Board of Education

Monday, September 28, 2026 Regular Session 7pm
Valdez City Council Chambers, 212 Chenega Ave (corner of Chenega & Fairbanks), A-frame building behind City Hall, Valdez, AK 99686

A. **PRELIMINARIES**
1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Review of Minutes from the Regular School Board Meeting on September 14, 2026, and the Special School Board Meeting on September 21, 2026.

B. **PUBLIC COMMENT ON NON-AGENDA ITEMS**
1. Public Comment Guidelines

C. **REPORTS/INTRODUCTIONS**
1. Superintendent Report
2. HHES Principal Report
3. GMS Principal Report
4. VHS Principal Report
5. Student Representative Report

D. **CONSENT AGENDA**
1. Approve Personnel Action Report
2. Approve 2nd Reading Board Review of Policies:
BP 3300 Expenditures/Expending Authority, BP 6154 Homework/Makeup Work, BP 6161.11 SUPPLEMENTARY INSTRUCTIONAL MATERIALS, BP 6164.5 STUDENT STUDY TEAMS

E. **NEW BUSINESS**
1. Approve 1st Reading Board Review of Policies:
BP 3550 Food Service, BP 3580 District Records, BP 4111/4211/4311 All Personnel - Recruitment and Selection, BP 4112.10 Personnel - Employment of Retired Teachers, BP 5040 Student Nutrition and Physical Activity, BP 5141.21 Administering Medication, BP 6114 Crisis Response Plan, BP 6146.1 High School Graduation Requirements, BP 6146.4 Reciprocity On Graduation Requirements, BP 6172 Special Education
2. Approve the Strategic Plan
3. Approve an additional FTE in Special Education for the FY27 school year
4. Additional Coaches to Accommodate GMS Teams for FY27

F. **BOARD BUSINESS FROM THE FLOOR**
1. Comments From Board Members

G. **INFORMATION ITEMS**
1. AASB Completed Policies—See Public Content Notes

H. **FUTURE MEETING DATES**
1. October 5, 2026: Policy Review Committee Meeting 6:10pm - Superintendent Office
2. October 12, 2026: Work Session 6pm/Regular Session 7pm - Council Chambers
3. October 19, 2026: Policy Review Committee Meeting 6:10pm - Superintendent Office
4. October 26, 2026: (Optional) Work Session 6pm/Regular Session 7pm - Council Chambers
5. November 2, 2026: Policy Review Committee Meeting 6:10pm - Superintendent Office
6. November 5-8, 2026: AASB's 73rd Annual Conference & Youth Leadership

Institute

7. November 9, 2026: Work Session 6pm/Regular Session 7pm - Council Chambers
8. November 16, 2026: Policy Review Committee Meeting 6:10pm - Superintendent Office

I. **EXECUTIVE SESSION**

1. Go Into Executive Session
2. Come Out of Executive Session

J. **POSSIBLE ACTION FROM EXECUTIVE SESSION**

K. **ADJOURNMENT**

1. Adjourn the Meeting

Board of Education

Monday, September 14, 2026 Work Session 6-7pm, Regular Session 7pm
Valdez City Council Chambers, 212 Chenega Ave (corner of Chenega & Fairbanks), A-frame building behind City Hall, Valdez, AK 99686

Sonya Ash-Selanoff:	Present
Kalin King:	Absent
Scott McCumby:	Absent
Dr Kyra Meyer:	Present
Dr Kathleen Todd:	Present
Bryan Vincent:	Present
Carey Wade:	Present

Kalin King absent, excused.
Scott McCumby absent, excused.
Sonya Ash-Selanoff present on Zoom.

A. **WORK SESSION**
Discussion: Review and discussion of the district's Strategic Plan draft.

B. **PRELIMINARIES**

B.1. Call to Order
Discussion: Meeting called to order at 7:00 pm

B.2. Pledge of Allegiance
Discussion: Carey Wade led the pledge of allegiance.

B.3. Roll Call

B.4. Review of Minutes from the Regular School Board Meeting on August 24, 2026.
Discussion: No meeting minute corrections needed.

C. **PUBLIC COMMENT ON NON-AGENDA ITEMS**

C.1. Public Comment Guidelines
Discussion: No public comments.

D. **REPORTS/INTRODUCTIONS**

D.1. Superintendent Report — **Speaker(s):** Jason Weber
Discussion: Jason Weber presented his report, no questions.

D.2. Director of Curriculum Board Report — **Speaker(s):** Jon Berkeley
Discussion: Jon Berkeley presented his report, no questions.

D.3. Director of Business Services Board Report — **Speaker(s):** Susan Love
Discussion: Susan Love presented her report, no questions.

D.4. Director of Special Education and Federal Programs Board Report — **Speaker(s):** Rylee Ownbey
Discussion:
Rylee Ownbey presented her report.
Dr. Kathy Todd asked whether the District anticipates being able to fill the recently opened special education teacher position at this

	point in the school year. Jason Weber stated that he is optimistic about filling the position, as he is currently working with individuals through the Alaska Teacher Recruitment Center. Mr. Weber indicated that the District may be able to secure a candidate within the next couple of weeks and will provide updates as additional information becomes available.	
D.5.	Director of Technology and Communications Board Report **Discussion:** Megan Gunderson presented her report, no questions.	**Speaker(s):** Megan Gunderson
E.	**CONSENT AGENDA** **Action(s):** I move that the Board approve the Consent Agenda as presented. This motion, made by Dr Kathleen Todd and seconded by Bryan Vincent, Carried. **Voting Detail:** Sonya Ash-Selanoff: Yea Kalin King: Absent Scott McCumby: Absent Dr Kyra Meyer: Yea Dr Kathleen Todd: Yea Bryan Vincent: Yea Carey Wade: Yea **Voting Summary:** Yea: 5, Nay: 0, Absent: 2	**Speaker(s):** Jason Weber
E.1.	Approve Personnel Action Report	
E.2.	Approve 2nd Reading Board Review of Policies: BP 6155 Class Examinations/Challenging Courses by Examination,	
E.3.	VHS Kiln Purchase - Budget Amendment #27-2	**Speaker(s):** Susan Love
F.	**NEW BUSINESS**	
F.1.	Approve 1st Reading Board Review of Policies: BP 3300 Expenditures/Expending Authority, BP 6154 Homework/Makeup Work, BP 6161.11 SUPPLEMENTARY INSTRUCTIONAL MATERIALS, BP 6164.5 STUDENT STUDY TEAMS **Action(s):** I move that the Board approve the 1st reading of board policies as presented. This motion, made by Dr Kyra Meyer and seconded by Dr Kathleen Todd, Carried. **Voting Detail:** Sonya Ash-Selanoff: Yea Kalin King: Absent Scott McCumby: Absent Dr Kyra Meyer: Yea Dr Kathleen Todd: Yea Bryan Vincent: Yea Carey Wade: Yea	**Speaker(s):** Jason Weber

Voting Summary: Yea: 5, Nay: 0, Absent: 2
Discussion: Jason Weber discussed each of the Board Policies presented, no questions.

G. **BOARD BUSINESS FROM THE FLOOR**

G.1. Comments From Board Members

Discussion:

Sonya Ash-Selanoff: I want to congratulate the Lady Buccaneers volleyball team on their recent tournament. I did not get to attend the tournament myself, but I spoke with one of the coaches, and she was very impressed with the team's performance. I also want to recognize the positive comments Mr. Wegner has shared in his reports, including a great comment from one of the referees during one of the recent football games. I want to give kudos to the coaches and congratulate everyone on a great season.

Dr. Kyra Meyer: It was really lovely to attend the open house with the architects this week and hear input from the community. I also want to give a shout-out to the High School, David Cronk, and Kate Goudreau for scheduling students and making sure they were placed in the classes they needed. It is exciting to see fall sports getting started and to see the enthusiasm from both the students and coaches.

Dr. Kathy Todd: Kudos to the administration team and everyone involved in developing the draft strategic plan. The success indicators for each pillar are very well done, and we will get to see the completed work at our next meeting.

Bryan Vincent: Thank you, Mr. Berkeley, for bringing forward that information about the testing. I know it has been a topic we have been discussing for the last couple of weeks, so I really appreciate the clarity, as I know it can sometimes be difficult to fully understand. Thank you to everyone who is pitching in with Food Service. I know it is a huge task, and I also want to thank Susan for bringing that forward. As a community, keep an eye on the High School remodel. We should be really excited about this, and I encourage everyone to get involved in any way they can.

Carey Wade: I will finish by reiterating one more time to keep an eye out for the QR code if you would like to participate and provide comments about the upcoming High School renovations. It was great to meet with the architectural team last week. It is also great to see the kids back on the volleyball court, football field, pool, and track. A big shout-out to the staff for their

work on the strategic plan, Food Service, and Special Education. Everyone is coming together, and it is amazing to see.

H. **INFORMATION ITEMS**

H.1. AASB Completed Policies—See Public Content Notes

H.2. **AASB 73rd Annual Conference & Youth Leadership Institute:** Board members interested in attending the fall conference in Anchorage are asked to notify the District Administrative Assistant by email.

H.3. **FY28 Calendar Committee:** The District is seeking at least one School Board member to volunteer to serve on the FY28 Calendar Committee. Board members interested in participating are asked to notify the District Administrative Assistant by email.

H.4. **125th Anniversary of the Valdez City School Board:** The Board recognizes the 125th anniversary of the first Valdez School Board meeting, held on September 18, 1901, marking 125 years of school board service to the Valdez community.

I. **FUTURE MEETING DATES**

I.1. September 21, 2026: Policy Review Committee Meeting 6:10pm - Superintendent Office

I.2. September 23-26, 2026: Alaska Superintendents Association (ASA) Fall Conference, hosted in Valdez.

I.3. September 28, 2026: (Optional) Work Session 6pm/Regular Session 7pm - Council Chambers

I.4. October 5, 2026: Policy Review Committee Meeting 6:10pm - Superintendent Office

I.5. October 12, 2026: Work Session 6pm/Regular Session 7pm - Council Chambers

I.6. October 19, 2026: Policy Review Committee Meeting 6:10pm - Superintendent Office

I.7. October 26, 2026: (Optional) Work Session 6pm/Regular Session 7pm - Council Chambers

J. **EXECUTIVE SESSION**

J.1. Go Into Executive Session

J.2. Come Out of Executive Session

K. **POSSIBLE ACTION FROM EXECUTIVE SESSION**

L. **ADJOURNMENT**

L.1. Adjourn the Meeting
Discussion: Meeting adjourned at 7:32 PM

_____
Board Secretary

Board of Education

Monday, September 21, 2026 10:00 AM
Valdez City School District Office, 1112 West Klutina, PO Box 398, Valdez, AK 99686

Sonya Ash-Selanoff:	Absent
Kalin King:	Present
Scott McCumby:	Present
Dr Kyra Meyer:	Absent
Dr Kathleen Todd:	Absent
Bryan Vincent:	Present
Carey Wade:	Present

Sonya Ash-Selanoff absent, excused per Kalin King.
Dr. Kyra Meyer absent, excused per Kalin King.
Dr. Kathy Todd absent, excused per Kalin King.

