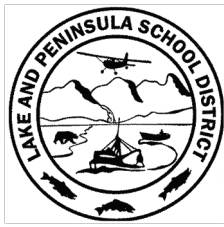


**THE LAKE AND PENINSULA SCHOOL DISTRICT**  
**Work Session AGENDA**  
**January 23, 2025, 9:00 AM**

Agenda

- |  |    |
|--|----|
| 1. Resolution 25-01 USDA Grant Reporting System Resolution                     | 2  |
| 2. Resolution 25-02 TVEP: Technical Vocational Education Program<br>Resolution | 4  |
| 3. 2025-2026 School Calendar Draft   | 8  |
| 4. Small School Projection for 2025-2026                                       | 9  |
| 5. Policy Updates - Spring 2025  | 13 |



## THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive  
P O Box 498  
King Salmon, Alaska 99613  
(907) 313-3841

1617 S. Industrial Way #1  
Palmer, AK 99645  
(907) 745-7090



### RESOLUTION 25-01

## A RESOLUTION OF THE LAKE AND PENINSULA SCHOOL BOARD AUTHORIZING ASSIGNED REPRESENTATIVE SIGNATURE CERTIFIER FOR USDA GRANTS FOR BBRCTE

### Agency Relationship Certificate

The Lake and Peninsula School Board (hereinafter the "Organization") hereby certify; that the following are true and correct copies of resolutions duly adopted by the Organization through the power vested in my position as Board President on January 23, 2024, in accordance with the bylaws of the Organization; and that none of the following resolutions have been rescinded or modified:

### BE IT HEARBY RESOLVED

1. RESOLVED that Laura Hylton Finance Director (individual), the Lake and Peninsula School District, have the assigned Representative Signature-Certifier security role on behalf of the Organization, who shall be responsible for providing signatures, authorizing certifications, entering/updating applications, submitting applications for consideration, and assigning access to new users in USDA's Online Application Intake System for Telecommunications Programs. If application(s) are awarded under these Programs, the Representative-Signature-Certifier security role on behalf of the Corporation, shall also be responsible for authorizing certifications, entering/updating compliance reports, submitting compliance reports, and assigning access to new users in USDA's Online Financial Reporting and Compliance System.

2. RESOLVED that Valerie Heinrichs, Accountant, has been assigned Administrator(s) security role on behalf of the District, who shall be responsible for assigning access to new users and entering/updating application(s) in USDA's Online Application Intake System for Telecommunications Programs. If applications are awarded under these Programs, the Administrator(s) security role on behalf of the Corporation, shall also be responsible for assigning access to new users and entering/updating compliance reports in USDA's Online Financial Reporting and Compliance System.
  
3. RESOLVED that the Representative-Signature-Certifier and Administrator(s) for the Organization shall comply fully with all security procedures and policies of the Online Application Intake System for Telecommunications Programs and USDA's Online Financial Reporting and Compliance System.

PASSED AND ADOPTED BY A DULY CONSTITUTED QUORUM OF THE LAKE AND PENINSULA SCHOOL BOARD THIS 23<sup>RD</sup> DAY OF January, 2025.

\_\_\_\_\_  
Gerda Kosbruk, Board President

\_\_\_\_\_  
Beth Hill, Board Clerk



Department of Labor and Workforce Development  
ALASKA WORKFORCE INVESTMENT BOARD

State of Alaska / DOLWD / AWIB / TVEP

## Alaska Technical Vocational Education Program (TVEP)

In 2000, legislation was enacted establishing the Alaska Technical Vocational Education Program. Recipients of TVEP non-competitive grant funds are part of a statewide vocational training system, working together with industry and state agencies to provide a comprehensive and unified response to Alaska's training needs.

TVEP funds must be used for technical and vocational training programs that align with workforce regional demands and the Alaska Workforce Investment Board's industry priorities. The AWIB's policy on vocational and technical education entitled "Alaska's Future Workforce Strategic Policies and Investment Blueprint" describes Alaska's framework and guiding principles for development of technical and vocational education within Alaska's workforce development system.

TVEP Grant Recipients Include:

- Alaska Technical Center
- Fairbanks Pipeline Training Center
- Ilisagvik College
- Northwestern Alaska Career & Technical Education Center
- Partners for Progress in Delta, Inc.
- Prince of Wales, Community Learning Center
- Sealaska Heritage Institute
- Southwest Alaska Vocational and Education Center
- Yuut Elitnaurviat, Inc. People's Learning Center

LINKS

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TVEP PROVIDERS

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GRANTEE RESOURCES



Cover Letter for a Resolution of Support for Inclusion of BBRCTE programs in TVEP Funding

To: Alaska State Legislature  
From: The Lake and Peninsula School District (LPSD)

The Bristol Bay Region Career and Technical Education Consortium (BBRCTE) was formed over a dozen years ago to address the need for career and technical education in the Bristol Bay region. BBRCTE is focused on introducing high school students to regional career opportunities. The consortium of the four school districts in the Bristol Bay Region offers residential intensive and semester-long coursework leading to college credit and/or industry recognized certifications to high school students within the region.

The Board of Directors of LPSD supports the inclusion of BBRCTE in funding under the Technical Vocational Education Program (TVEP) per the attached resolution.

TVEP has been a critical funding mechanism for a number of programs bridging from secondary to post-secondary education, and has helped create pathways to good jobs for Alaskans in many areas of the state. The University of Alaska and several regional training centers have been major players in utilizing the funds to train Alaskans with job and employability skills to fit both the local and state-wide economies, but their reach into the K-20 space has been limited. For thirteen years, BBRCTE has provided a bridge program to prepare high school students for successful entry into the workforce.

TVEP provides a stable funding source for the development and operation of both training programs and capacity building for the providers to help maintain an educational infrastructure that is accessible regionally. The UA and the regional training centers are currently stretched and need to be able to deliver training across distances through both technology and direct instruction. The TVEP is a major resource for those institutions. BBRCTE is among the state's leading career and technical education providers, and provides content beyond the reach of existing programs.

The Lake and Peninsula School District would like to reiterate our continuing advocacy of the TVEP as an integral part of the state's education plan. We strongly support the inclusion of BBRCTE in TVEP funding as a support in efforts to provide training as a critical piece of workforce development. We hope to work to provide insights to the Legislature, as well as to continue the dialogue with employers, educators, parents and communities.

