

## RSB Work Session

Tuesday, May 26, 2026 6:00 PM

ZOOM, 500 Big Dog Salmon Way, Angoon, AK 99820

### 1. Call Meeting to Order

### 2. Discussion Items

2.1. 26-27 Harmony Alaska Handbook

2.2. Policy Review: Continued AASB policy updates.

**1-BP 4112.1/4312.1 - CERTIFICATED PERSONNEL AND MANAGEMENT AND SUPERVISORY PERSONNEL - CONTRACTS**

**2-BP 4112.5/4212.5/4312.5 - ALL PERSONNEL - SECURITY CHECK**

**3-AR 4112.5/4212.5/4312.5 - ALL PERSONNEL - SECURITY CHECK**

**4-BP 4112.6/4212.6/4312.6 - ALL PERSONNEL - PERSONNEL RECORDS**

**5-BP 4112.10 - CERTIFICATED PERSONNEL - EMPLOYMENT OF RETIRED TEACHERS**

**6-BP 4112.61/4212.61/4312.61 - ALL PERSONNEL - EMPLOYMENT REFERENCES**

2.3. District Calendar review: Two options, each has been edited to accommodate requested changes.

2.4. Update to FY 2027 Budget

2.5. Letter from the commissioner approving our request for \$200,000.00 in restored revenue for this year.

### 3. Board Member Comments

### 4. Adjourn Meeting



**Harmony Educational Services-Alaska**  
**Correspondence Program**  
Chatham School District (CSD)

\*\*\*DRAFT\*\*\*

Student/Parent Handbook

Updated Spring 2026

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## **Program Overview & Welcome**

Dear Parents and/or Guardians,

Welcome to Harmony Educational Services-Alaska. We are so glad you're here!

We work in collaboration with Chatham School District. Our mission is to support families across Alaska who are dedicated to educating their children at home. Our story began in 2015 when Tenakee Springs, one of our district's small island communities, faced the closure of its local school. Rather than seeing this as a loss, four families and a dedicated school board member reimaged what education could look like. They created a public homeschool program rooted in the needs of their vibrant community.

Since then, we have partnered with Harmony and have grown into a statewide program, but we've never lost that small-town spirit. We remain committed to providing a flexible, family-driven experience that honors your expertise in deciding what is best for your students.

The following pages contain the essential information you'll need for the coming year, but please consider this just the starting point. While you take on the vital work of home education, Harmony is here to walk alongside you. Our team is available to help guide you through your journey, please never hesitate to reach out with questions.

Thank you for letting us be part of your student's education.

Warmly,

Megan Moody

### **Who this program is for**

Our program is designed for families who value flexibility, personalization, and partnership in their child's education.

This program is a good fit for families who:

- Want to homeschool with the support of certified teachers
- Value flexibility in schedule, pace, and learning style
- Prefer learning that can happen anywhere; at home, in the community, or outdoors.
- Want access to allotment funding, curriculum options, and guidance
- Appreciate a partnership through the learning process

### **How Correspondence Education Works**

Correspondence education in Alaska allows families to educate their children at home while remaining enrolled in a public school program. This model combines family-led learning with school-based support and accountability.

In a correspondence program:

- Students are enrolled in a public school but do not attend daily in-person classes
- Parents or learning coaches guide day-to-day learning at home
- Certified teachers provide oversight, guidance, and progress monitoring
- Learning is documented and shared through regular check-ins and work samples
- Students may still participate in required state assessments

### **Shared Responsibility Model Overview**

We operate under a shared responsibility model, meaning learning is a partnership between families and the program.

#### **Families are responsible for:**

- Supporting daily learning at home
- Helping students get started and stay engaged
- Saving periodic work samples or evidence of learning
- Communicating with their mentor at least monthly
- Meeting basic participation and reporting requirements

#### **Our Program is responsible for:**

- Providing access to certified teachers and mentors
- Supporting curriculum planning and progress discussions
- Monitoring participation and academic progress
- Administering state and program-required assessments
- Managing allotment funding, policies, and compliance

This model is designed for the family and the program to work together to ensure students benefit from flexibility and support.

## **Enrollment, Registration, & Withdrawal**

### **Enrollment Eligibility**

Harmony has an open enrollment for all eligible students in K-12 as provided in AS 14.17.600. A student must be 5 years old as of September 1st to enter Kindergarten. A student cannot be over the age of 20 before September 1st unless he/she qualifies for Special Education Services.

### **Registration Requirements**

- New Student Registration Packet
- PowerSchool Pre-Registration Form
- Harmony Orientation
- Child's Birth Certificate
- Proof of Alaska Residency (i.e. electric bill, etc.)
- Home Teacher Agreement
- Individualized Learning Plan (ILP)
- Student record request form (only if transferring from another school district)
- Current Immunization Records or exemption forms (only if your student plans to take a class at their local school or join in a public school extracurricular such as sports or music)

### **Key Dates & Important Windows**

These are the main dates families should be aware of during the school year. You don't need to memorize them, think of this as a quick reference.

### **School Year Milestones**

July 1 – Allotment money available

September 15 – ILP due

October 15 – 1st quarter progress report & work samples due

January 15 – 2nd quarter progress report & work samples due

March 15 – 3rd quarter progress report & work samples due

May 5 – Grades due for Seniors participating in graduation.

May 15 – 4th quarter progress report & work samples due

### **Assessments**

*These assessments apply only to certain grade levels.*

Fall/Winter/Spring – Dibbles reading assessment (K-3 students)

October – Kindergarten Developmental Profile

March-April – State assessment (grades 3-10)

### **Allotment & Ordering Windows (at a glance)**

July 1 – October 31 – Resource Ordering Window

December 1 – January 31 – Resource Ordering Window

April 27 – Final date for Allotment Requests or reimbursements

Details about what can be ordered or reimbursed are explained later in the handbook.

### **Special Needs Students**

CSD provides all special education services as required by state and federal law to enrolled students in collaboration with Harmony. Any funding necessary for IEP related services are provided outside the student's allotment.. Special needs students will receive narrative reports and grades based on progress toward goals stated in their Individual Education Program in light of their exceptionalities.

### **Full Time Enrollment**

Full-time enrollment is defined for elementary students as having 4 courses taken through the correspondence program with at least 2 of the courses being core classes. For High School, full-time enrollment is 4 courses or 8 semesters with at least 50% of those courses being core classes. However, while 4 courses meets the minimum requirements for full-time enrollment and funding, this is not typically sufficient for students who are on track to graduate. To meet graduation requirements, high school students are generally expected to complete approximately 6 credits per year.

### **Dual Enrollment / Public School Participation**

Our families are entitled to enroll their children in a public education program part-time. In this situation, a student may take a maximum of 2 courses per semester through their in-person public school and at least 2 courses through Harmony (although we suggest 4 or more courses through Harmony in order to have a full courseload). Students who are dual enrollment receive a half allotment. Students will need to have their local school principal or district official sign off on the dual enrollment form in order for us to submit for correct funding. Due to the complexity of scheduling and credits at elementary grade levels, requests will be considered on a case by case basis.

### **Dual Enrollment / Public School Participation (CSD Students Only)**

If you live in the Chatham School District and enroll in Harmony you may take advantage of the facilities and opportunities CSD provides. Students may take an elective course or two at their public school, participate in extracurricular activities, participate and travel with sports and academic teams, walk in graduation, use facility library or other public venues (they must be supervised by a parent) and otherwise be part of the social network of your community's school. Students may also participate in local school field trips such as transition camp, or any other field trips organized by the local school or correspondence program (although not individual classroom field trips). Students participating in district-sponsored activities or events are subject to applicable district policies and codes of conduct.

### **Dual Enrollment with Private or other Educational Programs**

Students may enroll in a private school or other educational program while participating in the correspondence program..

All coursework used to meet enrollment and funding requirements must be included in the student's approved ILP and delivered under the supervision of the correspondence program.

Courses taken outside the program may supplement a student's educational experience; however:

- Coursework may not be duplicated for funding purposes
- Public funds may not be used to pay for substantially similar courses offered through another institution
- The student's overall course schedule may be reviewed to ensure compliance with state regulations

### **Grade Level Placement**

Grade level is determined by the review of prior records and documentation of previous grade level completed. Students' date of birth, prior grade level as designated by the last school of record, and prior testing records may also be used to determine grade level. High School students will be placed according to the number of credit hours earned.

