

# Chugach School District

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[www.chugachschooldistrict.com](http://www.chugachschooldistrict.com)



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*Charlene Arneson, President – Gail Evanoff, Vice President  
Nanci Robart, Member – David Totemoff, Member – Dave Dickason, Member*

## Vision/Mission Statement

**Vision Statement:** Our vision is to serve as a trusted collective voice for our district while promoting strong ethics, integrity, and an equitable and quality education for all of our students.

**Mission Statement:** Our mission is to provide visionary leadership through the establishment of a structure of strong ethics, accountability, and advocacy for the success of our students. We will pursue the advancement of student achievement and well-being through effective partnerships with staff, families, stakeholders, and our community members.

The school board would like to take this moment to respectfully acknowledge that we serve on the traditional lands of the Chugach people which includes the Sugpiaq and Alutiiq people.

## UNAPPROVED AGENDA CHUGACH SCHOOL DISTRICT

**DATE:** Wednesday, August 21, 2024

**PLACE:** District Office & Teleconference

**Teleconference Call-in Number:** 1-206-858-8066  
**PIN:** 576697

## August 2024 Chugach School District Board Meeting

**TIME:** 9:30 AM

Board members present:  
*Charlene Arneson, Gail Evanoff,  
Nanci Robart, David Totemoff, Dave Dickason*

1. CALL TO ORDER	
2. ROLL CALL & ESTABLISHMENT OF QUORUM	
3. WORK SESSION	
a. 23/24 School Year Highlights 24 Highlights	5
b. Competencies Update	
c. 23/24 AK Star Results Update	
d. Update on CIP Projects	
e. Small Schools Fiscal Cost of Closing a School Sample Letter	6 9
f. Teacher Housing	
g. Classified Staff w/ Kids	
h. Fireweed Janitorial	
i. AI - Update and Training	
j. Student/Parent Handbook 3. CSD Handbook of Rights and Responsibilities	10
k. Focus Compact 24-25 FOCUS Compact	25
l. Goals 25 Focus Areas	47
m. School Board Student Rep Student Representative	48
n. 401A Plan	
4. APPROVAL OF AGENDA	
5. PLEDGE OF ALLEGIANCE	
6. MISSION/VISION STATEMENT, LAND ACKNOWLEDGMENT	
Vision Statement: Our vision is to serve as a trusted collective voice for our district while promoting strong ethics, integrity, and an equitable and quality education for all of our students.	
Mission Statement: Our mission is to provide visionary leadership through the establishment of a structure of strong ethics, accountability, and advocacy for the success of our students. We will pursue the advancement of student achievement and well-being through effective partnerships with staff, families, stakeholders, and our community members.	
Chugach School District Mission Statement: The Chugach School District is committed to developing and supporting a partnership with students, parents, community and business which equally shares the responsibility of empowering students to meet the needs of the ever changing world in which they live. Students shall possess the academic and personal characteristics necessary to reach their full potential.	

Students will contribute to their community in a manner that displays respect for human dignity and validates the history and culture of all ethnic groups.

Land Acknowledgment: The school board would like to take this moment to respectfully acknowledge that we serve on the traditional lands of the Chugach people which includes the Supiaq and Alutiiq people.

7. APPROVAL OF MINUTES	
8. INTRODUCTION OF GUESTS and/or ANNOUNCEMENTS	
9. BOARD OF STARS	
10. REPORTS AND PRESENTATIONS	
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b. CFO Report	
c. Communications	
I. VTE Schedule	
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III. Commissioner's Letter on Correspondence	
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11. PUBLIC COMMENT ON AGENDA ITEMS	
12. BOARD COMMENT	
13. ITEMS OF BUSINESS	
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b. Organizational Chart	
25	61
c. First Reading AASB Policy Updates	
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BB 9322 (2024)(CL) (01513819xAC92F)	69
d. Coalition for Education Equity	
CEE Report School Boards July 2024	71
Chugach Membership	73
e. Resolution 2024-004	
Resolution 2024-004	74
f. Empower Match	
14. OLD BUSINESS	

## 15. NEXT BOARD MEETING

- a. October 2?

## 16. ADJORNMENT

Public Comment: A person wishing to be heard by the Board shall first be recognized by the president. Public comment on Agenda items are limited to individuals on the sign-up list at the time the meeting is called to order. The Chugach School Board welcomes public comment for up to 3 minutes per person, with a maximum of 30 minutes set aside for public comment. Public comment must comply with all Board policies including policies that prohibit public comment containing charges or complaints against any employee. School Board members and Administration will listen to comments, but may not respond.

Executive Session: The board reserves the right to enter into executive session on any agenda item as allowed for in State law. Executive sessions will be entered into only by motion and approved. The following subjects may be topics for executive session as permitted by law: (1) matters the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided that the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential which includes, but is not limited to, confidential attorney/client communication. Action may not be taken in executive session except to give direction to an attorney on a specific legal matter or to a labor negotiator on pending labor negotiations. Motions to go into executive session should specify the subject of the proposed executive session without defeating the purpose of addressing the subject in private.

## **Prior to moving forward into the 24/25 School Year, a quick look back on what has been accomplished...**

### **Our kids traveled!**

With Board support, our students experienced many rich educational opportunities outside of their homes and schools. Washington DC CloseUp, a SE AK Cruise, NYO, Cultural Heritage Week, Juneau FFA, inter-village trips, local field trips on the road system and the list goes on.

### **Focus expanded and recognized in many ways!**

A Purple Star designation was acquired, allotments were raised, efficiencies were achieved, several key staff were hired and another successful children's theatre was offered.

### **Teachers push CSD forward!**

The Aurora conference spurred much forward thinking and task forces were formed to explore options for our student management system along with a group shifting CSD away from elective standards and into a more student-centered model with competencies.

### **Leading the way in teacher recruitment and retention!**

It was our first year implementing our In Lieu Of Program and it seems to have been quite successful. 13 certified staff members opted out of our medical benefit program putting approximately \$300,000 back into payroll while promising a small savings and less exposure for the district. Several hires were secured due to this option that we give to staff.

In addition, CSD had its first teacher join the UAA M.Ed. program which gives a master's in cultural education in three years. The program gives credit for time spent in rural classrooms.

### **Grants!**

A TEKDA Grant (science), an ANE Grant (Choice – Voyage) and a legislative appropriation (ECLC building) have all been secured.

### **Renovations started!**

Chenega renovations are well on their way towards completion and planning has begun for the start of the Tatitlek remodel. In addition, work has begun at the district office with several much-needed projects being started.

### **Another year of Corporate support!**

Chenega and Tatitlek Corporation continue to work with, and support, Chugach School District. These partnerships have been vital in offering a vibrant education to our students in these villages.

# 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.

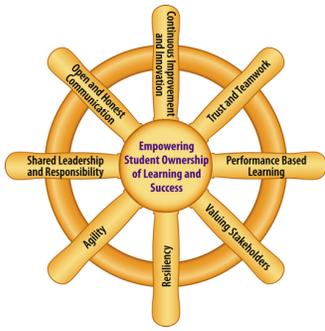
#### **Assumptions for the table:**

- ***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.



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January 20, 2023

Dear Chenega Parents, Community Members, and Stakeholders,

As we are all aware, Chugach School District and our villages often struggle with having a minimum of ten students enrolled in order to receive funding from the State. Currently, with the information available to us, our projections show only seven students are slated to be enrolled in Chenega next year. I wanted to take a moment to share with you some specifics, so you have the information needed to start problem-solving and planning for next school year:

- The average student enrollment for this period needs to be at least 10.
- The “Count Process” that will determine our enrollment numbers will take place in October of 2023.
- Seniors under the age of 20 can count towards your 10.
- Kindergarten students do count; however, students have to be 5 years old by September 1, 2023 to qualify for Kindergarten. Preschoolers, unfortunately, do not count.
- The District, while we want to help, cannot take part in supporting or recruiting students – this must be village initiated.
- While great teachers with families are always sought after, they are also extremely scarce. We will always look but the odds are against us.

I am extremely pleased that we are not waiting until next Fall to figure this out; I have already been contacted by several folks and the conversations have started. I know I speak for the Board when I say that we are pulling for all of our small schools and we will do whatever we can to help.

In the meantime, if questions arise, please give me a call and I will do my best to answer them for you. The direct line at the district office is 522-7400.

Sincerely,

Ty Mase, Chief School Administrator



Whittier Community School  
(907) 472-2575

Valdez FOCUS  
Homeschool  
(907) 835-5528

Tatitlek Community School  
(907) 325-2252

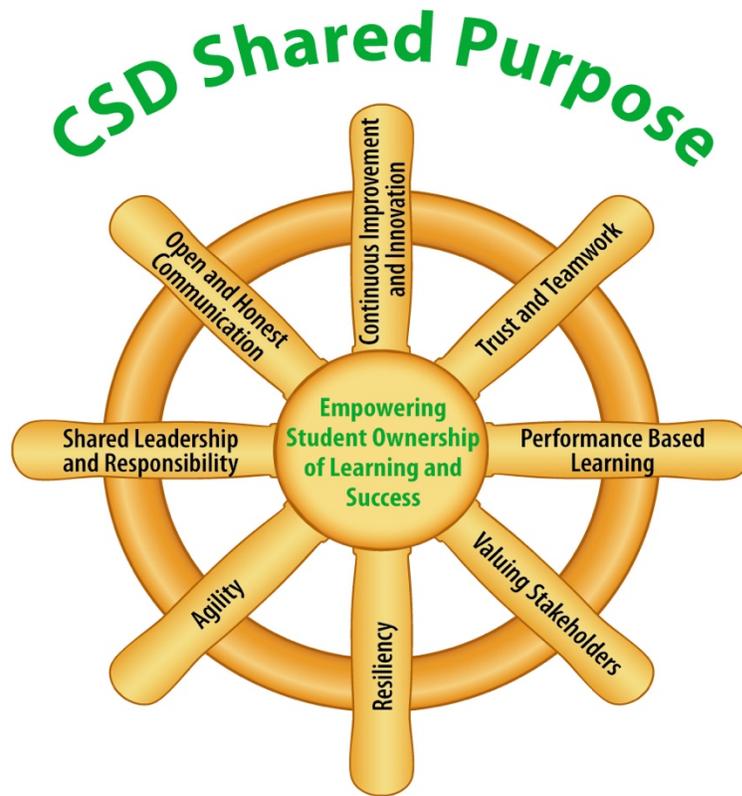
Anchorage FOCUS  
Homeschool  
(907) 522-7400

Chenega Bay Community School  
(907) 573-5123

Fairbanks FOCUS  
Homeschool  
(907) 457-2545

Voyage to  
Excellence  
(907) 222-2712





# *Handbook of Rights and Responsibilities*

*Chugach School District  
9312 Vanguard Drive  
Anchorage, AK 99507  
(907)-522-7400 (phone)  
(907)-522-3399 (fax)*

# Chugach School District

## Handbook of Rights and Responsibilities

Revised June 2022

Dear Student and Parent/Guardian:

The Chugach School District teachers and staff welcome you and wish you a fun and successful year. It is our hope that this year will provide numerous opportunities for your academic, social and emotional growth. This handbook is written for you! It contains much of what you need to know to have a successful year.

As students in our schools, the benefits of public education are also accompanied by the acceptance of individual responsibilities. Our schools have long been characterized by small student populations, multi-level classes, and low pupil/teacher ratios. These characteristics, to a considerable degree, have shaped the policies and procedures of our schools. This handbook is designed to acquaint you (the student), and your family, with your school's expectations, your responsibilities, and our commitment to you. Take full advantage of this Handbook, get involved, treat yourself and others with respect at all times and strive to be the best you can be.

This handbook cannot cover every conceivable aspect of student/school interaction. Rather, it becomes a guide to assist in an open flow of communication between you and your school. Open communication, clear expectations and a positive learning atmosphere will enable students to develop to their fullest potential. Students will be responsible for understanding and adhering to the codes within this handbook both at school and at any school sponsored or related activity. The Board of Education is responsible for the adoption and revision of District policies. To the extent, if any, that a provision of this Handbook conflicts with a District policy, the policy will take precedence. The District policies can be found here: <https://www.boardpolicyonline.com/?b=chugach>.

All students enjoy the right to appeal any decision or action from a higher authority, which is called "Due Process". A prescribed grievance procedure accompanies this right where you will be given a fair and equal opportunity to express yourself. While we all enjoy the freedoms of speech, dress, assembly, expression, and press, we must all abide by a common set of policies. This handbook equips you with a full understanding of these policies and guides you toward the many opportunities that await you. Take full advantage of them, get involved, treat yourself and others with respect at all times and strive to be the best you can be.

Remember that we are all here to help you become successful in your experience with our school district. If you don't understand something or need help, let us know as soon as possible. Please sign below, indicating that you accept the responsibility of reading and becoming aware of the contents of this student handbook.

Sincerely,

CSD Staff

I acknowledge that I have read and understand the rights and responsibilities as described in this Student Handbook.

_____	_____	_____
Print Student Name	Signature	Date
_____	_____	_____
Print Student Name	Signature	Date
_____	_____	_____
Print Student Name	Signature	Date
_____	_____	_____
Print Student Name	Signature	Date
_____	_____	_____
Parent/Guardian Signature		Date

\* Wherever student responsibilities are described in this handbook, it is understood that parents/guardians jointly share these responsibilities with their children.

# *Part One - Registration*

## **Student Registration:**

It is the responsibility of the parent / guardian of students new to our school, to provide the school with the following records before we can officially admit them into our school:

1. Birth Certificate
2. Updated immunization records
3. Physical Examinations record

Students will be placed in the appropriate performance level in each of Chugach School District's applicable content areas. Physical site-based students will be assigned to the class which addresses the appropriate skill and knowledge levels where they are performing at the discretion of the teaching staff.

## **Immunizations:**

Students are not admitted to the school or allowed to attend classes without an updated immunization record on file at the school office.

## **Student Withdrawal:**

Students withdrawing from our school must check out with their teacher and the Head Teacher/Principal. All textbooks, library books and other school materials must be returned before we will release the student's records. Information such as your forwarding address, phone number and new school is needed to complete the withdrawal form.