Thank you for your consideration of this resolution,

Gerda Kosbruk, Board President  
Lake and Peninsula School District



LPSD RESOLUTION 25-02

Supporting BBRCTE Inclusion in the Technical Vocational Education Program (TVEP)

WHEREAS, the mission of the Bristol Bay Region Career & Technical Education Consortium (BBRCTE) is to provide high school students with regional career opportunities to ensure all students have access to quality career and technical education (CTE) offerings;

WHEREAS, BBRCTE is a long-standing consortium of the four school districts in the Bristol Bay region, formed thirteen years ago, to address CTE needs in the region's public schools that were going unmet due to funding shortfalls;

WHEREAS, the member organizations of BBRCTE have, since its inception, made it a priority to support the consortium's activities, by weaving many short-term funding sources together to meet the goal of providing quality programs;

WHEREAS, stable funding sources, like TVEP, promote both growth and the development of sustainable, targeted workforce development and training programs;

WHEREAS, in a challenging fiscal environment, fully-funding workforce development, and training programs must be a budget priority by our state to assure all Alaskans have access to gain the necessary skills for career opportunities;

WHEREAS, the Technical and Vocational Education Program (TVEP) has proven to be integral to maintaining career and technical education programs across the state;

WHEREAS, BBRCTE is a thriving, high-quality program, successfully offering more than forty residential intensive and distance/blended courses providing over six hundred and fifty seats during the 2023-2024 school year leading to increased skills, college credit and/or industry recognized certifications to high school students within the region;

WHEREAS, BBRCTE continues to develop new pathways in active collaboration with numerous state and regional entities, including the Alaska Departments of Labor and Education and Early Development, to address pressing training and employment needs in Alaska, through initiatives like its innovative Education Apprenticeship program.

THEREFORE BE IT RESOLVED that the Board of Directors of the Lake and Peninsula School District requests that the Alaska Legislature include BBRCTE in the TVEP program to increase the long-term viability of its programming, and that the Alaska Legislature continue funding this essential program for our state.

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Gerda Kosbruk, Board President  
Lake and Peninsula School District

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Date

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Austin Shangin, Board Vice President  
Lake and Peninsula School District

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Date

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Beth Hill, Board Clerk  
Lake and Peninsula School District

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Date

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Margie Olympic, Board Member  
Lake and Peninsula School District

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Date

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Amber Christensen-Fox, Board Member  
Lake and Peninsula School District

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Date

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Harry Ricci, Board Member  
Lake and Peninsula School District

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Date

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Sarah Armstrong, Board Secretary/Treasurer  
Lake and Peninsula School District

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Date

# DRAFT LPSD School Calendar 2025-2026 TEMPLATE

1/21/2025 DRAFT

District Name: LPSD School: \_\_\_\_\_  
 Approved By: \_\_\_\_\_ Title: 2025-2026 SCHOOL CALENDAR

July 2025							August 2025							September 2025							October 2025						
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
		1	2	3	4	5						1	2	1	2	3	4	5	6				1	2	3	4	
													H	I	O	S	S				S	S	S				
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
													I	S	S	S	S		S	S	S	S	S				
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
													I	S	S	S	S		S	S	I	I	I				
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
													I	S	S	S	S		W	S	S	S	S				
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				26	27	28	29	30	31		
							NI	NI	I	I	I	W	I	S				S	S	S	S	S	E				
							31																				

# of Inservice Days:	# of Inservice Days: 3	# of Inservice Days: 5	# 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: 22	# of Teacher Days: 23

November 2025							December 2025							January 2026							February 2026						
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
						1	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7	
							S	S	S	S	S						H	V		S	S	S	S	S			
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
	S	S	S	S	S		S	S	S	S	S			FV	FV	FV	FV	FV		S	S	S	S	S			
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
	S	S	S	S	S		S	S	S	S	S	E		S	S	S	S	S		S	S	S	S	FI			
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
	S	S	S	S	S		V	V	V	H	V		S	S	S	S	S		S	S	S	S	S				
23	24	25	26	27	28	29	28	29	30	31			25	26	27	28	29	30	31								
	S	S	S	H	H		V	V	V				S	S	S	S	S										
30																											

# of Inservice Days: 0	# of Inservice Days: 0	# of Inservice Days: 0	# of Inservice Days: 1
# of Student Days: 18	# of Student Days: 15	# of Student Days: 15	# of Student Days: 19
# of Teacher Days: 20	# of Teacher Days: 16	# of Teacher Days: 16	# of Teacher Days: 20

March 2026							April 2026							May 2026							June 2026							
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	
1	2	3	4	5	6	7					1	2	3	4						1	2	1	2	3	4	5	6	
	S	S	S	S	I/E						S	S	S						S									
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
	S	S	S	S	S		T	T	T	T	T		S	S	S	S	C/E	W										
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
	S	S	S	S	S		S	S	S	S	FI																	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
	S	S	S	S	S		S	S	S	S	S																	
29	30	31					26	27	28	29	30		24	25	26	27	28	29	30	28	29	30						
	S	S					S	S	S	S																		
													31															

# of Inservice Days: 1	# of Inservice Days: 1	# of Inservice Days: 0	# of Inservice Days:
# of Student Days: 21	# of Student Days: 21	# of Student Days: 6	# of Student Days:
# of Teacher Days: 22	# of Teacher Days: 22	# of Teacher Days: 7	# of Teacher Days:

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

Quarter Dates	
<i>End Quarter Dates are Minimum Days or Full Inservice Days</i>	
October 31, 2025	
December 19, 2025	
March 6, 2026	
May 8, 2026	

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

## **LPSD Current Small School Intent to Enroll Practice**

In mid-March each spring, LPSD asks Principals to gather perspective from each of our small school communities regarding their intent to enroll for the following school year.

This perspective is solicited by having each family of a school with 15 or fewer currently enrolled students fill out an intent to enroll form.

As of January 22, 2025, the following school sites have 15 or fewer K-12 students enrolled:

- Levelock (9)
- Chignik Lagoon (14)

Based on the projected enrollment at sites in mid-March often guides our immediacy of hiring for the following Fall school year.

For schools who do not have 10 students enrolled, LPSD has made certain to strive towards staffing the school with a veteran educator as a long term employee at least through count period (late August through the end of October).

I want to highlight the effort to staff the school with a veteran and ideally someone who is already familiar with LPSD competency based learning so students do not miss out through a learning curve of a new educator.

As count approaches we can often predict through conversations with local community whether they found students to make it to 10 or if parents are already making other plans with their students for the duration of the school year, which triggers next steps.

### **Below: Budget Effects of Closing a School**

- State funding year to year depends on the October Count Period (BSA Formula)
- Attached is a simple break down that has helped me to understand the financial implications of school closures (as an example)

# MEMORANDUM

March 14, 2016



Phone: 250-4621

E-mail: bobl@jadenorth.com

**To:** Lake and Peninsula Borough Assembly  
Nathan Hill, Borough Manager  
Ty Mase, Laura Hylton; Lake and Peninsula School District

**From:** Bob Loeffler

**Subject:** Budget Effects of a School Closing

The effect on the School District budget of closing a school is highly dependent on the specifics of the school. This is especially true of the effects for first year's effects, the long-run effects are somewhat more predictable. The effects are illustrated in the example calculation below.

