

# Chugach School District

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

## Vision/Mission Statement

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

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

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

## UNAPPROVED AGENDA CHUGACH SCHOOL DISTRICT

**DATE:** Thursday, November 13, 2025

**PLACE:** District Office

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

## November CSD Board Meeting

**TIME:** 5:00 PM

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

1. CALL TO ORDER	
2. ROLL CALL & ESTABLISHMENT OF QUORUM	
3. WORK SESSION	
a. Grants Overview Annual Planner.docx-1	5
b. Climate and Connectedness Survey 2024 Alaska School Climate	11
c. Focus                      Homeschool                      Update                      w/                      Marco	
FOCUS Compact 25-26	13
d. Voyage School Update with Stephanie NYCP FUTURES Abstract (1)	35
e. Board Scholarship CSD Scholarship	37
4. APPROVAL OF AGENDA	
5. PLEDGE OF ALLEGIANCE	
6. MISSION/VISION STATEMENT, LAND ACKNOWLEDGMENT	
Vision Statement: Our vision is to serve as a trusted collective voice for our district while promoting strong ethics, integrity, and an equitable and quality education for all of our students.	
Mission Statement: Our mission is to provide visionary leadership through the establishment of a structure of strong ethics, accountability, and advocacy for the success of our students. We will pursue the advancement of student achievement and well-being through effective partnerships with staff, families, stakeholders, and our community members.	
Chugach School District Mission Statement: The Chugach School District is committed to developing and supporting a partnership with students, parents, community and business which equally shares the responsibility of empowering students to meet the needs of the ever changing world in which they live. Students shall possess the academic and personal characteristics necessary to reach their full potential. Students will contribute to their community in a manner that displays respect for human dignity and validates the history and culture of all ethnic groups.	
Land Acknowledgment: The school board would like to take this moment to respectfully acknowledge that we serve on the traditional lands of the Chugach people which includes the Sugpiaq and Alutiiq people.	
7. APPROVAL OF MINUTES	
8. INTRODUCTION OF GUESTS and/or ANNOUNCEMENTS	
9. BOARD OF STARS	
10. REPORTS AND PRESENTATIONS	
a. CSA Report November 25 CSA Report	38
b. Student School Board Representative Report	
c. Policy Committee Report	

11. PUBLIC COMMENT ON AGENDA ITEMS

12. BOARD COMMENT

13. ITEMS OF BUSINESS

- a. Executive Session
- b. School Improvement Plan Review
  - 2025-26 FOCUS Successful SIP and Assurances 43
  - 2025-26 Whittier Successful School Improvement Plan(1) copy 52
- c. Student School Board Representative
  - Letter-1 60
- d. Account Signers
  - MEMORADUM 25-08 Bank Signers 61
- e. Policy Committee Recommended Updates
  - (first of two readings)
  - BP 1120 PUBLIC INVOLVEMENT IN BOARD MEETINGS 62
  - BP 1140 RESPONSIBILITIES OF THE BOARD 63
  - BP 1112 MEDIA RELATIONS 64
  - MEMO 25-09 65
- f. Privacy Policy
  - (first reading)
  - Chugach School District Data Protection and Privacy Policy 66
- g. Curriculum Adoption - CKLA
  - MEMO 25-12 67

14. OLD BUSINESS

- a. AASB Policy Updates
  - File\_ BP 4180 (CL) (2025 Summer Update) 68
  - File\_ BP 5111 (CL) (2025 Summer Update) 69
  - File\_ BP 5138 (CL) (2025 Summer Update) 71
  - File\_ BP 6151 (CL) (2025 Summer Update) 75
  - AASB Policy MEMO #25-10 76
- b. Policy Committee Recommended Updates
  - (second of two readings - for approval)
  - BP 1000 CONCEPTS AND ROLES 77
  - BP 1020 WHOLE CHILD SUPPORT 78
  - BP 0100 PHILOSOPHY 79
  - BP 0411 SERVICE ANIMALS 80
  - Policy Committee Recommended Policy Memo #25-11 82

15. NEXT

TBD (12-18-25?)

BOARD

MEETING

## 16. ADJORNMENT

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

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

## 25/26 School Year Grants

Grant / Code Budget Contact / Lead	Positions Covered - % coded to Grant	Targeted Expenditures	Timeframe	Report Date	Notes
<b>PEG / 230</b> \$262,624.81 Steph/Tanya	Tanya \$41,311 Kat \$15,435 Mandy \$15,435 Sue \$30,268 Seed Cert. Bonuses \$3,000 - \$1000 each (FOCUS) Benefits: 31,364.70  Tif \$14,850 Lori \$17,000 Anna \$19,200 Jamie \$4,050 Seed Clasf. Bonuses \$2,000 - \$1000 each (FOCUS) Benefits: 17,130.00	Hatch Subscription \$1,980 Brigance \$360 Jamf \$357.50 Adobe \$90 AAIEYC Conf \$4,750 Site Visits /Travel: \$6,000  Home Libraries: \$3,092.95 Wellness: \$500 Kinder Summer Kits: \$900 Welcome Bags: \$900 Monthly Activ: \$2,400 Allotments: \$11,000	7/1 to 6/30		Indirect: \$18,979.85
<b>CHOICE ANEP / 390</b> \$488,965??? Steph  \$536,765.08	Stephanie \$61,200 Mike \$24,215.20 Chris \$45,155 Megan \$30,269 Benefits \$84,925.88	Tuition \$243,200 DC Grant Meeting \$2,500 Travel to Villages \$3,000 Recreation Fess \$9,000 Resiliency/Leadership Events: \$33,300	8//1/25 to 7/31/26		LYSD is the fiscal agent for monthly invoices

<b>CSLD</b> Steph	Full time Interventionalist (5) \$2,000 Extra Duty	Events \$ \$300 stipend + \$250 per event NTSS Conference -			BBBSD is the Fiscal Agent that CSD will bill
<b>TEKDA / 351</b> \$200,000 annually Doug	Doug \$13,900/1,158 monthly \$4,500 Physical Site Extra Duties	Sheryl \$60,000 Teknikio \$15,000 Wild Rose \$15,000 CRCC \$15,000 Coastal Studies \$1,000 Travel \$4,000 Indirect \$6,600	3/25 to 3/26 3/26 to 3/27 (3 yr Grant)	Monthly for financial, quarterly and annual reports	
<b>Forest Receipts</b> Budget TBD Ty	N/A	Routine maintenance of school buildings (repairs, upkeep)  Upgrades or renovations of school facilities	Each year w/ federal appropriation.	Application due by 8/15 6/30 Report due	See SRS
<b>ESEA / 251</b> \$62,266.00 Molly	Molly salary \$10,000 - benefits \$3,000 ParaPro TAT \$5,651.25 benefits \$1,130.28 2 ParaPro WHT \$13,476.13 benefits \$2,895.55	\$21,462.84 Staff Travel \$150 Homeless	7/1-6/30	Application due 9/30	\$4,499.95 Indirect
<b>SIP / 270</b> \$40,000 (.5 WHT, .5 Focus) Molly	Extra duties for Annie \$1,500, Steph \$1,500, Molly \$4,000 \$2,100 benefits	\$14,004.60 Focus Tutoring \$14,004.60 ELA and Math Curriculum	7/1 to 6/30	Report quarterly	Has applied for extra\$ Indirect: \$2,890.80

<b>SPED VIB (252) / Title 619</b> \$130,725.00 Doug	\$31,875 salary and benefits for Director \$8,625 salary and benefits for Coordinator	Speech \$30,000 OT \$18,000 Psych \$8,827 Travel \$21,025 Supplies \$2,926 Indirect \$9,448	6/30 application 7/1 report	6/30 application	Title 619-\$1,000 Related services - \$928 Indirect \$72
<b>BAG Grant</b> \$111,072.96 Ryan	N/A	Pass through to GCI / Bandwidth		Application due by 9/1 and report due by 4/15	SERCC is fiscal agent
<b>Erate</b> \$586,000.00 Ryan	N/A	Pass through to GCI / Internet Services		Application due 2/26 Reports due Jan-March	
<b>Small Rural School Achievement</b> \$5,857 Molly	N/A	Funds can be used for teacher recruitment, technology, professional development, or academic interventions.		March Application,	
<b>Secure Rural Schools</b> Molly	N/A	N/A		Annual Report by 2/1, Election form due 7/21, Application due 8/15	The SRS program was designed as a temporary replacement for the declining forest receipt payments — providing stable, formula-based funding instead of volatile timber-based revenues.

<b>Quality Schools</b> \$10,784 Molly	N/A	Coded to inservice and PD costs		5/1 application 4/30 report	\$16 x student count for district
<b>Residential Stipend</b> \$1,200 per student count x10 months x 24 students = \$288,000 + travel Stephanie	Mike \$38,350 Chris \$25,000 Megan \$38,033 Certified Benefits @ 30%= \$30,415 Classified Salaries \$98,202 Classified Benefits	Tuition (\$1,000 First Trek, \$2400 all others) 20 CSD Students @ \$2,400 and 10 @ \$1000 = \$58,000		Count October 17	Travel for the initial count period phase is also charged
<b>Alaska Literacy</b> \$6,509.80 Stephanie	N/A	\$6,039.34 for CKLA Curriculum	Roll over funds to be spent and closed out		By September 30
<b>Perkins/Career Technical</b> \$22,000 Chris	\$14,652.39 Chris salary \$6,300 benefits	Planning Year		Application due by 9/30	\$1,047.61 Indirect A possible extra \$5,000
<b>T3</b> Stephanie					LYSD Fiscal Agent
<b>Hunter Education</b> \$39,100 Marco		<b>December 2025–January 2026:</b> Instructor certification courses completed; equipment delivery and classroom preparation finalized  <b>February–March 2026:</b> Student hunter education instruction begins,			

		<p>integrating classroom lessons with field safety practices.</p> <p><b>April 2026:</b> Field days and practical assessments completed; certification of participating students.</p>			
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Program / Report	Contact / Lead	Report Date
Civil Rights	Molly	
Report Card to the Public	Molly	
Stakeholder Input Survey	Molly	
SAM	Serena	
OASIS	Serena	Spring Oasis (Mar/Apr), Summer Oasis (June), Fall Oasis (Oct)
Duplication Report	Serena	Due in December
Site Calendars	Serena	Due June 30(?)
Impact Aide	Serena	Due January 31
Child Find Notice	Serena	
Kinder Immunization	Serena	December/January report due
Mandatory Training	Serena	*Based on training schedules
Suspension/Expulsion	Serena	Same time as Summer OASIS
Restraint/Seclusion	Serena	
Vacancy Report	Serena	September 15

Loss Control	Serena	Due May 1
Cohort Roster	Serena	Due September 19
Staff Accounting	Serena	October 15
Educator Eval Report	Serena	September 15
AK Dev. Profile	Molly	
EL / Bilingual / WIDA	Doug	WIDA Window Feb./Mar,, SEPT. Screening, Fall parent letters, EL Accommodations Oct., WIDA Training
Out of Field Notices	Serena	
Staff Eval Notices	Serena	
WIDA Testing	Doug/Steph	
SPED Records Purge	Doug	June purge - paper purging until 2029
Alternate Assessment	Doug	No Alt Assessment students this year
NWEA	Doug/Molly	Doug - Parent letters on RCTP results, Molly -
Indirect Rate	Grant	Application due by 12/30
Financial Records Purge	Grant	

Stakeholder Input Survey  
Indirect Rate  
Observations for state testing

\*S = State Report  
\*F = Federal Report

# 2024 Alaska School Climate & Connectedness Survey (SCCS)

Topics measured by SCCS include but are not limited to:

- How students, staff and families view school climate
- How connected students feel to adults and peers
- Social and Emotional Learning (SEL)
- Family/school Partnerships

A positive school climate is linked to student and family engagement, academic achievement, and staff retention. Data from SCCS can be used as a first step to improving and strengthening school environments, relationships, and connections between students, staff, and families. By identifying areas of strength and opportunities to improve, schools can implement more targeted strategies to build connections and positive climates. Participating in SCCS also opens up additional opportunities for grant programs through AASB to support initiatives to improve school climate.