# Part Two – Attendance

## **Rights:**

- Students have the right to know how the school defines and handles excused absences, unexcused absences and tardies.
- Students have a right to ask that a penalty for an unexcused absence be reviewed.
- Students have a right to make up and receive credit for work they missed during an excused absence.
- Students have the right to be protected from exposure to communicable diseases while they are still in school.

## **Responsibilities:**

- Students have a responsibility to attend all classes and to be on time.
- Students have a responsibility to ask their parents to notify the school when they are absent.
- Students have a responsibility to ask teachers for work that can be completed while absent to continue their academic progress.
- Students have a responsibility to abide by the school building hours. If for any reason you need to be in the building beyond these hours, special arrangements must be made. Any student or group present in the building beyond the open hours must be supervised by a staff member or a District approved adult supervisor, 21 years or older.

## **Guidelines:**

### Excused Absences:

Students must be in school unless the absence has been excused for one of the reasons listed below. Parents must report the absence the day before, the day of, or within two school days following the absence. Excused absences include:

1. Illness of student. If a doctor states in writing that the student will be absent for an extended amount of time, the teacher and administrator should be notified so that homebound instruction can be arranged.
2. Illness of an immediate family member.
3. Death in the family.
4. Subpoena by a law enforcement agency
5. Religious holidays of the student's own specific faith.
6. Doctor, dental, vision, or other appointments IF notified by parent or health care provider.
7. Special events IF the student gets permission from the school in advance of the absence. Such trips refer to exceptional cases of family need, college visitations, or situations where the student's educational interests may be equally well served by the absence from school.

## **Reporting Absences:**

Absences may be reported by telephone or written note. The note must come from a parent/guardian and contain the following information:

Date Written  
Name of Pupil  
Reason for Absence  
Date(s) and Time of Absence  
Signature of Parent/Guardian

The note may be sent either the day before or not later than the second day after an absence. School staff members have a legal right to ask for a written medical excuse when it seems advisable. When reporting by phone please call the school office and check in at the school office for an admit slip upon returning.

## **Make-Up Work:**

All students are expected to work with the teacher to complete work missed during an excused absence.

Students assigned to In-School Suspension must keep up with daily assignments and turn them in daily.

## **Unexcused Absences:**

All absences not specifically identified as excused are unexcused absences. Extenuating circumstances involving serious illness or other special situations will be considered in determining whether an absence is unexcused.

## **Tardies:**

A student is considered tardy if he/she is not in the assigned classroom at the beginning of the class period. Any student not present for the morning attendance check will be considered absent. If that student reports after that time, he/she must check in at the school office and will be considered tardy. Students who miss more than one-half of any class or attendance period

will be considered absent for that class or period. Students will be allowed to have a tardy excused by following the same procedures applicable for an excused absence.

**Monitoring Procedures:**

1-2 unex. tardy = Teacher contact / Student warning

3 unex. tardies = Parent contact / Student warning

4-5 unex. tardies= One mandatory study hall

6 unex tardies= Parent contact / study hall / possible in school suspension

Failure to serve a Mandatory Study Hall may result in two Study Halls.

Failure to serve either of those Study Halls may result in a short suspension.

# *Part Three - Respect for Persons and Property*

These rights must sometimes be balanced against each other for everyone's benefit. Students, parents, and school staff need to strive to work together to foster respect for each other and property.

## **Rights:**

- Students have the right to be treated with respect.
- Students have the right to a safe and orderly school.
- Students have the right to pursue an education in an environment conducive to learning.

## **Responsibility:**

- Students have the responsibility to treat others with respect.
- Students have the responsibility to treat school property and the property of others with respect.
- Students have the responsibility to act in a manner that does not interfere with the rights of others, does not interfere with the educational process and is not harmful to the health and safety of others.

## **Guidelines:**

### **Examples of acceptable student behavior:**

1. Being prepared for class by bringing necessary supplies and being in assigned seats ready to learn at the beginning of class.
2. Completing all class work and homework.
3. Using class time properly.
4. Taking home and returning all necessary forms.
5. Following rules and regulations during all assemblies, field trips and other school sponsored activities.
6. Taking care of and returning all textbooks, library books, or other school owned materials.
7. Courteous and responsible actions in the classrooms, gym, hallways, restrooms, and on the playground.
8. Getting permission from school authorities prior to use of school facilities
9. Getting permission and checking out before leaving the school during regular school hours.
10. Formally addressing staff members by their proper surnames or other agreed upon names.
11. Healthy snacks may be permitted in the school and classrooms at the discretion of the teacher.

### **Examples of unacceptable student behavior:**

1. Non-compliance with classroom rules.
2. Verbal, physical or emotional abuse of another person including disrespectful behavior.
3. Any disruption of the educational process.
4. Encroachment upon the rights of others.
5. Mistreatment of school property or others property.
6. Any criminal or illegal activities including, but not limited to, the possession, use or transmission of illegal materials or substances.
7. Defiance of authority.
8. Engaging in activities that are dangerous or hazardous to the health of the student or others.
9. Misrepresentation of oneself such as cheating, lying, copying, plagiarizing or using false identification.
10. Possession or use of any tobacco products anywhere on school property or during school functions.
11. Possession, use or transmission of any objects to be used as a weapon or explosive.

## *Part Four - Dress Code*

Students and teachers need to concentrate on the teaching/learning process. In order to be sure they can focus on learning in the classroom, it is important to have as few distractions as possible. Suitable dress and grooming can help to create that focus. In following our educational philosophy students are asked to adopt dress habits that display these traits. While each student has the right to his/her own dress style, each has a responsibility to foster a positive personal and school image.

### **Rights:**

- Students have the right to wear clothes of their choice as long as they are appropriate for school and not dangerous to health and safety.

### **Responsibilities:**

- Students have a responsibility to dress in clothing that does not distract themselves or others from learning.

### **Guidelines:**

1. Appropriate shoes must be worn in the building at all times. For physical education, athletic shoes may be required. No shoes that leave marks on the gymnasium floor will be allowed.
2. Special clothing may be required for health and safety reasons in certain programs such as physical education or industrial arts.
3. Clothing or dress styles that are disruptive to the educational process such as overly revealing or exposing under garments will not be allowed.
4. Garments such as boxer shorts and bustiers, which are traditionally designed as undergarments, may not be worn as outer garments.
5. Students are not allowed to wear clothing associated with gangs, alcohol or drugs, encourage violence, or supports discrimination of any kind.
6. Sunglasses may not be worn indoors unless the student submits a doctor's note that the sunglasses are required.
7. Any article of clothing or jewelry that may cause injury, such as belts or bracelets with spikes are not allowed.

**Failure to comply with requests to change clothing or to surrender an item to any staff member may result in consequences as set out in section 7 of this handbook.**

## *Part Five - Privacy*

Privacy is a right that protects the individual. The handling of student records shall not come into conflict with Federal FERPA Law. School District policy for this matter has been adopted and shall be followed by the school administrator.

In regards to school property, it is recognized that desks, lockers and textbooks are public property. Students have the right to privacy while assigned to these items, however a school official may inspect or search these if there is reasonable cause to believe that prohibited, hazardous or stolen, or illegal articles are being kept there.

### **Rights:**

- Students have a limited right to personal privacy.
- Students have the right to expect that schools will keep student records safe and private.
- Students have the right to expect that the school will take reasonable steps to keep their personal belongings safe in the schools.
- Students have the responsibility to learn how the information in their student records is gathered, how it is used, and what it means.

### **Responsibilities:**

- Students have the responsibility of respecting the privacy of others.
- Students have the responsibility of having in their possession only items allowed by law and school policy.

### **Guidelines:**

All students are expected to honor their responsibilities and behave in a way which respect the rights of all under the following rules:

1. Disrespectful behavior, such as touching anyone's body in an offensive manner, is unacceptable.
2. Materials prohibited by law, such as but not limited to pornographic/obscene material and drug paraphernalia may not be stored in school lockers, desks, school books or anywhere on school property.
3. Items cannot be sold for personal gain such as food, jewelry, T-shirts, etc.
4. If there is reason to suspect that a student has prohibited, hazardous, stolen or illegal items on school grounds, school officials have the authority to conduct a search.
5. Lockers are not secure places for your valuables. The school cannot be responsible for theft or loss of your valuable items. Unauthorized entry into any locker other than your own is considered trespassing.
6. Dangerous items including but not limited to laser pens, caps, smelly chemicals, matches, lighters, items used as weapons, toys made to look like weapons or illegal substances and other potentially dangerous or harmful objects are not allowed and will be confiscated.
7. Nuisance items including but not limited to radios, discmans, walkmans, electronic games, cameras, skate boards, scooters, food or drink should not be brought to school as they are disruptive to the educational process and the school cannot be responsible for their safe keeping. These items will be taken and returned to the student and/or parents at an appropriate time.

## *Part Six - Free Speech*

Our constitution guarantees us the right to express our ideas freely. A basic education should prepare us to do that in responsible ways. We need opportunities to learn how to listen to the views of others as well as how to express ourselves peacefully and harmoniously.

### **Rights:**

- Students have a right to hear all sides of subjects about which people disagree.
- Students have a right to give their opinions and points of view.
- Students have a right to be free of censorship within a framework of mutual respect.

### **Responsibilities:**

- Students have a responsibility to inform themselves about all sides of controversial issues.
- Students have a responsibility to listen politely to the viewpoints of others.
- Students have a responsibility to express their viewpoints in a respectful manner.
- Students have a responsibility to use good judgment in developing student publications.
- Students have a responsibility to learn to select their sources of information and avoid those that are biased or base their appeal on sensationalism.

### **Guidelines:**

1. Approval must be obtained from the school administrator prior to distributing or posting materials on school property.

## *Part Seven - Consequences*

Clearly defined consequences, both favorable and unfavorable, help establish the boundaries of student behavior without putting students through the detrimental process of testing the limits. Many of these consequences are mandated from the State of Alaska and the Chugach School Board. Others are established to fit the unique characteristics of our schools. Rewarding positive behaviors and facing the consequences to learn from misguided behaviors, as in our society, is the process of learning that will assist all of our students in becoming productive, successful members of society. Students will be held responsible for understanding the following code of consequences.

### **Consequences for appropriate behavior:**

1. Participation in extra-curricular activities.
2. Participation in school athletic programs for competitions.
3. Participation in Voyage School residency programs in Anchorage.
4. Participation in school trips.
5. Participation in other school-wide events and celebrations.
6. Participation in special academic programs.
7. Special recognition of individual student achievements.
8. Fund raising organizing parties and events such as the Halloween Carnival.

### **Consequences for inappropriate behavior:**

1. Teacher/Student conference including record review to identify behavior patterns (warning).
2. Disciplinary action initiated by the teacher.
3. Mandatory Study Hall assignment, restitution, work detail, etc.
4. Referral to School Administration (student conference with written documentation: report may be placed in permanent file).
5. School / Parent contact.
6. School / Parent conference.
7. Confiscation of inappropriate or distracting item.
8. Principal initiated discipline (i.e.: school sponsored travel privileges for any program are temporarily revoked).
9. Privilege to participation in school sponsored functions is revoked (i.e.: All-school games, Open Night Gym, School carnivals, field trips, plays).
10. Privilege to participate or travel with extra-curricular organizations is revoked (i.e.: Athletics, Student Council).
11. In-school Suspension assignment.
12. Administrative referral to outside services, agencies, counseling, alternative education programs, etc.
13. External Suspension from school property, classes and school related activities.
14. Referral to law enforcement authorities.
15. Alternative Educational program.
16. Full restitution by parent for damage done by student.
17. Sent home immediately from a field trip at the parents' expense.
18. Community Service Hours.
19. Recommendation for expulsion to the Chugach School District School Board.
20. Report cards withheld until all school materials are returned or fines are paid.

**If a rule is broken, whenever possible, simple action that fits the situation is taken as soon as possible. When a problem cannot be dealt with simply, one or more of the above steps is taken until the problem is resolved. In selecting consequences for unacceptable behaviors, it is not necessary to use each one or to use them in the order listed. All suspensions will require a parent / guardian conference before the student can be readmitted to the school.**

## *Part Eight - Predetermined Consequences*

Students must be especially aware of provisions for action that the school must take if there are serious misbehaviors involving weapons, drugs (including alcohol and tobacco), or criminal acts. Federal and State laws, coupled with School Board policies, dictate the consequences in such situations. Suspension or Expulsion is mandatory for such behaviors.

Suspensions will require a parent / guardian conference prior to the student being readmitted to the school.

Expulsion will require a student to reregister with the school at the conclusion of the expulsionary period if they desire to reenter the school.

1. Any weapon or instrument used as a weapon will fall under the “Gun Free Schools Act” and result in not less than a one-year expulsion. Law enforcement officials will be notified.
2. Any possession, use or transmitting of illegal substances will result in suspension and/or expulsion. Law enforcement officials will be notified.
3. Any criminal acts such as arson or rape will result in suspension or expulsion. Law enforcement officials will be notified.

# Part Nine - Due Process Rights

American Citizens believe that authorities must make fair decisions. The constitutional rights of individuals assure the protection of due process of law procedures. Consequently, the Chugach School District has set up ways for students and parents to file complaints regarding disciplinary treatment that they feel is unfair.

## **Rights:**

- Students have the right to a fair and impartial hearing if they feel they have been dealt with in an unfair manner.

## **Responsibility:**

- Students have the responsibility to learn about the procedures for filing complaints and following proper grievance procedures.

## **Procedure:**

1. The student shall attempt to resolve the problem with the teacher or school staff member involved.
2. The student shall notify the Head Teacher/Principal of the grievance in writing and both parties shall discuss the problem with the Head Teacher/Principal in good faith with the objective of resolving the matter.
3. The Head Teacher/Principal shall notify the student of the disposition of the matter.
4. If not satisfied, the student may appeal this disposition in writing to the Superintendent.
5. The Superintendent will address the situation in good faith and advise those involved of further grievance procedures if necessary.

## **Communication/Input Process:**

Please provide input to the Chugach School District using the process below which has been approved by the Chugach School District Board of Education.