Bryan Vincent present over Zoom.

A. PRELIMINARIES

A.1. Call to Order
Discussion: Meeting called to order at 10:00 am

A.2. Pledge of Allegiance
Discussion: Kalin King did not do the Pledge of Allegiance as there was no flag in the room.

A.3. Roll Call

B. CONSENT AGENDA

Speaker(s): Jason Weber

Action(s):
I move that the Board approve the Consent Agenda as presented. This motion, made by Carey Wade and seconded by Scott McCumby, Carried.

Voting Detail:

Sonya Ash-Selanoff:	Absent
Kalin King:	Yea
Scott McCumby:	Yea
Dr Kyra Meyer:	Absent
Dr Kathleen Todd:	Absent
Bryan Vincent:	Yea
Carey Wade:	Yea

Voting Summary: Yea: 4, Nay: 0, Absent: 3

B.1. Approve Personnel Action Report

C. ADJOURNMENT

C.1. Adjourn the Meeting
Discussion: Meeting adjourned at 10:02 AM

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Board Secretary

Office of Superintendent Valdez City Schools

BOARD REPORT

Sep 28, 2026

Goals:

- Applications have been coming in for food service and custodial positions. We have also had a couple paraprofessional applications.
- We hosted the Alaska Superintendents Conference in Valdez
- We were able to hire a special education teacher for the lower elementary
- Susan and I will meet with the city on Monday the 28th to start the budgeting process for FY28
-

Engagement

- I am excited that we are able to bring a final draft of the VCS Strategic plan before the school board for approval.

SEL

-

Concerns

- Staffing continues to be an issue, we have made some progress as we recently received some applications for food service, we are still actively looking for paraprofessionals.
-

Achievement/celebrations

- I would like to thank the Maintenance/Custodial crew for always chipping in on a moment's notice.

VCS Legislative Update

Hermon Hutchens Elementary School

BOARD REPORT

Sep 28, 2026

Goals:

- HHES has three goal areas for this school year:
  - Communication (Pillar 4 - Operational Clarity and Communication)
  - Connections (Pillar 2 - Engagement and Attendance)
  - Writing (Pillar 1 - Academic Cohesion and Achievement)

Engagement

- Ms. Giusti presented at the DEED Safety and Well-Being Summit on September 17th in Anchorage, AK. Her presentation focused on Emotional Regulation throughout the MTSS Tiers.
- Fall MAP testing is finished, and teachers have met as grade-level groups to review the results. The data provides valuable information about student strengths and areas for growth that is informing instruction for student groups during the daily WIN block, which includes extra practice on skills and enrichment activities.
- Attendance from the beginning of the year to September 17 was 90.76%.

SEL

- During the week of September 7, classes received bus safety presentations, and the first bus evacuation drills were completed.

Concerns

- Staffing has been a concern this year, although we have recently filled a few key positions.
- The list of active substitutes is limited. The middle and high school have been sending staff to us when they can.

Achievement/celebrations

- The weekly newsletters, The Ridge Report, have been viewed between 393 and 536 times.
- A special thank you to Mrs. Critchlow, who always steps in to complete make-up MAP testing!

Gilson Middle School

BOARD REPORT

Sep 22, 2026

Goals:

- Review and improve our reading intervention
- Continue working on writing intervention plan & developing common expectations
- Complete a first round of observations for all teachers and organize peer observations between teachers.

Engagement/SEL

- Our yearbook advisor has begun meeting with students during Flex Friday to start work on this year's formatting.
- Cell phones are not a problem this year with only two being confiscated since school started. The current 6th grade class is at 20 days straight as of September 22nd.
- Tracy Gilson facilitated our annual 7th grade kayak trip to old town with Emma Brainerd from the museum offering hot chocolate and activities related to the 1964 earthquake. Mindi Baczuk also organized a field trip to the museum prior to the trip for the students to get some background information.
- Our reading intervention has begun with reading groups meeting during 3rd period to support reading at all levels. We will have advanced book studies, as well as tier 2 and 3 intervention.
- We are hosting another community day in October and hope to invite families into the school monthly to show off what our students are doing and get everyone more involved. This month the focus subject is social studies. Look for details in the upcoming newsletters.

Activities

- Basketball and Cheer season has begun. We have 76 student-athletes this season.
- Cross country and soccer both wrapped up their competitions extending a week beyond their normal season to provide an additional opportunity for both groups. The students' behavior and performance represented the school well.
- Ms. Bailey is assigning students to the different competitions for Science Olympiad. This year we will have a varsity and JV team and both will compete in Fairbanks in the spring.
- The outdoor adventures class is joining the high school Outdoor Education class for a hike in Thompson Pass this weekend. Thanks Mr. Bowden for the invite.

Concerns

- We are hoping to make soccer an official middle school team but aren't sure how to do that between negotiating years. We would also like for the program to continue into high school if possible.

Achievement/celebrations

- Our student council election speeches and voting completed last week. Thanks Ms. Vincent for organizing and supervising the student council.
    - President - Landon Nauta
    - Vice President - Griffin Duval
    - Secretary - Trinity Montgomery
    - Treasurer - Alex Nauta
    - 8th Grade Representative - Jori Sybrant
    - 7th Grade Representative - Aurora Chase
    - 6th Grade Representative - Ezra Goold
- Flex Fridays have been great! The teachers have come up with so many fun activities like a jam session with Ms. Williams, hikes, and biking with Ms. Baczuk and Ms. Carter, Science Olympiad with Ms. Bailey, disc golf with Ms. Gilson, soccer with Mr. Vowell, dancing with Ms. Roller, student council with Ms. Vincent and of course support in study halls for all subject areas. We had over 80 of our 133 students attend last Friday.

Valdez High School

School Board Report (Sept. 28th meeting date)
David Cronk
Principal
Sep 24, 2026

Goals:

- Working as a team to incorporate more writing in all classrooms.
- Establish a great working culture within the staff.
- Increase our school spirit and pride.

Successes:

- Completed MAP testing, many things to reflect on to try and make it better next time.
- We've set the PSAT date, October 21st.
- The first kiln run was a success, no explosions.
- The first flex friday was successful, good energy and interactions, students had opportunities to try new things like embroidery.
- We have a Flex Friday plan where teachers are on a rotation to provide enrichment activities. So every Friday along with teachers providing academic support, we have the weight room open, the gym supervised, cafeteria open for homework help, and enrichment activities. These activities are advertised in our Newsletter so students know what is happening each week.
- The Backstage Theatre team is doing great.
- Shop classes have taken advantage of some nice days and used the sawmill to cut some logs. They made lumber for woodshop classes, and also cut some dimensional lumber to use in construction class for practicing wall construction.

Activities / Engagement:

- Home volleyball games have been great. Buccaneer Pride was displayed, the gym was loud and it was a fun environment.
- Home football games have been fun, more people seem to be in attendance and the energy and feeling around the program is great. We're planning for a bigger tailgate gathering for homecoming, October 3rd @ 10am. Swing by if you can make it.
- The T3 event was great, we had students gaining drone experience, AKDRONE was here with T3 and had many drones on display and students were able to fly them. They

also coordinated with the city and had a loader here for kids to take a look at, they talked about maintenance and options for obtaining a CDL.

- The Architecture/Remodel crew was here and gathered input from many different stakeholders. They thought it went well and now have a lot of information to go back with and begin some design processes. We had follow up meetings discussing student flow in and out of the building as well as between the MS and HS. Talked about snow removal and lack of parking with some options to consider.
- Our home swim meet was great. I learned to be a timer which was fun and something new for me. I learned I needed to keep flip flops in my office!
- XC Running had their fun run and recognized their seniors.

Valdez High School
Student Representative Report
September 28, 2026



Recent Events

- At the beginning of the month, school architects came and gave out surveys to students and teachers about the future remodel of the High School, with many students asking for better windows and A/C

Upcoming Events

- Homecoming is happening this weekend from 8pm to 11pm on October 3rd. The theme is “A night in the City”
- Spirit week start this week
- The football Tailgate Party is happening October 3rd before the football game at 10am to 12pm behind the endzone.

Sporting Events

- XC running came back from regionals and will go to State this weekend
- JV volleyball came back from a tournament in Wasilla, but both teams have big tournaments coming up in Palmer and Anchorage, October 8th - 10th
- Football scored 3 touchdowns against Nikiski last weekend and will travel to Seward this upcoming weekend
- Swim travels to Fairbanks this weekend for the Hutch/Larop invite
- The wrestling season starts this Monday

Concerns

- Some students have complained about the schedule change from 30 minutes after school to 15 minutes before and after school, saying they prefer the old schedule.
- Students have complained about the school’s A/C not properly working in classrooms

PERSONNEL ACTION REPORT FOR 2026-2027

September 28, 2026

EMPLOYMENT OF ADMINISTRATION

RESIGNATION OF ADMINISTRATION

EMPLOYMENT OF CERTIFIED PERSONNEL

RESIGNATION/RETIREMENT CERTIFIED PERSONNEL

EMPLOYMENT OF CLASSIFIED PERSONNEL

Steven Marchant
Food Service Full-Time
Effective TBA

RESIGNATION/RETIREMENT OF CLASSIFIED PERSONNEL

OTHER CONTRACTS

2025-2026 School Year

Teachers	**51**
Classified*	**56**
Principals	**3**
District Administration	**6**
Total Employees	**116**

(*This is the number of classified personnel working for the district. Several of the employees have part-time hours)

BP 3300 Expenditures/Expending Authority

Note: *The following sample policy should be revised as appropriate to reflect district philosophy and needs. A.S. 14.14.060 and 14.14.065 provide that the borough assembly/city council, with the consent of the borough/city school district, may by ordinance delegate to the school district responsibility for a centralized treasury and/or accounting system. A.S. 14.08.101 empowers regional school boards to establish their own fiscal procedures and exempts them from A.S. 36.30 (State Procurement Code) and A.S. 37.05 (Fiscal Procedures Act). A.S. 14.08.111 requires the regional school board to designate employees authorized to direct disbursements from school funds of the board. All contracts made under federal awards must comply with the Office of Management and Budgets procurement procedures found in 2 CFR 200.317-326. Prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with OMB's procurement procedures.*

The Superintendent or designee may purchase supplies, materials and equipment in accordance with law. Prior Board approval is required for purchases of ~~$15,001~~ $25,001 and above. Routine district operating expenditures i.e. utilities, food etc. of ~~$15,001~~ $25,001 and above will not be brought to the Board for approval.

(cf. 3310 - Purchasing Procedures)
(cf. 3311 - Bids)
(cf. 3312 - Contracts)
(cf. 3460 - Financial Reports and Accountability)

Note: *A.S. 14.17.225 requires districts to operate under a balanced budget and provides that the state is not responsible for the debts of school districts.*

The Superintendent or designee shall not authorize any proposed expenditure, which exceeds the major budget classification allowance against which the expenditure is the proper charge unless an amount sufficient to cover the purchase is available in the budget for transfer.

