

THE LAKE AND PENINSULA SCHOOL DISTRICT
Work Session AGENDA
September 24, 2026, 9:00 AM

Agenda

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Working Together for the Future of Lake and Peninsula Communities Storybook



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**Lake and Peninsula Borough Assembly and
School Board Joint Convening**

May 12, 2026
BP Energy Center

ALASKA
HUMANITIES
FORUM

Facilitated by the **Alaska Humanities Forum:**
Kameron Perez-Verdia and Julie Rowland.

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1. CONTEXT

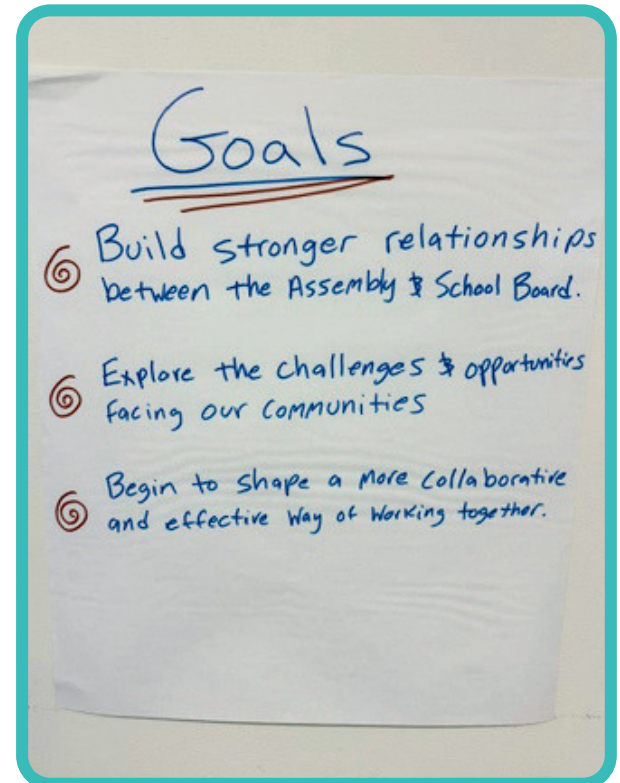
This report summarizes the second joint convening between the Lake & Peninsula Borough Assembly and the Lake & Peninsula School Board held on May 12, 2026. The workshop brought together the full Assembly and full School Board to strengthen relationships, improve communication, and explore shared challenges and opportunities facing communities across the region.

The gathering created space for participants to reflect together on the future of their communities, schools, and young people. Through conversation, small group activities, and shared reflection, participants discussed both the challenges communities are facing and the opportunities that exist through stronger collaboration and continued communication moving forward.

2. WORKSHOP GOALS

The workshop centered around three shared goals:

1. Build **stronger relationships** between the Borough Assembly and School Board.
2. Explore the **challenges and opportunities** facing communities across the region.
3. Begin shaping a more **collaborative and effective** way of working together moving forward.



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3. JOURNEY OF THE DAY

The workshop was designed as a shared journey. Rather than jumping immediately into policy discussions or formal business, the day moved through a series of activities intended to:

- build connection,
- create shared understanding,
- identify common challenges and opportunities,
- and explore ways the two bodies could continue working together.

The overall flow of the day included:

1. Opening and Check-In
2. Bringing Wisdom Into the Journey
3. Mountains We Must Climb Together
4. Exploring Possible Paths Forward
5. Reflections and Closing

The structure of the workshop focused on conversation, listening, reflection, and relationship-building.



4. OPENING & CHECK-IN

The workshop began with introductions and a brief opening reflection. Participants shared their role or connection to community along with one hope they had for the workshop.

Many hopes centered around:

- stronger collaboration;
- better communication;
- creative solutions to regional challenges; and
- building stronger relationships across communities and leadership.

The opening helped create a positive and welcoming tone for the day ahead.



5. BRINGING WISDOM INTO THE JOURNEY

The **“Ancestors and Future Generations” activity** invited participants to ground the conversation in **responsibility, stewardship, and long-term thinking.**

Participants reflected on:

- an ancestor, elder, mentor, teacher, or respected guide,
- and a future generation such as a child, student, grandchild, or young person they care deeply about.

Participants were asked:

- What wisdom would these individuals bring into the room?
- What advice would they offer this group as they think about the future of communities, schools, and young people?

The activity helped remind participants that **the challenges communities face today are part of a much longer story — one shaped by the people who came before us and the generations who will come after us.**



6. ADVICE SHARED FROM...

ANCESTORS, ELDERS, MENTORS, AND TEACHERS

- John Christensen Senior (father) — **“Remember to act on your words.”**
- Mary Olympic — **“Never give up on our kids. They are the most important for our future.”**
- Mary — **“Be patient. Be persistent. Be thankful.”**
- Alex Alvarez — **“Endeavor to persevere.”**
- Frank Hill — **“Let’s grow our own.”**
- Katy Wilson — **“Embrace education.”**
- Boris Kosbruk Senior — **“Listen to all people.”**
- Elias Ishnook Senior — **“Always listen with an open heart. We are all different.”**
- My father — **“It is all about the Almighty dollar!”**
- Grandpa Johnny Christiansen — **“Lead with honesty and integrity and leave it better than you found it.”**
- R. Chmiel — **“If you are going to do it, do it well.”**
- Pete Hill — **“My best teacher and education was out of a one room schoolhouse in Levelock.”**
- Willard Anderson — **“Be honest and true to your word.”**
- Grandfather — **“If you’re going to do something, do it right.”**