<b>The Budget Effect of Closing a School</b>	
<b>Lost Revenue</b>	
Lost Alaska School Foundation Formula	\$(541,785)
Lost Federal Revenue	\$(151,964)
<b>Subtotal:</b>	<b>\$(693,749)</b>
<b>Approximate Savings</b>	
Approximate Salaries/Benefits for two teachers	\$180,000
Approximate Salaries/Benefits for two non-teachers	\$100,000
Utilities (Average of Egegik & Pilot Point)	\$27,315
Other Variable Costs	\$105,834
<b>Subtotal:</b>	<b>\$413,148</b>
<b>Recovered Revenue</b>	
2 correspondence Students	\$10,584
2 students go to a school with >20 students; <30	\$23,204
<b>Subtotal:</b>	<b>\$33,788</b>
<b>Total</b>	<b>\$(246,812)</b>

**Summary.** The table shows that a “typical” school closing costs the district approximately a quarter-million dollars from its budget. The lost revenue is roughly a quarter million more than savings.

Of course, no school is exactly like the one in the table above. Some will have different utility costs. Some will send more or fewer students elsewhere in the district. Some schools will have special education students (the table assumes none). In other schools, the district will be unable to achieve the full savings the first year, because staff may have been already hired, or because the community may require that the building be useable for a year.

This result – a significant budget loss -- is because closing a school costs the district state and federal funds which are more-or-less based on a per-student formula. But the district only saves

the operating cost of that school. The fixed cost of the district: administration, school board, tutors, maintenance staff are spread over fewer and fewer students.

To help with the budget shock of a school closing, the state school foundation formula has a “hold harmless” clause. If the school closing results in the district losing over 5% of its students, the state does decrease the school foundation funds over a 3-year period: 25% the first year, 50% the second year, 75% the third year, and all of that school’s funds in the fourth year. That would modify the table above to mean that the district would see an approximately \$160,000 *increase* in the first year, which would change to the full quarter-million decrease in year 4.

#### **Assumptions for the table:**

- ***Loss of School Foundation Formula Funds: -\$541,785.*** Closing a school that previously had between 10 and 20 students means that the school district loses \$541,785 from Alaska’s school foundation formula
- ***Loss of Federal Funds: -\$151,964.*** The district gets somewhat less than a dozen federal grants. Each has their own unique method of allocating money. The largest grant, the federal impact assessment, changes depending on whether the student is the dependent of a federal employee. Rather than chase down the specifics of each grant including the employment status of potential lost students’ parents (which would drive myself and Laura crazy), I assumed that the one-third of the grant is dependent on the number of sites (so closing a school would decrease that third of one-twelfth), and another third is dependent on the number of students (so closing a school would decrease the federal money by the number of students lost to the district).
- ***Getting the School Foundation Formula Funds back when the students go elsewhere in the district: Highly variable – but assume \$33,788.*** The school foundation formula calculates a per-pupil amount only for schools with more than 20 students. So, if student who left with a closed school goes to another small school – one with fewer than 20 students – the districts gets no additional funds. After 20 students, the per-pupil amount is dependent on the school size. Also, correspondence students registered in the district get a certain amount. For purposes of this calculation (and after talking with Ty and Laura), I assume that students from the closed school are distributed as follows.
  - 2 students attend another district a school with more than 20 students;
  - 2 students register with the district’s correspondence school;
  - the remaining students either leave the district or go to another district school with less than 20 students.

A different distribution of students would change the resulting calculations somewhat, but not enough to change the overall conclusions.

- ***Savings: teachers and staff salaries and benefits: approximately \$280,000.*** Staff salaries and benefits vary by job and individual. After discussion with Laura, I assumed that a closed school would save two teachers (\$180,000 for both teachers), and two staff (\$100,000, total). However, the district save the teacher salaries in the first year, if it knows that it will not open the school in the spring. If the teachers are already hired – the school only learns in the fall that there are not enough students to keep the school opened, then the teachers have signed a contract and are kept on for that year. The savings comes only in Year 2.

- **Utilities: \$27,315.** Avoided utilities are a savings to the district. \$27,315 is the average of Egegik and Pilot Point's last year's utilities. Some communities cost a lot more. For example, Chignik Lake cost almost \$84,000 (but Chignik Lake seemed like it skewed the average, so I just used Egegik and Pilot Point).
- **Other variable costs: \$105,834.** These costs are an estimate by including site costs divided by 12 (i.e., one of 12 schools), and pupil costs divided by 8/304. (Assuming 8 students lost out of 304 total). Site costs are teacher travel, teacher housing subsidy, staff travel, communications cost, and supplies and material. Pupil costs are mostly student travel. No costs were included for special education or school board expenses.
- **No special education.** I assumed that the closed school did not have any special education students. If they are included, it would have increased the deficit for closing that school.

Draft

In Working Policy Drafts (separate from this document in Boardbook):

- Gray highlighted and crossed-out language is recommended for removal by AASB.
- Yellow highlight is new recommended language by AASB.

**AASB Policy Review- January 2025 (in black)**

**Superintendent Recommendations for Consideration (in blue)**

**BP - Board Policy for review:**

**→ BP 3580 DISTRICT RECORDS**

- Continuation of discussion from December 2024 regarding meeting recordings.
- BP 3580 states that LPSD will abide by the Model Records Retention Schedule for Alaska School Districts and Alaska Statute 40.21.070, requiring districts to follow the state records management and retention program to the extent practical.
- LPSD Follows all Records Retention Schedule in accordance with this Statute - including (currently) the topic Recording of Voice Conversations which includes “electronic audio file which includes verbatim minutes used to produce official minutes” recommended to be retained for 4 months after the approval of minutes or proceedings and then destroyed.
- If the School Board would like to change this, we would need to make changes in BB (Board Bylaw) 3580 SCHOOL BOARD MINUTES (below)

**→ BB (Bylaw) 9324 SCHOOL BOARD MINUTES**

- Recommendation is to maintain BB 9324 SCHOOL BOARD MINUTES in accordance with Alaska State Statute / BP 3580 Records Retention Schedule as we do with every other records schedule and maintain keeping recorded conversations (board meeting recordings) for 4 months after the approval of minutes.