Freshman	9th grade	Successfully pass 8th grade
Sophomore	10th grade	5 ½ credits
Junior	11th grade	11 credits
Senior	12th grade	17 credits

### **Acceleration/Retention-Middle and Elementary School**

The district seeks to promote student progress with peers while accommodating individual learning needs. To accomplish this, instruction will accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention when needed. A student may be considered for acceleration only if the following can be clearly demonstrated: that acceleration will be beneficial to the student socially, emotionally, and academically; and there is no other way to provide for the student's needs. Formal and informal test scores and physical and social development may be considered in making this determination.

As long as adequate instruction is demonstrated, retention of a student is rarely recommended. If retention is recommended or requested, district policy will be followed. The correspondence team, working with parents, will make the final decision on retention.

### **Health records/immunizations**

Students who attend school ONLY by correspondence are not required to be immunized, however, all students who PHYSICALLY attend school (including correspondence students who might attend for short periods of time) or participate in organized school activities must meet Alaska immunization

requirements. There are medical and religious exemptions from the Alaska immunization regulations. The state regulations that deal with medical exemptions are 4 AAC 06.055(b)(2) and 4 AAC 62.450(c)(1).

### **Withdrawal Procedures**

A student may withdraw at any time, however, students who withdraw prior to the end of the first quarter will be held accountable for all expenditures and will be required to return all materials. To withdraw, please complete a withdrawal form and turn it into your mentor. If you withdraw your child during the course of the year, or if your child is unable to complete the entire year's curriculum by the beginning of the next school year and chooses to return to another school, the grade level placement will be up to the receiving school's principal. Records will be sent to the enrolling school upon receipt of a student record request.

- All non-consumable materials (technology, special equipment, etc.) purchased with allotment funds must be returned to the Harmony in a timely fashion. Parents may be financially liable for damage or missing items.
- Purchase requests or reimbursements dated on or after the withdrawal date will not be honored.
- Student records will not be released until all parent obligations are fulfilled and financial obligations are met.

### **Non compliance/non participation Withdrawal**

Our program may withdraw a student at any time during the school year if the home teacher agreement (which was signed during registration) is not being adhered to. Examples of Non-Compliance that could result in withdrawal include:

- Not responding to repeated communication attempts by the contact teacher or mentor.
- Not submitting student work samples in a timely manner.
- Students demonstrating little or not attempt to complete school courses.

Harmony in collaboration with CSD will give every effort and work diligently with families and students to support them in their homeschooling efforts. Sometimes a student's needs are better met in a different method of instruction. In this case we will do our best to find a more suitable avenue for your child's educational needs.

### **Tiered Intervention Process for Non Participation**

#### **Tier 1: Reminder & Support**

If required documentation (work samples, progress reviews, contact, etc.) is missing:

- The family will receive notification from CSD via email outlining what is needed.
  - A clear deadline will be provided.
  - The mentor will offer support and schedule time to assist if needed.
  - Allotment ordering may be temporarily paused until documentation is received.

The goal at this stage is clarity and support, most concerns are resolved here.

### **Tier 2: Formal Notice**

If documentation is still not received by the stated deadline:

- A second written notice (certified letter) will be mailed outlining outstanding requirements.
  - The allotment account will remain on hold.
  - The family will be given a final deadline to submit required materials.

At this stage, the program is required to document active follow-up.

### **Tier 3: Withdrawal for Non-Participation**

If adequate participation or required documentation is not provided:

- A certified withdrawal notice will be mailed to initiate withdrawal for non-participation.
  - The effective withdrawal date will be clearly stated.
  - A final transcript will be included if applicable.

Withdrawal decisions are based on state participation requirements and documentation standards.

### **Re-Enrollment After Withdrawal**

Families who are withdrawn may request re-enrollment in a future semester or school year.

Re-enrollment is reviewed on a case-by-case basis and may require resolution of prior participation concerns.

### **Late Enrollment**

Students applying for enrollment after the count period will be considered on a case-by-case basis.

- Allotments may be prorated for students enrolling during the October count period.
- Students enrolling after the count period:
  - Do not receive an allotment
  - Are not eligible for computer or internet benefits
  - Have access to limited curriculum options, focused on core instructional needs

Enrollment continues, but support is adjusted based on funding availability and time remaining in the school year.

## **Roles & Responsibilities Overview**

### **Parent / Home Teacher Responsibilities**

In our correspondence program, learning is a partnership. Parents (or designated home teachers) guide daily instruction, while Harmony provides oversight, support, and accountability.

### **Daily Instruction & Support**

**The parent/home teacher agrees to:**

- Guide day-to-day learning aligned with the approved Individual Learning Plan (ILP)
- Create a consistent learning environment and schedule
- Monitor progress and help students stay on track
- Supervise required assessments when applicable
- Work toward completing the ILP within the school year

Even independent learners benefit from regular check-ins and adult guidance.

**Communication & Participation**

Regular communication helps ensure students are progressing appropriately.

Parents will:

- Connect monthly with their assigned teacher or mentor (This can be via a short phone call, an email, in person, or a longer conference)
- Participate in quarterly progress conversations to discuss student progress and grades
- Submit required work samples and progress documentation
- Keep contact information current
- Check email at least weekly. Email is the primary information flow for Harmony.

These checkpoints allow us to celebrate growth, adjust plans when needed, and document academic progress.

**Documentation & Work Samples:**

Families collaborate with program staff to:

- Develop a written Individual Learning Plan (ILP) (in collaboration with program staff) for the student that meets or exceeds Alaska Standards and grade level expectations.
- Submit quarterly progress reports with grades
- Submit work samples quarterly for each subject on the ILP
  - Work samples may include written work, projects, photos with short descriptions, assessments, presentations, or other evidence that demonstrates progress.
  - Documentation is not meant to add pressure, it helps create a clear record of learning over time.

**State Assessments**

To make sure the student is present to participate in mandatory state assessments or sign district approved “opt– out” form.

### **Student Responsibilities**

Students enrolled in Harmony are active participants in their own learning. Expectations will look different based on age and grade level, but all students are encouraged to take increasing ownership of their education over time.

### **Participation in Learning Activities**

Students are expected to:

- Engage in daily learning activities outlined in their Individualized Learning Plan (ILP)
- Participate in discussions, projects, and hands-on learning experiences
- Attend required assessments or scheduled check-ins when applicable
- Make a consistent effort toward academic growth

### **Completion of Assigned Work**

Students will:

- Complete coursework and assignments to the best of their ability
- Submit work in a timely manner
- Revise or improve work when feedback is provided
- Work steadily toward meeting grade-level expectations

### **Communication & Accountability (Age-Appropriate)**

As students mature, they are encouraged to:

- Take responsibility for asking questions when they need help
- Participate in progress conversations
- Reflect on their learning and set goals
- Practice organization and time management skills

Independence develops over time. The goal is gradual growth in responsibility, not perfection.

### **Certified Teacher Responsibilities**

Each student enrolled in Harmony is assigned a certified teacher. The certified teacher serves as the district's academic liaison and point of contact for required documentation and reporting.

### **Academic Liaison Role**

The certified teacher:

- Reviews and approves the ILP in collaboration with the parent/home teacher
- Confirms that planned coursework aligns with Alaska standards
- Serves as a resource when academic questions arise
- Provides feedback on submitted work samples

The certified teacher does not direct daily instruction. Parents remain responsible for day-to-day teaching and instructional decisions.

### **Documentation & Reporting**

The certified teacher:

- Reviews quarterly work samples
- Confirms required documentation has been received
- Finalizes semester progress reporting
- Ensures required state assessments are documented

This role helps maintain alignment with district and state participation requirements while allowing families flexibility in how learning occurs.

### **Partner Program Responsibilities**

CSD partners with Harmony Educational Services to provide additional family support. Harmony mentors serve as a planning and guidance resource for families enrolled in the program.

### **Mentor Support**

Harmony mentors serve as a primary day-to-day support contact for families. Their role is advisory and supportive.

Families may contact their mentor for assistance with:

- Curriculum and resource selection
- Planning schedules and pacing
- Developing or adjusting learning goals
- Reviewing progress and documentation before submission
- Clarifying timelines and participation expectations
- Problem-solving challenges as they arise
- Allotment use and purchasing guidelines
- Ordering and reimbursement timelines
- Documentation expectations
- Next steps when participation questions arise

Mentors provide encouragement, organization support, and practical guidance throughout the school year.

### **High School Counseling Support**

Harmony provides access to a high school counselor to support long-term academic planning.

Counseling support may include:

- Graduation requirement planning

- Credit tracking and transcript review
- Course sequencing and pacing
- Postsecondary planning (college, career, training programs)
- Adjusting academic plans when goals change

Final authority regarding enrollment status, documentation approval, grading, and district compliance remains with CSD.