FUTURE GENERATIONS

- Bret Kosbruk (grandson, 6 years old) — **“Thank you for planning for our future.”**
- Jon Salmon — **“Do not lose our focus.”**
- Tianah Ravenmoon Hyde — **“Don’t forget I love the outdoors.”**
- Julius Anderson — **“Looking for Salmon jumping!”**
- Kaelyn Overton — **“AI is not real.”**
- Gabriel — **“Why? How come? Tell me?”**
- Austin Shangin Junior — **“Use technology to our advantage.”**
- Grandson — **“Provide general education, but promote individual opportunities for professional opportunities.”**
- Kavi Hill — **“Be kind.”**
- Future generation — **“Be a good person.”**
- T.S. Jones — **“Shared adversity inspires.”**
- Brett Kosbruk — **“Don’t forget who you’re doing this for.”**
- Future generation — **“Don’t forget your roots. The structure and strength you came from.”**
- Child — **“Make space for the unexpected / Be flexible.”**
- Struder Anderson — **“Help where it’s needed.”**

7. MOUNTAINS WE MUST CLIMB TOGETHER

The **“Mountains We Must Climb Together” activity** focused on identifying both the challenges and opportunities facing communities across the Lake & Peninsula region.

Participants worked in small groups to:

- identify major concerns affecting communities,
- reflect on strengths and opportunities already present within the region,
- identify patterns and connections,
- and highlight the most important realities communities are navigating together.

The purpose of the activity was not to solve every issue in one conversation. Instead, the goal was to build a stronger shared understanding of:

- the challenges communities face,
- and the opportunities and strengths that can help move the region forward.

Participants repeatedly emphasized that many of these issues are connected and cannot be separated cleanly between schools, local government, families, workforce systems, culture, or community wellbeing.



8. SHARED CHALLENGES IDENTIFIED

COST OF LIVING AND INFRASTRUCTURE

One of the strongest themes in the conversation was the high cost of living in rural communities. Participants discussed:

- fuel prices,
- transportation and shipping costs,
- housing shortages,
- energy costs,
- aging infrastructure,
- and access to healthy and affordable food.

There were also concerns about maintaining facilities and infrastructure in small rural communities with limited resources.

WORKFORCE AND POPULATION LOSS

Participants shared concerns about:

- population decline,
- keeping young people in the region,
- workforce shortages,
- and the difficulty of sustaining communities long-term.

There were repeated concerns about shortages in:

- trades,
- mechanics,
- healthcare workers,
- administrators,
- and other skilled positions.

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8. SHARED CHALLENGES IDENTIFIED

COMMUNICATION AND CULTURAL CHALLENGES

Participants discussed:

- communication challenges,
- fear of change,
- language loss,
- and tensions between different perspectives and systems.

There was also strong recognition that communities are strongest when people:

- listen to one another,
- stay connected to shared values,
- and work together respectfully.

EDUCATION AND CAREER PATHWAYS

Participants emphasized the importance of creating stronger pathways for young people after graduation.

Themes included:

- career exposure,
- workforce training,
- entrepreneurship,
- connecting education to community needs,
- and helping young people see opportunities within the region.

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8. SHARED CHALLENGES IDENTIFIED

FUNDING AND OUTSIDE SUPPORT

Funding was identified as one of the most significant and recurring challenges discussed throughout the workshop.

Participants spoke about:

- limited funding,
- mandates and restrictions,
- red tape,
- and frustration with limited outside support.

There was also honest discussion about difficult decisions related to local funding priorities and how existing resources should be used within the region.

Participants acknowledged that these conversations can sometimes create tension between different bodies and priorities, including questions about:

- what should be funded,
- what investments are most important,
- and how to balance immediate needs with long-term goals.

While these conversations are not always easy, there was also recognition that continued communication and collaboration are important in helping the Assembly and School Board work through these issues together.

HEALTHCARE AND COMMUNITY WELLBEING

Participants discussed a number of concerns related to health and community wellbeing across the region.

One of the strongest parts of this conversation focused on substance abuse and the impact it is having on individuals, families, and communities. Participants spoke honestly about the challenges communities are facing and the need for continued attention, support, prevention, and healing.

Participants also discussed:

- healthcare access,
- elder care,
- stress on families,
- and uncertainty about the future.

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There was recognition throughout the discussion that community wellbeing goes beyond schools alone and requires broader community support, coordination, and long-term investment.

9. SHARED OPPORTUNITIES IDENTIFIED

WORKING TOGETHER

One of the clearest themes throughout the workshop was the importance of collaboration. Participants emphasized:

- stronger communication,
- regular opportunities to meet together,
- shared problem-solving,
- and stronger relationships between governing bodies, schools, tribes, staff, and communities.

EDUCATION AND WORKFORCE DEVELOPMENT

Participants identified opportunities to strengthen:

- career and technical education,
- workforce pathways,
- entrepreneurship,
- leadership development,
- and local hiring.

There was strong interest in helping young people build skills connected to meaningful careers within the region.

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9. SHARED OPPORTUNITIES IDENTIFIED

LOCAL KNOWLEDGE, CULTURE, AND VALUES

Participants expressed deep appreciation for:

- local knowledge,
- elders,
- culture,
- language,
- subsistence traditions,
- and connection to the land.

Many participants emphasized the importance of protecting these strengths while planning for the future.



STRENGTHS OF RURAL LIFE

Participants highlighted the many strengths of living in the region, including:

- strong families,
- local foods,
- clean air,
- wildlife,
- freedom,
- beauty,
- and connection to place.

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These qualities were seen as important community strengths worth protecting and building on.