(cf. 3100 - Budget)
(cf. 3110 - Transfer of Funds)

The Board shall not recognize obligations incurred contrary to Board policy and administrative regulations.

Legal References:

ALASKA STATUTES

14.08.101 Powers (Regional school boards)
14.08.111 Duties (Regional school boards)
14.14.060 Relationship between borough school district and borough
14.14.065 Relationship between city school district and city
14.17.190 Restrictions governing receipt and expenditure of money from public school foundation account
36.30. State Procurement Code
37.05 Fiscal Procedures Act

CODE OF FEDERAL REGULATIONS

2 C.F.R. 200.317-326, Procurement Standards

Revised: 3/2018
Board Approved: 5/2018
Adopted: June 2005

Revised: 8/2026

Valdez City Schools

BP 6154 Homework/Makeup Work

Homework

The School Board believes that homework serves many important purposes. The building principals and certificated staff shall design homework plans and assignments so that through their homework, students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively and become life-long learners.

The Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. The Board encourages teachers at all grade levels to use the parent/guardian as a contributing resource and to structure homework assignments so as to involve the parent/guardian without diminishing the student's sense of responsibility. When assigning homework, which involves interaction with parents/guardians, teachers should include instructions which show how parents/guardians can best help their children.

To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce classroom learning objectives and be related to student needs and abilities.

Makeup Work

Students shall be given the opportunity to make up school work missed as defined in the attendance policies.

(cf. 5113 - Absences and Excuses)

(cf. 5144 - Discipline)

LOSS OF CREDIT/COURSE FAILURE

When a high school or ~~junior high~~ middle school student's absences exceed the ~~a~~absence limit he/she will lose credit/fail the class for each affected course. He/she may be given the option of either staying in the class, or be withdrawn from the class, assigned to a study area for the remainder of the semester during the period he/she was scheduled for that class. The determination of placement shall be made by the principal based upon input from the student, parent/guardian and teacher(s).

Students who are habitually truant may be dropped from school enrollment or denied admission if a remedial plan of action is not successful. Credits lost due to poor attendance may be made up in the regular school program, or through correspondence school. A notation shall be made on the student's report card/interim report, transcript, when a grade has been lowered due to a violation of the attendance policy. Students withdrawn from a course for non-attendance will have a "WF" (Withdrawn - Failing)

recorded on his/her report card and transcript. That grade will be included in the calculation of his/her grade point average and will affect extra-curricular eligibility. The loss of credit and/or course failure does not preclude disciplinary action initiated by the school where otherwise warranted.

When an Elementary student's absences exceed the 10 day limit, the principal will consider the student for retention in the same grade.

HIGH SCHOOL CREDIT LOSS MAKEUP

Students who have lost credit due to excessive absences, may attend a scheduled Saturday School to make up the needed days. Credit may be reinstated at the completion of the appropriate makeup time. Students must gain makeup approval from the principal.

TARDINESS

Students are considered tardy through the 10th minute of the class period. After the 10th minute, the student is considered absent from that period. If the student is tardy for a class, he/she should report directly to the office to secure an admit slip. The office will assign a 30-minute detention on the third tardy and a 48-minute detention each for the fourth and fifth tardies during a quarter. Detention shall be completed within two school days and must be served before school, at lunch, or after school. On the sixth tardy in any quarter, the student will be assigned Saturday School (8:15-3PM) after parent notification has occurred. If a student accrues more than six tardies in any quarter, a parent conference is required to develop a special plan to remedy this issue.

PARENT NOTIFICATION

Each instance that a student is absent from school, the school Attendance Secretary shall initiate telephone contact with the parent/guardian if the school has not already been contacted by the parent. The school shall place a student on attendance probation when the student reaches six (6) absences **in any course in a semester**. A probation notice including an attendance summary for all classes shall be sent to the parent/guardian/student at this time. After six (6) absences in a course, a parent/guardian/student/teacher/administrator conference shall be scheduled to determine remedial steps to be undertaken to avoid loss of credit. A student, parent or guardian may request an attendance summary through the principal at any time during the school year. Valdez High School shall withhold credit for any course in which a student's absences exceed eight (8) in a semester. The student/parent/guardian shall be contacted on a class by class basis. A letter with notification of withdrawal of credit shall be mailed to parents/guardian/students in each instance.

APPEALS PROCEDURES

If a parent or student wishes to appeal a decision made pursuant to this policy, such an appeal must be initiated in writing within fifteen (15) school days of the date of the decision or the date of the letter of notification to the Superintendent of schools. The letter requesting an appeal must include specific reasons that the request should be considered. If an appeal is not filed within the timeline provided, the student/parent/guardian shall be deemed to have waived the right to an appeal and a hearing. The Superintendent shall render a written decision within five (5) school days of the close of the hearing.

A parent/guardian may appeal the Superintendent's decision by requesting in writing that the school board review the decision within five (5) days of the Superintendent's decision. The board will hear the appeal in executive session at the next scheduled board meeting.

ADOPTED: JUNE 2005

Revised/Board Approved 12/10/2012

Revised 10/2025

Model Policy

BP 6161.11 SUPPLEMENTARY INSTRUCTIONAL MATERIALS

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

Teachers may use supplementary materials which are relevant to curriculum objectives and appropriate for students' ages and abilities. By using such materials, teachers can introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth.

When selecting supplementary materials for classroom use, teachers should carefully review them and provide appropriate introductory and follow-up activities. Supplementary materials should not supplant the use of basic texts or teaching activities. Films must be used within legal copyright limits.

(cf. 6162.6 - Use of Copyrighted Materials)

Note: To avoid the use of films that offend community morals, the following optional paragraph requires a pre-screening or parental permission.

The Superintendent or designee shall establish a prescreening process to be used when a teacher desires to show a film not previously approved by the district or state for educational purposes. The film may be used if found educationally suitable when so previewed. Before showing any film not previously approved, the teacher shall notify parents/guardians that the film will be shown. Students who do not receive parental permission to view the film shall be excused to an alternative supervised activity.

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6144 - Controversial Issues)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 57.910 Fees (State Farm Library)

9/92

Model Policy

BP 6164.5 STUDENT STUDY TEAMS

Note: The following optional policy may be revised to reflect district philosophy and needs. Districts are cautioned that student study teams may not fulfill the role of the Individualized Education Program Team in assessing and developing an appropriate educational program and placement for students with disabilities.

The School Board encourages the cooperation of the parent/guardian, classroom teacher, resource personnel and administrators in studying the needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may resolve or alleviate these difficulties.

The Superintendent or designee may establish student study teams that address the needs of individual students by investigating the problems of disruptive students and developing plans to modify their behavior. The School Board expects that student study teams will improve communications within the school and support teachers in working with the student.

Student study teams may recommend transferring the student to another school only when the study team's investigation indicates that a different placement would result in more cooperative behavior without endangering employees or other students.

(cf. 5144 - Discipline)

Revised 9/97

9/92

BP 3550 FOOD SERVICE (model) Change

Note: The following optional policy may be revised to reflect district philosophy and needs.

The School Board recognizes that students need adequate, nourishing food in order to grow, learn, and to give a good foundation for their future physical well-being. The Board may provide for a food service program based on regular lunch service and include other snack and breakfast programs as the needs of the students and the financial capacity of the district permit. The Board recognizes that breakfast, lunch and other nutrition programs are an important complement to the nutritional responsibilities of parents/guardians.

The Board believes that:

1. Foods and beverages available on school premises should contribute to the nutritional well-being of students and meet the nutritional criteria of the applicable child nutrition program operating in the District. Nutrition programs must comply with applicable state and federal law.
2. Foods can help students and families feel comfortable in the school. The District may include cultural and subsistence foods if available and can be served in compliance with school safety and nutritional programs.
3. Foods and beverages available should be considered as carefully as other educational support materials as they can serve to build cultural connectedness for students.
4. Foods and beverages should be prepared in ways which will appeal to students while retaining nutritive quality.
5. To further Alaskan values, food and beverages should be prepared and served in ways that reduce waste.
6. Food should be served in quantities appropriate to the needs of students at their age level and served in as pleasant and relaxed an atmosphere as possible, with adequate time for students to eat and travel to and from the cafeteria.
7. Schools are encouraged to assess common eating habits and eating times to establish appropriate meal and snack times.
8. Foods grown in the state provide nutritional, environmental, and economic benefits and should be utilized in the district's food service program to the extent feasible.

9. The District and its schools will have food safety plans and written guidance for procuring, receiving, and preparing subsistence foods harvested and donated to the school.

10. The District will include subsistence foods as a part of the nutritional and dietary guidelines for Americans.

Note: Effective January 14, 2010, the U.S. Department of Agriculture requires schools participating in the National School Lunch and Breakfast Programs to develop a written food safety program for the preparation and serving of school meals. The goal is to prevent and reduce the risk of food-borne illness among students. Schools are required to utilize the "hazard analysis and critical control point (HACCP) system" when developing their food safety programs. A written safety program must be in place for each food preparation and service facility that prepares and serves meals under the federal breakfast or lunch programs.

The Superintendent or designee will oversee the development of a written food safety program for each food preparation and serving facility in the district, as required by law. Foods and beverages will be stored, prepared and served in accordance with food safety regulations in order to prevent or reduce the risk of food-borne illness among students.

Note: Effective July 1, 2015, federal regulations of the Department of Agriculture, Food and Nutrition Service, require that certain food service personnel meet minimum professional standards. More specifically, school nutrition program directors who are responsible for management of the day-to-day food service operations for all schools in the district must meet minimum educational qualifications as a condition of hire. The qualifications vary depending upon the student enrollment (size) of the district. The qualification requirements are applicable to the hire of new directors only; current directors employed prior to the July 1, 2015 effective date are grandfathered. In addition, the new regulations require minimum continuing education and training requirements for all student nutrition staff, including school nutrition program directors, school nutrition program managers who are responsible for day-to-day operations of food service for a particular school, and other personnel who work an average of at least 20 hours per week. The hours of continuing education/training varies depending upon the position held by the individual.

Qualified and trained food service personnel are critical to a healthy and safe food service program. The Superintendent or designee shall hire qualified personnel and/or an independent contractor, taking into consideration professional standards required by

law, and will ensure that continuing education and training is provided to food service personnel in compliance with applicable state and federal standards.

(cf. 4131 – *Staff Development)*

The School Board intends that, insofar as possible, the school food services program shall be self-supporting and may include foods from school gardens, greenhouses and farms. The Board shall review and approve of menu prices. Program financial reports shall be presented regularly for inspection by the Board.

(cf. 3554 – *Other Food Sales)*

(cf. 5040 – *Student Nutrition and Physical Activity)*

(cf. 6163.4 – *School Gardens, Greenhouses and Farms)*

Effective January 1, 2028, as part of its breakfast and lunch program, the District may not serve a food or beverage that contains any of the following color additives certified by the United States Food and Drug Administration under 21 U.S.C. 379e:

1. red dye 3 (U.S. Chemical Abstracts Service no. 16423-68-0);
2. red dye 40 (U.S. Chemical Abstracts Service no. 25956-17-6);
3. yellow dye 5 (U.S. Chemical Abstracts Service no. 1934-21-0);
4. yellow dye 6 (U.S. Chemical Abstracts Service no. 2783-94-0);
5. blue dye 1 (U.S. Chemical Abstracts Service no. 3844-45-9);
6. blue dye 2 (U.S. Chemical Abstracts Service no. 860-22-0); or
7. green dye 3 (U.S. Chemical Abstracts Service no. 2353-45-9).