- First: Provide input to the Teacher who is directly involved.  
For example, suggestions about a classroom should be directed to the classroom teacher.
- Second: In occasional situations where a concern has been discussed with a Teacher but still has not been resolved, please speak with the Head Teacher.
- Third: In rare situations where a concern has been discussed with a Head Teacher but still has not been resolved, please speak with the District Principal.
- Fourth: In unusual situations where a concern has been discussed with the District Principal but has not been resolved, please speak with the Superintendent.
- Last: In extraordinary situations where the Superintendent cannot resolve a situation, the School Board will work with the Superintendent to determine if a change in policy is appropriate to best address the situation.

# *Part Ten - Student Activities and Assembly*

All of us need to learn how to be effective members of the communities in which we live. School activities are an integral part of the educational process, giving students a chance to interact in positive ways. Such activities afford the student opportunities to learn from each other in how to work together harmoniously for common goals. School activities beyond the academic realm however, are a privilege that should not interfere with the academic process of the student.

## **Rights:**

- The student may take part in extra-curricular activities, assemblies, and school-approved organizations without regard to race, handicap, religion, sex, or nationality IF they meet requirements.
- The student may seek office in student government and/or school approved clubs and groups without regard to race, handicap, religion, sex, or nationality.
- Students may consult with sponsors of school clubs, teams and organizations.
- All students may take part in electing officers for student government.

## **Responsibilities:**

- Students have a responsibility to see that their extra-curricular activities do not interfere with their academic work and that they know and follow the special rules for the activities they choose.
- Students who hold office have a responsibility to learn how to do their jobs, support the goals of the group that elected them and to treat other members of the group fairly.
- Students have a responsibility to see that their actions as members of school clubs and groups meet the standards that have been set by the school administration.
- Students have the responsibility to educate themselves as to the qualities needed for leadership and choose officers who have those qualities.

## **Guidelines:**

Participation in extra-curricular activities is a privilege that must be earned through proper behavior and academic progress. In order to take advantage of these programs, a student must meet the following requirements:

1. Maintain a genuine and sincere effort to progress to the next level in each content area - to be determined by each teacher.
2. Maintain appropriate behavior as per school and classroom rules.
3. Maintain regular attendance.
4. Students must be in attendance the day of scheduled activity to maintain eligibility for participation that day.

Students who are in variance with any of the above criteria may be suspended from participating until the Head Teacher/Principal deems that the student has taken appropriate, meaningful action to correct the variance.

## **Student Travel:**

When students are on a trip representing the school, they are to conduct themselves in a proper manner at all times. Failure to do this will result in the appropriate disciplinary action being taken by school officials. All students traveling with the school must submit a parent permission form and medical treatment release before traveling. Inappropriate behavior / conduct may result in a student being sent home at the parents' expense (See CSD student eligibility requirements).

## **Accident Procedures:**

In all accident cases or cases of emergency, the responsibility for the care and treatment of the individual will be shifted to the parent or guardian as soon as possible.

# Part Eleven - Safety and Security

## **Fire:**

1. The sounding of an alarm is the signal to evacuate the building.
2. Turn off all classroom lights and close all classroom doors and windows.
3. Move rapidly, but do not run.
4. Should you find a stairway or exit blocked, pass the word back and leave in an orderly way by another exit.
5. After leaving the building, all students should proceed to a distance of at least 100 feet from the building and remain there in order to give the fire fighting crews and equipment room to operate safely.
6. All students are expected to wait quietly with their teacher. Attendance must be taken. No students may reenter the building before the all-clear signal is given.
7. All students are expected to become thoroughly familiar with the fire drill exit route posted in each room.

## **Earthquakes:**

When an earthquake shakes for a minute or two, the solid earth may pitch and roll like the deck of a ship. The motion is frightening, but unless it shakes something down on you, it is harmless. Keep calm and ride it out. Your chances of survival are good if you know how to act.

During the earthquake you should do the following:

1. Indoors: (Stop, Drop, and Hold)
  - a. Remain indoors unless school officials deem it necessary to evacuate.
  - b. Move under sturdy furniture.
  - c. Move toward the center of the building into hallways.
  - d. Stay away from windows or other glass objects.
  - e. Do not use candles, matches or other open flames.
2. Outdoors
  - a. Stay away from buildings where there is danger of falling debris.
  - b. Stay out in the open, away from buildings and wires.
  - c. If in a moving car, stop and remain inside.

## **Power Outage:**

If a power outage should occur during school hours, and there is no other emergency, remain calmly in school and await further instructions. Generally, the power will be restored in a short period of time and emergency lighting services can be provided.

## **Accident Procedures:**

In all accident cases or cases of emergency, the responsibility of the care and treatment of the individual should be shifted to the parent or guardian as soon as possible.

## **Weather Conditions:**

Our schools may experience severe weather conditions. Students have a responsibility to be prepared with proper dress for such situations. Improper dress in severe weather conditions may become hazardous to your health very quickly. Students shall conduct themselves in a safe and responsible manner while traveling to, from, and around school grounds.

# Part Twelve - Grading

## **Academic Progress Reports:**

The main function of progress reports is to inform the student and the parent / guardian of the progress the individual student has made in class. The Chugach School District Report Card, Progress Report and Performance Snap Shot are designed to inform the student and parent of the student's progress in the specific Standards up to that time. Reasons for Advanced, Proficient, Developing, and Emerging marks are provided. It is hoped that accurate and objective reporting to the student and parent will encourage the student to make use of his/her educational opportunities to the best of his/her abilities.

Parent / Student / Teacher Conferences provide an opportunity for students and teachers to discuss progress and show projects students have completed. Students are encouraged to attend and participate in conferences.

A teacher may give interim progress reports at any time. They are usually issued at the midpoint of a nine-week grading period. These notices act as a general guide for students to use in attaining the level and Standards they desire before the end of the grading period.

## **Honor Roll:**

The honor roll may be established each grading period based on the following criteria:

1. A student must maintain at least "developing" marks in each standard area at their level.
2. A genuine and sincere effort to progress to the next level must be maintained in each standard area (to be determined by each teacher and a teacher recommendation is required).
3. A student must apply for Honor Roll status and be accepted by the Honor Roll Committee.

## **Homework:**

Homework is considered an important element of a student's education. Homework provides the student with an opportunity to extend learning beyond the classroom and provides the independent practice of applying the skills introduced in the classroom under the guidance of a teacher. Homework loses its value when not completed in a timely manner, so in order to facilitate the proper use of homework, teachers will not accept homework turned in late. An excused absence constitutes the only valid exception to this rule. Teachers may extend the due date for homework depending on the circumstances.

## **High School Graduation Requirements:**

Students must progress to at least the minimum required level in each of the 10 standard areas to obtain a high school diploma from Chugach School District. Upon district administration approval, a Personal Graduation Plan may be developed with the student, parent, and staff for an alternate plan to meet the Chugach School District Standard areas to graduate.



**Chugach School District Student/Parent School Compact**  
**2024-2025**



**Where the FOCUS is on personal attention, educational flexibility, enrichment opportunities and student success!**

# FOCUS Homeschool Student/Parent School Compact

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The FOCUS Homeschool ACT/SAT Code can be found on page 19.

**NEW: 24/25 School Compact changes/updates have been highlighted in yellow.**

# FOCUS Homeschool Student/Parent School Compact

Developed in collaboration with Chugach School District Educational Advisory Councils

This Compact may be revised with or without notice due to changes in laws or regulations.

## CHUGACH SCHOOL DISTRICT MISSION

The Chugach School District (CSD) is committed to developing and supporting a partnership with students, parents, communities and businesses who equally share the responsibility of empowering students to meet the needs of the ever-changing world in which they live. Students shall possess the academic and personal characteristics necessary to reach their full potential. Students will contribute to their community in a manner that displays respect for human dignity and validates the history of all ethnic groups.

### Strengths

The Chugach educational model is focused on student learning and success that is relevant to a child's life, both now and into the future. As such, many of the traditional educational barriers have been removed, allowing students and families to pursue the course at a pace that best meets their needs. Traditional grade levels are replaced with a performance-based model in which students tackle developmentally appropriate academic, physical, social, and technological skills.

## FOCUS Homeschool Overview

FOCUS Homeschool, formerly known as the Chugach Homeschool Extension, was established in 1980 to meet the educational needs of remote families living within Chugach School District boundaries. In 1994, Chugach opened homeschool enrollment statewide in response to requests from families beyond District boundaries.

- Chugach School District operated the first statewide correspondence program in Alaska.
- We have homeschool staff support in Fairbanks, Wasilla, Palmer, Anchorage, Girdwood, and Valdez.
- Chugach School District serves students throughout Alaska.
- FOCUS Homeschool has the lowest student-teacher ratio compared to other statewide correspondence programs.
- Chugach has received the following awards for excellence in education:
  - APEX (Alaska Performance Excellence)
  - Baldrige National Quality Award
  - National High Schools Award
- Parents report choosing FOCUS over other statewide correspondence programs because of our personal attention, educational flexibility, and enrichment opportunities.

Our "focus" has never been on how big we are or how many students we serve. We don't see our students as numbers – each individual student is important to us. We provide our families with prompt and personalized attention, flexibility in meeting individual needs, and allow them to pursue specific enrichment opportunities to help students succeed.

# Philosophy

FOCUS Homeschool provides a PreK through secondary instructional model to those students whose families prefer to provide instruction at home, to students whose families are traveling, and to those who do not have access to a local school.

We believe in meeting the individual needs of each student in a holistic and applied manner. It is essential that parents, students, and the community accept joint responsibility in the education of students. The role of parents as the primary educators of their children is valued and respected.

The CSD educational system is a standards-based program through which students progress at their own developmental pace. Benefits of this unique model of education include the following:

## Meeting Individual Student Needs:

- Student/parent choice of educational curricula and ownership of the student's educational career.
- Individual Learning Plans for each student.
- Individualized pacing with no barriers to excelling into the next level.
- Individualized Assessments (Student Learning Profiles) upon request.

## Basic Skills Proficiency:

- A **meaningful reporting system** using our Developmental Report Card reflects what students know and are able to do.

## Character Education:

- **Group learning opportunities** that promote both cognitive and social development.
- **Comprehensive career and personal/social development** for middle and high school students, including optional participation in the District's highly acclaimed Voyage School, including outdoor leadership experiences, career preparation and exploration. (For additional information on these programs, please refer to the "Allotment PLUS" section beginning on page 15.)

## School-to-Life Transition:

- **Applied learning focus** ("real world" context)

## Technology Assisted Learning:

- **Technology support** (equipment and internet access)

## STANDARDS OF THE CHUGACH INSTRUCTIONAL MODEL

The ten Content Areas listed below include multiple standards for each level. Students must complete these standards and perform proficiently on Chugach School District assessments in order to pass to the next level. As noted in italics, each Content Area has a minimum level that must be met in order for a student to meet graduation requirements. Once the graduation level is met for each of the ten Content Areas, the student is eligible to receive a diploma\*. Students progress through the levels within each Content Area at their own pace.

(\*In order to obtain a diploma from CSD, students must also meet state requirements.)

**Mathematics (MA)** – Students will identify and understand mathematical facts, concepts, principles, and theories, and apply them in problem-solving situations within and outside the school setting. *Graduation = Level 10*

**Technology (TE)** – Students will operate technology-based tools to manage information, solve problems, and express ideas in a responsible manner. *Graduation = Level 8*

**Social Studies (SS)** – Students will understand U.S., World, and Alaska history, geography, and political systems. *Graduation = Level 8*

**Reading (RE)** – Students will comprehend a variety of printed materials when reading for pleasure and/or information. *Graduation = Level 8*

**Writing (WR)** – Students will write effectively for a variety of purposes and audiences. *Graduation = Level 8*

**Culture & Communication (CC)** – Students will understand and appreciate the unique aspects of their own culture, as well as Alaska Native and World cultures. Students will participate in a variety of art forms, which may include literary, visual and/or performing arts. *Graduation = Level 7*

**Personal/Social/Service (PSS)** – Students will possess the values and skills necessary to reach one's full potential and foster the development of those around them. Students will prepare for making a difference through actions of caring for others through personal contact, indirect service, or advocacy. *Graduation = Level 7*

**Career Development (CD)** – Students will be prepared for the ever-changing workplace by increasing their understanding of the relationship between education and employment and by improving their career decision-making skills. *Graduation = Level 7*

**PE/Health (PE)** – Students will develop healthy interpersonal strategies and apply them in both rural and urban environments. *Graduation = Level 7*

**Science (SC)** – Students will understand and apply major concepts and processes, which are common to all sciences. *Graduation = Level 9*

## ROLE OF THE ADVISORY TEACHER

- **Assist** parents in the important role as the primary teacher of their child.
- **Ensure** parents and students are aware of their responsibilities within FOCUS Homeschool.
- **Help** in assessing students' abilities (strengths and weaknesses) and learning styles in a supportive and effective learning environment that enables all students to meet academic achievement standards.
- **Provide** support in choosing high-quality curriculum and appropriate learning and assessment materials, as well as unique and powerful learning experiences and opportunities.
- **Offer** parent training.
- **Model** lessons and strategies for parents.
- **Maintain** regular monthly contact with families.
- **Evaluate** assessments and work samples and provide feedback to parents and students. Parents may request to meet with their Advisory Teacher at any time throughout the school year to discuss their student's academic progress.
- **Support** the parents' endeavors to individualize their child's learning experience.