**→ BP 1250 VOLUNTEER ASSISTANCE**

- This update modifies BP 1250 to clarify that background checks should be completed for all volunteers, regardless of the number of hours worked. It also clarifies that school visitors do not need to obtain a background check.
- Recommendation to adopt changes as stated by AASB.

→ **BP 5121 GRADES / EVALUATION OF STUDENT ACHIEVEMENT**

- This policy update reflects AASB’s determination that automatically assigning failing grades to students for truancy is not in best practice. This is because:
  - If a student has earned a grade by demonstrating mastery of the content, they should be able to keep the grade they have earned.
  - Some districts maintain policies where multiple tardies result in unexcused absences, and the result of this could mean that multiple tardies result in a failing grade.
  - The final paragraph of the policy, which has not been removed, provides accountability for student learning and grades.  
The model policy has been updated to remove this option. However, individual districts may revise this policy as they best see fit.
- Due to the current nature of accountability in our competency-based system, where students naturally do not progress if they are not in school and not striving towards standard proficiency, the **unexcused absence - note** could be left out of this policy.

→ **BP 5125.3 WITHHOLDING GRADES, DIPLOMA, OR TRANSCRIPTS**

- From AASB: *\*Remove Board Policy\**  
As with BP 5121, AASB believes this policy, which permits the withholding of grades, transcripts, and diplomas if a student is indebted to a district for lost or damaged items, does not reflect best practice. AASB recommends removing and archiving this policy in its entirety for the following reasons:
  - Withholding grades, diplomas, or transcripts can have significant long- term consequences for students and their post-secondary employment or education opportunities, and in turn on their families and communities.
  - Students earn their grades and diplomas by demonstrating mastery of the content. If a student has earned their grades or diploma, they should not be withheld as a punishment or deterrence.
  - School districts have other means to seek reparations or recover losses from equipment or property damages, rather than withholding grades, diplomas, or transcripts.
  - The language suggesting that students who are unable to pay for assessed damages should provide voluntary work instead is inequitable. Voluntary work and community service can be an appropriate assignment for all students. Those students whose parents can afford to pay for damages should not be exempt from community service if the district deems this an appropriate response to property or equipment damage.  
The model policy has been updated to remove this policy in its entirety. However, individual districts may revise this policy as they best see fit.
- Recommendation to remove as stated by AASB.

→ **BP 5131.5 VANDALISM, THEFT, AND GRAFFITI**

This policy has been updated to reflect the removal of BP 5125.3. If an individual district does not remove BP 5125.3, this policy should not be updated.

- [Recommendation to adopt changes as stated by AASB.](#)

→ **BP 6161.2 DAMAGED OR LOST INSTRUCTIONAL MATERIALS AND EQUIPMENT**

- This update adds language to address damaged or lost equipment along with damaged or lost instructional materials. It has also been updated to reflect the removal of BP 5125.3, above. If an individual district does not remove BP 5125.3, the edit removing reference to BP 5125.3 should not be accepted.

- [Recommendation to adopt changes as stated by AASB.](#)

→ **BP 5131.1 BUS CONDUCT**

- This minor update revises the language of the policy to clarify expectations for students riding the bus.

- [Recommendation to adopt changes as stated by AASB - LPSD has school buses in Kokhanok \(large SUV\), Newhalen/Iliamna \(formal yellow school bus\) and Port Heiden \(large SUV\)](#)

→ **BP 5141.3 HEALTH EXAMINATIONS**

- This minor update revises language regarding health examinations for students and clarifies that districts may require health examinations for student participation in extracurricular activities.

- [Recommendation to adopt changes as stated by AASB.](#)

→ **BP 5141.31 IMMUNIZATIONS**

- This update clarifies that under state law, personal or philosophical opposition to vaccinations is not sufficient to receive an exemption from the state's mandatory vaccination requirements for students. The only exemptions permitted are for medical or religious reasons. The update also provides that students who are considered homeless under the McKinney-Vento Homeless Assistance Act may be provisionally admitted to school even without a vaccination record.

- [Recommendation to adopt changes as stated by AASB](#)

→ **BP 5141.51 AT-RISK YOUTHS**

- LPSD Currently does not have this policy.
- This policy is to utilize best practice language and clarify districts should be an active participant in identifying students in need of aid.
- [Recommendation to adopt changes as stated by AASB, many of these practices we already consider when working with youth.](#)

**E 6171 NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT 2001**

- **\*\*Remove Exhibit\*\*** This exhibit was a notice to parents created as part of the transition from the No Child Left Behind Act to the Every Student Succeeds Act in 2016. It is no longer applicable and may be removed.
- [Recommendation to remove as stated by AASB.](#)

**\*Administrative Regulations are for informational purposes only**

**AR 0520 SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT**

- AASB suggests we remove this AR.
- This administrative regulation implemented the old star rating system for school accountability, which has been revised and replaced in state law and regulation. The current school accountability regulations, 4 AAC 06.800 - .899, are reflected in model Board Policy 0520, updated in 2021 to reflect the changes.

**AR 1250 VOLUNTEER ASSISTANCE**

- This is a new AR that addresses the expectations, roles, and responsibilities principals, the district, and volunteers have when utilizing volunteer assistance. This regulation is not exhaustive, and all the parties may have more or fewer roles.
- Our Administrative team has not yet reviewed this for feedback

## BP 3580 DISTRICT RECORDS

Note: [Alaska Statute 40.21.070](#) requires districts to follow the state records management and retention program to the extent practical. In 2007, the Department of Education and Early Development updated its 1992 publication relating to records retention practices for school districts. The newly updated *Model Records Retention Schedule for Alaska School Districts* lists and describes most records that school districts administer and recommends minimum retention guidelines, irrespective of the media utilized. The schedule is only a guide and districts may establish their own varying schedules to meet specific school or community needs or practices.

School district records shall be developed, maintained and disposed of according to the requirements of federal and state laws and regulations. Records, regardless of format, should remain accessible and durable for their prescribed retention period. Electronic records, including email, should be administered under operating policies and procedures, ideally in an unaltered format, to ensure that the records remain authentic and trustworthy for their full retention period.

Note: In 2007, the Federal Rules of Civil Procedure underwent a major revision to include electronic discovery rules. The Federal Rules mandate that entities, including school districts, retain documents that are relevant to a claim or defense to a claim. Thus, electronically stored information that is relevant to a claim must be saved for an extended period of time. Even inadvertent destruction of electronic data, for example pursuant to your email purging procedures, can result in sanctions for your district if you are involved in litigation. A "litigation hold" is a directive to parties not to destroy any documents, including electronically stored information in all of its various forms, that might be relevant to a legal proceeding, or that might lead to the discovery of relevant information. In the event the district becomes aware of actual or threatened litigation, audit, or investigation that may concern a group of records, those records should not be disposed of until authorized to do so upon advice of your attorney.