## **Curriculum & Grading**

### **Individual Learning Plan (ILP)**

All students enrolled in Harmony must have an approved Individual Learning Plan (ILP). The ILP serves as the academic roadmap for the school year. The ILP is developed collaboratively between the parent/home teacher and the assigned Harmony mentor. When applicable, students may participate in the planning process.

The ILP must:

- Outline courses of study for the school year
- Align with Alaska state standards
- Include a plan for ongoing assessment

Curriculum, instructional services, and materials must align with the approved ILP in order to be eligible for reimbursement. The ILP must be completed and approved at the beginning of each school year and becomes part of the student's official academic record. Any significant course changes during the year must be reviewed and approved by the assigned certified teacher.

Continued enrollment in the correspondence program requires ongoing academic participation and submission of required documentation. Students are considered in attendance when engaged in documented instructional activities aligned to their approved ILP.

### **Work Samples**

Students are required to submit work samples for each subject listed on the ILP in accordance with state correspondence regulations.

### **Core Course Requirements**

To be considered full-time, students must be enrolled in a minimum of four courses (8 semester classes) through Harmony. In accordance with Alaska regulation 4 AAC 33.426, a student enrolled in a statewide correspondence program, whether full-time or part-time, must take at least 50 percent of his/her coursework through the statewide correspondence program in core subject areas. Core subjects include the primary academic areas required for graduation, such as

Language Arts, Mathematics, Science, and Social Studies. This requirement may be waived for extenuating circumstances such as fulfilling graduation requirements.

### **Curriculum Selection**

Families may select curriculum that aligns with the student's approved Individual Learning Plan (ILP) and grade-level expectations.

Curriculum options may include:

- Home-based instructional materials
- Approved online courses
- District-supported instructional programs
- Pre-approved third-party instruction

All curriculum, instructional services, and materials must be included in the approved ILP prior to purchase or reimbursement.

Program staff are available to provide guidance if assistance is needed in selecting curriculum.

### **Approved Instructional Options**

#### **Approved Online Vendors**

Students may enroll in approved online curriculum providers. Available vendors may include:

- ALEKS
- BrightThinker
- BYU Independent Study or Teacher-Led
- DreamBox
- Edgenuity
- Edmentum
- eDynamic
- K12
- MobyMax
- Rosetta Stone

Additional vendors may be considered upon review and approval.

### **Flex Direct Courses**

Flex Direct courses are structured courses taught by certified teachers.

- Instruction is delivered through guided coursework.
- Pre-recorded instructional sessions may be available.
- Assignments or progress checkpoints are submitted regularly.
- Final grading and documentation are completed by the assigned certified teacher of record.

### **Portfolio-Based Courses**

Portfolio courses allow families to design instruction aligned to the student's ILP using the curriculum of their choosing.

- Parents guide daily instruction.
- Students compile work samples demonstrating progress.
- Portfolios are reviewed quarterly by a certified teacher.
- Final academic approval and grading remain under the authority of the Harmony program.

### **Faith Based Curriculum**

Any faith-based material you deem appropriate for your child may be used in their schooling, including personally-purchased faith-based materials. As a public school district, state law prohibits us from using public funds for the advocacy of sectarian or denominational doctrines, but you are free to use any such materials that you purchase yourself. Credit may only be awarded for coursework that aligns with Alaska state standards and is reviewed by the assigned certified teacher.

### **Dual Credit (high school)**

Harmony works with the University of Alaska's Dual Enrollment Program, called the Alaska Advantage Program. Through this program, eligible high school students may:

- Earn both high school and college credit simultaneously
- Take approved university courses
- Begin college-level coursework early

Students should consult with their certified teacher and high school counselor prior to enrollment.

### **UA Scholars Scholarship**

The UA Scholar Award is awarded to the top ten percent of all graduating seniors from Alaska high schools. It is a \$12,000 scholarship to any of the 15 University of Alaska campuses. With over 500 degree and certificate programs to choose from, you are likely to find a program that will help you meet your career goals.

### **Alaska Performance Scholarship**

Harmony students may be eligible to qualify for the Alaska Performance Scholarship (APS). The APS is a merit-based scholarship that provides an opportunity for any future Alaska high school graduate who meets a core set of requirements to receive funding to pursue college and/or career training in Alaska. Students must plan with their academic counselor to ensure they are on track for eligibility.

## Alaska Career Information System

Plan your education and career with the Alaska Career Information System (AKCIS). AKCIS is available free of charge. AKCIS gives you the tools for a successful future. Students can build a career portfolio, take career assessments, research career options, set goals, find colleges and universities, learn about financial aid and more.

## Grade Level Expectations

Planned coursework is reviewed by the assigned certified teacher to ensure alignment with Alaska state standards and district graduation requirements.

For more information on Alaska standards:

<https://education.alaska.gov/standards>

## HS Graduation Requirements (pending possible changes)

Subject	Credits
Language Arts	4
Social Studies	3*
Mathematics	3
Science	2
Health	0.5
Physical Education	0.5
Electives	9
<b>TOTAL</b>	<b>24</b>

\*Note: 0.5 units of Alaska History is required

## Grading

Grades reflect documented academic progress.

### Grades K-3

O = Outstanding

S = Satisfactory

N = Needs Improvement

### Grades 4-12

A = 90-100%	Outstanding Achievement	4.0 grade points
B = 80-89%	Above Average Achievement	3.0 grade points
C = 70-79%	Average Achievement	2.0 grade points
D = 60-69%	Below Average Achievement	1.0 grade points
F = 0-59%	Little or No Achievement	0
I	Incomplete	0

### **Guidelines for Daily Instructional Time (Contact hours)**

The following represents recommended daily instructional averages:

<b>Subject</b>	<b>Grades K-3</b>	<b>Grades 4-6</b>	<b>Grades 7-12</b>
Language Arts	120	135	135
Math	45	55	60
Science / Health	25	35	50
Social Studies	25	35	50
Physical Education	20	25	30
Music/Art/Technology/ etc.	15	30	35
<b>TOTAL</b>	<b>4 hours</b>	<b>5 hours 15 minutes</b>	<b>6 hours</b>

Daily instructional time averages are provided as guidance to support steady academic progress throughout the year.

## **Allotment Funding & Technology**

### **Purchasing Guidelines & Spending Limits**

To ensure equitable and appropriate use of public funds, the following guidelines apply to all purchases made with student allotment funds.

Student allotments provided through Harmony must be used exclusively for instructional expenses directly related to the enrolled student's Individual Learning Plan (ILP). Core instructional materials should be prioritized before supplemental or extracurricular items.

Purchases made without prior approval are not guaranteed reimbursement and may be denied.

### **General Purchasing Requirements**

All purchases must:

- Align with the student's approved ILP
- Serve a clear educational purpose
- Be reasonable in cost and comparable to what a public school would provide
- Be pre-approved when required.

## **Approved Curriculum Purchases**

Harmony offers a variety of approved curricula to meet diverse academic needs. Parents should collaborate with their mentor to confirm that chosen curricula:

- Align with Alaska state standards,
- Are appropriate for the student's grade level, and
- Meet all program requirements.

Faith-based curricula may be included on the ILP for credit purposes; however, these materials must be purchased privately by the family, as Harmony cannot reimburse or purchase faith-based curricula.

## **Supplies and Materials**

Supplies must be educationally appropriate and linked to courses on the student's ILP. Common allowable purchases include:

- General school supplies (e.g., paper, crayons, scissors)
- Limited general art supplies for projects
- Reading materials such as books and learning subscriptions

## **Eligible Expenses**

Eligible expenses may include:

- Textbooks and workbooks
- Instructional supplies
- Science kits and lab materials
- Educational software or online programs
- Educational technology (see Technology section below)
- Approved third-party instruction
- Field trips or educational activities directly aligned with the ILP
- Organizational or student use furniture (crates, shelves, desks, chairs)

## **Ineligible Expenses**

State regulations prohibit the use of public funds for:

- Religious, partisan, sectarian, or denominational materials
- Services provided by a family member

The district does not reimburse for:

- Food, lodging, or non-educational travel expenses
- Clothing that is usual and customary for everyday use
- Extracurricular club or choir uniforms, badges, awards
- Pets or ongoing animal care (vet bills, feed, etc.)
- Items that present a safety or liability risk (e.g. power tools, trampolines, swimming pools, etc.)

- Streaming TV, movie or music subscriptions
- Personal-use items
- Household items (TV's, microwave, etc.)
- Items purchased from a family-owned business
- Licensing or certification fees not aligned with ILP coursework
- Excessive or duplicate equipment

Final determination of allowable expenses rests with district administration.