## RESPONSIBILITIES AND RIGHTS OF STUDENTS AND PARENTS

The education of our students is a partnership between the school, the student, and the parents/guardians. In order to ensure a high level of engagement on the part of the student, parents have the responsibility to support their student's learning in the following areas:

- **State and Local Regulations** – Students are subject to all state and local regulations that apply to public school students.
- **Monthly Contact** – To remain in good standing and to be eligible for continued enrollment, families must maintain monthly contact with their Advisory Teacher.
- **Quarterly Work Samples** – Math and Language Arts work samples must be submitted quarterly.
- **Level Assessments** – CSD end-of-level assessments are available to help ensure that our students are progressing at their appropriate pace and to advance on CSD's report card. Alternative assessments may also be submitted in lieu of CSD assessments. Please discuss this option with your Advisory Teacher. To be recorded in that year's permanent record, assessments with a proficient score should be sent to the Advisory Teacher before the end of the fourth quarter.
- **Materials** – All items over \$300.00 purchased with District funds are considered non-consumable and are the property of CSD and should be returned to the program upon withdrawal. Items funded at 50% are not subject to return. Families are responsible for returning

materials checked out to them from the resource room. All items purchased from allotment funds must receive reasonable use during time of enrollment. If a student withdraws prior to the end of count period, to be determined by the state annually, the family is responsible for reimbursing the District for all allotment expenditures or returning unused materials.

- **Forms** – Upon enrollment, parents are required to complete and submit the CSD enrollment forms (online or paper), along with a copy of the student’s certified birth certificate and current immunization record, or submit an official exemption form. Enrollment forms will be available in July for the upcoming school year. Financial allotments will be available to families upon complete submission of **all** enrollment forms. Please notify your Advisory Teacher if your contact information (phone, address, or email) has changed.
- **Individual Learning Plan (ILP)** – At the beginning of each school year, students, parents, and the Advisory Teacher work together to develop an ILP. The ILP is evaluated throughout the year and updated annually.
- **Parent Involvement** – Parents, as the primary educators and advocates for their children, can empower their students to reach their full potential. At least one parent or adult should actively participate in overseeing the student’s educational journey to ensure its meaningfulness. Remember, effective oversight requires active engagement – “Do not expect what you do not inspect.” However, we understand that circumstances vary, and in cases where direct parental involvement is challenging, our Advisory Teachers may collaborate with the parent and student to tailor an educational program that supports the student’s unique needs and aspirations.
- **State Testing Requirements** – State regulations 4 AAC 06.710-790 require districts to administer state-mandated testing to each student. If students do not participate in state testing, Chugach School District and FOCUS Homeschool will be held accountable for not complying with state participation rates.

Per AS 14.03.016.a(1), CSD recognizes the authority of parents to direct the education of their children, and therefore recognizes their right to object to and withdraw their child from standards-based assessments or tests required by the state.

Other testing requirements include, but may not be limited to:

- **PreK Screening** is provided to PreK students each Fall and Spring.
  - **Alaska Developmental Profile** is administered to kindergarteners and new first grade students each Fall.
  - **mClass DIBELS 8 Reading Screener** is administered up to three times per year to students in grades K-3.
  - **State Testing** is administered each April to students in grades 3-10.
- **Right to Appeal** – Students and parents enrolled in FOCUS Homeschool have the same right to access and utilize the District appeal process as students and parents in other CSD schools or programs.
  - **Special Education** – State and Federal laws guarantee the right of students with special needs to a free and appropriate education in the least restrictive environment. As the enrolling District, CSD is responsible for coordinating Special Education and related services for CSD students who qualify for such services. Prior to enrollment, CSD and the resident school district may enter into an Individualized Cooperative Agreement, as identified in **4 AAC 33.432(c) (1-5) and IDEA regulations**, with regards to Special Education service delivery.

The District that has the larger share of the student's enrollment is responsible for Special Education services. If a student is split between a residential district and a correspondence program (50/50), then the District of Residence is responsible for Special Education services. If a student is enrolled in more than 1 correspondence program, and the split is 50/50, the 1st program to enroll the student is responsible for Special Education services.

Prior to a Special Education referral, or a Special Education student's 3-year re-evaluation, the parent/guardian is required to obtain and submit the student's current hearing and vision screenings to their local FOCUS office.

## ENROLLMENT PROCEDURES AND PROCESS

### Who may enroll?

- PreK students who are 4 years old on or before September 1 and who intend to stay with the program. A PreK student does not need to have an enrolled sibling to apply. PreK enrollment is limited. Eligible PreK students are accepted in order of application date.
- K-12 students who are between the ages of 5 and 19 as of September 1 and who have not yet earned a high school diploma or GED.
- Students with active IEPs who have not completed their graduation requirements, if they are under the age of 22 on July 1.

CSD is a Public School District; therefore, there is no cost to enroll.

**Application Period** – New families interested in enrolling may submit applications beginning in January for the following school year. Enrollment continues until capacity is reached, at which time applicants will be put onto a wait list.

### How To Apply

- Parent submits an application.
- A FOCUS staff member will contact the family to conduct an interview.
- The application and interview documents are submitted to the Review Team. Staff will then notify parents of the District's decision to approve or deny enrollment within 2 weeks of receiving the complete application and any requested documents.

### Enrollment Status

- **Full-time Enrollment** – A student must be enrolled in at least 4 courses to be considered full-time. Full-time students who enroll prior to the state count period will receive 100% allotment funding.
- **Part-time Enrollment** – Students may elect to enroll concurrently with CSD and another public or private school for part-time enrollment. In this instance, the funding allotment from CSD will be reduced based on the percentage of time the student is enrolled in another school.
- **Late Enrollment** – Allotments for students enrolled after the first day of count period will be adjusted according to the enrollment date.
- **In accordance with 4 AAC 33.426** – A student enrolled in a correspondence study program, whether full-time or part-time, must take at least 50 percent of the student's coursework in core courses. A student enrolled in more than two correspondence classes must take core courses in at least two different subject areas.
  - A district may waive this requirement if the student is a senior and needs less than 50 percent of the student's curriculum in core courses to qualify for high school graduation from the correspondence study program in which the student is enrolled.

- A district shall waive this requirement if the student obtained a proficiency level of advanced or proficient in English/Language Arts and Mathematics on state testing as outlined in 4 AAC 06.739 during the previous academic year.
- Core classes are defined as World Language, Math, English Language Arts, Science, Social Studies, and Technology (4 AAC 33.426).
- Core course work performed outside the student's correspondence study program may not count toward these requirements.

**Traveling and Out-of-State Students** – Students who leave the state for an extended period of time, but less than one year, are considered a traveling student. These students must notify their Advisory Teacher of their plans, retain a permanent Alaska address, maintain regular contact, and meet all program requirements. **Out-of-state internet and memberships are not reimbursable. Reimbursement checks and material orders can only be mailed to the family's Alaska address. Students must be in Alaska and available to participate in state testing.**

**Active-Duty Military Families** – Please contact our office for enrollment qualifications which relate exclusively to military families.

Families are encouraged to discuss all enrollment options with their Advisory Teacher.

**Re-Enrollment/Withdrawal** – To be eligible for re-enrollment for the next school year, students must be making adequate progress in their Content Areas as determined by the Advisory Teacher. Families may be withdrawn by CSD at any time during the year based on any one of the following situations:

- **Failure to turn in required paperwork and quarterly work samples; or**
- **Failure to maintain monthly contact; or**
- **Lack of response to multiple contact attempts by CSD staff; or**
- **Extended period of noncompliance to CSD requirements; or**
- **Failure to abide by any of the policies or procedures set forth in the FOCUS Homeschool Student/Parent Compact.**

## STUDENT RECORDS AND REPORTING

**Student Records** – Each student has a permanent file that contains the student's progress report, test scores and school records. One copy of the permanent file is kept in the Homeschool Office and a second copy is kept at the District Office in Anchorage. Copies of the permanent record will be sent to another school upon request by the new school.

**Monthly Contact** – The Advisory Teacher will maintain a record of monthly communication with parents/students. Communication may consist of electronic mail, letters, phone calls, family gatherings, home or office visits, etc.

**Quarterly Work Samples** – In accordance with state regulations, the Advisory Teacher will collect quarterly work samples demonstrating student progress in Language Arts and Math. Samples may be turned in any day between the first and last day of each corresponding quarter.

- Quarter 1            8/22 - 10/15
- Quarter 2           10/16 - 1/15
- Quarter 3           1/16 - 3/15
- Quarter 4           3/16 - 5/15

Current quarterly work samples must be on file prior to the processing of financial paperwork. Please remember that being prompt with turning in your paperwork helps staff better serve all of our students.

**Graduation** – CSD assesses student progress according to developmental levels in each of the ten Content Areas. A student’s ability to earn a high school diploma from CSD is not based on a student’s age or years in school, but rather a demonstration of proficiency in all Content Areas. The graduation levels for each subject (Content Areas) are indicated on the Developmental Report Card. Students can earn additional credit for courses completed that go beyond the graduation level. Transcripts are available upon request.

## **FOCUS PreK PROGRAM**

(Available to students 4 years old by September 1<sup>st</sup>)

**Monthly Teacher Meetings** – Families meet with an Early Learning Coordinator once per month to discuss progress, planning, and resources.

**Student Screenings** – Students are screened by their Early Learning Coordinator in the Fall and Spring using Brigance Developmental Screening and the Ages & Stages Questionnaire.

**Standards Assessments** – Early Learning Coordinators support families by using Teaching Strategies GOLD standards to report student progress throughout the year.

**Family Engagement Events** – These optional events will be offered to families with PreK students throughout the school year and will focus on skills from the Alaska Early Learning Guidelines.

**PreK Starter Kits** – Upon enrollment, every PreK student will receive a welcome bag full of developmental materials for learning.

**iPads and Yoto Devices** – Every PreK student has the option to check out a District iPad and/or Yoto for at-home use. District iPads will have access to a self-serve app library, and Yotos have card decks for check out.

**Learning Subscriptions** – Families will have access to online learning tools such as Ignite by HATCH, Reading Eggs, Math Seeds, Heggerty Phonemic Awareness, Scholastic Watch & Learn, and more!

**PreK Family Kits** – Families may check out themed kits that include games, dramatic play materials, and manipulatives that encourage family engagement aligned to PreK learning goals.

**Home Library** – Every PreK student will be given at least nine quality books throughout the year to build an at-home library.

**See allotment policy for PreK on page 9.**

## ALLOTMENT

An allotment is provided to support a quality education for your child. Parents, the primary teachers, are given the responsibility of using allotment funds wisely to benefit the academic development of their child. When considering purchases, we encourage parents to use discretion and prioritize their child's needs. First, consideration should be given to purchasing quality materials for a strong foundation of basic skills by addressing core subjects: Reading, Writing, Math, Science, and Social Studies.

After the child has materials suitable to meet their needs in obtaining proficient mastery of these areas, individual student special interests may be considered. Because Chugach's Philosophy of Education acknowledges the importance of character education, culture and communication, school-to-life transition, and advancement in technology, we support the purchase of a wide range of materials to educate the whole child, addressing both academic and supplemental instruction.

The purpose of allotment funding is to assist in providing a quality education while reducing the financial burden of educating your children at home. It may or may not cover all the expenses incurred, as that is not its primary purpose. Funds are intended to help you assure your child is adequately prepared for a successful future. Use funds wisely to maximize the returns on your investment.

All allotment purchases are solely intended for the benefit of enrolled students. Specific questions regarding allotment spending should be directed to your Advisory Teacher. All purchases must be an economical use of District funds and are subject to final approval by the CSD Superintendent.

### *Allotment Period: July 1 – June 30*

*Allotments will become available upon completion of enrollment process and after July 1.*

**Student Allotments** – Annual allotments, **tracked per student**, are based on the percentage of full-time enrollment and the student's enrollment date. Completed enrollment is required before allotments are open. Receipts can only be submitted for items or services purchased after the acceptance date. Current work samples for each quarter must be on file for allotments to remain open. Materials and services purchased with allotment funds are intended to receive reasonable use during time of enrollment. All allotment purchases are subject to compliance with state regulations and Superintendent approval.

PreK	=	\$ 200	<b>[Core curriculum materials only]</b>
Grades K-8	=	\$ 2,600	
Grades 9-12	=	\$ 2,700	

In addition to the allotment funds, see "Allotment PLUS" beginning on page 15 for a list of services, programs, and resources that are free or offered at a very reduced rate for FOCUS families.

**PreK Allotment** – Allotment may be used to purchase resources that cover Reading, Writing, Math and Science materials, as well as district-sponsored activities. Allotment does not cover lessons, physical education, technology or internet. Funds do not roll over to next school year. **Final day to submit PreK receipts for reimbursement is April 21.**

**Rollover Funds** – Returning students may have a rollover amount of unused funds not to exceed \$3500.00 per student. PreK funds and graduating senior funds do not roll over to the following school year.

**Graduating Students Allotment Funds** – Graduating students need to plan to ensure purchases are made with consideration of time remaining with the program. Items approved for purchase should receive reasonable use during the remaining time enrolled.

## ALLOTMENT PURCHASING AND REIMBURSEMENT

**Purchasing Guidelines** – FOCUS Homeschool provides each student an allotment, **tracked per student**, to ensure that parents have an opportunity to provide the student a quality education with a strong foundation of basic skills proficiency while meeting individual student needs.

Because Chugach’s Philosophy of Education acknowledges the importance of character education, school-to-life transition, and advancement in technology, we support the purchase of a wide range of materials to educate the whole child, addressing both academic and supplemental instruction. Requests for supplies and materials must be aligned to the Standards and Levels in which the student is progressing. All purchases must be an economical use of District funds and are subject to final approval by the CSD Superintendent.

The valid instructional purpose served by the expenditure must be supported in the student’s learning plan. The purpose of allotment funding is to assist in providing a quality education while reducing the financial burden of educating your children at home. It may or may not cover all the expenses incurred, as that is not its primary purpose. Allotment spending should be prioritized by first assessing individual student needs and ensuring core Content Areas are met (Reading, Writing, Math, Technology, Social Studies, and Science). After that, non-core and supplemental expenditures can be addressed. More specific details about those areas will follow. Remember that all purchases made with allotment funding need to be tied to specific Standards and be designed to enhance the education of your child. All allotment purchases are solely intended for the benefit of enrolled students.

**Receipts must be dated between July 1 and June 30 of the current school year.** Receipts dated prior to a student’s acceptance date cannot be reimbursed. If a student withdraws prior to the end of the state count period, the family is responsible for reimbursing the District for all allotment expenditures or returning unused materials.