## 2023 Alaska Participation in SCCS

# 33 Districts



**6,145 Families**



**4,685 Staff**



**31,071 Students**

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**2025 Statewide SCCS Window: January – March (*Districts select 1 four-week window*)**

**Available Survey options:** A designated staff (typically the Superintendent) can choose from the following options when signing up.

- Student Grades 6-12 & Staff (taken by all participating districts)
- Student Grades 3-5 (Add-on)
- Family (Add-on)

**Survey costs are based on student enrollment: \$3,737 (less than 200 students) or \$4,569 (501 to 1000 )**

### Why take SCCS?

The School Climate and Connectedness Survey is a nationally recognized and research-based survey that collects perception data to better understand and build a positive school climate in your school district. Participating districts can use SCCS to:

- Measure student, staff and family perceptions on school climate that are linked to academic outcomes.
- Review data trends over time.
- Compare school and district results to statewide data, and urban or rural results.
- Identify opportunities for strength and growth to build connection and positive climates.
- Receive ongoing technical assistance including webinars, 1:1 support, and survey proctor guides.
- Get support on how to use survey results, including in-person or virtual workshops.

SCCS's interactive survey platform makes survey administration, reporting and analysis interactive and user friendly.

**Platform Features include:**

- Real-time dashboard for participation.
- Online interactive school & district reports to explore data in a variety of ways.
- Ability to explore responses by grade level, gender, ethnicity, and other student groups.
- See trends over time.
- See responses by group (students, staff, families).



## Chugach School District Student/Parent School Compact

**2025-2026**



## FOCUS Homeschool Student/Parent School Compact

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

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**NEW: 25/26 School Compact changes and updates have been highlighted in yellow.**

# FOCUS Homeschool Student/Parent School Compact

Developed in collaboration with Chugach School District Educational Advisory Councils

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

## CHUGACH SCHOOL DISTRICT MISSION

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

### Strengths

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

## FOCUS Homeschool Overview

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

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

Our "focus" has never been on how big we are or how many students we serve. We don't see our students as numbers – each individual student is important to us. We provide our families with prompt and personalized

attention, flexibility in meeting individual needs, and allow them to pursue specific enrichment opportunities to help students succeed.

## Philosophy

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

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

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

### Meeting Individual Student Needs:

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

### Basic Skills Proficiency:

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

### Character Education:

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

### School-to-Life Transition:

- **Applied learning focus** (“real world” context)

### Technology Assisted Learning:

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

## STANDARDS OF THE CHUGACH INSTRUCTIONAL MODEL

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

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

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

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

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

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

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

### CHUGACH COMPETENCIES

**Respect and Responsibility** - Respect and Responsibility involves engaging with diverse perspectives, evaluating the impacts of their actions, and taking steps towards supporting their community. It teaches students to make a positive difference individually, in their school, in their community, and the world.

**Community and Collaboration** - Community and Collaboration focuses on exchanging ideas, while actively demonstrating adaptability, empathy, and flexibility. By considering culture, context, and diverse perspectives, students learn to foster positive relationships with others.

**Lifelong Learning and Wisdom** - Lifelong Learning and Wisdom embraces curiosity, initiative, and perseverance. Students hold a desire to seek and evaluate new knowledge, adapt and innovate beyond the classroom, and apply experience and understanding to make thoughtful decisions.

**Problem Solving** - Problem Solving involves analyzing, evaluating, questioning and implementation of the situation and all possible solutions to achieve a goal. Students are prepared to approach challenges with determination to organize, act and plan for all scenarios.

**Stewarding Knowledge** - Stewarding Knowledge means carefully accessing, evaluating, organizing and sharing information for specific purposes. Information is assessed and shared based on reliability, validity, and integrity in order to maintain trust and preserve the wisdom of our communities.

**Balance and Harmony** - Balance and Harmony means learning how to take care of yourself and others so you can live a happy and healthy life. It's about making good choices, managing emotions, and working well with others, even when things are tough. Harmony is about understanding different people, working together without conflict, and creating a positive environment where everyone feels valued.

**Communication** - Communication means being able to clearly share thoughts, feelings, and ideas while also listening respectfully to others. It's about using words, actions, and even body language to connect with people in a positive way. Practicing good communication means building trust, avoiding misunderstandings, and working better with others.

## ROLE OF THE ADVISORY TEACHER

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

## RESPONSIBILITIES AND RIGHTS OF STUDENTS AND PARENTS

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

- **State and Local Regulations** – Students are subject to all state and local regulations that apply to public school students.
- **Monthly Contact** – To remain in good standing and to be eligible for continued enrollment, families must maintain monthly contact with their Advisory Teacher.

- **Quarterly Work Samples** – Math and Language Arts work samples must be submitted quarterly.
- **Level Assessments** – CSD end-of-level assessments are available to help ensure that our students are progressing at their appropriate pace and to advance on CSD’s report card. Alternative assessments may also be submitted in lieu of CSD assessments. Please discuss this option with your Advisory Teacher. To be recorded in that year’s permanent record, assessments with a proficient score should be sent to the Advisory Teacher before the end of the fourth quarter.
- **Materials** – All items over \$300.00 purchased with District funds are considered non-consumable and are the property of CSD and should be returned to the program upon withdrawal. Items funded at 50% are not subject to return. Families are responsible for returning materials checked out to them from the resource room. All items purchased from allotment funds must receive reasonable use during time of enrollment. If a student withdraws prior to the end of count period, to be determined by the state annually, the family is responsible for reimbursing the District for all allotment expenditures or returning unused materials.
- **Forms** – Upon enrollment, parents are required to complete and submit the CSD enrollment forms (online or paper), along with a copy of the student’s certified birth certificate and current immunization record, or submit an official exemption form. Enrollment forms will be available in July for the upcoming school year. Financial allotments will be available to families upon complete submission of all enrollment forms. Please notify your Advisory Teacher if your contact information (phone, address, or email) has changed.
- **Individual Learning Plan (ILP)** – At the beginning of each school year, students, parents, and the Advisory Teacher work together to develop an ILP. The ILP is evaluated throughout the year and updated annually.
- **Parent Involvement** – Parents, as the primary educators and advocates for their children, can empower their students to reach their full potential. At least one parent or adult should actively participate in overseeing the student’s educational journey to ensure its meaningfulness. Remember, effective oversight requires active engagement – “Do not expect what you do not inspect.” However, we understand that circumstances vary, and in cases where direct parental involvement is challenging, our Advisory Teachers may collaborate with the parent and student to tailor an educational program that supports the student’s unique needs and aspirations.
- **State Testing Requirements** – State regulations 4 AAC 06.710-790 require districts to administer state-mandated testing to each student. If students do not participate in state testing, Chugach School District and FOCUS Homeschool will be held accountable for not complying with state participation rates.

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

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

- **PreK Screening** is provided to PreK students each Fall and Spring.
- **Alaska Developmental Profile** is administered to kindergarteners and new first grade students each Fall.
- **mClass DIBELS 8 Reading Screener** is administered up to three times per year to students in grades K-3.

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

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

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

## **ENROLLMENT PROCEDURES AND PROCESS**

### **Who may enroll?**

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

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

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

### **How To Apply**

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

## Enrollment Status

- **Full-time Enrollment** – A student must be enrolled in at least 4 courses to be considered fulltime. Full-time students who enroll prior to the state count period will receive 100% allotment funding.
- **Part-time Enrollment** – Students may elect to enroll concurrently with CSD and another public or private school for part-time enrollment. In this instance, the funding allotment from CSD will be reduced based on the percentage of time the student is enrolled in another school.
- **Late Enrollment** – Allotments for students enrolled after the first day of count period will be adjusted according to the enrollment date.
- **In accordance with 4 AAC 33.426** – A student enrolled in a correspondence study program, whether full-time or part-time, must take at least 50 percent of the student's coursework in core courses. A student enrolled in more than two correspondence classes must take core courses in at least two different subject areas.
  - A district may waive this requirement if the student is a senior and needs less than 50 percent of the student's curriculum in core courses to qualify for high school graduation from the correspondence study program in which the student is enrolled.
  - A district shall waive this requirement if the student obtained a proficiency level of advanced or proficient in English/Language Arts and Mathematics on state testing as outlined in 4 AAC 06.739 during the previous academic year.
  - Core classes are defined as World Language, Math, English Language Arts, Science, Social Studies, and Technology (4 AAC 33.426).
  - Core course work performed outside the student's correspondence study program may not count toward these requirements.

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

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

**PCSing families are encouraged to discuss all (re)enrollment options with their Advisory Teacher.**

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

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

## STUDENT RECORDS AND REPORTING

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

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

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

- Quarter 1           8/25 - 10/15
- Quarter 2           10/16 - 1/15
- Quarter 3           1/16 - 3/15
- Quarter 4           3/16 - 5/15

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

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

## FOCUS PreK PROGRAM

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

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

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

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

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

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

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

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

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

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

**Kindergarten Transition Kits**—Summer enrichment supplies and activities to prepare students for kindergarten.

See allotment policy for PreK on page 10.

## ALLOTMENT

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

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

### **Purpose of Homeschool Allotment Funds**

Homeschool allotment funds are provided to support a quality education for your child while easing the financial burden of home education. Parents, as the primary educators, are responsible for using these funds wisely and in alignment with educational goals.

**Priority should be given to academic subjects**—Reading, Writing, Math, Science, and Social Studies—to ensure a strong foundation of essential skills. Once those needs are met, funds may be used to support your child’s individual interests and enrichments that align with CSD’s educational philosophy.

All purchases must:

- Directly benefit the enrolled student
- Be aligned with the student’s learning plan and educational standards
- Represent an economical use of district funds
- Be approved by your Advisory Teacher and the CSD Superintendent

Please contact your Advisory Teacher with any specific questions regarding spending. Use your allotment thoughtfully to invest in your child’s future success.