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9. SHARED OPPORTUNITIES IDENTIFIED

COMMUNITY VISION AND THE FUTURE OF SCHOOLS

An important conversation emerged around the role schools play within individual communities and what communities want their schools to become moving forward.

Participants discussed the idea that schools in the region may not always need to follow a single traditional model or outside formula. Instead, there was interest in asking deeper questions such as:

- What kind of school does each community want?
- What does success look like locally?
- How can schools better reflect community values, culture, strengths, and priorities?

There was recognition that communities across the region are unique and may have different goals, needs, and visions for education.

This conversation connected closely to broader themes around:

- local decision-making,
- culture and identity,
- workforce development,
- youth opportunity,
- and long-term community sustainability.

Participants expressed interest in continuing these conversations and exploring what it could look like to create educational approaches that feel grounded in the realities and strengths of the region.

INNOVATION AND FUTURE THINKING

Participants also discussed opportunities related to:

- technology,
- tourism,
- partnerships,
- alternative energy,
- and creative problem-solving.

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There was strong interest in preparing for the future while staying connected to the values and way of life that make the region unique.



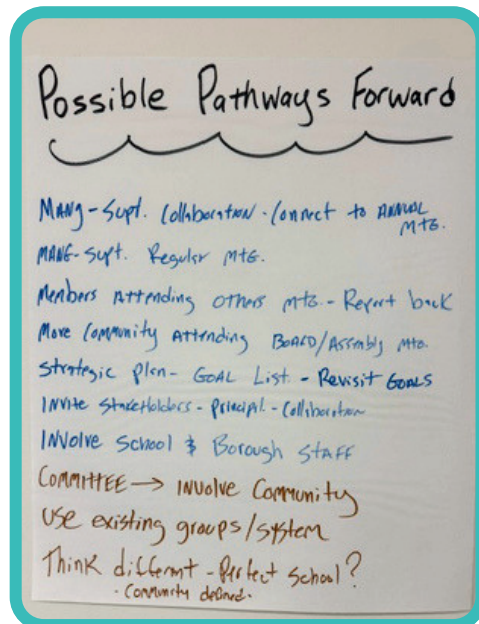
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10. EXPLORING POSSIBLE PATHS FORWARD

The **“Possible Pathways Forward” activity** focused on exploring what kinds of **structures, communication pathways, and collaborative practices** could help support stronger coordination moving forward.

Participants reviewed examples from other communities and discussed what approaches might make sense for Lake & Peninsula.

The discussion emphasized that the goal was not to create unnecessary bureaucracy, but rather to identify realistic and meaningful ways to strengthen communication, alignment, and collaboration.



The following ideas emerged during the discussion:

- Hold two in-person joint meetings each year.
- Hold Zoom meetings every other month between in-person gatherings.
- Continue regular joint meetings between the Borough Assembly and School Board.
- Include youth in conversations and planning processes.
- Create a joint committee or working group.
- Hold collaborative budget discussions before budgets move forward formally.
- Share successful practices and ideas from other communities.
- Continue using workshop-style approaches in addition to formal meetings.
- Use existing fall meetings as regular collaboration opportunities.
- Strengthen communication between the Borough Manager and Superintendent.
- Encourage Assembly and School Board members to attend one another's meetings.
- Increase community involvement and participation.
- Develop shared priorities and strategic goals.
- Include principals, staff, stakeholders, and community members in future conversations.
- Build on existing systems and relationships when possible.
- Support each community in defining its own vision for the future.

11. FINAL REFLECTIONS & NEXT STEPS

The convening showed that **while communities across the Lake & Peninsula region face real challenges, there is also strong commitment, resilience, and a genuine desire to work together.**

Throughout the day, participants repeatedly emphasized:

- the importance of relationships,
- the need for communication and coordination,
- the value of listening,
- and the importance of keeping future generations at the center of decision-making.

One of the strongest themes from the workshop was that many of the region's challenges are connected and cannot be addressed in isolation.

At the same time, the gathering also highlighted the many strengths that already exist within the region:

- strong communities,
- deep local knowledge,
- cultural strength,
- creativity,
- and people who care deeply about the future of their communities and young people.

As the workshop came to a close, there was clear interest in continuing the momentum that had been built during the gathering.

Participants expressed a strong desire to:

- continue meeting together,
- create more regular opportunities for communication,
- meet in person whenever possible,
- and develop clearer structures for ongoing collaboration between the Borough Assembly and School Board.

Several possible next steps emerged from the conversation¹⁷ including:

- regular joint meetings,
- continued workshop-style gatherings,
- collaborative budget discussions,
- stronger coordination between leadership,
- and creating ways to continue building relationships and shared understanding over time.

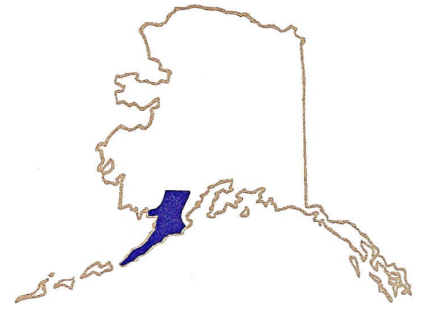
More than anything, the convening created space for people to **step back from day-to-day pressures, think together about the future of their communities, and begin building stronger relationships for the work ahead.**



Lake and Peninsula Borough

*P.O. Box 495
King Salmon, Alaska 99613*

*Telephone: (907) 246-3421
Fax: (907) 246-6602*



July 6, 2026

To : Kasie Luke
Lake and Peninsula School Board

From: Nathan Hill
Lake and Peninsula Assembly

Re: Ad-Hoc Education Committee

At its March 17, 2026 meeting, the Lake and Peninsula Borough Assembly adopted Resolution 26-06 establishing an ad hoc Education Committee to work collaboratively with the School District Board and staff. The committee was created to research best practices in education, explore issues affecting our students and communities, and develop recommendations for consideration by the Assembly and School Board.