### **Spending Limits by Category**

The following general spending limits apply:

- Technology Devices (computers/tablets): up to \$1,000 per student per device per year.
- Special Equipment (e.g., musical instruments, sewing machine, drones, cameras, specialized tools): up to \$800 per item.
- Elective Course Supplies (gardening, home economics, small engines, shop) \$300 per course.
- Physical Education & Activity Equipment: up to \$400 per student per year
- Organizational or student use furniture: up to \$350 per family per year

These limits are intended to guide purchasing decisions and ensure consistent use of funds across students. If parents have questions regarding these limits or want an item that exceeds these limits, we encourage you to contact your mentor.

The district does not partially fund individual items.

### **Ownership of Materials & Equipment**

All non-consumable materials and equipment purchased with allotment funds are the property of the district.

Families may not combine personal funds with allotment funds to purchase a single item.

Consumable materials (such as workbooks, paper supplies, and curriculum that cannot be reused) do not need to be returned.

Non-consumable items may be required to be returned in reasonable condition upon withdrawal from the program. The district may require reimbursement for items that are not returned, lost, or significantly damaged in accordance with district policy.

### **Approval & Exceptions**

Some items or services may require pre-approval prior to purchase.

Exceptions to standard spending limits may be considered on a case-by-case basis when justified by the student's educational needs and approved in advance.

Final determination of allowable expenses rests with district administration

### **Ordering & Reimbursement Procedures**

Allotment funds are available for resource ordering on June 1.

Allotment funds are available for reimbursement purchases from May 1 of the year enrolling through May 31 of the next year. Harmony starts reimbursement processing on August 15.

Reimbursements can be sent to your Harmony mentor throughout the school year.

Harmony processes resource orders during the following windows:

- July 1 - October 31 (1st semester)
- December 1 - January 31 (2nd semester)

Families may choose one of the following options:

1. Direct Ordering

Submit a wish list, and we'll purchase and ship items directly to you.

2. Easy Reimbursement:

Prefer to shop independently? Buy approved items and receive prompt reimbursement.

### **Third-Party Instruction Providers**

Families may choose to use student allotment funds for classes or lessons provided by approved third-party instruction providers, including tutors, community members, and local service providers.

Instruction may include academic subjects, fine arts, physical education, cultural instruction, or other approved learning activities, provided the following requirements are met:

- Instruction must be included in the student's approved Individual Learning Plan (ILP)
- Instruction may not be provided by a family member
- Instruction must be nonsectarian when funded with public allotment funds
- All providers must be pre-approved by the district prior to services being rendered

### **Parent Responsibility and Acknowledgement**

Third-party instructors are not employees of Chatham School District or Harmony Educational Services.

By requesting payment or reimbursement for third-party instruction, families acknowledge that:

- The instructor is independently contracted by the family

- The district does not supervise or evaluate the instruction provided
- The district makes no guarantees regarding the quality, safety, or outcomes of services
- The family assumes responsibility for selecting and overseeing the instructor

### **Third-Party Instructor Approval Requirements**

All third-party instructors must complete the following prior to providing services:

- District-approved background check (completed through the district's approved process)
- Third-Party Instructor Information Form and W-9
- Pre-Approval for Third-Party Instruction Form

The district reserves the right to deny or revoke approval of any provider based on background check results.

### **Payment Procedures**

- All services must be pre-approved prior to the start of instruction
- Payment will only be made for approved services after instruction has taken place
- Services provided prior to approval may not be eligible for payment

### **Payment Options**

There are two ways to pay for third-party instruction using allotment funds:

#### **Direct Payment to the Instructor**

Harmony can pay the instructor directly.

- The instructor completes the Third-Party Instructor Payment Form after services are provided
- The parent submits the completed form to Harmony for payment

#### **Reimbursement to the Family**

Families may pay the instructor directly and request reimbursement.

- The parent pays the instructor
- The instructor completes the Third-Party Instructor Payment Form
- The parent submits the completed form to Harmony for reimbursement

### **Steps to Use Third-Party Instructors**

1. Choose an instructor  
Tutor, coach, music teacher, cultural educator, etc.—not a family member
2. Connect with the instructor  
Confirm availability, services, and cost
3. Submit the Pre-Approval for Third-Party Instruction Form  
This starts the approval process

4. Instructor completes required forms  
Third-Party Instructor Information Form, W-9, and background check
5. Wait for approval  
You will be notified when instruction can begin
6. Begin instruction
7. Instructor completes the Third-Party Instructor Payment Form and provides it to the parent; the parent selects the payment option and submits it to Harmony

**Note:** Services that begin before approval may not be eligible for payment.

### **Internet Access & Reimbursement**

Internet service may be reimbursed when internet access is necessary to support coursework included in the approved ILP. There is no cap on the amount of your allotment funding you would like to allocate to internet usage.

Internet reimbursement:

- Must be pre-approved
- Requires families to submit bills each month or semester via reimbursement form.
- Is subject to available allotment funds
- Is limited to one household per family

### **Unused Funds & Rollover**

Unused allotment funds may roll over to the following academic year provided the student remains continuously enrolled and in good standing.

Rollover is subject to district policy and available funding.

## **State Assessments & Reporting Requirements**

As a statewide correspondence program, Harmony must comply with Alaska statutes and regulations governing public education. Students enrolled in Harmony are expected to complete coursework and meet applicable state educational requirements.

### **Statewide Assessments**

#### **AK-STAR (State Summative Assessment)**

AK-STAR assessments are administered by the Alaska Department of Education and Early Development (DEED).

Students in grades 3–10 are assessed in English/Language Arts and Mathematics. Students in grades 5, 8, and 10 are also assessed in Science.

Testing occurs at designated Chatham school sites, typically in March or April, with specific dates varying by community.

Harmony encourages student participation in statewide assessments. These assessments provide valuable feedback regarding academic progress and contribute to district reporting requirements.

### **MAP Growth (Benchmark Assessment)**

Students in grades 2–12 may participate in MAP Growth assessments three times per year. MAP is a computerized, adaptive assessment that measures academic growth and helps guide instructional planning. Results provide families and teachers with data to support individualized learning decisions.

Participation is encouraged as part of ongoing progress monitoring.

### **Alaska Kindergarten Developmental Profile (KDP)**

All kindergarten students and first grade students entering the district who have not previously been assessed complete the Alaska Kindergarten Developmental Profile (KDP), as required by DEED.

The KDP evaluates developmental readiness in areas including motor skills, language and communication, general knowledge, and social development.

### **Alternate and Additional Assessments**

Some students may participate in additional required assessments based on program or individual needs:

- Students with significant cognitive disabilities may participate in alternate assessments (Dynamic Learning Maps-DLM) as determined by their IEP
- English Learners participate in ACCESS for ELLs annually
- Early literacy assessments (such as mCLASS) may be administered in grades K–3
- Some students may be selected for national assessments (NAEP)

### **Opt-Out of State Assessments**

Parents/guardians have the right to opt their child out of statewide assessments.

Families choosing to opt out must:

- Notify your mentor by January
- Complete and submit the opt-out form

Students with an approved opt-out form on file will not be scheduled for statewide testing.

### **Monthly Contact**

Families are required to maintain monthly contact with their assigned certified teacher or mentor.

Monthly contact may occur through an office visit, phone call, video conference, or email communication.

Regular contact supports student progress monitoring, ensures alignment with the approved ILP, and allows for timely identification of concerns or additional resource needs.

Failure to maintain required monthly contact may impact enrollment status, as consistent communication is a requirement of statewide correspondence programs.

### **Quarterly Grades & Progress Reporting**

Families are required to submit quarterly progress reports four times per year. In cases where students are taking online courses directly offered and monitored by Harmony, mentors will assist in submitting these reports.

Each report must include:

- A progress review for every course listed on the approved ILP
- A grade for each course
- Work samples (for portfolio courses and non Harmony courses)

For grades K–3, descriptive indicators such as Outstanding (O), Satisfactory (S), or Needs Improvement (N) are recommended. Families may also include examples of student work to demonstrate progress.

For grades 4–12, traditional A–F letter grades are required.

Work samples must be submitted for all ILP courses. For courses that do not produce traditional written assignments, acceptable documentation may include:

- Written summaries
- Journals
- Activity logs
- Photographic documentation
- Course completion summaries

Documentation should clearly indicate:

- Lessons completed out of total lessons
- Approximate time spent per week
- Major topics studied
- Skills mastered

Once reviewed and verified by the assigned certified teacher, grades are entered into official student records each semester. Grades for students in K–8 are recorded in cumulative files. Grades for students in 9–12 are recorded on the official district transcript.

Mentors and teachers are available to assist parents with these reports.

**Student Records & Privacy (FERPA)**

CSD maintains student education records in accordance with the Family Educational Rights and Privacy Act (FERPA). Parents/guardians have the right to review their child's educational records and request correction of inaccurate information.