**Purchase Requisition (PR)** – A Purchase Requisition is used to request the District to purchase materials, curriculum, and services from direct-bill vendors on our current direct-bill vendor list. Submit your request using the following guidelines:

1. Discuss the purchase with your Advisory Teacher to ensure it is an appropriate and aligned request and will receive approval.
2. Submit your request to your local office.
3. Please allow approximately 2 weeks to process. Please expect longer processing times during heavy purchasing periods.

Requests at the end of the year for Purchase Requisition curriculum orders need to be submitted to your Advisory Teacher by April 21 to ensure timely processing.

**Direct Billing for Classes/Lessons** – Families who request that CSD pay vendors on our current direct-bill vendor list directly from allotment must follow the procedures listed below. **Please inform your Advisory Teacher and submit request at least two weeks prior to the start of lessons or classes to allow for processing.**

1. Discuss lessons or classes that you are interested in with your Advisory Teacher.
2. Work with your Advisory Teacher to complete the Course Approval Plan with student(s) names, lessons/classes to be taken, dates of lessons, the cost, and completion date.

3. A Course Approval Plan must accompany a PR, submitted at least two weeks prior to the start of lessons/ classes.
4. A Purchase Order (PO) will be generated for the vendor for these lessons/ classes. These costs will be deducted from student allotments. When lessons are complete, the vendor will invoice CSD.
5. CSD will **issue direct payment to the vendor only for classes completed after the date of PO**.
6. If lessons begin **prior to establishing a PO, parents are responsible for paying** for these classes/lessons and may submit receipts for reimbursement.

**Adding New Vendors** – Families wishing to use a vendor that is not currently on the direct-bill vendor list must contact their Advisory Teacher to initiate the vendor approval process, which takes 1-2 weeks.

**Check Request (CR)** – A Check Request is used to request reimbursement for purchases paid for by the family. For CSD to process your Check Request promptly, please make sure to use the following guidelines when submitting receipts for reimbursement:

1. Submit school-related purchase receipts to your Advisory Teacher and/or your site's financial secretary.
2. **Each receipt MUST include:**
  - Purchase date
  - Itemized purchases with costs
  - Vendor name
  - Method of payment [cash, check (with number), credit card, PayPal, etc.].
3. Each receipt in its entirety must be clear and legible. Please add item descriptions if the receipt items are not clearly understood. **Make a notation of student name for items specifically purchased for that student. Please be certain personal items are not listed on your school-related receipts.**
4. **Expect approximately 2-4 weeks for processing of properly submitted receipts. Incomplete receipt submissions may incur processing delays of an additional 2-4 weeks.** Please expect longer processing times during heavy purchasing periods and/or receipt deadlines.

**Semester 1 Receipts Due No Later Than 1/15**  
**Semester 2 Receipts Due No Later Than 4/21**

**Final Materials Receipts Deadline for 24/25 School Year – 4/21**  
**Final Lessons/Internet Receipts Deadline for 24/25 School Year – 6/9**

**Please turn in quarterly work samples prior to submitting reimbursement requests.**

**End of the year Check Request reimbursements need to be submitted to your Advisory Teacher by April 21.** Receipts submitted after this date will not be processed, with the exception of lessons, internet, and subscriptions. **NOTE:** May/June lessons, internet and subscriptions can be submitted for reimbursement as they are completed. **June 9th is the final date for receipt submissions for the 24/25 school year. Any receipts submitted after this date cannot be processed.**

**CR/PR Minimum** – Check Request reimbursements and Purchase Requests have a \$25.00 minimum. Final requests for reimbursements do not need to meet these minimum requirements.

**Materials Covered** – CSD can pay for educational, developmentally appropriate curricular supplies that support the student's current goals and Individual Learning Plan. Curricular supplies may include textbooks, workbooks, art and science materials, general and consumable school supplies, cameras,

microscopes, telescopes, musical instruments, sewing machines, PE equipment, tutoring services, online courses, college courses, community-based learning opportunities, performing arts experiences, educational CDs or DVDs, computer software, AirPods, apps, local memberships or admissions to enhance student learning, etc. Each purchase must be tied to a specific learning expectation. Funding for other materials or services may be approved only by the Correspondence Program Director or the Director's trained designee.

**Educational Enhancements: Educational Toys/Games/LEGOs** – While the expenditure of funds on educational enhancements such as toys, games, crafts, etc., are allowable, please consider balancing your selections by asking: "How will this item help my child receive a quality education?" The valid instructional purpose served by the expenditure must be supported in the student's learning plan. All purchases made with allotment funding need to be tied to specific Standards and be designed to enhance the education of your child.

**Materials and Services Not Covered by CSD** – A statewide correspondence study program cannot pay for or provide funding for the following:

- Religious, partisan, sectarian, or denominational textbooks or other curriculum materials [AS 14.03.090(e)];
- Services and lessons provided to a student by a family member, including the student's spouse, guardian, parent, step-parent, sibling, step-sibling, grandparent, step-grandparent, child, uncle, or aunt [AS 14.03.310(D)(d)(4)(e)].

**Additionally, CSD Will Not Pay, or Provide Funding, for the Following:**

1. Family travel, including transportation, food, or lodging unless pre-authorized by the Superintendent or School Board.
2. Family passes or memberships to a sports or recreational facility. (Select age-appropriate activities may be reimbursed with Advisory Teacher approval and the submission of a Course Approval Form. Itemized receipt showing student portion of membership is required.)
3. Clothing, uniforms, backpacks, or other personal items.
4. Pets or animals, supplies, or training lessons for animals.
5. Storage items (i.e., magazine files, storage boxes, file boxes).
6. Furniture or permanent items that adhere to or enhance the value of a non-school facility.
7. Weapons or ammunition (firearms, bows, arrows, knives, dart boards, darts, or other weapons).
8. Fees: credit card fees, late fees, processing fees, bag fees, parking fees, elective student fees, any kind of tax, service purchase fees by 3<sup>rd</sup> party, etc. This is not an exhaustive list.
9. Security deposits, payment plans, service plans, or maintenance agreements are not reimbursable.
10. No frivolous or excessive expenditures.
11. No gifts or items intended for use by or for the primary benefit of others not enrolled in the program.
12. Items that are considered excessive by the Superintendent.

**Reimbursement for Educational Materials:**

- Discuss the purchase with your Advisory Teacher to ensure it is an appropriate, aligned request that will receive approval.
- Purchase the item(s) using your own money.
- Submit legible receipts for the Check Request to your local office (refer to page 11 for details).

**Specialized Items/Project Purchase Form** – CSD will reimburse 100% up to \$300.00 per project that is tied to CSD standards. Specialized items over \$100.00 need pre-approval from your Advisory Teacher. It is understood that students who choose to purchase specialized items will own those items and assume liability and responsibility for maintaining them. Follow these steps for reimbursement:

1. Parent must discuss the request with the Advisory Teacher to make sure that it is an appropriate and aligned request.
2. Complete a Specialized Items / Projects Form explaining how the equipment will enhance the student's education.
3. Submit this form with your receipt for reimbursement.

**Reimbursement for Art, Music, and PE (AMPE):**

- **Lessons or Courses** – Students may use allotment funds for Art, Music, PE (AMPE) lessons. Discuss the lesson or course with your Advisory Teacher, and if applicable, complete a Course Approval Plan. Lessons and courses may be reimbursed at the time of payment. Purchase the lesson or course with your own money and submit the receipt to your local office, unless direct billing has been established (see page 10 for direct billing procedures).
- **PE Equipment** – Equipment necessary to perform physical education activities is reimbursable at 100% up to \$300.00 or 50% of the total purchase price, whichever is greater. This includes safety items that are necessary to the activity, e.g., helmets, pads, gloves, skates, sticks, etc. Clothing is considered a personal item and therefore not reimbursable, e.g., uniforms, jerseys, jackets, swimsuits, etc. This is not an exhaustive list.
- **Musical Instruments** – Purchased instruments are reimbursable at 100% up to \$300.00, or 50% of the total purchase price, whichever is greater. Monthly payments for rented or leased instruments are reimbursable. Please contact your Advisory Teacher for details.

**Please keep in mind your child's total educational needs when budgeting allotment funds for AMPE lessons and/or equipment to ensure they are making adequate progress in core subjects.**

**Information Technology (IT) Reimbursement** – Students in grades K-12 can use allotment funds to purchase technology equipment, e.g., computer, laptop, e-reader, tablet, printer, iPad, etc. CSD will reimburse 100% up to \$300.00 or 50% of the total purchase price, whichever is greater. It is understood that students who choose to purchase technology equipment will own that equipment and will assume responsibility for maintaining it. CSD does not reimburse for service plans or maintenance agreements.

**Internet Access** – For students in grades K-12, CSD will reimburse for internet costs (to be deducted from allotment):

- Up to \$75.00 per month – Families with one K-12 student
- Up to \$150.00 per month – Families with 2 or more K-12 students

**Proof of payment is required for internet reimbursement. Please submit the detailed statement invoice from your internet carrier.** The invoice must include: name, date of payment received, amount paid for internet (in case multiple services are provided, e.g., phone), and service period covered.

If you have bundled service that is not itemized, you must get documentation from your provider stating what portion of the invoice applies to the internet connectivity.

Out-of-state internet is not reimbursable.

**College/Career Classes** – Discuss with your Advisory Teacher. Purchase classes with your own money and submit a Course Approval Plan and the itemized receipt for reimbursement.

Based on your student's prior academic achievements and Advisory Teacher approval, college course fees may be reimbursed before completion. Students must submit a final grade of C or above upon completing the course. Failure to complete, pass a course or submit a grade may result in ineligibility for early reimbursement in the future. CSD will not pay for or reimburse any late fees, parking or other optional fees.

Scholarship funding may also be available for juniors and seniors who are interested in enrolling in postsecondary courses that lead toward a degree or certificate. Please discuss options with your Advisory Teacher.

**District-Sponsored Travel/Events** – The District may purchase student academic travel/cover event fees and deduct from your student allotment for District-sponsored events. Prior approval from your Advisory Teacher is required. Examples include Close Up, FFA, etc.

**Individual Student Academic Travel** – With pre-approval, the District may reimburse for individual student travel to events with an explicit educational purpose relating to the student learning plan. Prior approval from your Advisory Teacher is required. There will be no reimbursement for travel expenses without prior approval.

**Admissions Fees During Student/Family Travel** – The District may reimburse for individual student admission fees for events and activities with an explicit educational purpose relating to the student learning plan. Reimbursement for activity costs incurred during travel must be approved by the Advisory Teacher. A student-written explanation of knowledge gained from the specific activity may be requested to justify the educational value of the expense. Travel activities must be uniquely relevant to the specific area where you are traveling. Meals, out-of-state memberships, and amusement/theme park admission are not reimbursable (for example Legoland, Sea World, Six Flags, Disneyland, etc.).

**Withdrawing Families/Graduating Students** – Families need to plan ahead to ensure purchases are made with consideration of time remaining with the program. Items approved for purchase must receive reasonable use during the remaining time enrolled. Please discuss these purchases with your Advisory Teacher. Final reimbursements should be turned in four weeks prior to withdrawal to ensure ample time for processing. Reimbursement requests may not be processed after withdrawal. **Final receipt submission for graduating seniors is May 31.**

## ALLOTMENT PLUS

Enrollment in FOCUS Homeschool is free for Alaska residents. In addition, when you choose to homeschool through a public school district in Alaska, an educational allotment is provided for your family. You have the freedom to spend these funds based on your child's educational needs.

FOCUS Homeschool provides an allotment, PLUS much more.

### District-Funded Benefits – No Cost to Families

#### Services and Opportunities

- **Educational Scholarship** – Scholarships will be available for qualifying high school students who are enrolling in college classes or career training. Students may apply for additional funds to pursue their goals. Please discuss these options with your Advisory Teacher in order to submit a proposal. These additional funding requests will be approved by the CSD School Board.
- **Voyage School and Voyage Partner Opportunities (7th-12th Grade)** – This is a free resource for students who are enrolled in our school district. Voyage School focuses on intensive career and trade training and is appropriate for both non-college-bound and college-bound students.
- **PreK Enrollment** – Our PreK students receive developmental screening of strengths and needs, group in-person learning activities, access to a library of PreK activity bags, and a performance-based report card. **No sibling enrollment is required to join and receive PreK allotment funds.**
- **Free Resource Rooms** – Parents often choose to return items they feel other families might enjoy, including curriculum and other learning materials. While some of these items are available for free checkout to our families, many items are available for families to take and use permanently.
- **Senior Scholarships** – Our school board may offer scholarships to qualifying seniors who seek to further their education or training.
- **Senior Graduations** – FOCUS will provide caps, gowns, and tassels for each graduate, plus an additional \$50 to cover miscellaneous expenses toward graduation. **Final receipt submission for graduating seniors is May 31.**
- **Supplemental Student Opportunities** – Students are offered the opportunity to participate in a variety of educational opportunities based on students' interests. These activities may include Geography Bee, Spelling Bee, Battle of the Books, LEGO Clubs, Future Farmers of America (FFA) and Fine Art events, among other opportunities.
- **Missoula Children's Theater** – MCT is a week-long theater production for students of all ages and may be offered biennially dependent on funding when available. During MCT week, students are immersed in a total performing arts experience from auditions and daily practice to a live community theater production. <https://mctinc.org/>
- **PAC Performances** – Special Anchorage Performing Arts Center shows are available to our families at greatly reduced rates.

