detailed requirements for parental notification set forth in the No Child Left Behind Act. This includes provisions that are very specific as to content of the notice and when it must be given. Students placed in, or identified for, an ELL program before the beginning of the school year must receive notice no later than 30 days after school starts. For students newly identified after the beginning of the school year, parental notice is due within two weeks after the student's placement in the program. School districts are required to notify the families of students placed in an ELL program as soon as this occurs. Notification should include: (1) an explanation of why their child has been placed in the program; (2) a description of the program their child is in, as well as a description of all other types of available language programs; (3) notice of a parent's right to choose among instructional programs if more than one is available; (4) an explanation of how the current program will help their child to develop academically, learn English, and achieve the standards necessary for grade promotion and graduation; (5) the specific exit requirements for the program, the expected rate of transition to non-ELL programs and the expected secondary graduation rate for the program; (6) in the case of a child with a disability, how the program meets the objectives in the child's IEP; and (7) notice of a parent's right to have his or her child moved from an ELL program to a regular program if they so desire. School districts must provide required parent notifications in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by families. A sample parental notification is provided at E 6174.

The district shall notify parents of students qualifying for ~~LEP~~ ELL programs regarding the instructional program and parental options, as required by law. The notice should state the reasons for identifying the student as ~~limited English proficient~~ an English language learner, including the student's level of proficiency and how the district determined that level. The student's overall academic achievement should also be included in the notice. The notice must describe the ~~LEP~~ ELL program's instructional methods and explain specific exit requirements and how the student will transition from the program. Finally, the notice shall advise parents of their right to remove the child from the program, to choose an alternative program if available, and to obtain assistance in choosing a program. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

(cf. 1220 - Citizens Advisory Committees)

Program Evaluation

Note: [4 AAC 34.055](#) requires a district's plan of service to establish procedures for an annual evaluation which addresses the effectiveness of the program in meeting the English-language development needs of **LEP ELL** students and achieving student academic progress goals; and, reflecting any identified need for program modification. Additionally, districts must have a process for monitoring the success and academic progress of exited **LEP ELL** students **for two years after the student is no longer identified as an ELL student.**

The Superintendent or designee shall establish procedures for the annual evaluation of bilingual bicultural education programs in conformance with state and federal regulations.

Note: Federal Law ([20 U.S. Code section 1703 \(f\)](#)) prohibits districts from discriminating against a student on the basis of race, color, sex or national origin by failing to take appropriate action to overcome language barriers that impede bilingual-bicultural students' equal participation in instructional programs. Federal courts have approved bilingual-bicultural programs which (1) are based on sound educational theory, (2) use methods reasonably calculated to effectively implement such theory, and (3) "produce results indicating that language barriers confronting students are actually being overcome."

When evaluating the adequacy of bilingual-bicultural education, the School Board shall consider data which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

Legal Reference:

ALASKA STATUTES

[14.30.400](#) Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.775](#) Assessment of a student with limited English proficiency

[4 AAC 34.010-4 AAC 34.090](#) Bilingual-bicultural education

UNITED STATES CODE

[20 U.S.C. §§ 1702-03,](#)

Bilingual Education Act, [20 U.S.C. §§ 7401](#) et seq. As amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act, Title III [§§ 3001-3304](#) of HR1.

~~[20 U.S.C. § 6811](#), et. seq., English Language Acquisition, Language Enhancement, and Academic Achievement Act, as amended by the Every Student Succeeds Act ([P.L. 114-95](#) (December 10, 2015))~~

COURT DECISIONS

Castenda v. Pickard 648 F.2d 989 (5th Cir. 1981)

Teresa P. et al v. Berkeley Unified School District et al, 724 F.Supp. 698 (N.D.³⁷)

Cal. 1989)

Revised ~~3/2017~~ 2/2024

9/92

Date: February 6, 2024
To: LPSD School Board
From: Laura Hylton, Finance Director
RE: ESSER III Budget FY25

The ESSER III budget plan is attached, it includes actual expenditures in FY23 and budgeted expenditures for FY24. Funds expire on 9/30/2024.

DEED has approved use of the ESSER III funds to assess and correct the drainage and rear doors which contributed to water infiltration of the school in the spring of 2020. Water buildup and ice formation have created problems in other ways over the years, falls due to puddling and ice.

In the spring of 2023 our architect under term contract and engineering specialist visited Newhalen and assessed the drainage and building to determine the needed corrects. Their report and subsequent review identified site grading, drainage pumps and several building fixes to address the issues.

Due to our limited funds of \$210,000, we worked with architects and engineers and identified a contractor who is already going to be mobilized in Newhalen this summer. The contractor expressed interest in the project and provided a tentative pricing. The pricing is less than \$100,000 for LPSD Board Policy and under the Federal formal bid amount of \$150,000 allowing flexibility. Three informal quotes are required to under these thresholds.

The ESSER III funds will allow LPSD to correct the drainage and building deficiencies to prevent water infiltration to protect the integrity of the school building. It is our intention to move forward with this project as soon as practical in the spring. Our Architect has agreed to have engineering staff on site to direct the site work. This approach saves the cost of developing a full design package since a formal sealed bid is not required.

ESSER III 7/1/2022			TOTAL
	FY23	FY24	1,024,268.29
Vision Screener	5,995.00		
Tech liasons	53,658.93	30,200.00	30,200.00
Cell phone stipend	15,497.82		
Snap FY23	27,714.03		
Learning loss books	911.01		
Inservice	19,060.68		
3rd FY 23 Jamabee VB	46,635.65		
3rd FY 23 Jamabee BB	<u>66,537.90</u>		
			236,011.02
Excess cost Food Svc FY23	345,864.84		345,864.84
Newhalen drainage design	9,728.50		
Repair work	<u> </u>	210,000.00	
			219,728.50
Counselor Fink & Leyba Benefits		24,248.96	
		<u>14,045.84</u>	
			38,294.80
Career Dev. Specialist .5 Benefits McCasland		46,560.00	
		<u>24,819.38</u>	
			71,379.38
SNAP meet FY24		32,729.24	32,729.24
Budgeted Expense	<u>591,604.36</u>	<u>382,603.42</u>	<u>974,207.78</u>
Indirect Costs 5.04%; 5.37%	29,514.71	20,545.80	50,060.51
	<u>621,119.07</u>	<u>403,149.22</u>	<u>1,024,268.29</u>
			(0.00)
Learning Loss	190,089.14	142,403.42	