The Superintendent or designee shall undertake the preservation and retention of records and data, including electronically stored information, when there becomes a likelihood that potential litigation will occur.

Irreplaceable, vital school district records must be protected against destruction in the event of a fire, flood, earthquake, terrorist act or other disaster. Vital records are those containing critical information essential to the continuity of operations, or the protection of the rights and interests of the school district, its students, and staff. The Superintendent or designee shall identify vital records and implement measures to ensure that these documents are preserved.

The School Board authorizes the destruction of records having no legal or administrative value or historical interest, following retention for those periods described in the records retention schedule.

Note: [Alaska Statute 40.21.080](#) provides that public records may not be destroyed except on the authority of the local governing body. The Board may authorize by policies or regulations, the disposal of "routine records." The District should establish regulations defining its routine records, and time limits for retention of all records.

The School Board adopts as its Records Management System the Model Records Retention Schedule for Alaska School Districts. The Superintendent or designee will implement a records management program consistent with this Schedule.

The Superintendent or designee shall ensure the confidentiality of district records as permitted or required by law. All district employees must guard against improper disclosure of confidential and

personally identifiable information.

(cf. 1340 - Access to District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Records)

(cf. 5125 - Student Records)

Note: Participants in the E-rate program have specific document retention requirements which go into effect for funding year 2004. Under FCC rules, program beneficiaries must “retain all records related to the application for, receipt and delivery of discounted services for a period of five years after the last day of service delivered” in any particular funding year. FCC Rule § 54.516. Specifically, eight categories of documents must be retained: prebidding process, bidding process, contracts, application process, purchase and delivery of services, invoicing, inventory, and forms and rule compliance.

*Legal Reference:*

ALASKA STATUTES

[40.25.120-40.25.220](#) *Public Records Act*

[14.03.115](#) *Parental Access*

[14.17.910](#) *Restrictions governing receipt and expenditure of money from public school foundation account*

[40.21.010-40.21.140](#) *Public records*

ALASKA CONSTITUTION

[art. 1](#), sec. 22, *Right to Privacy*

UNITED STATES CODE

[5 U.S.C. § 552a](#) – *Privacy Act*

[20 U.S.C. § 1232g](#) & [34 CFR Part 99](#) – *Family Educational Rights & Privacy Act*

*Revised 10/2021*

**AASB POLICY REFERENCE MANUAL**

**9/92**

**Lake and Peninsula School District**

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## **BB 9324 SCHOOL BOARD MINUTES**

The School Board secretary or designee shall keep minutes and record all official School Board actions.

*(cf. 9123 - Secretary/Treasurer)*

Official School Board minutes and the master copy of the policy manual shall be stored in a fireproof location.

Copies of the minutes of each regular or special meeting shall be distributed to all School Board members with the agenda for the next regular meeting, and will be available for public review at the district office and each school site.

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

### **Recording of Votes**

Motions or resolutions shall be recorded as having passed or failed. Individual votes shall be recorded unless the action was unanimous. All School Board resolutions shall be numbered consecutively from the beginning of each fiscal year.

### **Recording Devices**

A video or audio tape recording may be made at any open School Board meeting. The presiding officer shall announce that a recording is being made at the beginning of the meeting, and the recorder shall be placed in plain view of all persons present, insofar as possible.

Legal References:

#### ALASKA STATUTES

[14.14.090](#) Additional duties

07/12

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**Lake and Peninsula School District**

## LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 1000- COMMUNITY RELATIONS

### Volunteer Assistance

BP 1250

The wealth of experience available in the community is a resource that should be used in appropriate ways to enrich the educational program and strengthen our schools' relationship with homes, businesses, public agencies and private institutions. By their presence, volunteers also can make school environments safer and more closely supervised. The School Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The School Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students.

The Superintendent or designee may authorize the use of volunteers. The Superintendent or designee shall establish regulations to protect the safety of both students and volunteers.

Note: The following optional paragraph is offered for districts that wish to provide students the greatest possible protection, and should be revised or deleted based on the district's needs and ability to implement this policy.

All persons who wish to volunteer service with or around students must undergo a background check.

Like employees and students, volunteers shall act in accordance with district policies and regulations.

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

*(cf. 5141.42 – Professional Boundaries of Staff with Students)*

*(cf. 4112.5 / 4212.5 / 4312.5 – All Personnel Security Check)*

Revised ~~9/97~~ 01/2025

## LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000- STUDENTS

### GRADES / EVALUATION OF STUDENT ACHIEVEMENT

BP 5121

Note: The following sample policy may be revised as desired.

The School Board believes that students and parents/guardians have the right to receive course grades that represent an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to standards, which apply to all students at his/her grade level, not in relation to the work of other students in one particular class.

**Evaluation** Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through classroom participation, homework and tests. The student's behavior and effort shall be reported in separate evaluations, not in his/her academic grade.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5123 - Promotion/Acceleration/Retention)*

*(cf. 5124 - Communication with Parents/Guardians)*

*(cf. 5125.3 - Challenging Student Records)*

*(cf. 6154 - Homework/Make-up Work)*

Note: The following optional paragraph requires performance or skill-based evaluations rather than letter grades for children in the early elementary grades and may be revised as desired to reflect district philosophy and needs.

In order to promote self-esteem and experiences of success, students in kindergarten through third grade shall receive narrative performance or skill-based evaluations rather than letter grades.

The Superintendent or designee shall establish and regularly evaluate a uniform grading system. Principals shall ensure that student grades conform to this system.

#### **Unexcused Absences**

Note: The following optional policy authorizes teachers to modify grades for students who have excessive unexcused absences and may be revised or deleted as desired. While the use of academic penalties for truancy is probably permissible, districts must bear in mind that academic penalties are a severe form of sanction with the potential for permanent harm. In adopting such a policy, several precautions should be followed. First, the school policy must be applied fairly and consistently among students; there should be no question about arbitrary or capricious enforcement. Second, the severity of the academic penalty should correspond to the gravity of the offense. Third, students should be warned ahead of time of all requirements and consequences

pertaining to the use of academic penalties. Finally, students should be accorded due process before penalties are consummated, including an opportunity for the student to explain his or her conduct.

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which his/her missed, the teacher may lower the student's grade for nonperformance. Teachers shall inform students about the class grading system at the beginning of the semester.

*Revised* 9/98 1/2025

**LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000 STUDENTS**

**WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS** BP 5125.3

Note: The following optional policy is intended as a means to obtain reparation for damages or losses to district property.

When school property has been willfully damaged or not returned upon demand, the Superintendent or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that is due.