- **STEM Opportunities** – Hosted by Einstein Fellow, Sheryl Sotelo, students can participate in Maker Fairs, Coding Classes, Hands-On Science and other opportunities.
- **Alaska Geographic Youth Programs** – AK Geographic offers multi-day wilderness expeditions to our middle and high school students at no charge to CSD students. These trips feature service-learning components and take place in wilderness locations across Alaska. Students may complete an application to determine eligibility. <https://www.akgeo.org/youth-programs/>

## Curriculum and Supplements

- **Copper River eLearning Courses (9th-12th Grade)** – Through a partnership with Copper River School District, our high school students may take up to two online classes per semester at no charge to the student. Students must demonstrate academic readiness. Contact your Advisory Teacher for more information. <https://www.crsd.us/page/e-campus-home>
- **UAF eCampus** – UAF offers our high school students comprehensive student support services and competitive pricing for their asynchronous online college courses. Students may garner dual credit to satisfy both college and high school requirements. <https://ecampus.uaf.edu/>
- **Edmentum Exact Path** – Edmentum’s Exact Path uses an adaptive diagnostic assessment to create a learning path for your student. The program is focused on understanding where your student is in Math, Reading, and Language Arts and moving them forward toward their academic goals. <https://www.edmentum.com/products/exact-path>
- **Reading Eggs** – This is an online program geared toward kids aged 4-13 that focuses on teaching students essential reading and phonics skills. Students complete lessons that incorporate animation, songs, and a variety of fun activities that provide the repetition needed for learning and motivation to stay on task. Parents are able to access detailed progress reports, as well as downloadable activity sheets that correspond with the lessons in the program. <https://readingeggs.com/>
- **Math Seeds** – Math Seeds is an online program that teaches kids aged 4-9 the core math and problem-solving skills needed to be successful at school with fun, highly interactive and rewarding lessons. It combines structured lessons with fun, motivational elements that keep children engaged and keen to learn. <https://mathseeds.com/>
- **MAP Assessments (K-12th Grade)** – MAP (Measures of Academic Progress) is an optional suite of online assessments. It is adaptive, which means the test questions are shaped in real-time by students’ answers. The results give a baseline of skills knowledge in Language Arts, Math, and Science and can show growth over time. Students may choose to take the test multiple times per year. <https://www.nwea.org/the-map-suite/family-toolkit/>

## Additional Benefits

- **Flexibility in Learning Paths** – We value multiple learning paths and ways of learning, including real-life learning. Our unique Content Areas, and subsequent ability to honor content beyond our graduation minimums, allow students to meet their own learning needs and interests using a variety of methods.
- **Dual Credit** – Students are eligible to take college courses for which they may receive concurrent credit with CSD and the college. FOCUS sites have special relationships with local institutions,

so high schoolers can attend local colleges, such as University of Alaska, Prince William Sound College, and Mat-Su College.

- **Dual Enrollment** – Not only can our students be enrolled in colleges and CSD concurrently; they can also be dually enrolled in public school or private school classes. Please discuss this option with your Advisory Teacher.
- **Parent Coaching** – We value and encourage the role of parents as the primary educators of their children. Special workshops and classes are offered periodically by CSD to assist parents in delivering a quality education.
- **Family Gatherings** – Each of our sites provides field trips and fun learning opportunities, based on family interest. These include things like parent trainings, local resource tours, science classes, and game days, among other opportunities.
- **Career and College Counseling** – Students and parents can connect with our school counselor for help with applying to colleges; navigating the ACT, SAT, and WorkKeys; scholarships, college and career path information; and more.
- **Student Learning Profiles** – Upon request, students of all ages can be assessed in unique areas such as Learning Style, Cognitive and Organizational Processing, and Emotional Quotients.
- **Individualized Care** – Contact your Advisory Teacher to discuss individualized support such as lesson modeling, teaching strategies, creating thematic units, assessment proctoring, or home visits where applicable.
- **Home Visits** – Dependent on family needs and staff availability, parents may discuss the option of home visits with their Advisory Teacher.

## VOYAGE SCHOOL

Participation in these programs is available to FOCUS students at no cost to families.

**Voyage School** is available to interested FOCUS Homeschool students. The goal of the Voyage School experience is to provide students with opportunities to apply what they have learned in school to real-life situations. In addition, students gain skills and training in various areas, including life skills, personal development, social development, group-living skills, service training, urban familiarization, and career development. Voyage School students enter adulthood with a solid career plan and can earn nationally-recognized industry certifications, such as Emergency Trauma Technician, CPR/First Aid, and Food Handler. Students are also able to advance in Career Development, Personal/ Social/Service, and other CSD Standards through attending Voyage School phases.

Each phase lasts between 6 and 15 days. Students stay at the Voyage Residential School in Anchorage and receive around-the-clock supervision. Phases are themed around various career fields such as Culinary Arts, Community Health, Aviation, Emergency First Responder, and many others. They are generally geared toward a certain age range, mainly for students in grades 9 through 12. Voyage School also holds shorter introductory phases for students in grades 6 through 8, as well as phases specifically designed for students nearing graduation, to assist them with their postsecondary preparation.

**Voyage Summer Camp (3-to-4-Week Summer Intensive for Grades 9-12)** – The Voyage Summer Camp is held in June or July, based out of the Voyage Residential School in Anchorage. Students have

the choice of participating in various Strands, including Culinary Arts, Outdoor Leadership, First Responder, and others. Strands may vary each year, depending on availability and student interest. Successful completion of Strands allows students to gain national certificates and dual college credit. Each Strand features ambitious hands-on projects, career development, including job shadows and tours, and opportunities to meet with recruiters and union representatives.

## **Voyage School Opportunities**

**Alaska Geographic Summer Kayak Trip** – Voyage School students may be eligible to attend week-long summer kayaking trips, led by Alaska Geographic in beautiful Prince William Sound. These trips feature leave-no-trace camping, conservation and invasive species management, field biology, and beach cleanup with the Forest Service. Prince William Sound is full of wildlife, glaciers, and breathtaking views!

## **FUTURE FARMERS OF AMERICA**

This program is available at some of our FOCUS locations.

### **What is FFA?**

FFA (Future Farmers of America) is an intra-curricular student organization for those interested in Agriculture, Natural Resources and Leadership. FFA is not just for students who want to be farmers. FFA also welcomes members who aspire to careers such as teachers, doctors, scientists, business owners, and more. Today, the National FFA Organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth, and career success through Agricultural Education.

### **Why should I join FFA?**

- Have fun
- Make friends who have similar interests
- Develop leadership skills
- Explore your passion
- Learn job skills
- Participate in community service projects
- Team building
- Scholarships and grants available

## SCHOLARSHIPS

**Chugach School District Senior Scholarships** – The Chugach School District Board of Education may offer scholarships to qualifying seniors who seek to further their education or training. Applications are due by April 30 of each year. Please speak with your Advisory Teacher for more information and application materials.

**Alaska Performance Scholarship (APS)** – The Alaska Performance Scholarship provides Alaskan high school students an opportunity to earn a scholarship that helps cover the cost of a qualified Alaska college, university, or vocational/technical program.

<https://acpe.alaska.gov/FINANCIAL-AID/AK-Performance-Scholarship>

In order to qualify for the APS, students must receive a qualifying score on one of the following:

- WorkKeys: Discuss with your Advisory Teacher  
<https://www.act.org/content/act/en/products-and-services/act-workkeys.html>
- ACT: <https://www.act.org/content/act/en.html>
- SAT: <https://satsuite.collegeboard.org/sat/registration>

APS requires each district be sent official test scores directly from ACT/SAT. To ensure test scores are sent to FOCUS, you must enter our FOCUS code when registering for the ACT/SAT or PSAT tests. Juniors and Seniors who fall within income guidelines qualify for ACT/SAT waivers. Please contact your Advisory Teacher for more information.

**FOCUS Homeschool Code: 020346**  
**(ACT/SAT will list this as Focus Homeschool)**

**FAFSA** – Paperwork must be filed by June 30, annually, prior to APS funds being disbursed.  
<https://studentaid.gov/>

**UA Scholars Program** – Each year, University of Alaska requests each school to nominate students performing in the top 10% of the 11th-grade class to receive the UA Scholars award. The UA Scholars award is a \$12,000 scholarship disbursed in the amount of \$1,500 per semester, for a total of eight semesters, over a five-year period.

<http://www.alaska.edu/scholars/>

Nominations are based on student GPAs. Please contact your Advisory Teacher to discuss your class standing. Please review this checklist to help you prepare:

1. Are you current in all your Content Area Levels?
2. Have you completed all required assessments?
3. Are you currently working on any Levels beyond graduation minimums?
4. Have you submitted grades for classes taken in addition to those on the CSD Report Card?

**GPAs are calculated through the following conversion:**

- Advanced – 90% and above = 4.0  
(Advanced scores in courses beyond Minimum Graduation Level = 5.0)
- Proficient – 80 – 89% = 3.0  
(Proficient scores in courses beyond Minimum Graduation Level = 4.0)

Contact the **FOCUS Homeschool** office nearest you to speak with our homeschool staff or visit us at <http://www.focushomeschool.org>.

**Anchorage/Mat-Su Valley:**  
**Chugach School District**  
9312 Vanguard Drive  
Anchorage, AK 99507  
907-522-7400 *phone*  
907-522-3399 *fax*  
llazaros@chugachschoools.com *email*

**Fairbanks:**  
**FOCUS Homeschool - Fairbanks**  
234 Front Street  
Fairbanks, AK 99701  
907-457-2545 *phone*  
fbksregistrar@chugachschoools.com *email*

**Valdez:**  
**FOCUS Homeschool – Valdez**  
321 Egan Avenue, Suite 107  
P.O. Box 2809  
Valdez, AK 99686  
907-835-5528 *phone*  
907-835-2945 *fax*  
jgilson@chugachschoools.com *email*

Check us out on Facebook:  
<https://www.facebook.com/ChugachHomeschool>



*When it comes to education ~ there's no place like home.  
When it comes to homeschool ~ there's no place like FOCUS!*

## **Chugach School District - 24/25 Focus Areas**

### **Process Efficiencies/Digitizing:**

- Travel
- Payroll/Timesheets
- Purchasing
- Expense Reimbursements
- Allotments
- Student Records

### **DO Facility Focus on Kids:**

- Homeschool Space
- Early Childhood/Multipurpose Space
- Renovation: LEDs, Plumb/Heat, Floors, Paint, Lawn

:

### **Student-Centered**

- Competencies - Continue to innovate and lead in the world of competency-based education. Student-centered, project-based elective credits.
- Expand on student wellness initiatives
- Targeted Interventions in Literacy and Math

### **Focus Homeschool:**

- Build Sense of Community
- Attractive allotments/offering
- Ethical Practices
- Process Efficiencies
- Create student-friendly spaces

### **Staffing:**

- Continue "Family First"
- Focus on Recruitment and Retention

### **Other:**

- Expand and grow partnerships
- Capital Improvement Projects
- Develop process and procedure manual
- Management of grant funds
- Integration of AI



## CHUGACH SCHOOL DISTRICT

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August 22, 2024

Dear Students and Families,

We hope this letter finds you well as we embark on another exciting school year. As part of our ongoing efforts to engage with our student body and ensure that student voices are heard in the decision-making process, the Chugach School Board is seeking a motivated and enthusiastic student representative to join our board for the 2024-2025 school year.

### Why a Student Representative?

The role of a student representative on the School Board is vital. It offers a unique opportunity for a student to provide insights, perspectives, and feedback on issues that directly impact the student body. The student representative will serve as a liaison between the students and the board, ensuring that student concerns and ideas are considered in our discussions and decisions.

### We are seeking a student who is:

- **Committed to their education** and demonstrates strong academic standing.
- **A leader among their peers**, with the ability to communicate effectively and respectfully with both students and adults.
- **Passionate about improving the school experience** for all students and willing to actively participate in discussions about school policies, programs, and initiatives.
- **Responsible and reliable**, with the ability to attend School Board meetings regularly and participate in additional committee work if required.

### The student representative will:

- Attend regular Board meetings and contribute to discussions (in-person and via Zoom).
- Represent the views and interests of the student body.
- Provide reports on student activities, concerns, and achievements.
- Engage with fellow students to gather feedback and share relevant information with the board.

This role is an excellent opportunity for a student to develop leadership skills, gain a deeper understanding of the education system, and make a meaningful impact on their school community.



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## CHUGACH SCHOOL DISTRICT

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### How to Apply:

Interested students should submit an application that includes:

1. A brief personal statement outlining why they are interested in the role and what they hope to contribute.
2. A letter of recommendation from a teacher, counselor, or school administrator.
3. Any relevant experience in leadership roles, whether in school or in the community.

Applications should be submitted by September 21 to Serena Jackson, Board Secretary, at [secretary@chugachschools.com](mailto:secretary@chugachschools.com)

Thank you for considering this important role. We look forward to hearing from interested candidates and welcoming a new student representative to our board.

Sincerely,

The Chugach School Board



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# CHUGACH SCHOOL DISTRICT

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**Date: August 22, 2024**

**To: Chugach Board of Education**

**From: Ty Mase**

**RE: Chief School Administrator Report**

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## **Legislative Recap:**

A lot happened (good and bad) during this year's legislative session. When the dust settled, the main factors that will affect CSD operations are:

- ✓ FY2024 Supplemental and FY2025 Operating Budget – House Bill 268 (HB 268) became law providing one-time funding to the BSA in the amount of \$680.
- ✓ HB 202 requires a trained person to be on-site (and off-site) during all school-sponsored activities to administer Naloxone if there is an opioid overdose.

## **Wolverine Scope of Work:**

- Permitting, Plans and Engineering (completed)
- DO LED Conversion (completed)
- HVAC Work (in process)
- Flooring in upstairs bathrooms, entryway stairs, and back early childhood room (soon to be started)
- Upstairs plumbing - drains, fixtures, utility sink (soon to be started)
- Dirt Work – removing dirt mound and prepping the lot for future use (soon to be started)
- Work to be added: paint/patch the middle room, back file room, and main entry. Exterior door replacements. Property line fencing behind dirt mound.



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## CHUGACH SCHOOL DISTRICT

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### Important Dates to Remember / Fall Happenings:

August 22 – Whittier Opens  
August 28 – Tatitlek Opens  
September 3 – Whittier Opens  
September 9/13 – Whittier Science Gathering  
September 14/15 – AASB Fall Conference in Fairbanks  
September 23/27 – CSD Teacher Inservice  
September 26 – AI Conference in Anchorage  
September 30/October 25 - Count Period  
October 1 – REAA Election Day  
November 7/9 – AASB Annual Conference

### Policy Highlight:

#### **BP 2110 ORGANIZATION CHART/LINES OF RESPONSIBILITY**

All schools and departments shall form a single administrative system organized so that appropriate decision-making may take place at various levels in accordance with Board policy and administrative regulations. The Superintendent or designee shall maintain a current district organization chart, approved by the Board, which identifies lines of primary responsibility and the relationships between district positions.