Legal Reference:

ALASKA STATUTES

AS 14.30.360 Health education curriculum; physical activity guidelines

AS 14.03.087 Prohibited food additives

UNITED STATES CODE

Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j

Child Nutrition Act of 1996, 42 U.S.C. 1771-1793

CODE OF FEDERAL REGULATIONS

7 C.F.R. Parts 210, 220, and 235 National School Lunch Program and Breakfast Program

FEDERAL REGISTER

Professional Standards for State and Local School Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, Vol. 80, No. 40 and No. 88 (2015)

Revised 9/2026

9/92

AASB Policy Reference Manual

BP 3580 DISTRICT RECORDS (Model) Option 2

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

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

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

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

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

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

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

~~OPTION 1:~~

~~The Superintendent or designee shall establish administrative regulations in accordance with AS 40.21.070 so that district personnel will know how district records are to be maintained or destroyed. The regulations shall include retention periods for district records, as appropriate to the record involved.~~

~~OPTION 2:~~

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

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

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

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

(cf. 5125 - *Student Records)*

Note: Participants in the E-rate program have specific document retention requirements which go into effect for funding year 2004. Under FCC rules, program beneficiaries must “retain all records related to the application for, receipt and delivery of discounted services for a period of ten years after the last day of service delivered” in any particular funding year. FCC Rule § 54.516. Specifically, eight categories of documents must be retained, at a minimum: prebidding process, bidding process, contracts, application process, purchase and delivery of services, invoicing, inventory, and forms and rule compliance. A retention summary document may be accessed here:
https://www.usac.org/wp-content/uploads/e-rate/documents/resources/e-rate-program-applicant-document-retention-list-UPDATED-1.pdf

Legal Reference:

ALASKA STATUTES

40.25.120-40.25.220 Public Records Act

14.03.115 Parental Access

14.17.910 Restrictions governing receipt and expenditure of money from public school foundation account

40.21.010-40.21.140 Public records

ALASKA CONSTITUTION

art. 1, sec. 22, Right to Privacy

UNITED STATES CODE

5 U.S.C. § 552a – Privacy Act

20 U.S.C. § 1232 g & 34 CFR Part 99 – Family Educational Rights & Privacy Act

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BP 4111/4211/4311 - ALL PERSONNEL - RECRUITMENT AND SELECTION (Model Policy plus)

Note: Effective for the 2016-2017 school year, the federal Every Student Succeeds Act has eliminated the requirement that teachers be "highly qualified." Rather, teachers should be fully licensed and endorsed in each subject they are teaching.

The district shall employ the most qualified person available for each open position. The Superintendent or designee shall develop recruitment and selection procedures to ensure that every effort is made to find and hire fully qualified staff, which include:

1. Assessment of the district's needs to determine those areas where specific skills, knowledge and abilities are lacking.
2. Development of job descriptions which accurately portray the position, including requirements that a employee be qualified in accordance with federal and state law.
3. Dissemination of vacancy announcements to ensure a wide range of candidates, when necessary.
4. Screening procedures which will identify the best possible candidates for interviews.
5. Interview procedures which will determine the best qualified candidate for recommendation to the School Board.

Staff members involved in the selection process shall recommend only those candidates who meet all qualifications established by law and the School Board for a particular position. Nominations for employment shall be based upon appropriate screening devices, interviews, observations, recommendations from previous employers and any requirements of applicable collective bargaining agreements.

No inquiry shall be made with regard to age, race, color, religion, sex or national origin of persons proposed for or seeking employment. Questions regarding disability shall be asked only when directly related to the job and as permitted by law.

Note: The Alaska Professional Teaching Practices Commission recommends that districts develop a policy regarding the procedures to be followed when desiring to hire an educator currently under contract with another school district. The following policy language is based on procedures developed by the Fairbanks North Star Borough School District.

Before considering the hire of an applicant who is currently under contract in another district, the Superintendent or designee will require the certificated staff to provide written documentation that he/she: (1) has made an effort to secure a release from the

employing district thirty calendar days prior to the employing district's first contract day; or, (2) has secured a written release from the employing district.

Note: A subject-matter expert teacher, holding a limited certificate issued by the Department, may be employed to teach subjects in which the person has satisfied the education or experience requirements set out in state statute AS 14.20.022. Before a school district determines whether to hire a person as a subject-matter expert teacher, the school district must administer a competency examination. Additionally, once a subject-matter expert teacher is hired, the district must provide a mentor who is an experienced teacher for the subject-matter expert teacher for at least the first year of the subject-matter expert teacher's employment in the school district. A person employed as a subject-matter expert teacher under this section is considered a certificated employee for purposes of the teachers' retirement system. Finally, employment as a subject-matter expert teacher counts as employment for purposes of acquiring tenure; however, a person holding a subject-matter expert limited teacher certificate is not entitled to tenure until the person receives a teacher certificate under AS 14.20.022.

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

Note: AS 14.20.020 requires coursework in Alaska studies and multicultural education or cross-cultural communications in order to be eligible for a teacher certificate. Effective June 30, 2017, AS 14.20.020 also requires training on alcohol and drug related disabilities, sexual abuse and sexual assault awareness and prevention, dating violence and abuse awareness and prevention and suicide prevention in order to be eligible for a teacher certification. AS 14.20.035 requires districts to give preference to applicants who demonstrate training or experience that indicates sensitivity to the traditions and cultures represented in the student population.

In evaluating applicants, preference shall be given to those applicants who can demonstrate training and experience related to the traditions and cultures represented in the student population.

(cf. 4030 - *Nondiscrimination in Employment)*

(cf. 4111.2/4211.2/4311.2 - *Legal Status Requirement)*

No person shall be employed by the School Board without the recommendation or endorsement of the Superintendent or designee. The School Board shall be presented with the Superintendent or designee's recommended candidate who may be approved or rejected by the School Board. If the candidate is rejected, the Superintendent or designee shall recommend subsequent candidates until the School Board approves

someone to fill the position. The School Board has the authority over the employment of all employees, however, in specific circumstances, the Board may delegate the Superintendent or designee the prior authority to make staff hires without prior Board approval. If such authority is delegated, the Superintendent or designee shall notify the Board of all hires at a regularly scheduled Board meeting.

(cf. 10000 - *Concepts and Roles)*

Note: AS 14.08.111 and AS 14.14.090 require districts to provide prospective employees with information regarding the availability and cost of housing in rural areas to which they may be assigned and when possible assist them in locating housing. The following may be revised or deleted as appropriate.

The School Board recognizes that the district encompasses rural areas and will assist teachers in obtaining information regarding the cost and availability of housing as required by law.

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (regional school boards)

14.14.090 Additional duties

14.20.010 Teacher Certificate Required

14.20.022 Subject-matter expert limited teacher certificate

14.20.035 Evaluation of training and experience

14.20.100 Unlawful to require statement of religious or political affiliation

14.20.110 Penalty for violation of AS 14.20.100

ALASKA ADMINISTRATIVE CODE

4 AAC 04.210, 04.212 and 06.899(6) Highly Qualified Teachers and Objective Uniform Standards

6 AAC 30.810 Employer records

6 AAC 30.840 Retention of records

UNITED STATES CODE

Every Child Succeeds Act, 20 U.S.C. 6301, et. Seq. (P.L. 114-95 December 10, 2015)

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AASB Policy Reference Manual

BP 4112.10 - PERSONNEL - EMPLOYMENT OF RETIRED TEACHERS (Model)

Note: AS 14.20.136 authorizes schools districts and regional resource centers established under AS 14.12.150 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 or regional resource center 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. This includes the employment of retired teachers at regional resource centers established under AS 14.12.150.

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

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AASB Policy Reference Manual

BP 5040 Student Nutrition and Physical Activity (update for New food law)

Note: This policy is intended to provide a framework for developing a legally compliant wellness policy. The policy adopted by your school board must be developed with the involvement of the identified advisory group discussed in Section A.

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore the School District will provide environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education and school meal programs.

(cf. 1020 - Youth Services)

A. Planning and Periodic Review by Stakeholders

The school district and/or individual schools within the district will create or work with an appropriate existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The advisory group should be composed of students, parents, food service personnel, school board, school administration, school health professionals, physical education teachers, and other interested community members. The advisory group should be provided with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies.

(cf. 1000 - Concepts and Roles)

B. Nutrition

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity. All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. (7 C.F.R. Parts 210 and 220). To the extent practicable, all schools in the district will participate in available federal school meal programs. Effective January 1, 2028, as part of its breakfast and lunch program, the District may not serve a food or beverage that contains any of the following color

additives certified by the United States Food and Drug Administration under 21 U.S.C. 379e:

1. red dye 3 (U.S. Chemical Abstracts Service no. 16423-68-0);
2. red dye 40 (U.S. Chemical Abstracts Service no. 25956-17-6);
3. yellow dye 5 (U.S. Chemical Abstracts Service no. 1934-21-0);
4. yellow dye 6 (U.S. Chemical Abstracts Service no. 2783-94-0);
5. blue dye 1 (U.S. Chemical Abstracts Service no. 3844-45-9);
6. blue dye 2 (U.S. Chemical Abstracts Service no. 860-22-0); or
7. green dye 3 (U.S. Chemical Abstracts Service no. 2353-45-9).

The Superintendent or designee shall develop and implement nutrition guidelines for all foods available on campus.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with federal nutrition standards. To the maximum extent practicable, all schools in the district will participate in available federal school meal programs.

All other foods and beverages made available on campus (including, but not limited to vending, concessions, a la carte, student stores, classroom parties and fundraising) during the school day will be consistent with nutrition standards developed by the superintendent or designees in administrative regulations based on U.S. Dietary Guidelines for Americans. To the extent feasible, foods grown in the state will be utilized in the meals and snacks provided to students.

Health curricula will include instruction on the benefits of good nutrition and the role nutrition plays in preventing chronic diseases and maintaining a healthy weight.

(cf. 0210 - Goals for Student Learning)

(cf. 3550 - Food Service)

(cf. 3551 - Food Service Operations)

(cf. 3552 - Regular Lunch Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3554 - Other Food Sales)

(cf. 6163.4 - School Gardens, Greenhouses, and Farms)

C. Physical Activity

All students in grades K-12 will have opportunities, support and encouragement to be physically active before, during and after school, each school day.

Health curricula will include instruction on the benefits of regular physical activity and the role physical activity plays in preventing chronic diseases and maintaining a healthy weight.

Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

D. Communication with Parents

The district/school will inform and update the public, including students, parents, and the community, about the content and implementation of its policies that promote student wellness.