**Student Allotments** – Annual allotments, **tracked per student**, are based on the percentage of full-time enrollment and the student’s enrollment date. Completed enrollment is required before allotments are open. **Receipts dated on or after July 1 may be submitted after enrollment is completed.** Current work samples for

each quarter must be on file for allotments to remain open. Materials and services purchased with allotment funds are intended to receive reasonable use during time of enrollment. All allotment purchases are subject to compliance with state regulations and Superintendent approval.

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

In addition to the allotment funds, see “Allotment PLUS” beginning on page 14 for a list of services, programs, and resources that are free or offered at a very reduced rate for FOCUS families.

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

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

**Graduating Students Allotment Funds** – Graduating students need to plan to ensure purchases are made with consideration of time remaining with the program. Items approved for purchase should receive reasonable use during the remaining time enrolled. Final receipt submission for graduating seniors is May 31.

## ALLOTMENT PURCHASING AND REIMBURSEMENT

There are two ways use your allotment:

Submit *Receipts* to receive **reimbursement** for out-of-pocket expenses.

Submit *Direct Billing Request* for the **district to directly pay** approved vendors.

**Financial Request Minimum** – Reimbursement and Direct Billing Requests have a \$25.00 minimum. Final receipts for reimbursements do not need to meet these minimum requirements.

**Reimbursements** are issued for purchases paid for by the family. For CSD to process your reimbursement promptly, please make sure to use the following guidelines when submitting receipts:

1. Current quarterly work samples **MUST** be on file BEFORE reimbursement requests are submitted.
2. Receipts must **ONLY** contain reimbursable items. Please be certain personal items are not listed on your school-related receipts.
3. **Each receipt MUST include** the purchase date
4. Itemized purchases with costs, vendor name, and proof of payment
5. Each receipt in its entirety must be clear and legible. Please add item descriptions if the receipt items are not clearly understood. Make a notation of the student name for items specifically purchased for that student.
6. Expect approximately 2-4 weeks for processing of properly submitted receipts. Incomplete receipt submissions will not only delay your reimbursement, but will also delay other families' reimbursements. Please expect longer processing times during heavy purchasing periods and/or receipt deadlines.

**Receipts dated July 1 - December 31 are Due No Later Than 1/15**  
**Receipts dated after January 1 as follows:**  
Final material Receipts Deadline for 25/26 School Year- 4/25  
Final Lessons/ Internet Receipts Deadline for 25/26 School Year - 6/5

**NOTE:** May/June lessons, internet and subscriptions can be submitted for reimbursement as they are completed. **June 10th is the final date for receipt submissions for the 25/26 school year. Any receipts submitted after this date cannot be processed.**

**Receipts must be dated between July 1 and June 30 of the current school year.** If a student withdraws prior to the end of the state count period, the family is responsible for reimbursing the District for all allotment expenditures or returning unused materials.

**Direct Billing Request** – is used to request the District to purchase materials, curriculum, and services from direct-bill vendors on our current direct-bill vendor list. Submit your request using the following guidelines:

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

**Direct Billing Requests at the end of the year for curriculum orders need to be submitted by April 25.**

**Direct Billing for Classes/Lessons** – To request direct payments from student allotments to vendors who are currently on the direct-bill vendor list:

1. Discuss with your Advisory Teacher.
2. Submit a Direct Billing Request and Course Approval Plan at least two weeks prior to the start of lessons or classes.
3. CSD will generate a Purchase Order (PO) for the vendor. Costs will be deducted from allotments. When lessons are complete, the vendor will invoice CSD. CSD will **issue direct payment to the vendor only for classes completed after the date of PO.**
4. If lessons begin **prior to establishing a PO, parents are responsible for paying** for these classes/lessons and may submit receipts for reimbursement.

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

**Materials Covered** – CSD can pay for educational, developmentally appropriate curricular supplies that support the student’s current goals and Individual Learning Plan. Curricular supplies may include textbooks, workbooks, art and science materials, general and consumable school supplies, cameras, microscopes, telescopes, musical instruments, sewing machines, PE equipment, tutoring services, online courses, college courses, community-based learning opportunities, performing arts experiences, educational CDs or DVDs, computer software, AirPods, apps, local memberships or admissions to enhance student learning, etc. Each purchase must be tied to a specific learning expectation. Funding for other materials or services may be approved only by the Correspondence Program Director or the Director’s trained designee.

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

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

- Religious, partisan, sectarian, or denominational textbooks or other curriculum materials [AS 14.03.090(e)];
- Services and lessons provided to a student by a family member, including the student’s spouse, guardian, parent, step-parent, sibling, step-sibling, grandparent, step-grandparent, child, uncle, or aunt [AS 14.03.310(D)(d)(4)(e)].
  1. Family travel, including transportation, food, or lodging unless pre-authorized by the Superintendent or School Board.
  2. Family passes or memberships to a sports or recreational facility. (Select age-appropriate activities may be reimbursed with Advisory Teacher approval and the submission of a Course Approval Form. Itemized receipt showing student portion of membership is required.)
  3. Clothing, uniforms, backpacks, or other personal items.
  4. Pets or animals, supplies, or training lessons for animals.
  5. Storage items (i.e., magazine files, storage boxes, file boxes).
  6. Furniture or permanent items that adhere to or enhance the value of a non-school facility.
  7. Weapons or ammunition (firearms, bows, arrows, knives, dart boards, darts, or other weapons).
  8. Fees: credit card fees, late fees, processing fees, bag fees, elective student fees, service purchase fees by 3<sup>rd</sup> party, etc. This is not an exhaustive list.
  9. Security deposits, payment plans, service plans, or maintenance agreements are not reimbursable.
  10. No frivolous or excessive expenditures.
  11. No gifts or items intended for use by or for the primary benefit of others not enrolled in the program.
  12. Items that are considered excessive by the Superintendent.

**Reimbursement for Educational Materials:**

- Discuss the purchase with your Advisory Teacher to ensure it is an appropriate, aligned request that will receive approval.
- Purchase the item(s) using your own money.
- Submit legible receipts for the Check Request to your local office (refer to page 10-11 for details).

**Specialized Items/Project Purchase Form** – A Special Item refers to a specific type of educational purchase that falls outside of typical curricular materials requires additional approval from your Advisory Teacher for reimbursement through FOCUS Homeschool. Items must be tied to CSD standards. A form is needed for Specialized Items over \$100.00. CSD will reimburse 100% up to \$300.00 per project. It is understood that students who choose to purchase specialized items will own those items and assume liability and responsibility for maintaining them. Follow these steps for reimbursement:

1. Parent must discuss the request with the Advisory Teacher to make sure that it is an appropriate

- and aligned request.
2. Complete a Specialized Items/Projects Form explaining how the equipment will enhance the student's education.
  3. Submit this form with your receipt for reimbursement.

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

- **Lessons or Courses** – Students may use allotment funds for Art, Music, PE (AMPE) lessons. Discuss the lesson or course with your Advisory Teacher, and if applicable, complete a Course Approval Plan. Lessons and courses may be reimbursed at the time of payment. Purchase the lesson or course with your own money and submit the receipt to your local office, unless direct billing has been established (see page 11 for direct billing procedures).
- **PE Equipment** – Equipment necessary to perform physical education activities is reimbursable at 100% up to \$300.00 or 50% of the total purchase price, whichever is greater. This includes safety items that are necessary to the activity, e.g., helmets, pads, gloves, skates, sticks, etc. Clothing is considered a personal item and therefore not reimbursable, e.g., uniforms, jerseys, jackets, swimsuits, etc. This is not an exhaustive list.
- **Musical Instruments** – Purchased instruments are reimbursable at 100% up to \$300.00, or 50% of the total purchase price, whichever is greater. Monthly payments for rented or leased instruments are reimbursable. Please contact your Advisory Teacher for details.

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

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

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

Up to \$75.00 per month – Families with one K-12 student

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

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

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

Out-of-state internet is not reimbursable.

**College/Career Classes** – Discuss with your Advisory Teacher. Purchase classes with your own money and submit a Course Approval Plan and the itemized receipt for reimbursement. CSD will not pay for or reimburse any late

fees, parking or other optional fees. Students must submit a final grade of C or above upon completing the course to receive CSD credit.

**UA Alaska Advantage** – UAF offers our high school students comprehensive student support services and competitive pricing for their asynchronous online college courses. Students may garner dual credit to satisfy both college and high school requirements. <https://www.uaf.edu/dual-enrollment/alaska-advantage.php><https://www.uaf.edu/dual-enrollment/alaska-advantage.php>

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

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

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

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

## ALLOTMENT PLUS

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

FOCUS Homeschool provides an allotment, PLUS much more.

## District-Funded Benefits – No Cost to Families

### Services and Opportunities

- **Voyage School and Voyage Partner Opportunities (7th-12th Grade)** – This is a free resource for students who are enrolled in our school district. Voyage School focuses on intensive career and trade training and is appropriate for both non-college-bound and college-bound students.
- **PreK Enrollment** – Our PreK students receive developmental screening of strengths and needs, group in-person learning activities, access to a library of PreK activity bags, and a performance-based report card. **No sibling enrollment is required to join and receive PreK allotment funds.**
- **Free Resource Rooms** – Parents often choose to return items they feel other families might enjoy, including curriculum and other learning materials. While some of these items are available for free checkout to our families, many items are available for families to take and use permanently.
- **The David Totemoff Memorial Scholarship Program** – Our school board may offer scholarships to qualifying seniors who seek to further their education or training.
- **Senior Graduations** – FOCUS will provide caps, gowns, and tassels for each graduate, plus an additional \$50 to cover miscellaneous expenses toward graduation. Final receipt submission for graduating seniors is May 31.
- **Supplemental Student Opportunities** – Students are offered the opportunity to participate in a variety of educational opportunities based on students' interests. These activities may include Geography Bee, Spelling Bee, Battle of the Books, LEGO Clubs, Future Farmers of America (FFA) and Fine Art events, among other opportunities.
- **PAC Performances** – Special Anchorage Performing Arts Center shows are available to our families at greatly reduced rates.