The organization chart should clarify working relationships and functions. It is not intended to indicate all the lines of communication and cooperation which must exist to create successful and effective schools. The Superintendent or designee shall insure that all personnel understand to whom they are responsible and for what functions. Lines of responsibility should in no way prevent staff members at all levels from cooperating to develop the best possible school programs and services.

#### **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



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## CHUGACH SCHOOL DISTRICT

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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 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.



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## CHUGACH SCHOOL DISTRICT

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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.



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# 2024-2025 Voyage School Phases

(subject to change)

## **September 2024 – October 2024**

Culinary Arts, Driver's Education, or ODL– September 30 – October 11  
*Grades 9-12 - Applications due by September 6*

## **October 2024**

First Trek – October 21 to 25  
*Grades 7-9 - Applications due by September 27*

## **November 2024**

Social Studies or STEAM – November 4-15  
*Grades 9-12 - Applications due by October 11*

## **December 2024**

It's My Life –December 2 to 13  
*Grades 10-12 - Applications due by November 8*

## **January 2025**

Culinary Arts or Sports Medicine– January 13 to 24  
*Grades 9-12 - Applications due by December 13*

## **February 2025**

First Trek – February 3 to 7  
*Grades 8-10 - Applications due by January 10*

Advanced Culinary Arts, Snow Science, or Emergency Trauma Technician – February 17 to 28  
*Grades 9-12 - Applications due by January 24*

## **March 2025**

Outdoor Leadership– March 31 to April 11  
*Grades 9-12 - Applications due by February 28*

Driver's Education– March 31 to April 11  
*Grades 9-12 - Applications due by February 28*

## **April 2025**

First Trek – April 28 to May 2  
*Grades 7-8 - Applications due by April 4*

*All dates and content are subject to change.*

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Follow us on Instagram at [@voyageschool\\_ak](https://www.instagram.com/voyageschool_ak)



# 2024-2025 Voyage School Phase Descriptions

## **Outdoor Leadership (September-October, March-April)**

- Hiking, biking, and camping excursions
- Learn wilderness safety and first aid
- Earn Leave No Trace certification

## **Culinary Arts (September-October, January)**

- Obtain Food Worker certification
- Learn variety of methods for cooking and baking
- Explore careers in culinary arts

## **Driver's Education (September - October, March-April)**

- For students needing a learner's permit or driver's license
- Practice driving in the Voyage Driver's Ed Car
- Learn about vehicle ownership, insurance, and maintenance

## **First Trek (October, February, April)**

- For younger students new to Voyage Phases
- Focuses on teambuilding and communication
- Career exploration and planning for the future

## **Social Studies Intensive (November)**

- For students needing social studies levels/credits
- Topics include Alaska History, US History, or US Government

## **STEAM (November)**

- Explore careers in Science, Technology, Engineering, Arts, and Math
- Participate in STEAM projects

## **It's My Life Phase (December)**

- For students approaching graduation
- Focuses on Post-Secondary Preparation including college, technical schools, and scholarship applications
- Participate in job shadows, resume-building, & career exploration

## **Sports Medicine (January)**

- Learn about basic human anatomy as it relates to common sports injuries
- Learn to recognize and evaluate sports injuries
- Explore careers in sports medicine

## **Advanced Culinary Arts (February)**

- Learn advanced techniques for culinary arts
- Explore recipes from around the world
- Obtain real world job experience in culinary arts

## **Emergency Trauma Technician (February)**

- Earn an Emergency Trauma Technician certification
- Practice life-saving First Responder techniques
- Explore careers such as paramedic, law enforcement, fire fighter

## **Snow Science Phase (February)**

- Learn avalanche and cold weather safety
- Participate in winter activities
- Explore careers in Snow Science field



## CHUGACH SCHOOL DISTRICT

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Dear Parents and Families,

As we prepare for another new school year, I want to extend a warm welcome back to each of you and your children. I hope that your summer was filled with friends, family, fish, and time outdoors!

The start of a new school year is always an exciting time with renewed energy. For Chugach we have much to be proud of but are excited to move forward with innovations that will hopefully make for better student and parent experiences.

This year, we are focused on making our educational model more student-centered and self-directed through our Competencies (more to come). We are also pursuing many operational efficiencies that we hope will make life easier for our staff and families. These efforts are designed to keep the focus on our kids and to better meet their diverse needs.

We understand that the partnership between home and school is essential to our student success. Your involvement and support are invaluable, and we are committed to maintaining open lines of communication with you throughout the year. Please know that Chugach's team of educators and staff are here to support your child every step of the way!

Thank you for entrusting us with your child's education and choosing Chugach - we are honored to be part of their journey. Here's to a great school year ahead!

Sincerely,

Ty Mase, Chief School Administrator



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July 19, 2024

**Re: What Parents Should Know About the Alaska Supreme Court Decision on Correspondence Study Programs**

Dear Superintendents and Correspondence School Principals,

I wanted to take a moment to explain the recent Alaska Supreme Court decision and what it means for parents and their children's education through correspondence programs.

**Key Points of the Decision:**

1. **Continuity and Stability:** The Alaska Supreme Court has restored the correspondence programs as they have been for the past ten years. This means students can continue their education through these programs without any disruptions.
2. **Constitutionality Affirmed:** The court confirmed that the statutes governing correspondence schools are constitutional. This ruling means that the correspondence school allotment program remains in place and can function as it has for the last decade.
3. **Local Control:** Any future legal challenges about how specific allotment funds are spent must be directed at the local school districts that approve these expenditures. This means local school districts remain in control of approving and managing these funds.
4. **Specific Legal Challenges:** If anyone challenges a particular use of allotment funds, they must be very specific about what they are challenging. The court will then decide if that specific use is allowed under the law and the constitution.

**What This Means for Parents:**

- Their child's correspondence program will continue to operate as it has been, providing the same educational opportunities and support under the correspondence study statutes.
- The funds they receive for their child's education through the correspondence program can be used, within the guidelines set by their local school district.
- The ruling provides reassurance that the overall structure of the correspondence programs is sound and backed by the highest court in Alaska.
- The importance of student's individual learning plans is reaffirmed since the plan authorizes particular uses of allotment funds to purchase services and materials to support each student's unique needs and goals.

This decision is a positive step for correspondence education in Alaska, ensuring that the programs over 22,000 students rely on will continue to serve their needs effectively.

Feel free to forward this letter to your correspondence families to ensure they understand the court's ruling and its implications.

Warm regards,

A handwritten signature in black ink, appearing to read "Deena M. Bishop". The signature is stylized with a large initial "D" and a long horizontal flourish extending to the right.

Deena M. Bishop, Ed.D.

## CHUGACH SCHOOL DISTRICT BOARD OF EDUCATION - RESOLUTION #2024-003

### Title: A Resolution by the Chugach School District Board of Education to Encourage and Approve the Transition to Digital Systems Across All District Operations

**WHEREAS**, the Chugach School Board recognizes the importance of modernizing its operations to improve efficiency, accuracy, and accessibility in the administration of district functions; and

**WHEREAS**, advancements in digital technology provide opportunities for the district to streamline processes such as accounts payable, purchasing, and student records management, thereby reducing the reliance on paper-based systems and manual approvals; and

**WHEREAS**, the adoption of digital systems aligns with the district's commitment to sustainability, innovation, and the provision of high-quality educational services; and

**WHEREAS**, transitioning to digital systems will enable the district to maintain compliance with all relevant federal, state, and local regulations, as well as adhere to best practices in data security, privacy, and operational integrity; and

**WHEREAS**, the integration of digital solutions can enhance the district's ability to efficiently manage resources, reduce costs, improve transparency, and provide timely access to information for students, staff, and stakeholders;

**NOW, THEREFORE, BE IT RESOLVED**, that the Chugach School Board encourages and approves the transition to digital systems across all possible areas of district operations over the next three years, with a focus on, but not limited to, the following:

1. **Accounts Payable:** Implementation of an automated, AI-powered accounts payable system to streamline invoice processing, approval workflows, and payment management, ensuring accuracy, efficiency, and compliance with financial regulations.
2. **Purchasing:** Adoption of a digital purchasing platform to manage procurement processes, vendor relationships, and contract management, with an emphasis on transparency, cost-effectiveness, and compliance with district policies.
3. **Student Records:** Transition to a secure, cloud-based student records management system that ensures the confidentiality and accessibility of student data, supports compliance with FERPA and other applicable laws, and enhances communication between educators, students, and parents.
4. **Data Management and Security:** Establishment of robust data management protocols and cybersecurity measures to protect the integrity and privacy of district data, in accordance with best practices and legal requirements.
5. **Staff Training and Support:** Provision of comprehensive training programs and ongoing support for district staff to ensure a smooth transition to digital systems and to maximize the benefits of these technologies.
6. **Timesheets and Payroll:** Pursue simplified, efficient digital processes to reduce the time and paperwork burden of completing payroll.

**BE IT FURTHER RESOLVED**, that the Superintendent or their designee is authorized to develop a phased implementation plan, in consultation with district stakeholders, that outlines the specific steps, timelines, and resources required to achieve full digital transformation by 2026.

**BE IT FURTHER RESOLVED**, that the School Board shall receive regular updates on the progress of the digital transformation initiative, including any challenges, successes, and recommendations for further action.

**Adopted this 22nd of August, 2024 by the Chugach School Board.**

**Deserae Stellwag, Chugach School District Board Chair.**

**Signature/Date:**

# CHUGACH SCHOOL DISTRICT ORGANIZATIONAL CHART 2024-25

## Mission Statement

The Chugach School District is committed to developing and supporting a partnership with students, parents, community and business which equally shares the responsibility of empowering students to meet the needs of the ever-changing world in which they live. Students shall possess the academic and personal characteristics necessary to reach their full potential. Students will contribute to their community in a manner that displays respect for human dignity and validates the history and culture of all ethnic groups.

## The Chugach School Board

**Nanci Robart, Gail Evanoff, Carter Briggs, Deserae Stellwag, Shelby Carlson**

The School Board is responsible for making Policy and employing a Chief School Administrator that implements those policies.

## Chief School Administrator -Ty Mase

The Chief School Administrator ensures School Board Policies, State Statutes and Regulations are followed. Has responsibility for the operations of all schools; Standards-Based System Implementation; Human Resources; Teacher Recruitment and Retention; District Financial Resources; State and Federal Mandates; Curriculum and Administrator Oversight/Evaluations.

Budget / Finance Adrienne Fleming	Instruction/Personnel Doug Penn	Technology and Facilities Ryan Schmidt	Student Services Molly Lashier	Voyage/Whittier Schools Stephanie Burgoon	Chief Financial Officer Grant Yutrzenka
<ul style="list-style-type: none"> <li>*Payroll</li> <li>*Impact Aid</li> <li>*Accounts Payable</li> <li>*Purchasing</li> <li>*Contract Preparation</li> <li>*Special Program Grants</li> <li>*Student Council Accounts</li> </ul>	<ul style="list-style-type: none"> <li>*Staff Evaluation</li> <li>*Mandatory Training</li> <li>*Student Data and Reporting</li> <li>*Focus Homeschool</li> <li>*Teacher Orientation</li> <li>*Staff PD</li> <li>*District Test Coord.</li> <li>*Standards/Assessments</li> <li>*Service Providers</li> <li>*SPED Director</li> <li>*Preschool</li> <li>*TEKDA Grant</li> <li>*UA M.E.d. Liason</li> </ul>	<ul style="list-style-type: none"> <li>*Technology Oversight</li> <li>*E-rate</li> <li>*Purchasing / Oversight of tech inventory</li> <li>*Maintenance &amp; Facilities</li> <li>*Contractual Maint.</li> <li>*Site Work Orders</li> <li>*Repair/Construction</li> <li>*Janitorial</li> <li>*Compliance</li> <li>*Capital Imp. Projects</li> </ul>	<ul style="list-style-type: none"> <li>*Federal Programs</li> <li>*OASIS</li> <li>*English Learners</li> <li>*Indian Ed. &amp; Migrant</li> <li>*ChildFind</li> <li>*EED Grants</li> <li>*Federal Programs</li> <li>*Assessment / Student Data</li> </ul>	<ul style="list-style-type: none"> <li>*Voyage Programs / Phases</li> <li>*Choice Grant Management</li> <li>*Voyage Facility and Vehicles</li> <li>*Whittier Principal</li> <li>*Literacy / AK Reads Act</li> <li>*Teacher Orientation</li> <li>*Staff PD</li> <li>*Competencies Lead</li> </ul>	<ul style="list-style-type: none"> <li>*Financial Oversight</li> <li>*Financial Processes</li> <li>*Health Insurance</li> <li>*Grants Management</li> <li>*Audits / Investments</li> <li>*Accounting</li> <li>*Human Resource Management</li> <li>*Empower</li> </ul>

## The Educational Advisory Committee

The EAC assists and promotes the development in each community and improves relationships between the School and Community. The EAC improves education and acts as a liaison / advisory board to the CSD School Board



**AASB POLICY REFERENCE MANUAL UPDATE SERVICE**

**SUMMER 2024 UPDATE**

**INSTRUCTION SHEET**

NOTE: This packet includes only those policy manual pages that have been revised, deleted or newly established. Full text pages are included and are to be substituted as indicated below. Additional updates will be forthcoming in the fall of 2024.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” A “No” is used if changes have been made only to an AR or an Exhibit, or if policy changes are limited to explanatory notes, legal reference or cross-reference updates, or minor grammatical or stylistic changes that have not changed the policy meaning.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
-------------	--------------------------------	-------------

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

AR 0510	No	This update modifies AR 0510 to simplify the regulation and bring it into compliance with provisions necessary for a District Report Card under AS 14.03.120 and 4 AAC 06.895. The specific requirements of the report card have been removed from the regulation so as to not require updates based on regulatory changes. The requirements of AS 14.03.120 and 4 AAC 06.895 remain and are cited to in the regulation.
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**ARTICLE 5, Series 5000 – Students**

BP 5123	Yes	This update revises the policy to reflect the student retention procedures required by the Alaska Reads Act.
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REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
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**ARTICLE 6, Series 6000 – Instruction**

<b>BP 6174.1</b>	No	This update is a formatting revision to delete a repeated word. Board approval is not required.
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**ARTICLE 9, Series 9000 – Bylaws of the Board**

<b>BB 9320</b>	Yes	This update includes additional language to clarify that poll voting by a school board is not permitted and all official board action must be taken in an open meeting.
<b>BB 9322</b>	Yes	This update clarifies that a board president and superintendent may reject community requests to place an item on the board agenda.