The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will send home nutrition information and/or will post nutrition tips on school websites. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards established by the district. The district will provide parents with information on healthy foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards and fundraising activities.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information through a website, newsletter, or other take-home materials, special events, or physical education homework.

(cf. 6020 - Parent Involvement)

E. Monitoring, Compliance and Evaluation

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies and administrative regulations. Administrative regulations will be developed to ensure that information will be gathered to assist the Board and district in evaluating implementation of these policies.

The Superintendent or designee will designate one or more persons to be responsible for ensuring that each school within the district complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with district health and nutrition goals.

The school board will receive a summary report *(annually/biannually/triannually)* on district-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the wellness goals, based on input from the schools within the district. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel, and will be made available to the public.

Legal References:

ALASKA STATUTES

03.20.100 Farm-to-school program

UNITED STATES CODE

Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j

Child Nutrition Act of 1996, 42 U.S.C. 1771-1793

CODE OF FEDERAL REGULATIONS

7 C.F.R. Parts 210 and 220, National School Lunch Program and Breakfast Program

Revised and Board Approved 4-9-12

ADOPTED: JUNE 2005

BP 5141.21 ADMINISTERING MEDICATION (Model)

Note: In 2005, AS 14.30.141 was passed requiring districts to permit the self-administration of medication by students for asthma or anaphylaxis. Self-administration may only be permitted upon a school's annual receipt of written certification by the student's parent/guardian and the student's health care provider. The statute also requires parents to release the school district from liability from any injury that may result from the storage and self-administration of asthma and anaphylaxis medication. Finally, the statute provides that students who use the medication in a manner other than prescribed are subject to disciplinary action.

The School Board recognizes that students sometimes may need to take prescribed medication during the school day in order to be able to attend school without jeopardizing their health. In such cases, when the district has received written statements from the student's health care provider and parent/guardian as required by law, designated personnel shall assist the student in taking the medication.

The written statements provided by the health care provider and parent/guardians must include the information described in AS 14.30.141. The term "health care provider" means a licensed physician, advanced practice registered nurse, respiratory care practitioner, physician assistant, village health aide, or pharmacist operating within the scope of the health care provider's authority.

The Board recognizes that some students have allergies of such severity that they may require an emergency anaphylactic injection during the course of the school day. Parents/guardians who are aware of this foreseeable need may ask the district to store and provide such injections. School staff who may be required to administer anaphylactic injections shall receive appropriate training and will be authorized to administer the injections within the legal provisions of law.

(cf. 5141 - *Health Care and Emergencies)*

Self-Administration of Medication for Asthma or Anaphylaxis

A student may be permitted to carry medication that has been prescribed or ordered by a health care provider to stay on or with the student due to a pressing medical need. Students who have received instruction in the self-administration of asthma or anaphylaxis medication shall be permitted to carry and self-administer the medication upon written authorization of the parent/guardian and health care provider, consistent with law and procedures developed by the [Superintendent/Chief Administrator]. Written authorization must be submitted annually.

By law, neither the District nor its schools are liable for injuries that may result from the storage or self-administration of medication. No student will be permitted to carry or self-administer a prescribed medication without a release of liability for the school, its employees, and agents. The release of liability shall include an agreement to indemnify and hold harmless the school and its employees or agents from claims arising out of the storage or self-administration of medication.

A student who uses the medication in a manner other than prescribed is subject to disciplinary action.

Legal Reference:

ALASKA STATUTES

09.65.090 Civil liability for emergency aid

14.30.141 Self-administration and documentation of medication

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AASB Policy Reference Manual

BP 6114 CRISIS RESPONSE PLAN (Model)

Note: AS 14.33.100 requires that all school districts develop a model school crisis response plan for use by each school in the district, and each school shall develop a school specific crisis response plan.

All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, or other crisis which create distress, hardship, fear or grief. The Superintendent or designee shall develop and maintain a crisis response plan for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually.

A crisis response team for each school shall augment the district plan with working plans and procedures specific to each school building. The crisis response team must include the principal, one certificated and one classified member of the school staff, and one parent whose child attends the school. Additionally, the team may include a school board or advisory school board member, a school counselor, a member of local law enforcement, and a student in grade 10 or higher.

All students and employees shall receive instruction regarding these plans. Employees shall be trained in crisis response, including evacuation and lock down drills. New employees shall complete the training within their first two years of employment. Disaster simulation exercises may be held annually at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies.

The Superintendent or designee shall consult with local social service agencies and law enforcement authorities so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school.

Note: Effective July 1, 2027, DEED shall adopt curricula to instruct public school students on hands-only Cardiopulmonary resuscitation. This curricula shall determine what grade levels are required to receive instruction and what is appropriate for each grade level. Upon DEED's issuance of the curricula, the district shall implement it as required.

The crisis response plan must include the following information. Districts should add to this list as appropriate.

The crisis response plan for each school must:

a. identify the person in charge and a designated substitute;

b. identify the crisis response team members and their specific job functions relating to a crisis;

c. include a communication plan;

d. implement a Cardiopulmonary resuscitation education plan under AS 14.30.363, with appropriate training, as required;

e. include protocols for responding to immediate physical harm of students, faculty, or staff and to traumatic events, including the period after the events have concluded;

f. include disaster and emergency procedures to respond to earthquakes, fire, flood, explosions, or other events or conditions in which death or serious injury is likely;

g. include crisis procedures for safe entrance to and exit from the school by students, parents, and employees, including an evacuation and lock down plan; and

h. include policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis.

(cf. 3514 - *Safety)*

(cf. 3515 – *School Safety & Security)*

(cf. 5142 - *Student Safety)*

The crisis response plans shall be reviewed annually and updated as appropriate. A copy of each school's crisis response plan shall be retained by the district and a copy provided to each local agency that has a role in the plan. Notice of completion of the annual review and update and the location of a school's crisis response plan shall be posted at each school in the district. Each school's crisis response plan shall be printed and available for inspection by the public.

Note: The following language may be revised to reflect district philosophy and needs

The School Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The School Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

The School Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation. Each principal shall ascertain that at least one staff

member at each school holds a valid certificate in these areas. The Superintendent or designee shall provide for CPR inservice training to be offered to district staff annually.

Legal Reference:

ALASKA STATUTES

14.03.030 School term

14.03.140 Emergency drills

14.30.363 Cardiopulmonary resuscitation education

14.33.100 Required school crisis response planning

18.70.080-18.70.300 Fire protection

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AASB Policy Reference Manual

BP 6146.1 High School Graduation Requirements (Current added Note from Model)

Note: *Transfer students who have earned 13 unit credits in another district may, at the district's discretion, be excused from the district's subject area units-of-credits requirements. 4 AAC 06.075.*

Failure to take a college and career readiness assessment shall not be grounds for withholding a diploma from an otherwise qualified student. At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive on because of failure to pass all or a portion of the previously required High School Graduation Qualifying Exam and instead received a certificate of achievement, provided the person takes a college and career readiness assessment. AS 14.03.075. A person may satisfy the assessment pursuant to the regulations in 4 AAC 06.718. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student's last known address.

Note: For students who enter grade nine on or after July 1, 2027, they must complete the comparative government and civics education assessment(s) set forth in AS 14.03.076. The District shall utilize the curricula provided by DEED to provide these assessments. To receive a diploma, a student must meet the requirements of AS 14.03.076(c) unless: 1) they transferred into the District after completing grade 10 at a school in another state, 2) received alternative instruction as set forth in AS 14.03.076(d)(2), or 3) is a student with a disability who receives a waiver from the School Board. The District shall affix a seal of civic readiness, as developed by DEED, to the transcript and diploma of a student who has attained a high proficiency in the above.

Graduation with a Valdez High School Diploma will be predicated on successful completion of 24 credits. The specific minimum requirements are:

Note: College credits can be substituted for high school credits with approval from the building administrator.

Four (4) credits of English from any combination of the following list are required.

- English 9
- English 10
- English 11
- English 12

- Applied Communications

Three (3) credits of Math are required while enrolled in High School (one of which must be Algebra I or above) (To take affect at the initiation of the 2023-2024 school year for the graduating class of 2025 and all classes following).

Three (3) credits of Science are required. Physical Science and Biology are required.

Three and a half (3.5) credits of Social Science are required

- Government/Economics
- U.S. History
- Alaska History
- World History

All students are required to take 1.5 credits (three semesters) of Physical Education and .5 credit (one semester) of Health while attending high school. Two semesters (one credit) of Physical Education requirements can be earned by fully participating in sanctioned Valdez High School athletics. Students may obtain .5 credits of Physical Education for two (2) full seasons of Valdez School District sports participation. They will receive this credit as determined by their coach. A maximum of 1.0 credit of the Physical Education requirement is available upon successful completion of 4 seasons of sanctioned Valdez City Schools Athletics.

8.5 credits of Electives are required.

Students are required to enroll in and complete at least six credits during each of their four years of high school. (To take effect at the initiation of the 2023-2024 school year for the graduating class of 2025 and all classes following)

Students who have successfully completed the course of study required by the Valdez Board of Education will be eligible to receive a VHS diploma and participate in graduation exercises. Any student wishing to graduate less than 8 semesters must petition the Superintendent for early graduation at least one full semester before they wish to graduate.

The Superintendent will establish administrative regulations for exemptions to graduation requirements.

***Note:** Beginning January 1, 2009, the three units of credit in social studies must include one-half unit in Alaska History or demonstration that the student meets the

Alaska History performance standards. This requirement will not apply to a student who (1) transfers into your school after the student's second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.

Reference:

(BB 1110.10)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6164.2 - Guidance and Counseling Services)

(cf. 6146.3 - Competency Testing)

(cf. 6184 - Virtual/Online Courses)

LEGAL REFERENCE:

ALASKA STATUTES

14.03.075 Secondary pupil competency testing

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

4 AAC 06.717 College and career readiness assessments

4 AAC 06.718 College and career readiness assessment after student received a certificate of achievement

4 AAC 06.721 College and career readiness assessment waivers

4 AAC 06.755-790 State wide assessment program for students with disabilities

Board Revised and Approved: 04/08/2019

Board Revised and Approved: 12/09/2019

Board Revised and Approved: 02/24/2020

AASB Revised: 3/2017

Adopted: June 2005

Revised: 10/2024

BP 6146.4 Reciprocity On Graduation Requirements (add Language)

Note: *4 AAC 06.075 authorizes the district to exempt transfer students with at least 13 units of credit from graduation credit requirements.*

Credit Requirements

The Superintendent or designee may exempt students transferring into the district from meeting district credit requirements for graduation upon verification of equivalent credits received elsewhere, in accordance with law.

(cf. 5118 - Transfers; Withdrawals)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

4 AAC 06.777 Students that have passed another state's competency examination

Revised 11/2015

ADOPTED: JUNE 2005

Valdez City Schools

BP 6172 SPECIAL EDUCATION (Model)

Note: The following sample policy addresses education provided under the Individuals with Disabilities Education Act.

The School Board desires children with and without disabilities to share an interactive educational environment which nurtures understanding, cooperation and mutual respect.