### Curriculum and Supplements

- **Edmentum Exact Path** – Edmentum's Exact Path uses an adaptive diagnostic assessment to create a learning path for your student. The program is focused on understanding where your student is in Math, Reading, and Language Arts and moving them forward toward their academic goals. <https://www.edmentum.com/products/exact-path>
- **Reading Eggs** – This is an online program geared toward kids aged 4-13 that focuses on teaching students essential reading and phonics skills. Students complete lessons that incorporate animation, songs, and a variety of fun activities that provide the repetition needed for learning and motivation to stay on task. Parents are able to access detailed progress reports, as well as downloadable activity sheets that correspond with the lessons in the program. <https://readingeggs.com/>
- **Math Seeds** – Math Seeds is an online program that teaches kids aged 4-9 the core math and problem-solving skills needed to be successful at school with fun, highly interactive and rewarding lessons. It

combines structured lessons with fun, motivational elements that keep children engaged and keen to learn. <https://mathseeds.com/>

- **MAP Assessments (K-12th Grade)** – MAP (Measures of Academic Progress) is an optional suite of online assessments. It is adaptive, which means the test questions are shaped in real-time by students' answers. The results give a baseline of skills knowledge in Language Arts, Math, and Science and can show growth over time. Students may choose to take the test multiple times per year. <https://www.nwea.org/the-map-suite/family-toolkit/>

### **Additional Benefits**

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

## VOYAGE SCHOOL

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

Voyage School is available to interested FOCUS Homeschool students. The goal of the Voyage School experience is to provide students with opportunities to apply what they have learned in school to real life situations. In addition, students gain skills and training in various areas, including life skills, personal development, social development, group-living skills, service training, urban familiarization, and career development. Voyage School students enter adulthood with a solid career plan and can earn industry certifications, such as Emergency Trauma Technician, CPR/First Aid, and Food Handler.

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

## SCHOLARSHIPS

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

**Alaska Performance Scholarship (APS)** – The Alaska Performance Scholarship provides Alaskan high school students an opportunity to earn a scholarship, up to \$7,000 per year, that helps cover the cost of a qualified Alaska college, university, or vocational/technical program.

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

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

**FAFSA** – Paperwork must be filed by June 30, annually, prior to APS funds being disbursed.

<https://studentaid.gov/>

**UA Scholars Program** – Each year, University of Alaska requests each school to nominate students performing in the top 10% of the 11th-grade class to receive the UA Scholars award. The UA Scholars award is a \$15,000 scholarship disbursed in the amount of \$1,500 per semester, for a total of eight semesters, over a five-year period. <http://www.alaska.edu/scholars/> Designations are based on student GPAs.

**GPA's are calculated through the following conversion:**

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

**ACT/SAT Code**

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

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

**Anchorage/Mat-Su Valley:**

**Chugach School District**  
**9312 Vanguard Drive**  
**Anchorage, AK 99507**  
**907-522-7400 *phone***  
**907-522-3399 *fax***  
**llazaros@chugachschoools.com**

**Fairbanks:**

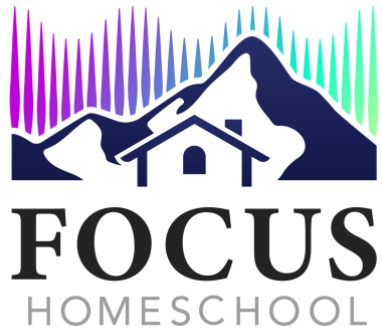
**FOCUS Homeschool - Fairbanks**  
**234 Front Street**  
**Fairbanks, AK 99701**  
**907-457-2545 *phone***  
**fbksregistrar@chugachschoools.com**

**Valdez:**

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

Check us out on Facebook:

<https://www.facebook.com/ChugachHomeschool>



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

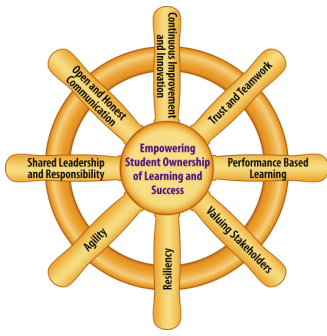
**Project Abstract:**  
**T3 Chugach-Yukon *FUTURES* Initiative**

The Lower Yukon School District (LYSD), guided, sanctioned and supported by Asa'carsarmiut Tribal Council, and in partnership with Chugach School District (CSD) and the University of Alaska Fairbanks (UAF), proposes the **T3 Chugach-Yukon *FUTURES* Initiative**—a five-year project designed to prepare Alaska Native high school students for success in college and careers through high-quality, culturally responsive STEM education and workforce development. This initiative targets 125 students from remote, predominantly Alaska Native villages across the Lower Yukon and Prince William Sound regions, many of whom face systemic barriers including low academic performance, limited career exposure, and geographic isolation.

Anchored at LYSD's Kusilvak Career Academy (KCA) in Anchorage and extended through school-based makerspaces in both districts, the project integrates hands-on STEM intensives, dual-enrollment opportunities, and makerspace-centered learning. Through three core objectives, the initiative will: (1) establish a T3 Hub at KCA to deliver annual two-week STEM Summer Intensives; (2) install six makerspaces across LYSD and CSD to support ongoing STEM engagement; and (3) provide advanced STEM pathways for students demonstrating continued interest and growth. These activities will be supported by trained T3 Coaches, undergraduate mentors, culturally grounded curricula, and intensive evaluation using Unrurl, a student portfolio platform capturing learning journeys and skill development. These activities are designed to promote a strong STEM identity, improve educational attainment, and connect students to high demand career pathways through culturally grounded, place-based programming.

The initiative prioritizes underserved youth at LYSD and CSD, 98% of whom are American Indian/Alaska Native, by offering scaffolded programming aligned with the community's cultural values and learning styles. Measurable outcomes include increased high school graduation rates, strengthened STEM identities, and expanded interest in STEM careers. Collectively, the **T3 Chugach-Yukon *FUTURES* Initiative** addresses longstanding opportunity gaps through a community-driven, evidence-informed model that prepares Native youth to lead

in the STEM workforce of tomorrow.



# Chugach School District

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

## The David Totemoff Memorial Scholarship Program

*David's legacy in the Chugach School District is one of profound impact and heartfelt leadership. His recognition as the Board Member of the Year for the State of Alaska in 2023 underscores the depth of his commitment and the esteem in which he was held.*

*David's leadership style was characterized by his genuine concern for others and his unwavering dedication to putting the needs of students above all else. He led by example, demonstrating the importance of leading with compassion and empathy.*

*The Board hopes that David's remarkable leadership and spirit will live on through this scholarship as students pursue their quest for both university-based as well as vocational-based programs. May your journey be a rewarding one, and may it positively influence those around you.*

~CSD School Board

### To be eligible a student must return the following items:

1. Completed Application (2 pages)
2. A short essay (500 to 1,000 words) explaining why you should be considered for this scholarship and what you intend to do with your furthered education. Please include personal experiences that have helped you decide on furthering your education.
3. Two letters of recommendation

The above items are to be returned by **December 20** to:

Chugach School District  
c/o CSD School Board  
9312 Vanguard Drive  
Anchorage, AK 99507

Eligible recipients are high school graduates from the Chugach School District (within two years of application). Scholarships will be awarded directly to the post-secondary institution after proof of enrollment is confirmed.



Whittier Community School  
(907) 472-2575

Tatitlek Community School  
(907) 325-2252

Chenega Bay Community School  
(907) 573-5123

Valdez FOCUS  
Homeschool  
(907) 835-5528

Anchorage FOCUS  
Homeschool  
(907) 522-7400

Fairbanks FOCUS  
Homeschool  
(907) 457-2545

Voyage to  
Excellence  
(907) 222-2712





# CHUGACH SCHOOL DISTRICT

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**Date: November 13, 2025**

**To: Chugach School Board**

**From: Ty Mase**

**RE: Chief School Administrator's Report – November 2025**

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**Clarification on 2025 Memos (corrected numbering):**

- March 2025: Memo 25-01 Purchase of Whittier Condo
- April 2025: Memo 25-02 District-Wide Administrator Contract
- May 2025: Memo 25-03 Budget Transfer
- October 2025: Memo 25-04 Selection of Legal Representation
- October 2025: Memo 25-05 Selection of Financial Institution
- October 2025: Memo 25-06 Selection of Audit Firm
- October 2025: Memo 25-07 Classified Handbook Update
- November 2025: Memo 25-08 Check Signers
- November 2025: Memo 25-09 New Policy – first read
- November 2025: Memo 25-10 AASB Policy for approval
- November 2025: Memo 25-11 Policy Committee Policy for approval

**Student Numbers:**

Site	Fall 2024	Fall 2025
Tatitlek	14	16
Chenega	8	13
Whittier	60	61
Anchorage	238	235
Fairbanks	304	302
Valdez	76	77



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9312 VANGUARD DRIVE ANCHORAGE, AK 99507



907-522-7400

WHITTIER COMMUNITY SCHOOL | TATITLEK COMMUNITY SCHOOL | CHENEGA COMMUNITY SCHOOL  
FOCUS HOMESCHOOL VALDEZ, ANCHORAGE, FAIRBANKS | VOYAGE TO EXCELLENCE





## CHUGACH SCHOOL DISTRICT

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**Tatitlek CIP:** The Tatitlek CIP project is nearing completion. The district has received an occupancy waiver that allows school operations to resume in the building, despite the fire pump system not yet being installed.

Although the fire alarm system is fully operational and the sprinkler system can still distribute water, the absence of a fire pump means water pressure will be significantly reduced. To meet safety requirements, the district is conducting a fire watch, which involves a designated employee walking through the building every hour to check for any signs of fire or related hazards. Each inspection is documented, and a weekly report is submitted to the State Fire Marshal.

The district is currently working through the final punch list to complete the project:

- Interior finishes
- Bathroom floors redone
- Update air-handler controls
- The fire pump and motor require repair or replacement.
- Kitchen stove vent operational
- Interior door replacement
- Deep cleaning

**Recruitment:** CSD looks to aggressively recruit the best teacher candidates for the **2026–27** school year. Our plan will be to start early, offer scouting stipends, attend job fairs if necessary and promoting our in Lieu of Program and other attractive benefits that come with teaching in CSD. Contracts will go out early again this year so we can begin the process early. We anticipate a half dozen or more openings.

### 25/26 School Board/Admin Goals:

#### Student Focus / Community & Communication

Goal #1: Increase exposure to career pathways (CSA/Admin Goal): **T3 Grant secured, offering more potential to different career pathways.**

Goal #2: More face-to-face interaction and increased community involvement (Board Goal): **Fall Board meeting in Whittier.**



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907-522-7400

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FOCUS HOMESCHOOL VALDEZ, ANCHORAGE, FAIRBANKS | VOYAGE TO EXCELLENCE





## CHUGACH SCHOOL DISTRICT

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### Staff Focus / Shared Leadership

Goal #1: Update Strategic Plan – Reflect on where we are and where we want to go (Board Goal). **Strategic plan was used in goal-setting process at the beginning of the year. Slated for review and updates, Spring 2026.**

Goal #2: Better system for onboarding new staff, making everyone aware of benefits/special opportunities (CSA/Admin Goal). **Serena has been working on our onboarding and offboarding processes and is implementing them into our ADP Software.**

Goal #3: System for individual PD – Meet individual needs of teachers and have incentives for growth (CSA/Admin Goal). **Fall inservice was very much individualized. We are also working on a system to allow staff to seek their own, personalized PD/training.**

### Financial / Facility

Goal #1: CSD will increase partnerships by 2 more entities (CSA/Admin Goal). **T3 Grant, Stampi, Unalaska – still working on...**

Goal #2: CSD will use cost/benefit and impact rubric for 100% of grant opportunities considered and will submit applications for those scoring at least “high” on alignment and net benefit (CSA/Admin Goal). **Slated for Spring 26 grant season. Draft rubric has been created.**

Goal #3: Overall understanding of grants and what each support program-wise (Board Goal). **November 2025 Board work session – Annual Grant Planner Review**

### Important Dates to Remember / Happenings:

February 7/10 – Legislative Fly-In

### Policy Highlight: BP 3312 CONTRACTS

The Superintendent or designee may enter into contracts on behalf of the district. All contracts must be approved or ratified by the School Board.

Contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. Contracts, where appropriate, shall be submitted to the legal advisor of the district for review and approval.

A contract for professional and technical services or other purchased services or any amendment to a professional and technical services or other purchased services contract may not be enforced against the District unless its terms have been approved in accordance with



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FOCUS HOMESCHOOL VALDEZ, ANCHORAGE, FAIRBANKS | VOYAGE TO EXCELLENCE





## CHUGACH SCHOOL DISTRICT

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Board Policy and Administrative Regulations and unless the contract or amendment(s) to the contract has been verified in writing that there are sufficient funds for the term of the contract.

All contracts, leases, and agreements shall be signed by the Superintendent or designee. The District shall execute all contracts, leases, and agreements.

The district shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, sex, religion, ancestry, national origin, age or non job-related handicap or disability, either in employment practices or in the provision of benefits or services to students or employees.



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9312 VANGUARD DRIVE ANCHORAGE, AK 99507



907-522-7400

WHITTIER COMMUNITY SCHOOL | TATITLEK COMMUNITY SCHOOL | CHENEGA COMMUNITY SCHOOL  
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EAC Meeting Agenda  
November 12, 2025

In attendance:

- I. Call to Order at 5:35pm
- II. Old Business
  - a. Job Openings
    - a. Kid's Gym
      1. Still open, talk to Stephanie if interested
    - b. Aide/Secretary
      1. Filled by Pekah, she will start on December 1
  - b. Conferences
    - a. Great attendance by parents and students
- III. New Business
  - a. Thanksgiving Potluck
    - a. Wednesday, November 26 at 12pm
    - b. School will provide meat and community will provide side dishes
    - c. Early dismissal at 2:30pm
  - b. KMTA (Josh) here Monday and Friday for HS
    - a. Working with students on poetry project related to "I am from"
- IV. Announcements
  - a. Victor – took students on 5K loop in Girdwood on new cross country skis; worked with Rachel on a grant to buy ice skates
  - b. Andrea – Urged parents to talk with Victor if they have questions or want advice on dressing children appropriately for outdoor weather
  - c. Annie – recommended a holiday breakfast before winter break with hot cocoa and pancakes and a visit from Santa in the morning
  - d. Lander, Larra, and Kaitlyn – High school students held a delivery dinner of chili and cornbread to fundraise for victims of the typhoon in Western Alaska; they raised \$700 to donate
  - e. Ellie – volunteering to start a Mixed Six volleyball team with Whittier students; will hold informational player/parent meeting to explain expectations; if enough interest, will start practices to compete next season
  - f. Britta- "Thanks to the teachers for teaching our little psychos."
  - g. Shelby – School Board meeting on Thursday, November 13 at 5pm at the Chugach District Office and on Zoom

Next meeting: December 10 at 5:30pm

Adjourn at 6:05pm



## Successful School Improvement Plan

### School Information:

**School Name: FOCUS Homeschool**

**Plan Year: 2025-26**

**City/Village: Anchorage      Zip Code: 99507**

**Phone Number: (907) 522-7400**

**Principal: D o u g l a s P e n n**

**Contact Information: (907) 522-7400**

**District: Chugach School District**

**Superintendent: Ty Mase**

**District Liaison: M o l l y L a s h i e r      Phone: (907) 522-7400**

**Email: mlashier@chugachschoools.com**

**ESSA Designation: C S I - T S I**

**TSI Subgroup(s) (if applicable): AK Native/American Indian and Students with Disabilities**

**School Mission: Our mission is to develop and support partnerships with parents and communities, each sharing the responsibility of providing students with the highest quality educational experience possible.**

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



## School Plan

School plans are built from the 4 Big Conclusions surmised through the program, profile, and practice reviews. This is a 3year plan based from data collected through the reviews and created in collaboration with school and community members (SCLT).

## Goals & Strategies

**Goal #1:** Students in each subgroup will demonstrate higher numbers of participation. As our participation rate grows so should our percentage of testers that demonstrate growth.

### Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. % of students testing	AK Star Scores	33% participation	50% participation	75% participation	100% participation
2. % of testers that show growth	AK Star Scores	(not yet available)			

**Strategy #1:** If we identify students with approaching proficiency or low-test scores, then we can find tutor supports for students, the gaps will be addressed and student test scores will improve. **Strategy #2** If teachers explain the benefits of testing for targeting areas of concern, then parents will understand the benefit then more students will participate in testing and we will have more data.

### Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. AK Native/American Indian students ELA and Math AK test scores	AK Star Scores	25% or fewer advanced or proficient	50% advanced or proficient	75% advanced or proficient	100% advanced or proficient
2. Students with disabilities ELA and Math AK Star test scores	AK Star Scores	25% or fewer advanced or proficient	50% advanced or proficient	75% advanced or proficient	100% advanced or proficient



## Year 1 Milestones and Actions

### Milestone 1: Creating an evidence-based curriculum and supplemental resource list.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Identifying resources that address ELA deficits	List at least 7-10 resources that address ELA deficits and different learning styles.	By January 2024	Stipend for faculty	SIP Leadership	FOCUS staff
2. Identifying resources that address Math deficits	List at least 7-10 resources that address Math deficits and different learning styles.	By January 2024	Stipend for faculty	SIP Leadership	FOCUS staff
3. Identifying tutors for Math and ELA content areas including but not limited to local and online tutors, and academic camps	List of 3-5 tutors (online and in person options) that address Math and ELA deficits	By November 2023	Professional/Technical Funds	Advisory Teacher	FOCUS stakeholders

### Milestone 2: Parent and Teacher continued education.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Teachers and parents attend curriculum fairs	80% of FOCUS teachers and 10-25% of FOCUS parents attend a curriculum fair	By May 2024	Professional/Technical Funds	FOCUS staff	Focus families
2. Parent training sessions specific to Math and ELA improvement strategies	Offer monthly parent training sessions and 10-25% of FOCUS	By May 2024	Professional/Technical Funds	FOCUS staff	FOCUS families



Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
	parents attend				
3. Educating FOCUS families about the benefits of participating in testing.	Inform parents through community events, consistent emailed communication, and offering periodic testing opportunities	By May 2024	Professional/Technical Funds	FOCUS staff	FOCUS families

### Year 2 Milestones and Actions

#### Milestone 1: Provide resources for students struggling with reading.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Identify students with low or far below ELA test scores and provide tutoring services, one-on-one or small group to address specific student needs.	Show growth in test scores.	Spring 2025	Extra duty contracts for FOCUS teachers and funds for private tutors.	SIP Leadership	FOCUS Staff and parents

#### Milestone 2: Provide resources for students struggling with math.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Identify students with low or far below math test scores and provide tutoring services, one-on-one or small group to address specific student needs.	Show growth in test scores.	Spring 2025	Extra duty contracts for FOCUS teachers and funds for private tutors.	SIP Leadership	FOCUS Staff and parents



## Year 3 Milestones and Actions

### Milestone 1: Provide resources for students struggling with reading.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Identify students with low or far below ELA test scores and provide tutoring services, one-on-one or small group to address specific student needs.	Show growth in test scores.	Spring 2026	Extra duty contracts for FOCUS teachers and funds for private tutors.	SIP Leadership	FOCUS Staff and parents

### Milestone 2: Provide resources for students struggling with math.

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Identify students with low or far below math test scores and provide tutoring services, one-on-one or small group to address specific student needs.	Show growth in test scores.	Spring 2026	Extra duty contracts for FOCUS teachers and funds for private tutors.	SIP Leadership	FOCUS Staff and parents

## Reporting

### Year 1 Progress Reporting (To be completed at end of school year)

**Goal:** Students in each subgroup, including: special education, Alaska Native/American Indian, and Hispanic, will demonstrate growth in Math and ELA scores as compared to previous years.

Indicator: # 1	Actual Results: Participation 20%	Comments: Student participation remained similar to 2023-24.
Indicator: # 2	Actual Results: Students scoring Proficient or Above in ELA rose 2% Students scoring Proficient or Above in Math rose 9%	Comments: Students showed gains in proficiency in both Math and ELA AK STAR testing.



**Strategy:** Develop a curriculum resources list then teachers can recommend specific curriculum to meet student needs and students can show growth in test scores in the content areas of Math and ELA.

Indicator: # 1	Actual Results: Completed	Comments: Curriculum resource list developed and utilized during the 2023-24 school year. Growth results demonstrated by gains in percentage of students demonstrating proficiency in both ELA and Math AK STAR scores.
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Indicator: # 2	Actual Results: Completed	Comments: Curriculum resource list developed and utilized during the 2023-24 school year. Growth results demonstrated by gains in percentage of students demonstrating proficiency in both ELA and Math AK STAR scores.
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**Milestones and Actions**

% Milestones Completed: 67%                      % Actions Completed: 67%

Causes and Adjustments for Year 2: Working on improving student participation in testing and focusing on improving student test scores through tutoring and small group support.

Year 2 Progress Reporting (To be completed at end of school year)

**Goal:** Students in each subgroup, including: special education, Alaska Native/American Indian, and Hispanic, will demonstrate growth in Math and ELA scores as compared to previous years

Indicator: # 1	Actual Results: TBD	Comments: Results pending DEED release of Spring 2025 AK STAR results.
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Indicator: # 2	Actual Results: TBD	Comments: Purchased materials and researching curriculums for 2025-26 school year.
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**Strategy:** Provide resources for students struggling with reading and math.

Indicator: # 1	Actual Results: TBD	Comments: Results pending DEED release of Spring 2025 AK STAR results.
Indicator: # 2	Actual Results: TBD	Comments: Results pending DEED release of Spring 2025 AK STAR results.

**Milestones and Actions**

% Milestones Completed: 75%                      % Actions Completed: 75%

Causes and Adjustments for Year 2: Working on improving student participation in testing and focusing on improving student test scores through tutoring and small group support.

Year 3 Progress Reporting (To be completed at end of school year)

**Goal:** Click or tap here to enter text.

Indicator: # text	Actual Results: text	Comments: text
Indicator: # text	Actual Results: text	Comments: Click or tap here to enter text.

**Strategy:** Click or tap here to enter text.

Indicator: # text	Actual Results: text	Comments: text
Indicator: # text	Actual Results: text	Comments: Click or tap here to enter text.