This notice shall include a statement that the district may withhold grades, progress reports, diploma or transcripts from the student and parent/guardian until reparation is made, except that records will be released to another school district to which the student has transferred.

*(cf. 5131.5 – Vandalism, Theft and Graffiti)*

*(cf. 6161.2 – Damaged or Lost Instructional Materials)*

Upon notification that grades, diploma, and/or transcript will be withheld, the student, parents or guardian may request an opportunity to meet with the appropriate school official to receive an explanation of the evidence of property damage and to provide their own evidence disputing the cause of the property damage and/or the amount of damage. This meeting must be requested within five (5) school days of the student/parents' receipt of the notice, or the right to a meeting is waived.

If the student and parent/guardian are unable to pay for the damages or return the property, the Superintendent or designee shall provide a program of voluntary work for the student. When this voluntary work is completed, the student's grades, diploma or transcripts shall be released. Alternatively, at the Superintendent's discretion, the district may release grades, diploma, or transcript if the student and parent/guardian are unable to pay reparations due to severe financial hardship.

Note: School districts may bring a civil action against one or both parents of a student who knowingly or intentionally destroys district property. Parents are liable for damages in an amount not to exceed \$15,000 and are also responsible for the court costs incurred by the district in bringing the action. If the parents have insurance that covers the damages claimed by a school district, and the policy limit is in excess of \$15,000, the district can recover up to \$25,000, or the policy limits, whichever amount is lower.

Nothing in this policy is intended to prevent inspection of a student's records by his or her parents or guardians, or by the student if 18 or older.

*Legal Reference:*

ALASKA STATUTES

09.65.255 Liability for acts of minors

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

14.30.710 Required records upon transfer

UNITED STATES CODE

20 USC 1232g, Family Educational Rights & Privacy Act

CODE OF FEDERAL REGULATIONS

34 C.F.R. 99.10, Parent inspection of education records

Revised 2/2010

## LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000- STUDENTS

### VANDALISM, THEFT AND GRAFFITI

BP 5131.5

The School Board considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging or theft of any district-owned real or personal property, including the writing of graffiti.

*(cf. 3515.4 - Recovery for Property Loss or Damage)*

Any district student who commits an act of vandalism shall be subject to disciplinary action, reparation for damages, and may be reported to law enforcement. ~~If reparation of damages is not made, the district also may withhold the student's grades, diploma and/or transcripts.~~

~~*(cf. 5125.3 Withholding Grades, Diploma or Transcripts)*~~

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

*Legal Reference:*

ALASKA STATUTES

09.65.255 *Liability for acts of minors*

14.33.130 *Enforcement of approved program [school disciplinary & safety program]; additional safety obligations*

Revised: ~~2/2010~~ 1/2025

## LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 6000- INSTRUCTION

### DAMAGED OR LOST INSTRUCTIONAL MATERIALS AND EQUIPMENT BP 6161.2

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

The School Board recognizes that instructional materials are an expensive district resource. The Superintendent or designee may establish procedures in accordance with law to protect instructional materials from damage or loss.

Instructional materials and equipment provided for use by students remain the property of the district. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials and equipment are lost or so damaged that they are no longer usable, the student shall be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine a lesser charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials and equipment issued to him/her, the Superintendent or designee may excuse the student/parent/guardian from payment of reparation.

~~If reparation is not excused and not paid by the student or parent/guardian, the district may initiate due process procedures to withhold the students his/her grades, diploma and transcripts.~~

~~(cf. 5125.3 – Withholding Grades, Diploma or Transcripts)~~

~~(cf. 5131.5 - Vandalism, Theft and Graffiti)~~

~~(cf. 3515.4 Recovery for Property Loss or Damage)~~

Revised ~~1/09~~ 1/2025

## LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000- STUDENTS

### Bus Conduct

BP 5131.1

~~Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding or leaving the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation.~~ Positive, civil, and respectful behavior contributes to the safety and well-being of school bus passengers, drivers, and others. While preparing to ride, riding, or leaving the bus, students are required to observe school behavioral rules, bus safety regulations, and standards of conduct that provide for their safety and welfare, and the safety and welfare of others. Serious and/or repeated disciplinary problems on the bus may result in a student having their riding privileges suspended.

The Superintendent or designee shall inform parents/guardians and students of regulations related to bus conduct, bus driver authority, and the suspension of riding privileges.

*(cf. 3540 et seq. - Transportation)*

Revised 07/12 1/2025

## LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000- STUDENTS

### HEALTH EXAMINATIONS

BP 5141.3

Note: Effective June 30, 2016, districts are no longer required by state law to provide for or require each child to have a physical examination upon entry into school and at regular intervals as determined by the school board. The requirement that school districts provide vision and hearing screening examinations remains. While districts are no longer required to provide for and require physical examinations of every child attending school, the Department of Health may require the district to conduct physical examinations it considers necessary and may reimburse the district for examinations. The following optional policy may be revised or deleted as needed.

The School Board recognizes the importance of and encourages periodic comprehensive physical periodic health examinations, especially upon entry into school at the beginning of the school year. To determine the health status of students, facilitate the removal of handicaps to learning, In order to identify barriers to learning, and determine whether treatment or special adaptations of the school program may be necessary, the School Board may offer physical examinations to students, including tests for vision and hearing shall require vision and hearing screening examinations upon entry into school or as soon as practical, and at regular intervals, as necessary. All personnel employed to examine students shall exercise proper care of each student being examined and shall ensure that the examination results are kept confidential.

Note: If a school district will be using federal money to perform exams or screenings on students, the district must annually notify parents of the exam or screening, except for hearing, vision, or scoliosis screenings. The following language implements federal law.

The district will annually notify parents of physical exams or screenings of students, except for routine vision, hearing, or scoliosis screenings.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity.

*(cf. 6145.2 – Interscholastic Competition)*  
*(cf. 5112.2 - Exclusions from Attendance)*  
*(cf. 5141.22 - Infectious Diseases)*

#### *Legal Reference:*

##### ALASKA STATUTES

14.30.065 *Supervision*

14.30.070 *Physical examination required*

14.30.127 *Vision and hearing screening examinations*

##### ALASKA ADMINISTRATIVE CODE

AAC 06.055 *Immunizations required*

##### UNITED STATES CODE

42 U.S.C. §§ 12101 *et seq.* (2014)

20 U.S.C. §§ 1232g (2013)

20 U.S.C. §§ 1232h (2002)

29 U.S.C. § 794(a) (2002)

*34 C.F.R. pt. 99 (2011)*

*Revised* ~~3/2016~~ 1/2025

## LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000- STUDENTS

### IMMUNIZATIONS

BP 5141.31

Note: Effective July 1, 2009, school children must be immunized against varicella.