A student's IEP team shall determine the content of the student's individualized educational program (IEP) and make placement decisions for the least restrictive environment that is educationally appropriate.

All students, without regard to race, ethnicity, national origin or gender, shall have equitable access to general education interventions, to timely referral for an evaluation for disability, and to equitable treatment in the evaluation process, in the quality of special education and related services provided, and in the degree of restrictiveness of their educational environment.

Note: 4 AAC 52.590 requires districts to establish written procedures for the identification of children in need of a surrogate parent and for the appointment and removal of surrogate parents. AS 14.30.272 requires the district to inform parents/guardians of children with disabilities of the procedural safeguards provided by law. 4 AAC 52.190 requires written notice before initiating or changing a child's identification, evaluation or placement and when refusing a parent's request to initiate or change a child's identification, evaluation or placement.

The Superintendent or designee shall establish written procedures required by law and shall ensure district compliance with procedural safeguards, including appropriate notices to parents/guardians established by state and federal laws and regulations.

Note: 4 AAC 52.115 requires evaluation and placement within 90 calendar days of obtaining parental consent for evaluation. However, completion of an individualized education plan must occur within 30 days after determining a child's eligibility.

Services will be provided in accordance with a student's IEP once parental consent or administrative or judicial proceedings authorize the provision of special education and related services.

The District shall, in collaboration with the Department of Education and Early Development, ensure to the maximum extent possible that the parents of children who are deaf or hard of hearing (or the District suspects of being deaf or hard of hearing) are

provided with comprehensive, neutral, and unbiased information in accordance with AS 14.30.272(c)(1) and other applicable law. The District shall also allow the parent of the child to choose the method of communication the parent determines is most appropriate for the child and provide services using the parent's chosen method of communication, as required by law.

If the District operates residential services as part of its deaf and hard of hearing program as described in AS 14.30.276, the District shall annually submit a plan of operations to DEED as required by the statute.

(cf. 3541.2 - *Transportation for Special Education Students)*

(cf. 5144.2 - *Suspension and Expulsion (Individuals with Exceptional Needs)*

(cf. 6146.4 - *Differential Graduation and Competency Standards for Individuals with Exceptional Needs)*

(cf. 6164.4 – *Child Find)*

Legal Reference:

ALASKA STATUTES

14.30.180-14.30.350 Education for children with disabilities

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010-4 AAC 52.990 Education for children with disabilities

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400 et seq. Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

300.340-349 Individualized education programs

300.500-300.514 Due process procedures for parents and children

300.550-300.553 Least restrictive environment; alternative placements; placement; nonacademic settings

Revised 9/2026

9/92

Memorandum

Date: 9-22-2026

From: Jason Weber Superintendent

To: VCS Board of Education

Thru: Jason Weber
Superintendent

Subj: Approve the Strategic Plan

The Valdez City Schools *Strategic Plan* was drafted through the hard work of stakeholders including school board, staff, administrator and student input, as well as other sources of information including previous surveys for parents and students. The board has held multiple work sessions which included sharing the mission, vision, values, and goals. By adopting a strategic plan Valdez City Schools will be provided direction and clear guardrails for all decisions made within the school district. The plan establishes a comprehensive understanding of core objectives, prevents operational distractions by directing attention toward key priorities, and connects routine actions and budgetary resources to overarching strategic goals.

Recommendation: Approve the Strategic Plan for 2026-2031

Thank you to all the individuals who have taken time to be part of the strategic plan creation.

Valdez City Schools
Strategic Plan
2026-2031

Values:

- Excellence
- Dedication
- Integrity
- Motivation
- Relationships
- Resilience

Mission: Creating an environment of excellence in learning for Valdez students.

Vision: Empower every student with the skills to succeed, the character to do what is right and the vision to thrive in their careers and life.

Pillars:

1. Academic Cohesion and Achievement

Goal: Ensure a consistent and high-quality learning experience for all students through curriculum and instructional practice alignment.

We will know we are successful if:

- Teachers are using high-quality instructional materials and aligned curriculum to deliver instruction.
- Innovative, research-based instructional practices are cohesive across the district.
- Instruction is accessible and appropriate for each student.
- Students develop durable skills in critical thinking, creativity, communication, collaboration, character, and citizenship.
- All students graduate from high school in four years with a postsecondary plan.

Valdez City Schools
Strategic Plan
2026-2031

2. Engagement and Attendance

Goal: Create a culture where every student is valued and their daily presence in school is essential for success.

We will know we are successful if:

- Students experience safe, welcoming, and inclusive school environments that promote belonging, connectedness, and community.
- Schools provide opportunities for enrichment and exploration connected to students' interests, cultures, and community.
- Community partners are valued and actively support authentic learning for students.
- Students have access to multiple pathways to success.
- Student attendance improves through proactive family partnership, relationship-building, and responsive support systems.

3. Professional Learning and Staff Retention

Goal: Cultivate a unified and supportive district culture that prioritizes professional growth and collaboration, leading to high staff retention.

We will know we are successful if:

- Employees experience a collaborative and supportive workplace culture that values trust, community, professionalism, and innovation.
- The district invests in opportunities for staff to engage in meaningful, relevant professional learning experiences aligned with district priorities and individual growth goals.
- Employees engage in critical conversations and productive discourse to improve professional practice.
- Shared decision-making contributes to collective district goals.
- The district partners with employees to establish a positive culture, inviting workplace, and opportunities tied to staff retention and growth.

Valdez City Schools
Strategic Plan
2026-2031

4. Operational Clarity and Communication

Goal: Partner with all stakeholders to ensure transparency and understanding of district operations and policies.

We will know we are successful if:

- Organizational operating procedures are clear, concise, accessible, and aligned with board policies and regulations.
- A consistent, tiered decision-making framework clarifies authority, supports shared leadership, and ensures decisions are transparent and made at the appropriate level.
- Stakeholder feedback is intentionally solicited to guide the development of procedures, processes, and decisions.
- Communication systems strengthen understanding, trust, and engagement between schools, families, staff, and the community.

5. Stewardship of Facilities and Resources

Goal: Maintain safe, high-quality facilities through responsible management of district resources to promote a welcoming learning environment, pride in work, and positive community connections.

We will know we are successful if:

- District resources are managed responsibly through transparent planning, prioritization, and long-term sustainability practices.
- Budget and purchases align with district priorities and support long-term organizational stability.
- The district continuously advocates for resources and policies that support students through relationship building with local, state, and national organizations and leaders.
- Facilities are maintained to support safety, functionality, accessibility, and positive learning environments.
- Students, staff, and community members collectively care for school buildings.
- The district maximizes accessibility to facilities as a community resource.

Memorandum

Date: 9-22-2026

From: Jason Weber Superintendent

To: VCS Board of Education

Thru: Jason Weber
Superintendent

Subj: Add an additional FTE in Special Education for the FY27 school year

The district would benefit by hiring an additional special education teacher for the FY 27 school year to be used at HHES. Currently we are still short 3 para professional positions, these were budgeted positions creating savings for the district. I would like to use the savings from unfilled positions and hire one less paraprofessional, then use the combined savings to hire an additional special education teacher for the FY 27 school year. Additionally we have seen an increase of 5 one to one student claims for the FY27. The position would be for FY27 only and be absorbed through attrition.

If approved, a formal budget amendment would come after the hire of an individual; the total cost would be dependent on where the teacher falls on the salary scale and when they are hired.

Recommendation: Approve the additional FTE for special education for FY27

Memorandum

Date: 9-28-2026

From: Amanda Tippetts
GMS Principal

To: VCS Board of Education

Thru: Jason Weber
Superintendent

Subj: Additional Coaches to Accommodate GMS Teams for FY27

To be prepared to hire coaches if student participation warrants, GMS proposes hiring additional coaches for the following sports. During FY25 & FY26 each of these teams had high participation and if similar numbers of students participate, we would like to be able to start the hiring process and ensure we have a coach available for these students.

- Basketball C team coach will be hired if there are 25 or more student athletes.
- Volleyball C team coach will be hired if there are 29 or more student athletes.
- Cheer assistant coach will be hired for 17 or more student athletes.

Each coach would be paid in correspondence to the negotiated agreement under the assistant coach level of that sport.

Recommendation: Approve the option to hire the 3 assistant coaches if corresponding numbers are met or exceeded. Should numbers drop during the season below these numbers we may have to cut those contracts short due to participation.

BP 6155 CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION

Challenging Courses by Examination

Note: AS 14.03.073 requires that a school district provide students in grades nine through 12 the opportunity to challenge one or more courses. Districts are to establish an assessment tool and standard to demonstrate mastery of such courses; however, district are not required to establish an assessment tool for every course the district offers to students in mathematics, language arts, science, social studies and world languages. 4 AAC 06.065 requires that districts develop a written policy regarding the grading or evaluation of successfully challenged courses. A district is to develop standards regarding the degree of mastery necessary to successfully challenge a course.

The School Board recognizes that students have unique and varied backgrounds and may already possess the skills and knowledge covered by a particular course. Students in grades 9 through 12 will be provided the opportunity to challenge approved courses by examination. Course challenges are available for courses offered by the district in math, language arts, science, social studies and world language. The district will give full credit for a course to a student who successfully challenges the course by demonstrating mastery of the subject.

The Superintendent or designee shall establish an assessment tool and standards for demonstrating course mastery; as well as procedures for course challenges.

Legal Reference:

ALASKA STATUTES

14.03.073

ALASKA ADMINISTRATIVE CODE

4 AAC 06.065 Challenging courses

Revised 3/2016

9/92

ADOPTED 9/2026

Valdez City Schools

AR 4121 Substitute Teachers

Substitute pay shall be $18.00 per hour for those teachers without Alaska certification; $25.00 per hour for those teachers who hold a valid Alaska certificate.

Substitutes who teach nineteen (19) consecutive school days for the same individual and are Alaska certified will receive on the twentieth (20) day an hourly rate calculated based on the certified negotiated agreement BA column, 0 experience, divided by 185 days, divided by 7.5 hours. Each additional consecutive day following the twentieth (20) will also be paid using the same hourly rate.

When a long-term absence is arranged in advance, the long-term rate will be applied starting on the first day. Long term subs receive a higher rate as the qualifications are a teacher certification, and they are expected to perform expanded duties. No other benefits are provided. Additional provisions as provided for in State Law, 4 AAC 18.021.

FY27 example calculation ($57,257/185 days)/7.5hrs=$41.27per hour.

Board Reviewed/Approved August 23, 2022

Substitute Teacher restructure of salary to begin August 23, 2022

ADOPTED: August 23, 2022

Revised 9/11/2026

Valdez City Schools

E 4119.21 - PERSONNEL - 20 AAC 10.020 CODE OF ETHICS AND TEACHING STANDARDS

The PTPC Code of Ethics can be found at: https://education.alaska.gov/ptpc

Revised 4/2026

9/92

Adopted: 9/2026

Valdez City Schools

Gifted & Talented Vision



Board Approved 2026-2031

Our vision is to cultivate gifted learners who are intellectually challenged, socially and emotionally grounded, and committed to the common good. By providing opportunities for differentiated instruction, self-directed learning, authentic problem solving, and community, students are empowered to develop their potential as autonomous, active learners with a strong growth mindset.