**Milestones and Actions**

% Milestones Completed: text                      % Actions Completed: text

Causes and Adjustments for Year 2: text





## Assurances

**By my signature below, I assure that**

- **the district has reviewed and approved the school's improvement plan as submitted through GMS,**
- **that it meets all requirements based on its Alaska System for School Success score and, if applicable, its designation as a Comprehensive or Targeted Support and Improvement School.**
- **that the district will continue to support the school in the full implementation of the plan as presented, and**
- **the District Liaison for school improvement or school principal will contact the DEED School Improvement Specialist for discussion and approval of any significant changes to the plan during the school year.**
- **The district will ensure federal funds are spent in compliance with the [Uniform Grant Guidance](#).**

Superintendent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

9-4-25

**By my signature below, I assure that I will support the full implementation of the school improvement plan as submitted through GMS by**

- **holding regular School and Community Leadership Team planning meetings,**
- **monitoring the implementation of the actions and tasks according to the timeline, and**
- **communicating with the DEED School Improvement Specialist about the plan's implementation and any anticipated changes to the plan.**

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

9/4/25



## Successful School Improvement Plan

### School Information:

**School Name: Whittier Community School**

**Plan Year: 2025-26**

**City/Village: Whittier      Zip Code: 99693**

**Phone Number: 907-472-2575**

**Principal: Stephanie Burgoon**

**Contact Information: sburgoon@chugachschoools.com**

**District: Chugach School District**

**Superintendent: Ty Mase**

**District Liaison: Molly Lashier      Phone: (907) 522-7400**

**Email: mlashier@chugachschoools.com**

**ESSA Designation: T S I**

**TSI Subgroup(s) (if applicable): English Language Learner Students**

**School Mission: Our mission is to develop and support partnerships with parents and communities, each sharing the responsibility of providing students with the highest quality educational experience possible.**

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



## School Plan

School plans are built from the 4 Big Conclusions surmised through the program, profile, and practice reviews. This is a 3year plan based from data collected through the reviews and created in collaboration with school and community members (SCLT).

## Goals & Strategies

**Goal #1: Students will show growth in reading, writing, and math skills.**

### Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. % of students who show growth in DIBELS will increase	DIBELS	54%	70%	80%	90%
2. % of students who show growth in AK Star will increase	AK Star	54%	70%	80%	90%

### Strategy #1:

### Measures:

Indicator(s)	Data Source	Baseline	Target Yr 1	Target Yr 2	Target Yr 3
1. Growth in DIBELS for K-3rd students	DIBELS	TBD	TBD	TBD	TBD
2. Growth in AK Star scores for 4th-10th students	AK Star	TBD	TBD	TBD	TBD

## Year 1 Milestones and Actions

Milestone 1: Identifying ELA and Math curriculum that supports EL and SPED students

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Identify ELA curriculum and interventions that support EL and SPED students	Curriculum and interventions based in Science of Reading and developmentally appropriate for EL and SPED students	By January 2026	Stipend for staff	SIP Leadership	Reading Specialist Teachers
2. Identify math curriculum and interventions that support EL and SPED students	Curriculum and interventions based on best practices and	By January 2026	Stipend for staff	SIP Leadership	Teachers



Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
	developmentally appropriate for EL and SPED students				

**Milestone 2: Identify developmentally appropriate activities that can be used at home with parents to support learning from school**

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Identify developmentally appropriate activities for ELL and SPED students that can be done at home to support learning at school in ELA	Tangible, tactile activities that students can take home to support learning at home	May 2026	Supplies fund	School staff	Parents
2. Identify developmentally appropriate activities for ELL and SPED students that can be done at home to support learning at school in Math	Tangible, tactile activities that students can take home to support learning at home	May 2026	Supplies fund	School staff	Parents

**Year 2 Milestones and Actions**

**Milestone 1: Implement ELA and Math curriculums**

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Implement ELA curriculums that support EL and SPED students	Show growth in test scores	Spring 2027	Supplies for implementation	Teachers	Aides
2. Implement math curriculums that support EL and SPED students	Show growth in test scores	Spring 2027	Supplies for implementation	Teachers	Aides

**Milestone 2: Implement home support for parents to use at home to support learning from school**



Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Conduct parent meetings to share activities and how to use them at home	Increased parent engagement with student learning	Monthly from Sept-May	Supplies Food for meetings	Teachers	Aides Parents
2. Align current instruction in ELA and Math with home supports	Increased progression through ELA and Math standards  Increased growth in DIBELS and AK Star results	Throughout the year	Supplies	Teachers	Aides Parents

### Year 3 Milestones and Actions

#### Milestone 1: Review ELA and Math curriculums to determine effectiveness

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Analyze growth scores in DIBELS for K-3 students to determine if curriculums are working	Growth shown in DIBELS scores	27-28 school year		SIP leadership	Teachers
2. Analyze growth scores in AK Star to determine if curriculums are working	Growth shown AK Star scores	27-28 school year		SIP leadership	Teachers

#### Milestone 2: Review and update home supports to determine effectiveness

Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
1. Conduct parent meetings to continue to share home supports and get feedback	Growth shown in progression through standards and levels	27-28 school year	Supplies Food	Teachers	Aides Parents



Actions	Anticipated Outputs	Timeline	Resources/Budget	Person Responsible	Collaborators
2. Analyze data to compare parents using home supports and parents choosing not to use home supports	Parents using home students will have students who have increased growth in test scores and progression through standards and levels	27-28 school year		Teachers	Aides Parents
3.					

## Reporting

### Year 1 Progress Reporting (To be completed at end of school year)

**Goal:** Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

**Strategy:** Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

### Milestones and Actions

% Milestones Completed: text

% Actions Completed: text

Causes and Adjustments for Year 2: Click or tap here to enter text.



## Year 2 Progress Reporting (To be completed at end of school year)

**Goal:** Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: text

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

**Strategy:** Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: text

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

### Milestones and Actions

% Milestones Completed: text

% Actions Completed: text

Causes and Adjustments for Year 2: text

## Year 3 Progress Reporting (To be completed at end of school year)

**Goal:** Click or tap here to enter text.

Indicator: # text

Actual Results: text

Comments: text

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

**Strategy:** Click or tap here to enter text.



Indicator: # text

Actual Results: text

Comments: text

Indicator: # text

Actual Results: text

Comments: Click or tap here to enter text.

**Milestones and Actions**

% Milestones Completed: text

% Actions Completed: text

Causes and Adjustments for Year 2: text

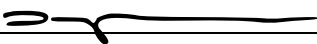


## Assurances

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- **that the district will continue to support the school in the full implementation of the plan as presented, and**
- **the District Liaison for school improvement or school principal will contact the DEED School Improvement Specialist for discussion and approval of any significant changes to the plan during the school year.**
- **The district will ensure federal funds are spent in compliance with the [Uniform Grant Guidance](#).**

Superintendent's Signature:



Date:

9-3-25

**By my signature below, I assure that I will support the full implementation of the school improvement plan as submitted through GMS by**

- **holding regular School and Community Leadership Team planning meetings,**
- **monitoring the implementation of the actions and tasks according to the timeline, and**
- **communicating with the DEED School Improvement Specialist about the plan's implementation and any anticipated changes to the plan.**

Principal's Signature:



Date:

9-8-25

28th October 2025

Dear Chugach School District Board and Mr. Mase,

I'd like to apply for the opportunity to become a student representative on the Chugach School Board. I've only attended one meeting so far, but it was an interesting experience. I have helped many students in the past. I enjoy figuring things out together, planning, listening, and making sure everyone's included. I can help bring student ideas to the school board and see if they can become a reality, whether it's a field trip that students want or an event that students wish to host. I'm confident I can fulfill the role. Honestly, trying something new can be a bit scary, but even if I do not get everything right at first, I am ready to learn and improve along the way.

Thank you for considering my application.

Sincerely,

Joseph Macalao

**MEMORADUM #25-08**

**DATE:** November 13, 2025

**TITLE:** Check Signer Authorization

**BACKGROUND:**

First National Bank needs Board action to authorize check signers for Chugach School District bank accounts.

**SUPERINTENDENT RECOMMENDATION:**

The superintendent supports the following being added as signers to each of the following accounts:

GENERAL ACCOUNTS ending 0126

Marc A. Christian  
Stephanie Burgoon

STUDENT ACTIVITY FUND ending 0118 (Tatitlek)

Marc A Christian  
Issue a Debit Card to Nichole Palmer

FOCUS ACTIVITY FUND ending 0134 (Fairbanks)

Marc A Christian  
Issue a Debit Card for Melissa Rowland

STUDENT ACTIVITY FUND CHENEGA BAY ending 0167

Marc A. Christian  
Mana (Camille) Parry and issue a Debit Card

AND

Open a new Account – ANCHORAGE FOCUS – STUDENT ACTIVITIES

Marc A Christian  
Amanda Andersen – also issue a Debit Card

**SUGGESTED MOTION:**

A motion to approve the list above as authorized signers to each respective account.

## **~~BP 1120 PUBLIC INVOLVEMENT IN BOARD MEETINGS~~**

~~The Board encourages community involvement in the schools as an essential element of effective schools. The Board and administration shall provide an opportunity for the input of parents and interested community members on Board agenda items. (cf. 9320-Meetings)~~

~~(cf. 9321—Closed Meetings)~~

~~(cf. 9322—Agenda/Meeting Materials)~~

~~(cf. 9323—Meeting Conduct)~~

~~(cf. 9323.2—Actions by Board)~~

~~Adopted: March 2, 2006~~

## **~~BP 1140 RESPONSIBILITIES OF THE BOARD~~**

~~The responsibility of the Board is the management and control of the district's schools. The Board's prime functions are the formulation of policies and the judgment of results. Its ultimate goal is the maintenance and upgrading of the educational standards and facilities so that the best possible education will be available to the children of the community.~~

~~(cf. 9300 – Governance)~~

~~The local school district has been created as a unit of state government. The Board is, therefore, responsible to the local community and to the state government. The Board may take a public position on legislation which will directly affect the education program within the community.~~

~~Members of the Board individually will refer compliments, suggestions and constructive criticism about operational matters directly to the Superintendent or designee for appropriate consideration and action. Comments affecting policy will be routed through regular channels to the Board meeting agenda for consideration by the Board as a whole.~~

~~(cf. 1312 – Public Complaints Concerning the Schools)~~

~~(cf. 9000 – Role of the Board and Members)~~

~~(cf. 9010 – Public Statements)~~

~~Adopted: March 2, 2006~~

## **BP 1112 MEDIA RELATIONS**

~~The School Board recognizes that the media significantly influences the public's understanding of the school issues and can greatly assist the district in communicating with the community.~~

~~The Board respects the public's right to information and recognizes that the media has a legitimate interest in the schools and a responsibility to provide the community with the news.~~

~~Media representatives are welcome at all Board meetings and shall receive meeting announcements and agendas upon request.~~

~~(cf. 9320 Board Meetings)~~

~~Like all other visitors, media representatives must register in the school office when coming on campus during school hours.~~

~~(cf. 1250 Visits to the School)~~

~~(cf. 3515.2 Intruders on Campus)~~

~~The Superintendent or designee shall coordinate the release of information concerning the district and the actions of the Board. The principal or designee of each school shall provide the media with information relating to his/her school, including information about student awards, school accomplishments, and events of special interest.~~