Over the past year, the Assembly and School Board have met twice to discuss shared priorities in education. Most recently, during the May workshop, both bodies emphasized the importance of stronger communication, regular collaboration, shared problem-solving, and the development of clearer structures for working together. One of the ideas that emerged from those discussions was the creation of a joint committee or working group to help move initiatives forward between joint meetings.

Meeting twice a year has been valuable, but with the number and complexity of issues we face, it can be difficult to make meaningful progress during those sessions alone. A smaller committee can meet more easily, research ideas, evaluate options, and develop proposals for consideration by the full Assembly and School Board. This allows joint meetings to focus more on discussion and decision-making rather than on working through every detail.

The committee is intended to support—not replace—the work of either governing body. It provides a forum for collaboration between meetings while respecting the authority of both the Assembly and the School Board.

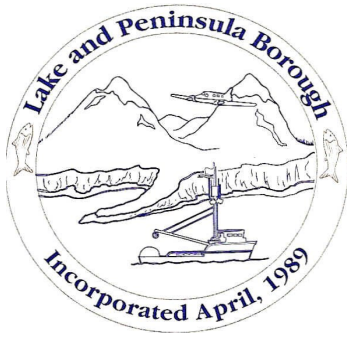
To help move this effort forward, the Assembly respectfully requests that the School Board appoint representatives to participate on the Education Committee. The Board may designate School Board members, district staff, or others it feels would best contribute to the committee's work.

Possible areas of focus include:

- Researching best practices from other communities and school districts.
- Exploring solutions to issues identified during our joint meetings.
- Strengthening educational opportunities, workforce development, and community partnerships.
- Developing recommendations and proposals for future Assembly–School Board discussions.

The May workshop concluded with a shared commitment to continue building relationships, improving communication, and keeping future generations at the center of our work. The Assembly believes this committee is a practical next step toward fulfilling that commitment and maintaining the momentum we have built together.

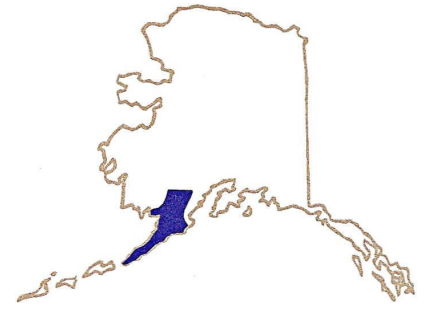
We appreciate the School Board's partnership and look forward to continuing to work together for the benefit of our students and communities. Please provide the names of your appointed representatives at your earliest convenience so the committee may begin scheduling its initial meeting.



Lake and Peninsula Borough

*P.O. Box 495
King Salmon, Alaska 99613*

*Telephone: (907) 246-3421
Fax: (907) 246-6602*



September 15, 2026

Kasie Luke, Superintendent
Lake and Peninsula School District
101 Jensen Rd
King Salmon, AK 99613

Re: Proposed AHFC Rural Professional Housing Grant Application – Newhalen Duplex

Dear Superintendent Luke and Members of the Board,

The Lake and Peninsula Borough is considering an application to the Alaska Housing Finance Corporation (AHFC) Rural Professional Housing Grant Program, which awards competitive grants each year to construct, rehabilitate, or acquire rental housing for rural teachers, health care workers, and public safety personnel. Because the primary beneficiaries of this project would be District staff, the Borough Assembly would like the District's input before committing to an application.

Proposed project. The Borough would construct a new duplex in Newhalen on the school lot, using the same duplex design the Borough has built previously. The project is estimated to cost approximately \$1.1 million and would require at least \$400,000 in matching funds from local sources, as AHFC does not fund projects at 100 percent.

The Borough respectfully asks the District to consider and respond to the following questions:

1. Does the District want the Borough to pursue an AHFC Rural Professional Housing grant to construct a new duplex in Newhalen?
2. If so, is the District willing to contribute a portion of the School Endowment Fund (currently approximately \$8.6 million) to provide the matching funds required for the grant application?
3. If the District does not wish to contribute matching funds, does the District nonetheless support the Borough applying for and securing this grant and providing

the approximately \$400,000 in matching funds itself? Under this approach, the Borough would rent the units at market rates.

AHFC's application window is time-limited, so we would appreciate a response from the Board by October 25, 2026, so the Borough can determine whether and how to proceed. Borough staff is available to present this proposal at an upcoming Board meeting or to answer questions at your convenience.

Thank you for your consideration and your continued partnership in addressing housing needs in our communities.