To ensure this philosophy translates into daily practice, our Multi-Tiered Extension System categorizes academic challenge into three distinct levels of intensity. This framework is designed to be permeable, allowing students to move between tiers based on their demonstrated mastery, pace of learning, and specific areas of interest. By shifting the focus from "who is gifted" to "what level of challenge is required," we create a responsive environment where every student—regardless of their formal identification status—has the opportunity to encounter the "struggle" necessary for true intellectual development.

Tier 1: Universal Differentiation (The Foundation)

- **Target:** The entire student population, ensuring a high-floor/high-ceiling environment for all.
- **Core Strategy:** Teachers utilize **Pre-Assessments** to compact curriculum, allowing students to bypass mastered content. Instruction focuses on higher-order thinking (Bloom's Taxonomy) and open-ended tasks that allow for natural extension in every lesson.
- **Goal:** To eliminate busy work and ensure that the baseline of instruction is intellectually stimulating for everyone.

Standard Processes:

- **Universal Extension:** Every unit includes an "Explorer Task" or "Extension Menu" available to any student who finishes core work early or demonstrates pre-mastery.
- **Open-Ended Prompting:** Use "How might we..." or "What if..." questions in daily instruction. This allows a Tier 1 student to answer at a foundational level, while a gifted student can answer with significant complexity.
- **The 80/20 Rule:** If 80% of the class has mastered a concept, the teacher moves on. The remaining 20% receive targeted support, while the high-fliers move into Tier 2 extensions immediately.

Tier 2: Targeted Extension (The Bridge)

- **Target:** Students who consistently demonstrate a need for depth beyond the standard grade-level curriculum in specific subjects.
- **Core Strategy:** Inclusion of Inquiry-Based Projects, Socratic Seminars, and interdisciplinary units. Students engage in Breadth and Depth studies where they apply core standards to real-world, complex problems.
- **Goal:** To provide a space where high-potential students can test their limits without the pressure of a permanent label.

Standard Processes:

- **Strength-Based Clusters:** A student might be in a Tier 2 extension group for Mathematical Logic but remain in Tier 1 for Creative Writing.
- **Interest-Based Enrichment:** Offer Seminars (e.g., Robotics, Ethics, Narrative Design) open to any student who shows high interest and the work ethic to keep up with an accelerated pace.

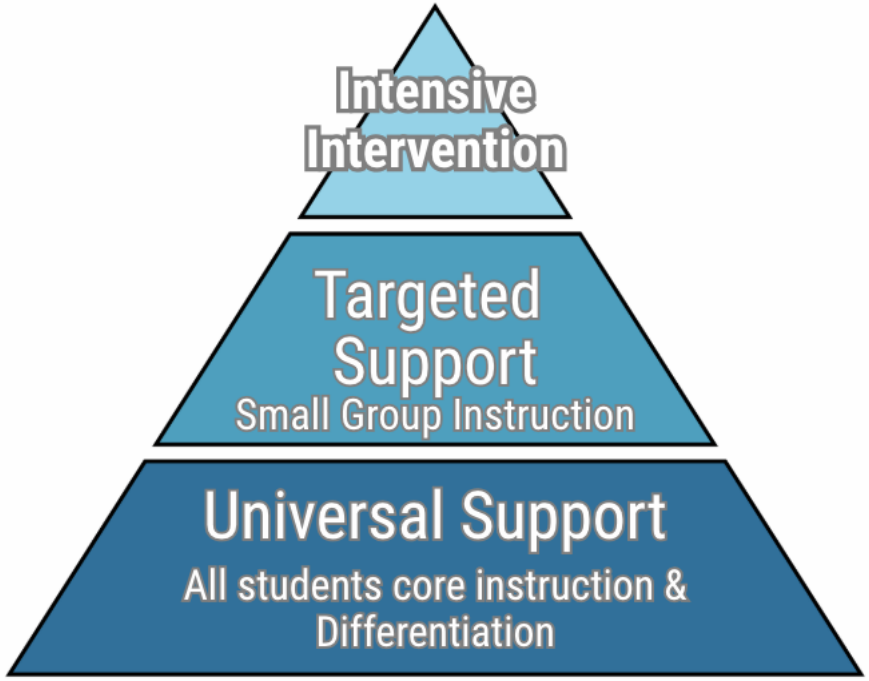
Tier 3: Specialized Acceleration (The Peak)

- **Target:** Exceptionally gifted learners whose needs significantly diverge from their age-peers.
- **Core Strategy:** Individualized Learning Plans (ILPs) that may include subject-grade acceleration, dual enrollment, or independent research paths guided by experts in a specific field.
- **Goal:** To provide radical modifications for students for whom the standard curriculum, even when extended, is no longer a viable learning path.

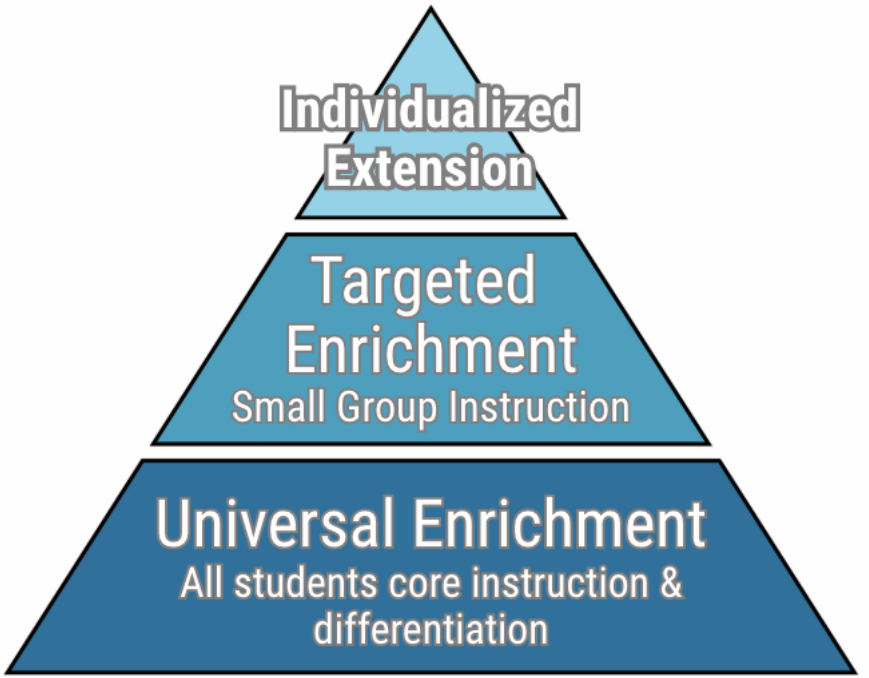
Standard Processes:

- **Curriculum Compacting:** If a student proves they know 90% of a unit via a pre-test, they buy back their time to work on a Tier 3 Independent Study Project.
- **Mentorships:** Connecting the student with a subject matter expert (e.g., a local engineer or author) to produce a professional-grade product.

Intervention Model to support struggling learners



Extension Model to support Gifted and Talented Learners



Qualifications

Universal Screening

VCS will use MAPS testing as a universal screening tool. Students who score above the 97th percentile will automatically qualify for G/T services. Students who score about the 90th percentile will be considered along with another qualifying indicator. Rapid growth and peer comparison will also be used as potential identification for G/T.
The district will provide a cognitive universal screener in 3rd grade as well. Each spring, data will be reviewed and each school's designee will set-up meetings to establish students entering the program.

Qualification Pathways

Pathway 1: Automatic Entry (2nd Grade +)

- ≥ **95th percentile** composite on a cognitive ability test (COGAT)
- OR ≥ **97th percentile** in academic achievement nationally (MAPS)
- OR exceptional performance on an individual IQ test (e.g., WISC-V)

Pathway 2: Matrix Qualification

Student qualifies by meeting **any 2** of the following:

- Cognitive ability (COGAT) ≥ 90th percentile OR Achievement (MAPS) ≥ 90th percentile
- Advanced work sample or performance task
- Teacher rating scale indicating advanced traits
- Strong parent evidence or background notes
- RTI/Observations for 6 weeks

Pathway 3: "Second Look" / 2e Pathway

For twice-exceptional students, ELL students, or those facing barriers:

- MAPS Local norms (top 5% of school)
- Rapid growth vs. peers
- Portfolio review
- Additional testing support

Qualification Summary Form

Gifted and Talented Qualifications Summary

Student Name: _____ Grade: _____
Date: _____ Time: _____
Location: _____

Participants

Name	Role	Signature
	GT Coordinator	
	Parent/Guardian	
	Administrator	
	Counselor	
	Classroom Teacher	

Pathway 1: Automatic Entry (2nd Grade +)

97th Percentile in academic achievement nationally (MAPS)

Assessment	Percentile Score	Qualifies (yes/no)
Reading		
Mathematics		
Language Arts		

Does the student meet the qualifications from pathway 1? _____

Pathway 2: Matrix Qualification

Student qualifies by meeting **any 2** of the following:

Area	Score	Qualifies (yes/no)
Cognitive ability ≥ 90th percentile		
Achievement (MAPS) ≥ 90th percentile		
Advanced work samples or performance task		
Strong parent evidence or background notes		
Teacher rating scale indicating advanced traits		
RTI/Observations for 6 weeks		

Does the student meet the qualifications from pathway 2? _____

Pathway 3: “Second Look” / 2e Pathway

For twice-exceptional students, ELL students, or those facing barriers.

Area	Score	Qualifies (yes/no)
MAPS local norms (top 5% of the school)		
Rapid growth vs. peers		
Portfolio review		
Additional teasing support		

Does the student meet the qualifications from pathway 3? _____

Summary

_____ **does** or **does not** qualify for gifted and talented.

Annual Meeting & Exit

Once a student has qualified for the Gifted and Talented Program, the principal or designee will meet with the student, parents and teachers as needed to develop a plan. This includes reviewing the resources that are already available as well as considering specific needs and interests of the student. These meetings will be conducted in the 4th quarter in anticipation for the next year's schedule.

This agenda is designed for an **Annual Review Meeting**. Whether the student is thriving, struggling, or considering an exit, the tone should be collaborative and "student-centered." The goal is to move away from a "report card" style meeting and toward a "strategic planning" session.

Annual GT Review Meeting Agenda

Student: _____ Grade: _____

Date/Time: _____ Location: _____

I. Welcome & "The Big Picture" (5 Minutes)

- **Introductions:** Ensure everyone knows their role (GT Coordinator, Classroom Teacher, Parent, Student).
- **The Meeting Goal:** State clearly that this is an annual check-in to ensure the student's current placement is still providing the "Goldilocks Effect"—not too easy (boredom) and not too hard (distress).

II. Student Self-Reflection (10 Minutes)

- *Before looking at data, let the student speak first to build agency.*
- **Wins:** "What was your favorite project or breakthrough this year?"
- **Challenges:** "Which tasks felt like 'busy work' or caused the most frustration?"
- **Interests:** "If you could design one unit of study for next year, what would it be?"