~~Staff and student interviews conducted on school grounds must be approved by the superintendent or designee. For this section, the superintendent must appoint a designee in writing.~~

~~(cf. 9010 Public Statements)~~

~~During crisis situations, all media inquiries shall be routed to the Superintendent or designee, who shall prepare and update an official statement responding to the particular situation as events unfold.~~

~~The district shall not release information which is private or confidential as identified by law and the Board policy or administrative regulation.~~

~~(cf. 1340 Access to District Records)~~

~~(cf. 5125 Student Records; Confidentiality)~~

~~Adopted March 2, 2006~~

~~Revised November 3, 2021~~



# CHUGACH SCHOOL DISTRICT

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## MEMO #25-09

**TO:** Chugach School Board  
**FROM:** Ty Mase  
**DATE:** November 13, 2025  
**RE:** First Reading of Policy Committee's Recommended Policy

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**Purpose:** This memorandum is provided to request Board action on the Policy Committee's recommended policy. See below:

Policy		Notes
BP 1120* PUBLIC INVOLVEMENT IN BOARD MEETINGS	11/7/25	Recommended to Omit (restates statute)
BP 1140* RESPONSIBILITIES OF THE BOARD	11/7/25	Recommended to Omit (covered in Bylaws – restates)
BP 1112* MEDIA RELATIONS	11/7/25	Omit and move to a procedures manual

Motion: First reading, no motion needed



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# Chugach School District Data Protection and Privacy Policy

**Purpose:** The Chugach School District (CSD) is committed to protecting the privacy and security of all personal and educational information. This policy outlines how the district collects, uses, protects, and retains data transmitted through district communication systems, including Zoom Phone texting.

**Scope:** This policy applies to all district employees, students, and authorized users who access or transmit information through district-managed systems.

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## 1. Data Collection and Use

- Data is collected and used only for educational and operational purposes.
- Texting through district accounts must support legitimate school business or instruction.
- No data is used for marketing or shared for non-educational purposes.

## 2. Data Security and Retention

- Communications are protected by industry-standard encryption and stored on secure systems accessible only to authorized personnel.
- The district maintains safeguards to prevent unauthorized access or disclosure.
- Data is retained in accordance with district recordkeeping schedules and FERPA requirements, then securely deleted or archived.

**3. Data Sharing:** The district does not sell or share personal data except:

- With approved service providers (e.g., Zoom) operating under data protection agreements;
- With parents, guardians, or eligible students under FERPA; or
- As required by law or court order.

## 4. User Responsibilities

- Employees must use district-issued accounts for all professional communication.
- Personal devices or accounts should not be used for student contact.
- Users must maintain confidentiality, follow the Acceptable Use Policy, and report any suspected data breaches immediately.

**5. Rights and Compliance:** Parents, guardians, and eligible students have the right to review and request corrections to educational records and will be notified in the event of any data breach. CSD complies with FERPA, COPPA, and Alaska State privacy laws.

**6. Oversight:** The Superintendent or designee oversees policy implementation, vendor compliance, and staff training. Violations may result in disciplinary action or loss of access.

**MEMO #25-12**

**TO:** Chugach School Board

**FROM:** Ty Mase

**DATE:** November 13, 2025

**RE:** Approval for purchase of CKLA Curriculum

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**Purpose:** This memorandum is provided to request Board action on purchasing Core Knowledge Language Arts K-5 curriculum.

CKLA is a content-rich literacy curriculum distinguished by robust and sequential knowledge building, as well as systematic foundational skills instruction. CKLA 3–5 consists of original texts systematically and coherently ordered to build broad content knowledge in science, social studies, and the arts. An intentional approach to building knowledge invites students to engage with and make connections across topics not commonly taught in elementary literacy classrooms (e.g., Ancient Greece and the War of 1812 in grade 2). In K–2, high-interest, fully decodable stories advance along with students’ foundational reading skills.

**Motion:**

I move that the Chugach School District Board approve the purchase of the *Core Knowledge Language Arts (CKLA) K–5 curriculum* for districtwide implementation.

*This requirement is established in **Board Policy 6141 – Curriculum Development and Evaluation**, which states that:*

*"The School Board shall approve all district curriculum. Curriculum shall be aligned with state content standards, district performance standards, and student needs."*

**RESIDENCY AND REMOTE WORK**

BP 4180/4280/4380

Note: This model policy is adopted from a policy created by the Dillingham City School District.

The Board recognizes the educational and economic benefits that result from district personnel residing within the boundaries of the school district. The Superintendent or designee may determine that the best candidate for certificated or administrative position does not plan to maintain primary residency within the boundaries of the school district. In order to hire or continue the employment of such a candidate, the Superintendent or designee shall seek approval from the Board. The Superintendent or designee shall develop procedures to implement this policy.

*Created 6/25*

**ADMISSION**

BP 5111(a)

Note: Pursuant to 4 AAC 06.060, authority to deny admission to a student is vested with the School Board. The following sample policy authorizes the Superintendent or designee to deny admission to children who don't meet established entrance requirements.

The School Board believes that all children should have the opportunity to receive a free appropriate public education. Staff shall encourage parents/guardians to enroll all school-aged children in school.

The School Board reserves the right to verify the residency or anticipated residency of any student and the validity of any affidavit of guardianship. These admission policies are not intended to be a barrier to the enrollment and retention of homeless children and youth.

The Superintendent or designee shall verify compliance with all entrance requirements established by law or School Board policy.

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

*(cf. 5112.1 - Exemptions from Attendance)*

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 5116 - School Attendance Boundaries)*

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.31 - Immunizations)*

Note: A child who is six years of age on or before September 1 following the beginning of the school year, and who is under the age of 20 and has not completed the 12<sup>th</sup> grade, is of school age. AS 14.03.070. The school year begins on July 1 and ends June 30.

## Students

### ADMISSION (continued)

BP 5111(b)

A child five years of age on or before September 1 may be admitted to kindergarten. The School Board authorizes the admission of students under school age who are at least four years of age at the beginning of the school year, provided they exhibit the mental, physical, and emotional capacity to perform satisfactorily, including advancement through the curriculum or grade level by the following year. The Superintendent or designee is delegated authority to make early-entrance determinations. Students under school age who were previously enrolled in public school shall be admitted to school at the grade level determined by the Superintendent or designee.

Students subject to suspension or expulsion under AS 13.03.160 in the District or another district are not guaranteed admission.

#### *Legal Reference:*

##### ALASKA STATUTES

*14.30.010 When attendance compulsory*

*14.03.020 School year*

*14.03.070 School age*

*14.03.080 Right to attend school*

*14.30.045 Grounds for suspension or denial of admission*

*14.03.160 Suspension or expulsion of students for possessing weapons*

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 06.055 Immunizations required*

##### UNITED STATES CODE

*42 U.S.C. 11432 - 11433 McKinney-Vento Homeless Assistance Act*

*Revised 6/2025*

## **STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES**

The School Board recognizes that many students possess and use cell phones and other portable electronic devices. These devices serve an important purpose in facilitating communication between the student and their family, as well as serving as tools to access electronic information. In the school setting, portable electronic devices are permitted so long as their use is consistent with this policy and does not interfere with the educational process or with safety and security.

*(cf. 5030 – School Discipline and Safety)*

### **Educational Uses**

In many instances, there is educational value in utilizing portable electronic devices in the classroom when such devices deliver content, and extend, enhance, and/or reinforce a student's learning process related to the student's learning style, the instructional objectives of the class and/or the learning environment. The appropriateness of in-class use of these devices consistent with the instructional objectives within instructional time will be determined by the classroom teacher with the approval by the building administrator.

Use of portable electronic devices for students with disabilities will be outlined in a student's Individualized Education Program (IEP) or Section 504 plan, as determined appropriate by the IEP or 504 Team.

*(cf. 6159 – Individualized Education Program)*

If use of a portable electronic device is required in individual instances (not provided for in an IEP or 504 plan) to assist a student with the student's education, permission must be obtained in writing from a building administrator prior to use of the portable electronic device at any time when such use would otherwise be prohibited by this policy. In case of an emergency, verbal permission by a teacher or administrator is required in situations where permission can be obtained.

### **Conditions of Use – Cellular Phones**

**Note:** School boards may select one of the two options for the use of cellular phones in schools. These conditions may be modified as desired.

**(Option 1):** High school students (grades 9 - 12) may use cellular phones and other personal portable electronic devices before and after school, during passing periods, and during the student's lunch period. Elementary and middle school students (grades K-8) may use such devices only before and after school. Devices should be powered off and put away at all other times.

**(Option 2):** Students may use cellular phones and other personal portable electronic devices only before and after school. Such devices should be powered off and put away at all other times.

## **STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES (continued)**

Cellular phones shall be powered off during instructional time and supervised group activities during the school day (for example, student assemblies, awards, or other public ceremonies, etc.), unless authorized by supervising personnel.

Instructional time includes the entire period of a scheduled class and other time when students are directed to report to and participate in any instructional activity. The principal may establish, and school personnel may enforce, additional guidelines limiting or prohibiting the possession and use of portable electronic devices as appropriate to campus needs. The learning environment includes all times that a student is on school grounds during the school day and when school sponsored and supervised group activities are held.

No student may use a cellular phone or portable electronic device in a manner, or at a time, that interferes with or is disruptive of another student's learning environment. The learning environment includes all times that a student is on school grounds during the school day and when school sponsored and supervised group activities are held.

*(cf. 6116 – Classroom Interruptions)*

During the school day and instructional time, students will comply with this policy and with administrative and staff member directives regarding use. Students are required to turn cell phones and other portable electronic devices over to school personnel when requested. Students who refuse to do so are subject to disciplinary action.

A cellular phone or portable electronic device that has been confiscated by the district and not turned over to law enforcement will be released/returned to the parent/guardian when no longer necessary for investigation or disciplinary proceedings. As appropriate, the cellular phone or portable electronic device may be returned directly to the student.

The district assumes no responsibility for loss or damage to personal property of students, including cell phones and other portable electronic devices, whether in the possession of students or if confiscated by school personnel pursuant to this policy.

**STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES (continued)****Prohibited Conduct**

Possession of a cellular phone or other portable electronic device by students is a privilege. This privilege will be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of the device so as to violate the law or any other school or district rule. In addition to those conduct rules set forth elsewhere, the following actions are strictly prohibited and may result in disciplinary action:

1. Accessing and/or viewing an Internet site that is otherwise blocked to students at school.
2. Sending an e-mail, text message or other communication that harasses, intimidates, threatens, bullies, or discriminates against another individual.
3. Taking, sending, downloading or uploading a harassing, threatening, or inappropriate photograph of anyone.
4. Using a cell phone/smartphone or camera to take photos in a restroom, dressing room, or locker room, or to take a photo of any person who has requested that you not do so.
5. Using a camera or other recording device to record or capture the content of tests, assessments, homework, or class work without express prior permission from the instructor.
6. Hacking or intentionally obtaining, accessing, or modifying files, passwords, or data belonging to others.