## PROMOTION/ACCELERATION/RETENTION

BP 5123(a)

[Note: The following optional policy may be revised or deleted as desired to reflect district philosophy and needs.]

The School Board desires to see students progress with their peers through the school district's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

### Promotion

Students shall progress through the school district's grade levels by demonstrating growth in learning the required basic skills.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

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

*(cf. 6146.5 - Differential Requirements for Individuals with Exceptional Needs)*

### Acceleration

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

### Retention

The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent or designee shall promote alternatives to retention among certificated staff.

[Note: Strategies for reducing retention rates may include reading intervention programs, tutorial programs, and the use of ungraded schools, combination classes, year-round education, and developmentally appropriate primary curriculum designed to meet the needs of children at their own developmental stage.]

[Note: The following paragraph requires the use of student study team when retention is recommended.]

When a teacher believes that retention is necessary to meet a student's needs, he/she shall ask the principal to establish a student study team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student study team.

Under the Alaska Reads Act, a student retained due to a reading deficiency must be provided the process set forth in BP 6147 and AS 14.30.765(d) – (m).

**PROMOTION/ACCELERATION/RETENTION**

*(cf. 6164.5 - Student Study Teams)*  
*(cf. 5121 - Grades/Evaluation of Student Achievement)*  
*(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6147 – Alaska Reads Act Intervention Programs)*

*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*

*Updated 6/2024*

## Bylaws of the Board

BB 9320(a)

### MEETINGS

Note: Alaska's Open Meetings Act A.S. 44.62.310-.312 requires meetings of the Board to be open to the public except as allowed by law and requires reasonable public notice of such meetings. 1994 revisions to the Act are reflected in this sample policy.

Meetings of the Board are conducted for the purpose of accomplishing district business. A meeting of the Board shall consist of any gathering of the members of the Board when more than three members of the Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act. All business of the Board must be conducted at a duly convened meeting of the Board. Poll voting between meetings is not allowed.

*(cf. 9321 Executive Sessions)*

Reasonable public notice shall be given for all meetings of the Board in accordance with law and district practice, and shall be posted at all regular district and school sites before the meeting. Such notice shall include the date, time and place of the meeting and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Public meetings may not be held in a private home or private business.

*(cf. 9012 - Communications To and From the Board)*

*(cf. 9322 - Agenda/Meeting Materials)*

*(cf. 9323 - ~~Conduct of Meetings~~ Meeting Conduct)*

### Regular Meetings

The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with the annual calendar of regular Board meetings and shall be notified of any changes to the calendar.

The Board shall hold \_\_\_ regular meetings each month. Unless changed by the Board, regular meetings shall be held at \_\_\_ p.m. at \_\_\_\_\_. Notice of regular meetings shall be posted at least five (5) days prior to the meeting.

### Special Meetings

Special meetings of the Board may be called by the presiding officer or a majority of the Board members.

Except in the case of an emergency, notice of special meetings shall be provided at least 24 hours before the meeting. This notice shall specify the date, time, place and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Such notice shall be given to all Board members, the superintendent and to the local news media. This notice also shall be posted at all regular district and school sites at least 24 hours before the meeting.

**Bylaws of the Board**

BB 9320(b)

**MEETINGS (continued)**

Notice of a special meeting shall include a statement of the purpose of the meeting. No business may be transacted at this special meeting, other than that which is specifically stated in the notice of the meeting.

**Emergency Special Meetings**

The Board president or designee shall give notice of an emergency special meeting to the local media by telephone before the meeting. If telephone services are not functioning, the notice requirement is waived. In that event, as soon after the meeting as is practicable, the Board shall notify the local media that the meeting was held and shall describe the purpose of the meeting and any action taken by the Board.

**Teleconferences**

Recognizing the inherent responsibility and statutory duties of Board members, the Board strongly encourages Board members to attend and participate at meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members by teleconference is authorized whenever physical presence is not practicable. All votes at a meeting of members attending by teleconference shall be taken by roll call.

The Board also authorizes the use of teleconferences for Board meetings when receiving public comment or testimony, and during Board deliberations.

Whenever possible, meeting agendas and supporting materials shall be available at all teleconference facilities used for the Board meeting.

*Legal Reference:*

ALASKA STATUTES

*14.08.091 Administration*

*14.14.070 Organization of school board*

*14.14.080 Declaring a school board vacancy*

*29.20.020 Meetings public*

*44.62.310 Agency meetings public*

*44.62.312 State policy regarding meetings*

Revised ~~2/066/2024~~

**AGENDA/MEETING MATERIALS**

Note: The following optional bylaw may be revised to reflect district practice and needs.

**Construction of Agenda**

The School Board president and the Superintendent shall prepare an agenda for each meeting of the Board.

*(cf. 9121 - Board President)*

Board members may place any item on the agenda no later than five days before the scheduled meeting date.

All agendas shall include the meeting time and place and a description of each business item to be transacted or discussed. All agendas shall be posted for public review prior to the meeting.

*(cf. 9320 - Meetings)*

Note: A.S. 29.20.020 requires governing bodies provide a reasonable opportunity for the public to be heard.

Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and submitted to the Superintendent with supporting documents and information, if any, at least ten working days before the scheduled meeting date.

When constructing the agenda, the Board president and Superintendent will decide whether a request is within the subject matter jurisdiction of the Board and whether the agenda item is appropriate for discussion in open or executive session. The Board president and Superintendent may reject a public request for a matter to be added to the agenda for any reason.

The Board shall also give members of the public the opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. An agenda item for such input shall be included on Board agendas. The Board shall not take action on such matters at that meeting.

*(cf. 9012 – Communications To and From the Board)*

*(cf. 9323 - Meeting Conduct)*

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

*(cf. 1312 - 1312.3 - Complaints Concerning Schools)*

**Board Member Preparation**

A copy of the agenda shall be forwarded to each Board member at least three days before each regular meeting date, together with the Superintendent or designee's report, minutes to be approved, copies of communications, reports from committees, staff, citizens and others, and other available documents pertinent to the meeting.

When special meetings are called, the secretary and president shall make every effort to get the agenda and support materials to Board members as soon as possible.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to obtain specific information on agenda items.

*(cf. 9200 - Board Members)*

*Legal Reference:*

ALASKA STATUTES  
*29.20.020 Meetings public*

*Revised 6/2024*



## Report to School Boards for FY24

Submitted by Caroline Storm, Executive Director

July 15, 2024

For over 20 years the Coalition for Education Equity (formerly Citizens for the Educational Advancement of Alaska's Children) has taken the lead in working towards an equitable status for all students among all school districts in Alaska using advocacy, policy development and the legal system. Our work towards equity is ongoing because of the changing needs of our students, as well as uncertain political trends. As sure as we are about the needs of our children in public education, there are always counter opinions and work in opposition to ours.

It has been a deep honor to serve as the executive director of CEE for the last 10 months. With a new director comes a new vision and new relationships. I have done my utmost to foster allies in the legislature and new associations with other organizations like CEE around the country so that we can be part of a much larger coalition working to secure a robust public school system regardless of where we are in the nation.

Since September 2024:

### 1. **Advocacy**

#### a. **State Legislature:**

- i. Despite a permanent BSA increase being vetoed by the Governor in the last legislative session, and as disappointing as the veto override fail has been, it must be noted that without the consistent and coordinated efforts to raise awareness of the public education crisis by CEE, Great Alaska Schools, ACSA, AASB AFLO-CIO and NEA the governor would have felt more at liberty to veto the one-time BSA funds and/or the additional projects added to the Major Maintenance fund by the House Finance Committee.
- ii. Through vulnerable and targeted discussions, our conversations with legislators have cracked the door to talking about the unpredictable cost of food, transportation, energy, and insurance premiums that continue to upend district teaching budgets and that the impact of "fixed costs" needs to be addressed by the legislature in a manner that holds teaching budgets harmless.
- iii. In conjunction with Great Alaska Schools, we led an impactful and successful call for testimony in opposition to Bob Griffin of the Alaska Policy Forum being reappointed to the State Board of Education. For education advocates this is meaningful since Mr. Griffin has been instrumental in leading the push from within the board to enact a voucher program.

#### b. **Federal Government:**

- i. After the AASB Annual Conference and hearing yet again about the dire state of district major maintenance around the state, CEE made an application to Senator Murkowski's office for additional congressional designated spending on behalf of Kuspuk School District to repair the Sleetmute school. Sleetmute/John Egnaty Sr. School is in dire need of repair and has languished on the major maintenance list for 17 yrs. Although the additional congressional spending was not awarded to CEE on behalf of Sleetmute, the high exposure of the condition of the school through media and legislative testimony led to an additional 13 projects (including Sleetmute) being added to the Cap. Budget in House Finance, passed by both bodies and those additional projects not being vetoed by the governor.

#### c. **Local Municipal governments:**

- i. CEE continues to work with AML and the Anchorage Assembly to strategize on pathways for easier access to maintenance grants and other funds for districts across the state.

#### d. **Coalition building:**

- i. CEE is in continuous contact with affiliates to engage business groups and parents to pressure their legislators to permanently increase the BSA. Affiliates are: Great Alaska Schools, NEA, ACSA, AASB, AFL-CIO, NAACP and we all continue to strategize on how to improve our statewide messaging in increase public education funding.
- ii. PEER (Partnership for Equity & Education Rights) [peerforeducation.org](https://peerforeducation.org): CEE has had the privilege to join the PEER group of organizations in monthly sessions to share strategies and messaging regarding the top issues facing public schools across the nation. Monthly discussions focus on a particular topic each month with a current focus on voucher programs state by state, regressive policy and funding shortfalls.

## **2. Funding Adequacy Lawsuit**

- a. In November of 2023, the CEE board voted to approve efforts required to prepare for litigation.
- b. Data: CEE continues to gather information from school districts on budgets and shortfalls.
- c. Studies: CEE Commissioned Picus & Odden to provide an updated and expanded evidence based “adequacy” study for CEE to use in advocacy and litigation. The Study will be finalized in first quarter of FY 25 pending feedback from members.
- d. Additional support:
  - i. Scott Kendall and Jahna Lindemuth have offered to assist with litigation moving forward.
  - ii. AML, AASB, NEA, ACSA and the Municipality of Anchorage have indicated support in the form of Amicus Briefs. NEA had indicated financial support for a suit, however that commitment is in flux at this point in time.
  - iii. PEER has indicated that there are national funders that may be willing to support CEE’s suit and will be assisting CEE in making those connections to fundraise.

## **3. Membership/Partners**

- a. New Members: Haines, Petersburg, Unalaska, and Kuspuk.
- b. Actively solicitating potential members: Juneau, Fairbanks, Kodiak, Kenai
- c. Meetings with tribal orgs/corps are ongoing to solicit support.
- d. The Membership Fee Schedule was revised in March 2024, lowering the dues for most districts to reduce barriers to membership.

## **4. Other Items past, ongoing and future.**

- a. Executive Leadership Institute (ELI) and additional coaching:
  - i. CEE Executive Director took part in the Foraker Executive Leadership Institute in the first Quarter of 2024 (paid for by a grant from the Alaska Community Foundation) and is currently taking part in executive coaching sessions with a coach from Rethinc (free to CEE though PEER).
- b. Fellow Program:
  - i. CEE has hired a “Fellow” through the Alaska Fellowship Program. We hired Nisha Marino, a Political Science Graduate from Bryn Mawr to lead a comprehensive communications campaign about the successes of our schools and districts across Alaska. Nisha was awarded the Community Building Honor Roll in her final year. Our Fellow will be in Juneau Sept ’24-May ’25, and we are lucky to have her on board.
- c. PEER November Convening:
  - i. CEE staff Caroline and Nisha will be attending the PEER convening in November to participate in social justice, holding elected individuals accountable, affirming school environments and voucher sessions.
- d. News Media:
  - i. CEE worked with Emily Schwing on her reporting of Sleetmute. CEE was on Alaska Public Media discussing the possibility of legal action against the state after the BSA veto was sustained.
- e. AFN:
  - i. Nisha and I will be attending AFN in Anchorage in October 2024, and we look forward to seeing you there.

Coalition for Education Equity ( Formerly CEAAC )

PO Box 90791  
Anchorage, AK 99509

# Invoice

Date	Invoice #
7/1/2024	253

Bill To
Chugach School District 9312 Vanguard Drive Suite 100 Anchorage, AK 99507

E-mail      [director@ceequity.org](mailto:director@ceequity.org)

**\*Please make checks payable to  
Coalition for Education Equity\***

Quantity	Description	Rate	Amount
	2024-2025 Membership	6,000.00	6,000.00
		<b>Total</b>	\$6,000.00
		<b>Payments/Credits</b>	\$0.00
		<b>Balance Due</b>	\$6,000.00

**CHUGACH SCHOOL DISTRICT BOARD OF EDUCATION - RESOLUTION #2024-004**

**Title: A Resolution by the Chugach School District Board of Education to Remove Signer**

**Date: 8-22-24**

**Subject: Removal of Signer Authorization**

**WHEREAS**, it is in the best interest of Chugach School District to update the list of authorized signers on its accounts and documents;

**AND WHEREAS**, Debbie Treece, currently retired from Chugach, is to be removed as an authorized signer;

**NOW, THEREFORE, BE IT RESOLVED THAT:**

1. **Removal of Signer Authorization:** Debbie Treece is hereby removed as an authorized signer on all accounts, documents, and financial instruments of Chugach School District effective immediately.

**Adopted this 22nd of August, 2024 by the Chugach School Board.**

**Deserae Stellwag, Chugach School District Board Chair.**

**Signature/Date:**