III. Data & Performance Review (10 Minutes)

- **Quantitative Data:** Review standardized test scores, district benchmarks, and current grades.
- **Qualitative Evidence:** Share teacher observations regarding critical thinking, creativity, and peer collaboration.
- **Alignment Check:** Does the student's current work still meet the criteria for the Gifted & Talented service model?

IV. Determining the Path Forward (15 Minutes)

- **Scenario A: Continue in Program.** Identify new goals or "stretch" opportunities for the coming year.

- **Scenario B: The "Success Plan."** If performance is dipping, introduce the Success Plan (example included below) to provide a safety net.
- **Scenario C: Furlough or Exit.** If interest is gone or the student is overextended, discuss a graceful transition or a "furlough" from the program.

V. Social-Emotional Check-in (5 Minutes)

- Discuss "The Whole Child": Is the student showing signs of perfectionism, anxiety, or social isolation?
- Determine if any adjustments are needed to support the student's mental health alongside their academics.

VI. Action Items & Closing (5 Minutes)

- Summarize agreed-upon changes to the student's schedule or curriculum.
- Set a follow-up date (if a Success Plan was initiated).
- **Closing Affirmation:** End with a positive comment about the student's unique strengths.

Pro-Tips for a Smooth Meeting:

- **The "No Surprises" Rule:** If you are planning to suggest an exit, call the parent 24 hours in advance. Never blindside a parent with an exit recommendation in a formal meeting.
- **Physical Setup:** If possible, sit at a round table or in a circle. Avoid sitting behind a desk, which can create an "Authority vs. Parent" vibe.
- **The "Gifted Label" Talk:** If the student is exiting, remind the parents: *"The student is still gifted; we are simply changing the service model to better match their current needs."*

Annual Gifted & Talented (GT) Review Meeting – Administrator Form –

Student Name: _____ Grade: _____
Date: _____ Time: _____
Location: _____

Participants

Name	Role	Signature
	GT Coordinator	
	Parent/Guardian	
	Administrator	
	Counselor	
	Classroom Teacher	

I. Welcome & The Big Picture (5 minutes)

Meeting Purpose (check one):
Annual GT placement review (follow-up to a prior plan) Initial Meeting Other: _____

Overall Goldilocks Effect Check (initial impression):
Too Easy / Under-challenged Just Right Too Hard / Distress

Notes:

II. Student Self-Reflection (10 minutes) *(Student response gathered before or during the meeting)*

Wins / Highlights, Challenges / Frustrations (e.g., busy work, pacing, workload), Student Interests / Ideas for Next Year:

III. Data & Performance Review (10 minutes)

Quantitative Data Reviewed (check all that apply):

Standardized Test Scores District Benchmarks Classroom Grades Other: _____

Summary of Quantitative Data:

Qualitative Evidence

Teacher Observations (critical thinking, creativity, collaboration, engagement):

Alignment Check: Does current performance align with GT service model expectations?
Yes Partially No

Notes:

IV. Determining the Path Forward (15 minutes)

Decision (check one):

Scenario A: Continue in GT Program

New Goals / Stretch Opportunities for Next Year:

English	Math
Science	Social Studies
Extracurricular	Extracurricular

Scenario B: Success Plan Initiated

Reason for Success Plan:

Academic performance dip Engagement concerns Workload balance Other: _____

Key Supports / Adjustments:

Review Date: _____

Scenario C: Furlough or Exit from GT Services

Reason:
Student interest has changed Overextension/stress Service model mismatch

Other: _____

Transition Plan / Notes:

V. Social-Emotional Check-In (5 minutes)

Areas Discussed (check all that apply):
Perfectionism Anxiety/Stress Peer Relationships Motivation Balance of Commitments

Concerns Identified:
None at this time Monitor Follow-up needed

Supports or Adjustments Recommended:

VI. Action Items & Closing (5 minutes) - Subject Specific/Goals

Agreed-Upon Action Items:

1.
2.
3.

Follow-Up Date (if applicable): _____

Closing Affirmation (student strengths, growth, or contributions):

Administrator Reminders (for internal use)

- **No Surprises Rule:** Parent contacted in advance if exit/furlough discussed. Yes N/A
- **Physical Setup Used:** Circle/Round Table Traditional Seating
- **Gifted Label Messaging Used (if exiting):** Yes N/A

Administrator Signature: _____ Date: _____

1. GT Program Furlough & Exit Request Form

Student Name: _____ Date: _____

Current Grade: _____ School: _____

Action Requested:

- [ ] **Temporary Furlough:** A leave of absence for _____ (semester/year) to focus on other academic or personal goals.
- [ ] **Program Exit:** Formal removal from the Gifted and Talented program at this time.

Reason for Request (Optional but encouraged):

- [ ] Change in academic interests/priorities.
- [ ] Scheduling conflicts with other advanced electives or extracurriculars.
- [ ] Desire for a reduced academic workload to support well-being.
- [ ] Program format does not currently align with student's learning style.

Statement of Understanding:

I understand that the GT program is designed to meet specific educational needs. We feel that, at this time, a different placement will better serve the student's current growth and well-being. We understand the process for re-entry (if applicable) should the student's needs change in the future.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

2. Exit/Review Meeting Agenda

Use this structure for meetings where the school is initiating the exit due to lack of qualification or engagement.

I. Introduction & Purpose

- Clarify that the goal of the meeting is to ensure the student is in the **"Best Fit"** environment for their current performance and interest levels.
- Emphasize that a student's "Gifted" status is a snapshot of their *current* educational needs, not a permanent definition of their worth.

II. Data Presentation (The "Why")

- **For Performance/Qualification:** Share recent assessment data, work samples, or rubric scores compared to program requirements.
- **For Lack of Interest:** Share teacher observations regarding participation, engagement, and the student's own feedback about the curriculum.

III. The Student's Perspective

- Ask the student directly: *"Which parts of the day do you feel most energized? Which parts feel like a heavy burden?"*
- Identify if the student feels "forced" into the program, which can lead to resentment or underachievement.

IV. Determining the "Next Best Step"

- **Option A:** A 9-week "Success Plan" (probation) with specific, reachable goals.
- **Option B:** A one-year Furlough to allow the student to mature or rediscover their interests.
- **Option C:** Transitioning to Honors or Advanced classes that are more subject-specific rather than general GT enrichment.

V. Closing & Reassurance

- Define what happens next (e.g., schedule change date).
- Reiterate that this is a **pivotal move toward success**, not a punishment for "failing" the program.

Gifted & Talented Success Plan

Student: _____ Date: _____

Review Period: [ ] 4 Weeks [ ] 9 Weeks (Recommended)

1. Areas of Concern

Identify what specifically is triggering this plan.

- [ ] **Engagement:** Infrequent participation, lack of interest in specialized projects.
- [ ] **Performance:** Consistent scores below the required threshold (85% or "Meets Expectations").
- [ ] **Productivity:** Failure to complete independent research or "pull-out" assignments.

2. SMART Goals for the Review Period

The student and teacher should agree on these together.

Goal Category	Specific Target	Support Needed
Academic	Student will maintain a minimum grade of **[X]** in GT-specific coursework.	Weekly check-in on Fridays to review missing work.
Participation	Student will contribute to at least one group discussion or seminar per week.	Teacher will provide discussion prompts 24 hours in advance.
Project Work	Student will complete the "Phase 1" milestones of their independent project by **[Date]**.	Access to library/lab time during study hall.

3. Student "Voice & Choice" Adjustment

To address lack of interest, give the student one "win" to increase buy-in.

- **Student Commitment:** "I agree to put in the effort on the required curriculum if I am allowed to focus my independent project on **[Student's Topic of Choice]**."

4. Support Strategy (School/Home)

- **Teacher Support:** Will provide a scaffolding checklist for large assignments.
- **Parent Support:** Will check the digital grade book once a week and encourage dedicated "project time" at home.

5. Potential Outcomes

At the end of the review period (**Date:** _____), the committee will meet to determine:

1. **Success:** Goals met; student continues in the GT program in good standing.
2. **Extension:** Progress made, but more time is needed to stabilize performance.
3. **Transition:** Goals not met; student will transition to a more appropriate academic setting (e.g., Honors or General Education with differentiation) to ensure their long-term success.

Pro-Tips for the "Success Plan" Meeting:

- **Don't call it "Probation":** Use the term "Success Plan" or "Growth Contract." It sounds like you are on their team rather than acting as a judge.
- **Focus on "The Fit":** If the student fails the plan, use it as evidence that the *program* is not the right fit for them right now, rather than saying the *student* failed.
- **The "Exit Ramp":** Sometimes, halfway through a success plan, a student realizes they genuinely don't want to do the work. If they say, "I'd rather just quit now," allow them to do so with grace.

Tiered Resources

Tiered Resources

Tier 1 Differentiation Resources

Embedded in the adopted resources for content areas

Tier 2 Small Group Extension Opportunities

HHES
Already Offered:
Battle of the Books
Spelling Bee
40 min WIN (What I Need) Block every day: extension activities provided, like book studies
Chess Club
Art Club
iReady Personalized Learning
Lexia Core 5

Opportunities:
Pathway for Algebra 1 in 7th grade (5A that does both 5th & 6th)
After school Project-Based Class
GMS/VHS teacher go to elementary on Friday (Anchorage “Ignite” model?)

GMS
Already Offered:
Science Olympiad
Accelerated Math
Flex Friday Extension
Student Council
Battle of the Books
Spelling Bee
Art Club
Yearbook
Wax Museum
MIG (Math Invitational for Girls)

Opportunities:
Acapenta
Honors courses
Tsunami Ocean Sciences Bowl

Middle school Scholars
Junior Honor Society
Future Business Leaders of America
Geography Bee
Lego Robotics
Stream Team
Mathletes

VHS
Already Offered:
Honors Courses
Dual Credit Courses
Acadeca
National Honor Society
Beta Club
Yearbook
Student Council
Subject specific test for opt out

Opportunities
AP Courses
Supporting Independent study courses
Work study program

District Wide
Art Show

Tier 3 Individualized Gifted and Talented Extension

Tier 3 extensions are individualized learning experiences designed to help students who are self-aware, socially and emotionally grounded, and motivated to use their strengths with purpose. These extensions move beyond acceleration to focus on meaningful challenge, autonomy, and real-world application, ensuring each student's gifts are developed in ways that benefit both the learner and the community.

Tier 3 extensions may include:

- **Individualized talent development** aligned to a student's strengths, interests, and areas of giftedness
- **Advanced, authentic problem-solving** opportunities connected to real-world issues, service, or community impact
- **Student autonomy and self-direction**, including choice in topics, processes, and products

- **Mentorships or expert connections** to support deeper learning and application
- **Emphasis on growth mindset and resilience**, encouraging productive struggle and reflection
- **Social and emotional grounding**, helping students understand their giftedness and responsibilities as learners and citizens

VHS

Science Credit - Project Learning Class
Accelerate AK History & Health

GMS

Acapenta/Social Studies