[WORKSHEETS for the district policy committee:](#)  
[DISCARD WHEN FINISHED](#)

certain facts and circumstances which would lead a person, through the exercise of reasonable care, to know about a certain condition. Constructive knowledge may include, but is not limited to, situations where an employer: (i) fails to complete or improperly completes the Employment Eligibility Verification Form, I-9; (ii) has information available to it that would indicate that the alien is not authorized to work, such as Labor Certification and/or an Application for Prospective Employer; or (iii) acts with reckless and wanton disregard for the legal consequences of permitting another individual to introduce an unauthorized alien into its work force or to act on its behalf. Knowledge that an employee is unauthorized to work may not be inferred from an employee's foreign appearance or accent.

All new employees shall show appropriate documents which certify that they are legally eligible to work in the United States, as required by law. Nothing in this policy is intended to preclude the employment of teachers under the Exchange Visitor program in [22 C.F.R § 62.24](#). *Legal Reference:*

UNITED STATES CODE

[8 U.S.C. 1324](#) *Immigration and Nationality Act, as amended by Immigration Reform and Control Act of 1986 and Immigration Act of 1990*

CODE OF FEDERAL REGULATIONS

[8 C.F.R. Part 274\(a\)](#) *Control of Employment of Aliens*  
[22 C.F.R. §62.24](#) *Teachers*

Revised [12/2025](#)  
9/92

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**AASB Policy Reference Manual**

**[BP 4112.1/4312.1 - CERTIFICATED PERSONNEL AND MANAGEMENT AND SUPERVISORY PERSONNEL - CONTRACTS](#)**

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[WORKSHEETS for the district policy committee:](#)  
[DISCARD WHEN FINISHED](#)

Note: Pursuant to [AS 14.20.130](#) the School Board may issue contracts after January 1 each year. [4 AAC 18.010](#) specifies minimum requirements for teacher and administrators contracts. Contracts must be signed by at least two School Board members and the teacher.

After January 1, the School Board may issue teacher [and principal/administrator](#) contracts for the following school year. Contracts shall be approved by the School Board and signed by at least two School Board members.

Note: [AS 14.20.145](#) grants automatic reemployment rights to teachers who are not dismissed or given notice of nonretention or layoff. Nontenured teachers must be given notice of nonretention or layoff by the end of the school year. Tenured teachers must be given notice of layoff or nonretention before May 15. (See 4117.6)

The School Board shall give or mail reemployment contracts to teachers who are not dismissed or given notice of nonretention or layoff in accordance with law. If an employee fails to notify the Superintendent or designee within 30 days after receipt of a contract of reemployment that he/she accepts reemployment, the School Board shall consider the employee to have declined reemployment and shall terminate the employee's services at the expiration of the existing contract. An employee on leave must [still](#) comply with the 30-day deadline.

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(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Nonretention)

(cf. 4119.21/4219.21/4319.21 - Codes of Ethics)

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Note: Pursuant to [4 AAC 18.021](#) substitute teachers employed for the remainder of the school term when more than 20 school days remain must be employed under employment provisions for regular teachers.

*Legal Reference:*

ALASKA STATUTES

[14.20.130](#) Employment of teachers and administrators

[14.20.145](#) Automatic Reemployment

[14.20.158](#) Continued contract provisions

[14.20.010](#) Teacher certificate required

[14.20.020](#) Requirements for issuance of certificate

[14.20.120](#) Statement of qualifications

[14.20.215](#) Definitions

[14.20.620 - 14.20.650](#) Interstate agreement on qualification of educational personnel

[14.30.250](#) Teacher qualifications

ALASKA ADMINISTRATIVE CODE

[4 AAC 05.080](#) School curriculum and personnel

[4 AAC 12.300-4 AAC 12.900](#) Certification of professional personnel

[4 AAC 18.010](#) Teachers' and administrators' contracts

[4 AAC 18.021](#) Employment of substitute teachers

Revised [12/2025](#)

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[WORKSHEETS for the district policy committee:](#)  
[DISCARD WHEN FINISHED](#)

### AASB Policy Reference Manual

#### BP 4112.5/4212.5/4312.5 - ALL PERSONNEL - SECURITY CHECK

Note: The following sample policy is based on material from the Juneau School District and may be modified or deleted as needed.

The School Board desires to hire personnel whose background, [conduct](#), and behavior [reflect the highest standards of integrity and professionalism, and are](#) deemed appropriate for [work](#) with children. [The District](#) will investigate the background of [all](#) applicants ([including volunteers](#)) prior to hire in the district. This investigation will include questions related to an applicant's background and criminal history, [including a background check](#), and may include a fingerprint check.

Falsification [or omission](#) of information during the interview or on the application shall be grounds for immediate removal from consideration for a position or dismissal from a currently held position. [For certified staff, a complaint may also be made with the Alaska Professional Teaching Practices Commission \(PTPC\).](#)

Revised [12/2025](#)  
9/92

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### AASB Policy Reference Manual

#### AR 4112.5/4212.5/4312.5 - ALL PERSONNEL - SECURITY CHECK

Note: The following sample regulation is based on material from the Juneau School District and may be modified or deleted as needed.

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[WORKSHEETS for the district policy committee:](#)  
[DISCARD WHEN FINISHED](#)

1. No individual will be hired by the district until a background investigation has been completed. Under emergency circumstances, the Superintendent or designee can waive this requirement to allow someone to work until the investigation is complete.
2. No person who has ever been convicted, or plead guilty or no contest (including forfeiture of bail) to a crime involving violence or sexual abuse will be hired by the district.
3. No person who has been convicted, or plead guilty or no contest (including forfeiture of bail) to (1) a felony or (2) a crime or other violation involving a controlled substance within the five years preceding the application, will be hired by the district. If more than five years have elapsed since the crime or violation, a person may apply pursuant to the following paragraph.
4. Applications from persons who have been convicted, or plead guilty or no contest (including forfeiture or bail) to any crime or violation (excluding minor traffic violations) not covered in (2) nor (3) will be considered by the Superintendent or designee on a case by case basis and notice given to the School Board prior to hire or being hired by the district.
5. If charges are pending, no action will be taken on the individual's application until disposition of the charges.

*Revised 9/01*

**9/92**

**AASB Policy Reference Manual**

**BP 4112.6/4212.6/4312.6 - ALL PERSONNEL - PERSONNEL RECORDS**

Personnel records shall be kept for all current employees and shall include information usually expected in good personnel administration. Records shall be kept for all former employees, including such information as shall seem appropriate to the administration.

Note: The Alaska Supreme Court has upheld a broad policy of public access to records and has ruled that employment applications of police chief and city manager may not be exempt from disclosure in view of the public's strong interest in high level public officials. It is likely

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[DISCARD WHEN FINISHED](#)

therefore that Superintendent or designee applications, and possibly other employee applications, are subject to public disclosure.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(cf. 1312.1 - Complaints Concerning Personnel)

Note: [4 AAC 19.040](#) exempts employee evaluations from public disclosure and requires districts to establish procedures as to which supervisory personnel may have access to evaluation documents. [AS 14.20.149](#) provides that information provided to a district under the district's certificated employee evaluation system is not a public record and is not subject to public disclosure. The Alaska Supreme Court in *Anchorage Daily News* has held that the evaluation of head public librarian is a public document. AASB recommends public requests for evaluations of district administrators be reviewed with district legal counsel on a case-by-case basis.

All personnel files are confidential and shall be available only to the employee, persons authorized by the employee, the Superintendent or designee, and those individuals authorized by the Superintendent or designee or School Board in accordance with administrative procedures.

The School Board may [collectively](#) request to review an employee's file at an [executive](#) session of the School Board, [pursuant to a specific employee action and/or complaint process, and in accordance with the Alaska Open Meetings Act](#).

Employees shall be notified whenever derogatory information is to be placed in their personnel files. Employee may review and comment on the contents of [their](#) personnel file. Personnel records shall be made available for inspection by the employee at an off-duty time. Inspection shall take place in the presence of an administrator.