Sincerely,



Nathan Hill
Borough Manager

cc: Lake and Peninsula Borough Assembly



LPSD School Board Calendar 2026-2027

August	Welcome staff and students: September 1, 2026 (First Day for Students)
September	Board Meeting September 24, 2026 AASB Fall Boardsmanship Academy (Anchorage) September 12-13, 2026
October	Board Meeting: (a date after October 20, 2026 - in order to consider the AFHC resolution from the Borough)
November	Board Meeting November 12, 2026 (tentative) (Anchorage) AASB Annual Conference: November 5-8, 2026 (Anchorage) Review student assessment data from Spring-Fall
December	Board Meeting December 10, 2026 (tentative) Elect officers Review Audit Board Self-Evaluation/Board Goal Setting
January	Board Meeting (Contract Approvals) January 14, 2027 (tentative) Small Schools Staffing Projection/Discussion
February	Board Meeting February 11, 2027 (tentative) AASB Legislative Fly-In and Leadership Training: February 20-22, 2027 (Juneau)
March	Board Meeting March 11, 2027 (tentative) Budget Development, 1st reading Small School Intent to Enroll Forms Go Out
April	Board Meeting (SNAP Meet) April 15, 2027 (tentative) AASB Spring Boardsmanship Academy: April 16-17, 2027 (Anchorage) Budget Approval, Final reading (to Borough by May 1) Approval of next year's school calendar Intent to Enroll - Small Schools Discussion
May	Activities Reference Sheet Review for the following year Review of Superintendent Goals/Superintendent Evaluation Board Meeting May 13, 2027 (tentative)

AASB Policy Review- September 24, 2026 - 1st Readings in BLACK **Superintendent Recommendations for Consideration or Updates (in blue)**

In BoardBook when opening each individual BP or AR:

Yellow and Orange highlights in working policy drafts = AASB new/updated language

Gray and crossed-out highlights in working policy drafts = current LPSD policy language recommended for deletion

BLUE highlights Language to be considered for adoption within policy (BP) or administrative regulation (AR)

1st Reading of BPs for formal adoption & Understanding for ARs

→ BP 4111/4211/4311 RECRUITMENT & SELECTION - ALL PERSONNEL **(Working) DRAFT**

- ◆ This update clarifies language regarding inquiries into protected information when hiring. It also authorizes the board to delegate the authority to make classified hires to the superintendent. This policy merges the previous BP 4211 into a single policy.
- ◆ The superintendent's recommendation is to adopt the AASB-suggested changes

→ BP 4211 RECRUITMENT & SELECTION - CLASSIFIED PERSONNEL **(Working) DRAFT**

- ◆ This policy is recommended for deletion and merged with BP 4111/4211/4311.
- ◆ The superintendent's recommendation is to adopt the AASB-suggested changes

→ BP 4111.1/4211.1/4311.1 AFFIRMATIVE ACTION - ALL PERSONNEL (Working) **DRAFT**

- ◆ AASB recommends the deletion of the affirmative action policy, which includes problematic language regarding hiring preferences. Districts are encouraged to consult with legal counsel to discuss any proposed hiring preferences.
- ◆ The superintendent's recommendation is to adopt the AASB-suggested changes

→ **BP 4112.5/4212.5/4312.5 SECURITY CHECK - ALL PERSONNEL (Working) DRAFT**

- ◆ From AASB: This update clarifies that school district volunteers must be subject to a background check, and that an omission on an application can be grounds for denial of hire (or dismissal).
- ◆ The superintendent's recommendation is to adopt the AASB-suggested changes

→ **BP 4112.6/4212.6/4312.6 PERSONNEL RECORDS - ALL PERSONNEL (Working) DRAFT**

- ◆ From AASB: This update clarifies when and how board members may review employee records and information.
- ◆ The superintendent's recommendation is to adopt the AASB-suggested changes

→ **BP 4113 ASSIGNMENT - CERTIFICATED PERSONNEL (Working) DRAFT**

- ◆ From AASB: This update provides additional guidance regarding the assignment of certificated personnel.
- ◆ The superintendent's recommendation is to adopt the AASB-suggested changes

→ **BP 4115 EVALUATION/SUPERVISION - CERTIFICATED PERSONNEL (Working) DRAFT**

- ◆ From AASB: This update adds language to clarify that employees evaluating certificated personnel in the District must hold a Type B administrator certificate.
- ◆ The superintendent's recommendation is to adopt the AASB-suggested changes

→ **BP 4117.2/4217.2/4317.2 RESIGNATION - ALL PERSONNEL (Working) DRAFT**

- ◆ Merge BP 4117.2 and BP 4217.2. This update simplifies the process by which an employee resigns. It also merges the classified and certified resignation policies
- ◆ The superintendent's recommendation is to adopt the AASB-suggested changes and choose the following optional language:
 - “will” - this is how our current adopted policy exists
 - “when fewer than thirty calendar days remain before the staff member's first contract day” - this is how our current adopted policy exists

→ **BP 4217.2 RESIGNATION - CLASSIFIED PERSONNEL (Working) DRAFT**

- ◆ This policy is recommended for deletion and merged with BP 4117.2/4217.2/4317.2.
- ◆ The superintendent's recommendation is to adopt the AASB-suggested changes

→ **BP 4117.4 DISMISSAL- CERTIFICATED PERSONNEL (Working) DRAFT**

- ◆ From AASB: This update codifies the requirement established by the Alaska Supreme Court that certified employees may call witnesses at a pre-termination hearing.
- ◆ The superintendent's recommendation is to adopt the AASB-suggested changes

→ **BP 4118 SUSPENSION/DISCIPLINARY ACTION - CERTIFICATED PERSONNEL (Working) DRAFT**

- ◆ From AASB: This update clarifies what constitutes progressive discipline and that reassignment is not necessarily disciplinary.
- ◆ The superintendent's recommendation is to adopt the AASB-suggested changes

→ **BP 4119.3/4219.3/4319.3 DUTIES OF PERSONNEL - ALL PERSONNEL (Working) DRAFT**

- ◆ From AASB: This update requires that, as a best practice, job descriptions should be reviewed and updated annually.
- ◆ The superintendent's recommendation is to adopt the AASB-suggested changes

→ **BP 4119.12/4219.12/4319.12 HARASSMENT - ALL PERSONNEL (Working) DRAFT**

- ◆ From AASB: This update updates harassment language to fit best practices, including that it relates to all school district activities and facilities.
- ◆ The superintendent's recommendation is to adopt the AASB-suggested changes

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

RECRUITMENT AND SELECTION - ~~CERTIFICATED~~ ALL PERSONNEL

BP 4111/4211/4311

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 ~~teachers for all classrooms~~ 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 an ~~teacher~~ 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.