Prior to first entry into school, a child must be fully immunized as required by law against diphtheria, pertussis, tetanus, polio, measles, rubella, mumps, hepatitis A, hepatitis B, and varicella. Children over the age of 12 shall not be required to be immunized against rubella (4 AAC 06.055).

Any student who does not show evidence of required immunization or who does not present a letter or affidavit from the parent/guardian or physician, physician's assistant, or advanced nurse practitioner stating reasons for exemption based on medical reasons or **personal religious** beliefs, **as set forth in 4 AAC 06.055(b)**, shall be excluded from school until such time as the immunization is obtained or affidavit of exemption has been filed with the school. **Exemptions must renewed annually. Personal or philosophical objections to immunizations are not permitted per 4 AAC 06.055.**

The Superintendent or designee shall exclude those students who fail to meet immunization requirements as required by law.

#### **Provisional Admission**

Where regular weekly medical services are not available, the Superintendent or designee may grant provisional admission to students in exceptional circumstances for up to 90 days.

**Homeless students, under the definition of the McKinney-Vento Homeless Assistance Act, who do not have a record of required immunizations may be provisionally enrolled for up to 30 days if a parent or legal guardian attests in writing that they have received the required immunizations.**

*(cf. 5112.2 - Exclusion)*

*(cf. 5112.6 Education for Homeless Children and Children in Foster Care)*

Note: Pursuant to 4 AAC 06.055 immunizations must be provided by state or federal health services if otherwise unavailable in the district or if unaffordable.

Provisional admissions shall be reported to the Department of Health and Social Services. The Superintendent or designee shall inform parents/guardians of available immunization services and state or federal assistance.

*Legal Reference:*

ALASKA STATUTES

*14.30.065 Supervision*

*14.30.125 Immunization*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 06.055 IMMUNIZATIONS REQUIRED*

Revised ~~1/09~~ 1/2025

## LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 5000- STUDENTS

### AT-RISK YOUTHS

BP 5141.51

Note: This optional policy may be revised or deleted as desired.

The School Board recognizes that personal, social, economic, and health circumstances of children and families may contribute to students' risk of school failure. District personnel must be concerned for the personal development of students, as well as their academic development. District assessments and evaluations shall be used to identify students performing well below grade-level or at risk of failing to meet district standards.

The Superintendent or designee shall investigate and recommend programs that address the needs of at-risk youths. At-risk youths include, but are not limited to, those students who abuse drugs or alcohol, engage in self-harm or express suicidal ideations, have serious attendance problems, drop out of school, are abused or neglected, are experiencing homelessness, or are pregnant or parenting minors.

Program planning should examine, but is not limited, to the following:

1. Classroom learning experiences and the integration of primary prevention programs into the classroom.
2. Staff professional development.
3. District liability.
4. Community resources.
5. Crisis response/intervention teams.
6. Peer counseling.
7. Parent/guardian education.
8. Student Study Teams.
9. Kindergarten through 12 counseling and guidance curriculum.
10. Attendance and policy procedures.
11. Student discipline.
12. Alternative programs.

*(cf. 5131.6 - Drugs, Alcohol and Tobacco)*

*(cf. 5141.4 - Child Abuse and Neglect)*

*(cf. 5141.52 - Suicide Prevention)*

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

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 5147 - Dropout Prevention Program)*

*(cf. 5148 - Child Care)*

*Adopted 1/2025*

~~NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT OF 2001~~

~~This list of parental notice requirements is designed to help districts meet the many notice requirements of NCLB. NCLB makes it clear that schools receiving federal funds must ensure that parents are actively involved and knowledgeable about their schools and their child's education. The law requires schools to give parents many different kinds of information and notices in a uniform and understandable format and to the extent practicable, in a language that parents understand. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. The notices described in this example are summarized; please see the specific NCLB section cited for the exact requirements.~~

~~Improving Basic Programs Operated by Local Educational Agencies~~

- ~~1) Teacher Qualifications. As required by NCLB §1111(h)(6)(A): At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
  - ~~a) Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.~~
  - ~~b) Whether the teacher is teaching under emergency or other provisional status.~~
  - ~~c) The teacher's baccalaureate degree major and any other graduate certifications or degrees.~~
  - ~~d) Whether paraprofessionals provide services to the student and, if so, their qualifications.~~~~
- ~~2) Individual Achievement on State Assessment. As required by NCLB §1111(h)(6)(B)(i): districts must provide to parents information on the level of achievement of the parent's child in each of the State academic assessments.~~
- ~~3) Teacher Not Highly Qualified. As required by NCLB §1111(h)(6)(B)(ii): Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.~~

~~Limited English Proficient Students~~

- ~~1) As required by NCLB §1112(g)(1)(A) and (g)(2), and §3302(a): Districts must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.~~
- ~~2) As required by NCLB §1112(g)(1)(B), and §3302(b): Each district using funds provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.~~
- ~~3) As required by NCLB §1112(g)(4) and §3302(e): Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.~~

#### ~~Academic Assessment and Local Education Agency and School Improvement~~

- ~~1) As required by NCLB §1116(b)(6): Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i):
  - ~~a) An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;~~
  - ~~b) The reasons for the identification;~~
  - ~~c) An explanation of what the school identified for school improvement is doing to address the problem;~~
  - ~~d) An explanation of what the district or State educational agency is doing to help the school address the achievement problem;~~
  - ~~e) An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and~~~~

- ~~f) An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (c).~~
- ~~2) As required by NCLB §1116(b) (8) (c): Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan.~~
- ~~3) As required by NCLB §1116(e)(2)(A): The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i):
  - ~~a) The availability of supplemental education services;~~
  - ~~b) The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and~~
  - ~~c) A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.~~~~

#### Parental Involvement

- ~~1) As required by NCLB §1118(b): Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.~~
- ~~2) As required by NCLB §1118(c): Each school shall:
  - ~~a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;~~
  - ~~b) Offer a flexible number of meetings;~~
  - ~~c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the school wide program plan under §1114(b)(2);~~
  - ~~d) Provide parents of participating children:~~~~

~~Timely information about programs under this part:~~

~~A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.~~

### ~~Voluntary Public School Choice Program~~

~~Note: This notice requirement applies to those districts or schools receiving a federal grant to fund a voluntary school choice program.~~

- ~~1) As required by NCLB §5245(a): The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:
  - ~~a) The existence of the program;~~
  - ~~b) The program's availability; and~~
  - ~~c) A clear explanation of how the program will operate.~~~~