Legal Reference:

ALASKA STATUTES

[44.62.310](#) *Government meetings public*

[40.25.120](#) *Inspection and copying of public records*

[23.40.070](#) *Declaration of Policy (PERA)*

[14.20.149](#) *Employee Evaluation*

ALASKA ADMINISTRATIVE CODE

[4 AAC 19.040](#) *Use of the evaluation*

*Municipality of Anchorage v. Anchorage Daily News*, 794 P.2d 584 (Alaska 1990)

*City of Kenai v. Kenai Peninsula Newspapers, Inc.*, 642 P.2d 1316 (Alaska 1982)

Revised [12/2025](#)

9/92

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**AASB Policy Reference Manual**

**BP 4112.10 – CERTIFICATED PERSONNEL - EMPLOYMENT OF RETIRED TEACHERS**

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Note: Effective November 8, 2018, [AS 14.20.136](#) authorizes schools districts to hire retired teachers in cases of teacher shortages. Retired teachers hired under this statutory provision may elect to continue receiving TRS benefit payments during the period of reemployment. A contract for reemployment of a retired teacher hired under [AS 14.20.136](#) may not be for more than 12 consecutive months. Under [AS 14.20.020\(g\)](#), a retired teacher may teach as a long-term substitute for not more than 165 consecutive days of a school term. If the teacher retired under the defined benefit retirement system, the teacher must be retired for at least 60 days if 62 years of age or older, or at least six months if under 62 years of age, before reemployment. In addition, if the teacher is reemployed by the same district that employed the teacher upon retirement, the teacher must certify that there was no prearranged agreement with the school district to hire the teacher after retirement. Prior to the hire of retired teachers under this statute, the school board must adopt a policy that permits the employment of retired teachers who are qualified to teach in those disciplines or specialties in which a shortage of teachers exists. The policy must describe the circumstances that constitute the shortage. This optional policy may be utilized by districts desiring to hire retired teachers in cases of teacher shortages, as authorized by [AS 14.20.136](#).

It is the policy of the Board that teacher vacancies be filled in a timely manner by qualified personnel. The District administration is authorized to employ retired teachers in accordance with [AS 14.20.136](#) in cases of teacher shortages, and to notify the Administrator of the Teachers' Retirement System that it is hiring retired teachers pursuant to that statutory provision. The hiring of retired teachers is authorized in those disciplines or specialties in which a shortage of teachers exists despite active recruitment efforts. A shortage is deemed to exist for those open positions that the administration has been unable to fill with qualified candidates, despite recruitment, public advertising for at least 10 business days, interviews, and the offering of positions to qualified candidates, if any.

[The hiring of retired teachers under this policy is distinct from a teacher holding a retired teacher certificate under 4 AAC 12.380.](#)

(cf. 4111/4211/4311 Recruitment and Selection)

Legal Reference

ALASKA STATUTES

[14.20.136](#) Employment of member of teachers' retirement system

[14.25.043](#) Reemployment of retired members

[14.20.165](#) Restoration of tenure rights

Revised [12/2025](#)

**AASB POLICY REFERENCE MANUAL**

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[WORKSHEETS for the district policy committee:](#)  
[DISCARD WHEN FINISHED](#)

### AASB Policy Reference Manual

#### **BP 4112.61/4212.61/4312.61 - ALL PERSONNEL - EMPLOYMENT REFERENCES**

The School Board desires to provide information about district employees to prospective employers to the extent that such information is factual and does not violate an employee's privacy rights.

The Superintendent or designee is responsible for processing all requests for references, letters of recommendation, or information about employee performance, including the causes or reasons for separation regarding all district employees other than the Superintendent.

References which are not secured through the Superintendent or designee reflect the personal views or opinions of the author and do not reflect the views of the District.

(cf. 4112.6/[4212.6/4312.6](#) - *Personnel Records*)

(cf. 4117.5/[4217.5/4317.5](#) - *Termination Agreements*)

Legal References:

ALASKA STATUTES

[AS 09.65.160](#) Job References

Revised [12/2025](#)

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### AASB Policy Reference Manual

### BP 4113 - CERTIFICATED PERSONNEL - ASSIGNMENT

Note: The following sample policy may be revised or deleted to reflect district philosophy. This subject area is covered by collective bargaining laws.

The School Board recognizes strategic assignments are essential to supporting student success and maintaining a healthy, consistent school environment. While assignments must comply with applicable laws and credentialing requirements, the strengths, experiences, and well-being of district staff are important considerations. Since both students and staff benefit from stability, continuity, and positive relationships, assignment decisions should also consider the impact on school climate by minimizing unnecessary disruptions, and promoting consistency in student-teacher relationships.

The Superintendent or designee may assign certificated personnel to any position for which their preparation, certification, experience and aptitude qualify them. Teachers may be assigned to any school within the district. Teachers shall not be assigned outside the scope of their teaching certificates or their fields of study except as allowed by law.

(cf. 4112.8/4212.8/4312.8 - *Employment of Relatives*)

Note: The following optional paragraph should be reviewed in conjunction with the district's collective bargaining agreement, if any, and revised or deleted as appropriate.

The assignment of certificated personnel shall comply with applicable collective bargaining agreements and alternative and charter school contracts.

Legal Reference:

*ALASKA STATUTES*

14.20.147 Transfer or absorption of attendance area or federal agency school

14.20.148 Intradistrict teacher assignment

14.20.158 Continued contract provisions

23.40.070 Declaration of policy (PERA)

*UNITED STATES CODE, TITLE 20*

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

Revised 12/2025

AASB POLICY REFERENCE MANUAL

9/92

**AASB Policy Reference Manual**

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**BP 4115 – CERTIFICATED PERSONNEL - EVALUATION/SUPERVISION**

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Note: AS 14.20.149 requires school districts to have a certificated employee evaluation system. The School Board is required to consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the system. The evaluation must be based on observation of the employee in the employee’s work place. In addition, the law mandates a number of requirements for the system including the establishment of district performance standards, a minimum number of evaluations each year, the preparation and implementation of a plan of improvement, and opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the person being evaluated. Department of Education and Early Development regulations require a district’s certificated employee evaluation system to evaluate a teacher or administrator’s performance on applicable professional content standards as exemplary, proficient, basic, or unsatisfactory. In addition, overall performance must be evaluated with these same four ratings. No later than July 1, 2016, a district shall adopt for teachers and administrators standards for performance based on student learning data. 4 AAC 04.205. A district shall report to the department not later than September 15<sup>th</sup> of each year evaluation results as to tenured and non-tenured teachers, administrators and special service providers and performance levels, as prescribed in 4 AAC 19.055. The Educator Evaluation regulations are found at 4 AAC 19.010-19.099.

The School Board believes that evaluations can provide important information relevant to employment decisions, help staff improve their professional skills, improve the effectiveness of instruction, and raise student achievement levels. In accordance with the district’s certificated employee evaluation system, the Superintendent or designee shall evaluate certificated personnel annually, including teachers, administrators, and special service providers. The evaluation system shall evaluate whether the certificated employee is exemplary, proficient, basic, or unsatisfactory on applicable content standards and in overall performance. The district’s certificated employee evaluation system will incorporate those procedures and mandates required by law.

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The district shall provide in-service training to all certificated employees subject to the evaluation system. The training will assure inter-rater reliability and address the evaluation procedures, the standards used by the district in evaluating performance, and other information that may be helpful to a thorough understanding of the evaluation system.

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Individuals conducting an evaluation must hold a type B administrator certificate or be a site administrator under the supervision of a person with a type B certificate, be employed by the school district as an administrator, and complete training in the use of the district's evaluation system.

A certificated employee has a right to comment within 10 days on the evaluation and may not be retaliated against for doing so.

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The certificated employee evaluation system will be periodically reviewed. The district will consider input from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators. The district will make a form, template, or checklist that the district uses in the evaluation of certificated employees available to the public, including posting the form, template, or checklist on the district's website. The posting will explain how the district has considered the input of these groups in the design of the evaluation system.

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(cf. 4116 - ~~Probationary/Permanent Status~~ Nontenured/Tenured)

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(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Nonretention)

(cf. 4315.1 - Competence in Evaluation of Teachers)

Legal Reference:

ALASKA STATUTES

14.20.149 Employee Evaluation

14.08.111 Duties

14.14.090 Duties of school boards

23.40.070 Declaration of policy (PERA)

ALASKA ADMINISTRATIVE CODE

4 AAC 19.010-4 AAC 19.099 Evaluation of professional employees

4 AAC 04.200 Professional content and performance standards

4 AAC 04.205 District performance standards

Revised 12/2025

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9/92

**AASB Policy Reference Manual**

**BP 4117.2/4217.1/4317.2 - ALL PERSONNEL – RESIGNATION**

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The Superintendent or designee is authorized to accept the written resignation of any employee on behalf of the School Board, and the resignation shall become effective immediately upon

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## **BP 4112.1 CERTIFICATED PERSONNEL - CONTRACTS**

After January 1, the School Board may issue teacher contracts for the following school year. Contracts shall be approved by the School Board and signed by at least two School Board members.