RECRUITMENT AND SELECTION - ~~CERTIFICATED~~ ALL PERSONNEL

BP 4111/4211/4311

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. ~~4111.1/4211.1/4311.1 - Affirmative Action~~)

(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 ~~selected~~ approved or rejected by the School Board. If the candidate is rejected, the Superintendent or designee shall recommend subsequent candidates until the School Board ~~selects~~ approves someone to fill the position. The School

RECRUITMENT AND SELECTION - ~~CERTIFICATED~~ ALL PERSONNEL

BP 4111/4211/4311

Board ~~shall make the final decision on the selection of all employees.~~ has the authority over the employment of all employees, however, the Board may delegate the Superintendent or designee the 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)

Revised ~~03/2016~~ 10/2026

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Lake and Peninsula School District

~~LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL~~

~~RECRUITMENT AND SELECTION - CLASSIFIED PERSONNEL~~ ~~BP 4211~~

~~In order to secure quality personnel, the district shall maintain an effective recruitment program based upon alertness to good candidates, initiative that results in prompt action and good personnel practices in dealing with applicants.~~

~~The Superintendent or designee shall determine the personnel needs of the district. He/she shall locate suitable candidates and make recommendations to the School Board for employment.~~

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

~~(cf. 4111.1/4211.1 - Affirmative Action)~~

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

~~The Superintendent or designee shall ensure that persons nominated for employment meet all qualifications established by law and by the School Board.~~

~~(cf. 4112.4/4212.4/4312.4 - Health Examinations)~~

~~(cf. 4212.5 - Security Check)~~

~~07/12~~

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

AFFIRMATIVE ACTION - ALL PERSONNEL **BP 4111.1/4211.1/4311.1**

Note: Pursuant to [AS 14.18.070](#), the State Board of Education may require an affirmative action program if the district is found to be out of compliance with state laws against sex and race discrimination. Affirmative Action plans should be developed with advice from legal counsel. Unless the district has specific evidence of past discrimination by the district, which the program can be tailored to remedy, the district should base its program on an appropriate statistical analysis of the qualified people currently available in the relevant recruiting area for each job group. An affirmative action program should be remedial, fair to minority and nonminority group members, and also temporary.

The Superintendent or designee shall determine whether the following groups are underrepresented within the district work force based on the relevant job market: men, women, whites, blacks, Hispanics, Asians, American Indians or other minorities. Where under-representation exists, the affirmative action program shall specify remedial action to be taken, including hiring goals and timetables.

The Superintendent or designee shall maintain an affirmative action program as required by law. The affirmative action program shall be temporary and shall be fashioned in response to a demonstrated need for remedial action. The Superintendent or designee shall update the affirmative action program not less than every five years. The program shall not unnecessarily hinder the employment of any group member.

The Superintendent or designee shall publicize this policy throughout the district and the community.

The Superintendent or designee shall report to the School Board annually regarding the extent to which program goals are being achieved.

(cf. 4030 - Nondiscrimination in Employment)

Legal References:

ALASKA STATUTES

[14.18.070](#) *Affirmative action*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.510](#) *Discrimination in hiring practices*

UNITED STATES CODE

VOCATIONAL REHABILITATION ACT OF 1973 [29 U.S.C. 794](#)

~~AGE DISCRIMINATION IN EMPLOYMENT ACT~~ [29 U.S.C. 621-624](#)

~~VIETNAM ERA VETERANS' ACT~~ [38 U.S.C. 2012](#) *et seq.*

COURT DECISIONS

[United Steel Workers v. Weber](#) 443 U. S. 193 (1979)

~~Revised: 9/97~~

~~07/12~~

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

SECURITY CHECK - ALL PERSONNEL

BP 4112.5/4212.5/4312.5

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

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

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

Revised ~~09/01~~ 10/2026

07/12

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

PERSONNEL RECORDS - ALL PERSONNEL

BP 4112.6/4212.6/4312.6

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

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

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(cf. 1312.1 - Complaints Concerning Personnel)

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

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

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

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

Legal Reference:

ALASKA STATUTES

[44.62.310](#) Government meetings public

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

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

[14.20.149](#) Employee Evaluation

ALASKA ADMINISTRATIVE CODE

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

COURT DECISIONS

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

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

Revised ~~01/09~~ 10/2026

07/12

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

ASSIGNMENT - CERTIFICATED PERSONNEL

BP 4113

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

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

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

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

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

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

Legal Reference:

ALASKA STATUTES

[14.20.147](#) *Transfer or absorption of attendance area or federal agency school*

[14.20.148](#) *Intradistrict teacher assignment*

[14.20.158](#) *Continued contract provisions*

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

UNITED STATES CODE, TITLE 20

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

Revised ~~11/2023~~ 10/2026
09/92

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

EVALUATION/SUPERVISION - CERTIFICATED PERSONNEL

BP 4115

Note: [AS 14.20.149](#) requires school districts to have a certificated employee evaluation system. The School Board is required to consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the system. The evaluation must be based on observation of the employee in the employee's work place. In addition, the law mandates a number of requirements for the system including the establishment of district performance standards, a minimum number of evaluations each year, the preparation and implementation of a plan of improvement, and opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the person being evaluated.