### ~~Education of Homeless Children and Youths~~

- ~~1) As required by NCLB §722(c)(3)(C): The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
  - ~~a) Shall be signed by the parent or guardian;~~
  - ~~b) Sets the general rights provided under this subtitle;~~
  - ~~c) Specifically states:  
  
The choice of schools homeless children and youths are eligible to attend, That no homeless child or youth is required to attend a separate school for homeless children or youths, That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs, and That homeless children and youths should not be stigmatized by school personnel; and,~~
  - ~~d) Includes contact information for the local liaison for homeless children and youths.~~~~
- ~~2) As required by NCLB §722(g)(2)(B)(iii): In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment~~

~~decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.~~

- ~~3) As required by NCLB §722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.~~

### Student Privacy

- ~~1) As required by NCLB §1061(c)(2)(A): The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:~~
- ~~a) Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and~~
  - ~~b) Offer an opportunity for the parent to opt the student out of the activity.~~
- ~~2) As required by NCLB §1061(c)(2): All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g. “The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. (Copies of those policies are available on request.)”~~

*Added: 1/03*

**LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 0000 PHILOSOPHIES GOALS OBJECTIVES AND COMPREHENSIVE PLANS**

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT AR 0520(a)**

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

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

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

**A. Schools Requiring A Plan**

The following schools require a school improvement plan:

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

**B. State Involvement**

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

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

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

**C. — Plan Preparation**

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

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

Note: The following language implements requirements for plan participants as set forth at AS 14.03.123(d).

The school improvement plan is to be prepared with the maximum feasible public participation of the community, including, as appropriate, interested individuals, teachers, parents, parent organizations, students, tribal groups, local government representatives, and other community groups.

**D. — Plan Contents For Priority Schools**

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

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

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

- a. — dedicated time block each week for teacher collaboration;
- b. — 90 minutes daily of core reading instruction for all students grades K-6;

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

Philosophy Goals Objectives and Comprehensive Plans \_\_\_\_\_ AR 0520(c)

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

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

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

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

- a. adoption and use of research-based curricula that are aligned with state standards;
- b. implementation of reading curricula that addresses the essential elements of reading;
- c. implementation of reading and math support programs for students behind grade level;
- d. using data to inform instruction, including
  - at least three times per year, utilize a universal screening tool approved by the Department for all students, grades K-8;
  - utilize a diagnostic assessment to determine the specific reading or math deficiencies for all students one or more years below grade level; and
  - base instruction and interventions on the specific needs of the student as identified by screenings or assessments.

- e. — establishing a school environment that improves school safety and discipline, including implementation of a school-wide behavior plan, and that addresses the social, emotional, and health needs of students;
- f. — providing for family engagement in the school, including cultural awareness and understanding of cultural values; and
- g. — providing strong leadership, including
  - — reviewing the performance of the principal, including a review of student learning data;
  - — retention of the existing principal or hire of a new principal based upon the existing principal’s performance on indicators in the leadership domain; and
  - — providing the principal with flexibility in areas that should be tailored to the needs of the school such as scheduling, staff, or budget.

**4. — Additional Requirements.** The improvement plan must, to the extent possible, include measures to:

- a. — increase local control of education;
- b. — increase parental choice; and
- c. — not require a direct increase in state or federal funding for the school or district.

Philosophy Goals Objectives and Comprehensive Plans \_\_\_\_\_ AR 0520(d)

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

**E. — Plan Contents for Focus Schools**

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

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

**F. — Plan Implementation**

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

The district will ensure appropriate technical assistance to the school during development of the plan and throughout the plan’s duration. Technical assistance may be provided by the district, the

Department, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

Technical assistance must be based on research and may include:

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

Philosophy Goals Objectives and Comprehensive Plans \_\_\_\_\_ AR 0520(e)

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

### **District Improvement Plan—Development and Contents**

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

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

1. At least 25% of the district's schools have been designated as one or two star schools;
2. At least 25% of the district's students attend a one or two star designated school;

3. — An instructional or desk audit at the district, or its schools, demonstrates significant deficiencies in the following domains of successful schools: curriculum, assessment policy and practice, instruction, school learning environment, professional development policy and practices, and leadership; or

4. — An instructional or desk audit shows that one or more subgroups in the district is not making progress toward the subgroup's annual measurable objectives.

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

*Revised 2/2008*

## LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 1000- COMMUNITY RELATIONS

### VOLUNTEER ASSISTANCE | AR 1250

Note: This AR addresses some of the details associated with the use of volunteers.

This regulation provides the procedures for approving members of the public to serve as volunteers, including chaperones.

#### Responsibilities of Principals:

1. Coordinate the use of school volunteers.
2. Confirm that the school volunteer has completed the volunteer packet.
3. Require updated volunteer packets are received on the schedule set by the District.
4. Keep and maintain a register of volunteer activity at the school.
5. Inform volunteers of school rules and routines, answer questions, and provide volunteer support as appropriate.
6. When required to ensure the safety of students and the smooth operation of the educational program, principals may decline the services of any volunteer.
7. Determine which volunteers are required to complete mandatory reporting training and inform volunteers how to receive the training.

#### Responsibilities of the District

1. Develop a volunteer packet for individuals to use to apply as a volunteer.
2. Facilitate the volunteer approval process.
3. Verify the identity of the volunteer with a photo id.
4. Maintain the volunteer packet materials in the volunteer's file.
5. Review the background check and make an individualized determination about the volunteer in accordance with BP 4112.5 / 4212.5 / 4312.5.
6. Keep and maintain an approved volunteer list, with the dates that the background check was completed, in order for school principals to verify the eligibility status of volunteers.
7. Notify the volunteer of their eligibility status.
8. Notify volunteers when background checks need renewal.
9. Inform volunteers that they are subject to the District's policies and regulations where applicable.

**Commented [1]:** From AASB: **\*\*New Administrative Regulation\*\***  
This is new model AR addresses the expectations, roles and responsibilities principals, the district, and volunteers have when utilizing volunteer assistance. This regulation is not exhaustive, and all the parties may have more or fewer roles.

### **Responsibilities of Volunteers**

1. Complete the volunteer packet.
2. Obtain and pay for a background check.
3. Submit to the background check every two years.
4. Self-report any convictions that occur in the intervening time between background checks.
5. Recognize that they are neither employees nor an independent contractor and serve at the discretion of the District.

### **Mandatory Reporting Training**

Volunteers who interact with children for more than four hours per work are required to complete mandatory reporting training. This direction will be provided by the school principal.

Note: Pursuant to AS 47.17.020(a)(9), “volunteers who interact with children in a public or private school for more than four hours a week” must report child abuse and child neglect. AS 47.17.020(a) requires school districts to provide training to such volunteers on the recognition and reporting of child abuse and neglect.

*Created 1/2025*