The School Board shall give or mail reemployment contracts to teachers who are not dismissed or given notice of nonretention or layoff in accordance with law. If an employee fails to notify the Superintendent or designee within 30 days after receipt of a contract of reemployment that he/she accepts reemployment, the School Board shall consider the employee to have declined reemployment and shall terminate the employee's services at the expiration of the existing contract. An employee on family leave must comply with the 30-day deadline.

(cf. 4117.4 - Dismissals)

(cf. 4117.6 - Nonretention)

(cf. 4119.21 - Code of Ethics)

Legal Reference:

### ALASKA STATUTES

[14.20.130](#) Employment of teachers and administrators

[14.20.145](#) Automatic Reemployment

[14.20.158](#) Continued contract provisions

[14.20.010](#) Teacher certificate required

[14.20.020](#) Requirements for issuance of certificate

[14.20.120](#) Statement of qualifications

[14.20.215](#) Definitions

[14.20.620 - 14.20.650](#) Interstate agreement on qualification of educational personnel

[14.30.250](#) Teacher qualifications

### ALASKA ADMINISTRATIVE CODE

[4 AAC 05.080](#) School curriculum and personnel

[4 AAC 12.300-4 AAC 12.900](#) Certification of professional personnel

[4 AAC 18.010](#) Teachers' and administrators' contracts

[4 AAC 18.021](#) Employment of substitute teachers

Adopted 1/21/2020

**Chatham School District**

## **BP 4112.5/4212.5/4312.5 SECURITY CHECK - All Personnel**

The School Board desires to hire personnel whose background and behavior exemplifies a standard deemed appropriate for individuals working with children. Effort will be made to investigate the background of applicants prior to hire in the district. This investigation will include questions related to an applicant's background and criminal history and may include a fingerprint check.

Falsification of information during the interview or on the application shall be grounds for immediate removal from consideration for a position or dismissal from a currently held position.

Revised 9/01

Adopted: 5/13/10

**Chatham School District**

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## **AR 4112.5/4212.5/4312.5 SECURITY CHECK - All Personnel - REGULATION**

1. No individual will be hired by the district until a background investigation has been completed. Under emergency circumstances, the Superintendent can waive this requirement to allow someone to work until the investigation is complete.
2. No person who has ever been convicted, or plead guilty or no contest (including forfeiture of bail) to a crime involving violence or sexual abuse will be hired by the district.
3. No person who has been convicted, or plead guilty or no contest (including forfeiture of bail) to (1) a felony or (2) a crime or other violation involving a controlled substance within the five years preceding the application, will be hired by the district. If more than five years have elapsed since the crime or violation, a person may apply pursuant to the following paragraph.
4. Applications from persons who have been convicted, or plead guilty or no contest (including forfeiture or bail) to any crime or violation (excluding minor traffic violations) not covered in (2) nor (3) will be considered by the Superintendent on a case by case basis and notice given to the School Board prior to hire or being hired by the district.
5. If charges are pending, no action will be taken on the individual's application until disposition of the charges.

Revised 9/01

Adopted: 5/13/10

**Chatham School District**

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## **BP 4112.6/4212.6/4312.6 PERSONNEL RECORDS - All Personnel**

Personnel records shall be kept for all current employees and shall include information usually expected in good personnel administration. Records shall be kept for all former employees, including such information as shall seem appropriate to the administration.

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

*(cf. 3580 - District Records)*

*(cf. 1312.1 - Complaints Concerning Personnel)*

All personnel files are confidential and shall be available only to the employee, persons authorized by the employee, the Superintendent or designee, and those individuals authorized by the Superintendent or Board in accordance with administrative procedures. School Board members may request to review an employee's file at a personnel session of the Board.

Employees shall be notified whenever derogatory information is to be placed in their personnel files. Employee may review and comment on the contents of this personnel file. Personnel records shall be made available for inspection by the employee at an off-duty time. Inspection shall take place in the presence of an administrator.

Legal Reference:

### ALASKA STATUTES

[40.25.120](#) Inspection and copying of public records

[23.40.070](#) Declaration of Policy (PERA)

[14.20.149](#) Employee Evaluation

### ALASKA ADMINISTRATIVE CODE

[4 AAC 19.040](#) Use of the evaluation

### COURT DECISIONS

*Municipality of Anchorage v. Anchorage Daily News*, 794 P.2d 584 (Alaska 1990)

*City of Kenai v. Kenai Peninsula Newspapers, Inc.*, 642 P.2d 1316 (Alaska 1982)

Revised 1/09

Adopted: 5/13/10

**Chatham School District**

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## **BP 4112.61/4212.61/4312 ALL PERSONNEL - EMPLOYMENT REFERENCES**

The School Board desires to provide information about district employees to prospective employers to the extent that such information is factual and does not violate an employee's privacy rights.

The Superintendent or designee is responsible for processing all requests for references, letters of recommendation, or information about employee performance, including the causes or reasons for separation regarding all district employees other than the Superintendent.

References which are not secured through the Superintendent or designee reflect the personal views or opinions of the author and do not reflect the views of the District.

(cf. 4112.6 - Personnel Files)

(cf. 4117.5 - Termination Agreements)

Legal References:

ALASKA STATUTES

[AS 09.65.160](#) Job References

Adopted 1/21/2020

**Chatham School District**

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## **BP 4112.10 EMPLOYMENT OF RETIRED TEACHERS - Personnel**

*Note: Effective November 8, 2018, [AS 14.20.136](#) authorizes schools districts to hire retired teachers in cases of teacher shortages. Retired teachers hired under this statutory provision may elect to continue receiving TRS benefit payments during the period of reemployment. A contract for reemployment of a retired teacher hired under [AS 14.20.136](#) may not be for more than 12 consecutive months. If the teacher retired under the defined benefit retirement system, the teacher must be retired for at least 60 days if 62 years of age or older, or at least six months if under 62 years of age, before reemployment. In addition, if the teacher is reemployed by the same district that employed the teacher upon retirement, the teacher must certify that there was no prearranged agreement with the school district to hire the teacher after retirement.*

Prior to the hire of retired teachers under this statute, the school board must adopt a policy that permits the employment of retired teachers who are qualified to teach in those disciplines or specialties in which a shortage of teachers exists. The policy must describe the circumstances that constitute the shortage.

This optional policy may be utilized by districts desiring to hire retired teachers in cases of teacher shortages, as authorized by [AS 14.20.136](#).

It is the policy of the Board that teacher vacancies be filled in a timely manner by qualified personnel. The District administration is authorized to employ retired teachers in accordance with [AS 14.20.136](#) in cases of teacher shortages, and to notify the Administrator of the Teachers' Retirement System that it is hiring retired teachers pursuant to that statutory provision.

The hiring of retired teachers is authorized in those disciplines or specialties in which a shortage of teachers exists despite active recruitment efforts. A shortage is deemed to exist for those open positions that the administration has been unable to fill with qualified candidates, despite recruitment, public advertising for at least 10 business days, interviews, and the offering of positions to qualified candidates, if any.

(cf. 4111 Recruitment and Selection)

### Legal Reference

#### ALASKA STATUTES

[14.20.136](#) Employment of member of teachers' retirement system

[14.25.043](#) Reemployment of retired members

[14.20.165](#) Restoration of tenure rights

Revised 8/2020

Adopted 11/10/20

**Chatham School District**

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**AASB POLICY REFERENCE MANUAL UPDATE SERVICE  
2025 PERSONNEL SERIES  
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.

This update constitutes a housecleaning of the **4000 Series – Personnel**. Many updates include minor grammatical/titling/explanatory note changes that do not require Board approval. Titles of the series have been updated to better clarify whether they apply to certificated personnel, classified personnel, or supervisory/management personnel. This is accomplished by titling each policy with the appropriate label:

1. All Personnel
2. Certificated Personnel (4100 Numbers)
3. Classified Personnel (4200 Numbers)
4. Management and Supervisory Personnel (4300 Numbers)

If the policy applies to more than one employee group, it has been assigned a policy number for each group.