Department of Education and Early Development regulations require a district's certificated employee evaluation system to evaluate a teacher or administrator's performance on applicable professional content standards as exemplary, proficient, basic, or unsatisfactory. In addition, overall performance must be evaluated with these same four ratings. No later than ~~2015-16~~ school year **July 1, 2016**, a teacher or administrator's performance evaluation for student learning data standards shall include an evaluation of actual student learning data district shall adopt for teachers and administrators standards for performance based on student learning data. **4 AAC 04.205**. A district shall report to the department not later than September 15th of each year evaluation results as to tenured and non-tenured teachers, administrators and special service providers and performance levels, as prescribed in **4 AAC 19.055**. The Educator Evaluation regulations are found at [4 AAC 19.010-19.099](#).

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

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

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

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

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

~~(cf. 4216 - Probationary/Permanent Status)~~

(cf. 4116 - Nontenured/Tenured Status)

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Nonretention)

(cf. 4315.1 - Competence in Evaluation of Teachers)

Legal Reference:

ALASKA STATUTES

[14.20.149](#) *Employee Evaluation*

[14.08.111](#) *Duties*

[14.14.090](#) *Duties of school boards*

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

ALASKA ADMINISTRATIVE CODE

[4 AAC 19.010-4 AAC 19.099](#) *Evaluation of professional employees*

[4 AAC 04.200](#) *Professional content and performance standards*

[4 AAC 04.205](#) *District performance standards*

Revised ~~12/2014~~ **10/2026**

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Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

RESIGNATION - ~~CERTIFICATED~~ ALL PERSONNEL

BP 4117.2/4217.2/4317.2

The Superintendent or designee is authorized to accept the written resignation of any employee on behalf of the School Board, and the resignation shall become effective immediately upon acceptance by the Superintendent or designee. A resignation presented to and accepted by the Superintendent or designee may not be withdrawn by the employee.

Note: The Alaska Professional Teaching Practices Commission recommends that districts adopt a policy which addresses the situation of a teacher's request to leave a position resign during the teacher's contract term, or abandoning the position without notice. The PTPC further recommends a policy that addresses what procedures the school district will follow when recruiting a teacher currently under contract with another district, including a teacher who has not obtained a written release from that district. The PTPC will implement possible sanctions against a teacher who unilaterally breaches his or her employment contract. The following language can be revised to reflect your district's needs.

A certificated staff member should provide notice as early as possible to the district when the staff member knows that he or she does not plan to return for the following school year. The district [OPTION: will OR may] agree to release a certificated staff member who terminates has signed a contract, provided notice is given to the district, in writing, post-marked [OPTION: thirty calendar days prior to the staff member's first contract day of the school year OR on or before June 30th].

If a request to release a certificated staff member from his or her contract is made [OPTION: when fewer than thirty calendar days remain before the staff member's first contract day, or anytime thereafter OR after June 30th], the district will consider filing a Professional Teaching Practices Commission (PTPC) complaint. When considering if the filing of a PTPC complaint is warranted, the district will weigh any mitigating circumstances including, but not limited to, factors impacting the staff member's family or health, factors related to the staff member's expectations regarding employment or working conditions, or unforeseen changes in the circumstances impacting the staff member's ability to continue employment with the district.

If a certificated staff member is currently under contract with the district and the district learns the staff member has contracted with another district without obtaining a written release, the district will consider a PTPC complaint against the staff member.

The district will not contract with a certificated staff member under contract with another district unless the staff member provides a written release from the current employer. If the district contracts with a certificated staff member who has not disclosed that he/she is under contract with another school district, the district reserves the right to terminate the contract for material misrepresentation and to file a PTPC complaint.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 18.010 Teachers' and administrators' contracts

20 AAC 10.020 Code of ethics and teaching standards

Revised ~~1/03~~ 10/2026
07/12

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

RESIGNATION - CLASSIFIED PERSONNEL

BP 4217.2

Ample notice of intention to resign should be given by an employee who plans to leave the district. Normally, no less than two weeks notice should be given.

Positive supervisorial action is required to determine if causes of employee resignation may be adjusted. Supervisors should consider factors of employee value to the district, availability of replacement, and costs of training a replacement.

The Superintendent or designee is authorized to accept the written resignation of any employee in behalf of the School Board, and the resignation shall become effective immediately on acceptance by the Superintendent or designee. A resignation presented to and accepted by the Superintendent or designee, may not be withdrawn by the employee.

When an employee resigns, he/she should write a letter of resignation or complete the District resignation form. In addition, if an employee was a member of the Public Employees Retirement System (PERS) Notification of Termination form #02-1806 must be completed and forwarded with the resignation to the District Office.

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Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

DISMISSAL - CERTIFICATED PERSONNEL

BP 4117.4

Note: AASB recommends that districts consult with legal counsel well before dismissal proceedings are to be instituted. The complexity of legal provisions pertaining to dismissal make such consultation imperative.

Employees shall not be deprived of their position during the school year except when cause for the dismissal can be shown. Employees shall be accorded their due process rights provided by law. Employees shall have the right to call witnesses in a pre-termination hearing held under the procedure set forth in AS 14.20.180.

~~A legal review is required of all dismissal recommendations.~~

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

(cf. 4117.6 - Nonretention)

Legal References:

ALASKA STATUTES

[14.20.140](#) Notification of nonretention

[14.20.145](#) Automatic re-employment

[14.20.170](#) Dismissal

[14.20.175](#) Nonretention

[14.20.180](#) Procedure and hearing upon notice of dismissal or nonretention

[14.20.205](#) Judicial review

[14.20.215](#) Definitions

ALASKA ADMINISTRATIVE CODE

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

Nichols v. Eckers, 504 P. 2d 1359 (Alaska 1973)

Kenai Peninsula Borough Bd of Education v. Brown, 691 P. 2d 1034 (Alaska 1984)

Stirling v. North Slope Borough School District, Supreme Court No. S-18853 (Alaska 2025)

Revised ~~09/97~~ **10/2026**
07/12

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

SUSPENSION/DISCIPLINARY ACTION - CERTIFICATED PERSONNEL BP 4118

The School Board expects its employees to perform their duties in accordance with state law and School Board policy and administrative regulations.

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

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Nonretention)

The Superintendent or designee may take disciplinary action, including: 1) verbal warning, 2) written warning, 3) reassignment letter of reprimand, 4) suspension with or without pay, and 5) dismissal, as he/she deems appropriate, and may deviate from the progressive order of disciplinary actions in light of the particular facts and circumstances involved.

Note: A teacher may be suspended pending an investigation to determine whether cause exists for dismissal. However, the teacher's regular compensation must be continued during the temporary suspension. [AS 14.20.170](#).

The Superintendent or designee shall document all disciplinary actions thoroughly and accurately and shall ensure that such actions are taken in a consistent, nondiscriminatory manner.

Certificated management and supervisory personnel who are not covered by a collective bargaining agreement are subject to the disciplinary procedures set forth in BP 4218, except for discipline involving dismissal or nonretention. The District will provide the statutory and policy rights afforded to all certificated staff for dismissal and nonretention actions.

(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

(cf. 4300 – [Management Employee](#) Definitions)

Legal Reference:

ALASKA STATUTES

[14.20.030](#) Causes for revocation and suspension

[14.20.170](#) Dismissal

[14.20.175](#) Nonretention

[14.20.180](#) Procedures upon notice of dismissal or nonretention

ALASKA ADMINISTRATIVE CODE

[20 AAC 10.020](#) Code of ethics and teaching standards

Revised ~~03/2018~~ [10/2026](#)

9/92

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

DUTIES OF PERSONNEL - ALL PERSONNEL

BP 4119.3/4219.3/4319.3

Note: By requiring employers to reasonably accommodate persons with disabilities who are capable of performing the job, the Americans with Disabilities Act spotlights the need for complete, specific job descriptions. Job descriptions are expected to play an important part in implementing this federal law.

The School Board recognizes the importance of having adequate job descriptions for every district employee. Student safety, the district's fiscal stability, and the success of the educational program all depend on employees' fully understanding their responsibilities and duties.

The Superintendent or designee shall prepare and regularly update job descriptions for all positions. Job descriptions shall clearly specify all essential and peripheral/marginal functions and duties of the position, the degree of responsibility the position entails, the type and extent of training required, and the position of the person to whom the employee reports. **As a best practice, job descriptions should be reviewed annually as part of the evaluation process.**

All employees shall fulfill the duties and responsibilities set forth in their job descriptions and shall comply with School Board policies, administrative regulations, applicable employee agreements, and local, state and federal laws.

~~All job descriptions are available upon request.~~

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

~~UNITED STATES CODE:~~

AMERICANS WITH DISABILITIES ACT, [P.L. 101-336](#)

[42 U.S.C. 12101](#) et seq.

Revised 10/2026

07/12

Lake and Peninsula School District

LAKE AND PENINSULA SCHOOL DISTRICT/SERIES 4000 - PERSONNEL

HARASSMENT - ALL PERSONNEL

BP 4119.12/4219.12/4319.12

~~The School Board recognizes that harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform school work, and increased absenteeism or tardiness. The School Board shall not tolerate the harassment of any student by any other student or district employee. Any student or employee who is found guilty of harassment shall be subject to disciplinary action.~~

The School Board is dedicated to providing a safe environment. Harassment disrupts a student's ability to learn and a school's ability to educate. Personnel are expected to demonstrate positive character traits and values. Conduct and speech must be civil and respectful.

Personnel are prohibited from engaging in any form of harassment in any school-related setting, including but not limited to: school property, during school hours, on school buses, at bus stops, and at school-sponsored activities, events, or functions.

Harassment means **and includes, but is not limited to,** intimidation by threats of or ~~actual~~ physical violence; the creation ~~by whatever means~~ of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

(cf. 5131.43 – Harassment, intimidation and bullying)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)

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

To promote an environment free of harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice or student instruction and counseling. Principals shall discuss this policy with their employees and shall assure them that they need not endure any form of harassment.

The School Board encourages students or staff to immediately report incidences of harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of harassment in a way that ensures the privacy of all parties concerned. In no case shall the student or staff member be required to resolve the complaint directly with the offending person.

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

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

(cf. 1312.3 - Complaints Concerning Discrimination)
(cf. 4030 - Nondiscrimination in employment)
(cf. 5141.42 - Professional Boundaries of staff with students)

Legal References:

ALASKA STATUTES

[AS 14.18.010 - 14.18.100](#) Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.500 - 4 AAC 06.600](#) Prohibition of Gender or Race Discrimination

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE IX, EDUCATION AMENDMENTS OF 1972

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

AMERICANS WITH DISABILITIES ACT

Revised ~~10/2021~~ 10/2026
9/92

Lake and Peninsula School District