The following polices do **not** require formal board adoption:

<b>Formal Adoption Not Required – Grammatical/Titling/Explanatory Note Changes Only</b>
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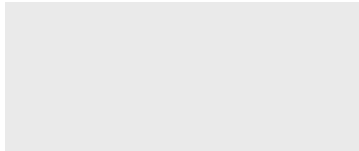
BP 4000	BP 4020	AR 4021	BP 4030
E 4030	BP 4111.2/4211.2/4311.2	BP 4112.1/4312.1	AR 4112.5/4212.5/4312.5
BP 4112.10	BP 4112.61/4212.61/4312.61	BP 4117.6	BP 4119.11/4219.11/4319.11
E 4119.21	BP 4119.41/4219.41/4319.41	E 4119.42/4219.42/4319.42	BP 4131/4231/4313
BP 4132/4232/4332	BP 4135/4235/4335	BP 4136/4236/4336	BP 4141/4241
BP 4141.6/4241.6	BP 4143/4243	BP 4144/4244/4344	AR 4144/4244/4344
BP 4151/4251/4351	BP 4154/4254/4354	AR 4154/4254/4354	E 4154/4254/4354
BP 4156.3/4256.3/4356.3	BP 4157/4257/4357	BP 4161/4261/4361	AR 4161.1
BP 4161.3	BP 4161.4/4261.4/4361.4	AR 4161.4/4261.4/4361.4	E 4161.4/4261.4/4361.4
BP 4161.7/4261.7/4361.7	BP 4170/4270/4370	BP 4180/4280/4380	AR 4180/4280/4380
BP 4213	BP 4215	BP 4216	BP 4218
BP 4222	AR 4222	BP 4231	BP 4253
BP 4300	BP 4313.2	BP 4315	BP 4315.1
BP 4361.1			

The following policies **do** require board approval:

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 4021	Yes	This update clarifies that school bus driver testing may be accomplished through contracting with the transportation services provider.
BP 4111/4211/4311	Yes	***Merge BP 4111 and BP 4211***  This update clarifies language regarding inquiries into protected information when hiring. It also authorizes the board to delegate the authority to make classified hires to the superintendent. This policy merges the previous BP 4211 into a single policy.
BP 4111.1/4211.1/4311.1	Yes	***Deleted Board Policy***  AASB recommends the deletion of the affirmative action policy, which includes problematic language regarding hiring preferences. Districts are encouraged to consult with legal counsel to discuss any proposed hiring preferences.
BP 4112.5/4212.5/4312.5	Yes	This update clarifies that school district volunteers must be subject to a background check, and that an omission on an application can be grounds for denial of hire (or dismissal).
BP 4112.6/4212.6/4312.6	Yes	This update clarifies when and how board members may review employee records and information.
BP 4113	Yes	This update provides additional guidance regarding the assignment of certificate personnel.
BP 4115	Yes	This update adds language to clarify that employees evaluating certificated personnel in the District must hold a Type B administrator certificate.
BP 4117.2/4217.1/4317.2	Yes	***Merge BP 4117.2 and BP 4217.2***  This update simplifies the process by which an employee resigns. It also merges the classified and certified resignation policies.
BP 4117.4	Yes	This update codifies the requirement established by the Alaska Supreme Court that certified employees may call witnesses at a pre-termination hearing.
BP 4118	Yes	This update clarifies what constitutes progressive discipline, and that reassignment is not necessarily disciplinary.
BP 4119.3/4219.3/4319.3	Yes	This update requires that, as a best practice, job descriptions should be reviewed and updated annually.
BP 4119.12/4219.12/4319.12	Yes	This update updates harassment language to fit best practices, including that it relates to all school district activities and facilities.
BP 4119.22/4219.22/4319.22	Yes	This update simplifies the model dress code policy, and applies it to all personnel.
BP 4119.23/4219.23/4319.23	Yes	This update clarifies best practices regarding the release of unauthorized District information.
BP 4119.25/4219.25/4319.25	Yes	This update clarifies that the District may regulate political activity on school property at any time (not just during the instructional day) in accordance with law.
BP 4122	Yes	This update requires that the superintendent establish criteria for a student teacher program.
BP 4133/4233/4333	Yes	This update provides clearer guidelines on employee use of travel expenses.
BP 4156.2/4256.2/4356.2	Yes	This update removes specific language regarding the use of monetary awards for employees, while still allowing latitude to provide employee awards, as appropriate.
BP 4158/4258/4358	Yes	This update requires that the superintendent or designee is made aware of all police reports made by personnel in the course of their duties.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 4159/4259/4359	Yes	This update includes best practice language regarding employee mental health support.
AR 4161/4261/4361	Yes	<p>***Deleted Administrative Regulation***</p> <p>AASB recommends the deletion of the model regulation regarding COVID 19 emergency and sick leave, which is no longer applicable.</p>
BP 4161.1	Yes	This update revises BP 4161.1 to clarify and better align it with state law.
BP 4161.2/4261.2/4361.2	Yes	This update clarifies that personnel leave is generally a bargained for benefit. It also removes a restriction tying it to sick leave, which is an independent type of leave.
BP 4212	Yes	Related to BP 4111/4211/4311, this update clarifies that the Board may delegate the hire of classified employees to the superintendent.
BP 4314	Yes	This update simplifies language regarding the assignment of management and supervisory staff, while removing the recommendation that management personnel routinely apply for transfers (or be involuntarily rotated).





### INSTRUCTIONS

« Choose the **year** and **start month**

« You can insert an image of your school logo in this space

« Use the **Format Painter** to copy the format from one cell to another

« Copy and paste these **Shapes** to highlight specific days

**Changing the color scheme.** You can change the color scheme by going to Page Layout > Themes > Colors.

« Make a list of important dates. Enter dates as text by entering an apostrophe before the date, like 'Aug 8

**Publishing your calendar.** If you want to publish a school calendar, you must ensure that it includes the following note and URL in the footer:  
Calendar Templates by Vertex42.com - <https://www.vertex42.com/calendars/school-calendar.html>

**Converting the calendar to a PDF.** To publish a school calendar on your website, you should first convert it to a PDF. The best way to do that is to either print to a PDF driver, or in Excel 2010/2013 you can go to Save As and select PDF.

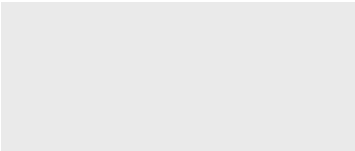
**View the Print Area.** To view the current print area, first view the Print Preview (Ctrl+P) then return to the Home tab. Or, go to View > Page Break Preview. The print area will become highlighted with a dashed line. To choose a new print area, select the cells you want to include and go to Page Layout > Print Area > Set Print Area.

Vacation Days
School Closed Holiday
First Day of Class 08/26/2026
Last Day of Class 05/27/2027
Inservice Days
Teacher Work Days
Parent Teacher Conference Days
End of Quarter

Student Contact Days: 172  
 Inservice Days: 8  
 Teacher Works: 5  
 Parent Teacher Conferences: 2  
 Total Days: 187

Q1: 48 SD:41  
 Q2: 39 SD: 37  
 Q3: 44 SD: 41  
 Q4: 56 SD: 53





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Vacation Days
School Closed Holiday
First Day of Class 09/02/2026
Last Day of Class 05/27/2027
Inservice Days
Teacher Work Days
Parent Teacher Conference Days
End of Quarter

---

Student Cotact Days: 161

Inservice Days: 13

Teacher Work Days: 6

Parent Conferences: 2

Total Days: 182

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Q1:48 SD: 35

Q2: 39 SD:37

Q3: 44 SD: 41

Q4: 51 SD: 48



THE STATE  
of **ALASKA**  
GOVERNOR MIKE DUNLEAVY

**Department of Education  
& Early Development**

OFFICE OF THE COMMISSIONER

333 Willoughby Ave., 9<sup>th</sup> Floor, SOB  
P.O. Box 110500  
Juneau, Alaska 99811-0500  
Main: 907.465.2800  
TTY/TDD: 907.465.2815  
Fax: 907.465.2806

May 20, 2026

David Langford, Superintendent  
Chatham School District  
PO Box 109  
Angoon, AK 99820

Dear Mr. Langford,

Thank you for working with the department to reconcile the district's ADM appeal information. After further review of the data provided by the district, DEED identified differences in the ADM reporting related to student membership values, previously unreported PreK students, and two intensive students that were not included in the original submission.

A significant portion of the adjustment resulted from students being reported at reduced ADM values, including instances where students who would typically generate a 1.0 ADM were reported at .75 ADM. As a result, the district's submitted ADM was lower than what the department's reconciliation ultimately calculated based on the supporting information provided.

Based on the department's analysis, the total calculated difference would equate to approximately \$321,784 in additional funding. In an effort to resolve this matter collaboratively and provide the district with timely support, the department would like to propose a settlement amount of \$200,000 as a full and final resolution of the appeal.

We understand the district is experiencing financial challenges and appreciate the importance of providing certainty as you work through the remainder of the fiscal year. Our hope is that this proposal allows both the district and department to move forward in a positive and productive manner.

Please let us know if the district would be willing to accept this proposed resolution.

Sincerely,

A handwritten signature in black ink, appearing to read "Deena M. Bishop".

Deena M. Bishop, Ed. D.  
Commissioner

cc: Jared De Lara, School Finance Specialist II