**Exceptions and Permitted Use**

Nothing in this policy shall be interpreted to prohibit the use of cellular phones or other electronic devices when used for medical or translation purposes, or when a teacher or administrator of the school grants permission for a student to use a cellular phone or electronic device for educational purpose.

*(cf. 5131 – Conduct)*

*(cf. 5131.4 – Campus Disturbances)*

*(cf. 5131.41 – Violent and Aggressive Conduct)*

*(cf. 5131.42 – Threats of Violence)*

*(cf. 5131.43 – Harassment, Intimidation and Bullying)*

*(cf. 5131.9 – Academic Honesty)*

*(cf. 5137 – Positive School Climate)*

*(cf. 6161.4 – Internet)*

*(cf. 6161.5 – Web Sites/Pages)*

**STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES (continued)**

**Searches**

The contents of a cell phone/smartphone, camera, or other portable electronic device may be searched to determine ownership, to identify emergency contacts, or upon reasonable suspicion that a school or district rule or the law has been violated.

*(cf. 5145.12 – Search and Seizure)*

*Legal Reference:*

*ALASKA STATUTES*

*14.33.300 Wireless telecommunications device policy*

*Revised 6/2025*

**CLASS SIZE**

BP 6151

The Superintendent or designee shall establish and make available to the public a target average class size for each grade level. The target average class size may not exceed the following:

- **Pre-Kindergarten through Grade 6:** 23 students
- **Grade 7 through Grade 12:** 30 students

The class size targets may exclude mixed grade classes and courses in art, library, music, computer science, vocational-technical, and physical education.

The Superintendent or designee shall also establish a procedure to reduce class sizes when possible and appropriate.

*Legal Reference:*

ALASKA STATUTES

*14.03.065 Maximum classroom size*

*Created 6/2025*



# CHUGACH SCHOOL DISTRICT

## MEMO #25-10

**TO:** Chugach School Board  
**FROM:** Ty Mase  
**DATE:** November 13, 2025  
**RE:** Third Reading/Approval of AASB Recommended Policy

**Purpose :** This memorandum is provided to request Board action on AASB's recommended policy. See below:

BP 4180 RESIDENCY AND REMOTE WORK	AASB Recommended Policy - recommended for approval
BP 5111 ADMISSION	AASB Recommended Policy - checked with legal - rec is to omit
BP 5138 STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES	AASB Recommended Policy - Shelby recommends rejecting their edits. We already have a policy on cell phones and it already says Option 1.
BP 6151 CLASS SIZE	AASB Recommended Policy - recommended to Omit (restates statute)

### Board Action:

I move that the Board approve the third reading and adoption of BP 4180 Residency and Remote Work as recommended by AASB, and that the Board omit BP 5111 Admission, BP 5138 Student Possession and Use of Portable Electronic Devices, and BP 6151 Class Size, in accordance with administrative and legal recommendations.



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## **~~BP 1000 CONCEPTS AND ROLES~~**

~~The School Board recognizes that the state and local community determine the number of educational programs available and the quality of the educational process in general. Therefore, it is imperative that members of the community work with the School Board and staff in developing sound educational policies, implementing programs and establishing an effective evaluation process for those programs.~~

~~School/community relations cannot merely be described as a process of reporting and interpreting, but rather can be characterized as a partnership in pursuit of excellence. It is a partnership in which community members, educators, and other school personnel perform their respective roles in view of the best interests of the schools and, most importantly, the students.~~

~~The administration is responsible for all public communication except for such matters as the Board may wish to deal with publicly itself.~~

~~(cf. 1100 – Communication with the Public)~~

~~Legal Reference:~~

~~ALASKA STATUTES~~

~~14.03.120 Education Planning~~

~~Adopted: March 2, 2006~~

## **BP 1020 WHOLE CHILD SUPPORT ~~YOUTH SERVICES~~**

~~The School Board perceives that increasing numbers of children live in poverty or neglect. Children who come to school with unmet physical, social and emotional needs are unable to devote themselves to learning. Our future depends upon these children becoming literate, independent and productive citizens. The Board believes that all aspects of a child's welfare must become our society's top priority.~~

~~The Board realizes that local schools alone cannot meet our children's complex individual needs. The schools have, therefore, a legitimate interest in cooperating with public and private agencies that provide day care, nutrition, and health services for children. The victims of homelessness, exploitation, substance abuse and child abuse may need multiple services which should be coordinated in order to avoid gaps, duplication, or delay. Schools, local government, businesses, foundations and charitable organizations all must work together to improve conditions for our community's youth.~~

~~Children have a right to have their physical, emotional and intellectual needs met. The Board supports public policies which respect children by meeting their needs. The Board will advocate for local, state and national public and private policies, legislation and programs designed to provide or better coordinate services that help children to make the most of their educational opportunities.~~ **The Board affirms that student learning is inseparable from health and social well-being. The district will collaborate with community partners to coordinate services that reduce barriers to education and promote positive youth development. The Superintendent shall identify and maintain partnerships with public and private youth-service agencies that complement district programs and support student well-being and periodically inform the Board of ongoing interagency collaborations and recommend priorities for joint initiatives.**

~~Adopted: March 2, 2006~~

**Chugach Scho**

## BP 0100 PHILOSOPHY

The Chugach School District in Alaska utilizes a competency-based education (CBE) model, which is distinct from traditional education models in several key ways. This approach prioritizes mastery of skills and knowledge over seat time or age-based grade levels. The district has seven competencies:

1. Respect and Responsibility
2. Lifelong Learning and Wisdom
3. Balance and Harmony
4. Community and Collaboration
5. Critical and Creative Thinking
6. Communication
7. Stewarding Knowledge.

The district has six content areas: Reading, Writing, Math, Science, Social Studies, and PE/Health.

The Chugach Board of Education has developed the Quality Schools Model and subscribes to the belief that this comprehensive school improvement model provides the best learning conditions for all. The Board has formally adopted the Quality Schools Model "Systems Approach" of doing business with our students, staff, families, communities, and business partners. The Quality Schools Model is predicated upon the belief that students learn at varying rates and in a variety of learning modalities. In order to develop a system, which honors this belief, the board has reversed the traditional time verses performance equation. The Quality Schools Model no longer asks all students to study a certain course for 180 days before they advance to the next course, thereby making time the constant and learning the variable for each student. The Quality Schools Model, in fact asks students to continue working towards proficiency in a course/level until they prove mastery of the content, thereby making learning the constant, and time the variable. All Chugach stakeholder groups insisted that no longer will our system set students up for failure by allowing them to advance and graduate without mastering the necessary skills for success. Rather student, staff, family, and School Board accountability will become the culture of our school district, ensuring graduates of our system have a foundation of knowledge and skills necessary to meet with success. With these underlying principle beliefs, Chugach engaged all stakeholders in the development of a Shared Vision about what our school system would and could provide for our students. That Shared Vision includes the following five focus areas:

- Meet the individual needs of each student
- Character Education for all students is a priority
- Basic Skills instruction is to remain a priority
- Provide a smooth School to Life Transition for each Student
- Provide Technology resources to accelerate learning in all content areas

Adopted: March 2, 2006

## **BP 0411 SERVICE ANIMALS**

~~**Note:** Federal regulations implementing Title II of the Americans with Disabilities Act were amended in 2010 to broaden the right of individuals with disabilities to be accompanied by their service animals on school property. The new regulations, which take effect March 15, 2011, include a clear requirement that individuals with disabilities be permitted to be accompanied by their service animals in all areas of a public entity's facilities where the public and school participants are allowed. Additionally, public entities are to modify existing policies, practices, and procedures to permit the use of service animals.~~

~~The following language was adapted from the Service Animal policy of the Anchorage School District.~~

The Board is committed to providing quality education to all students and ensuring full access to district programs, services and facilities by individuals with disabilities, including those requiring the use of a service animal. The district will comply with all applicable laws concerning the use of service animals on district property, in classrooms, at school functions, and in connection with district services.

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

*(cf. 1312.3 - Public Complaints Concerning Discrimination)*

*(cf. 4030 - Nondiscrimination in Employment)*

A working service animal individually trained to do work or perform tasks for the benefit of the individual may accompany individuals with disabilities. ~~The Superintendent or designee shall develop guidelines to implement this policy, including procedures for individuals to request the use of a service animal, proof of animal vaccination, and procedures for accommodating the use of the service animal when a student or staff member has a known allergy.~~

*(cf. 1260 - Visits to the Schools)*

It is the responsibility of the handler or the individual assisted by a service animal to ensure that the animal is identified as a service animal and to properly control and supervise the animal at all times while on district property. The district is not responsible for the care or supervision of a service animal, including walking the animal or responding to the ~~animal's~~ animals' need to relieve itself. The care and supervision of service animals for young children unable to care for or supervise the animal should be addressed on a case-by-case basis at ~~their~~ the discretion of the building administrator. Owners of service animals are liable for any harm or physical injury caused by the animal to other students, staff, or visitors. Owners of service animals may be required to pay for property damage caused by the animal to the same extent any individual would be charged for such damage.

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

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

A school administrator may ask that an individual with a disability remove a service animal from a school building or school function if the animal is out of control and the animal's handler does not take effective action to control the animal, or if the animal is not housebroken. If the animal is properly excluded, the individual with a disability must still be permitted to participate in the service, program, or activity without the service animal.

No individual shall intentionally interfere with the use or assistance of a service animal by harassing or obstructing the service animal or its user.

~~**Note:** Under the ADA regulations, a service animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, is required to be permitted in schools as a "service animal."~~

"Service animal" includes those animals as identified in applicable state and federal laws and regulations. Service animal does not include an animal whose primary work or task is to provide emotional support, wellbeing, comfort, or companionship.

~~**Note:** It is recommended to consult with legal counsel before making inquiries regarding the use of a service animal. District personnel should not make prohibited inquiries regarding the use of a service animal. Specifically, individuals should not be asked about the nature or extent of the disability and, as a general rule, documentation that the animal has been certified, trained, or licensed as a service animal, cannot be required. To determine whether an animal qualifies as a service animal, the person may be asked if the animal is required because of a disability and what work or task the animal has been trained to perform. If it is clearly observable that the animal is trained to do work or perform tasks for the person (such as a dog observed to be guiding a person with sight impairment or a dog pulling a wheelchair), then no further inquiry should be made regarding whether or not the animal qualifies as a service animal.~~

Legal Reference:

UNITED STATES CODE

[42 U.S.C. 12101](#), et seq., Americans with Disabilities Act

[29 U.S.C. 794](#), Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS

[28 C.F.R. Part 35](#), Nondiscrimination on the Basis of Disability in State and Local Government Services

[28 C.F.R. Part 41](#), Nondiscrimination on the Basis of Handicap in Federally Assisted Programs

[29 C.F.R. Part 1630](#), Implementing the Equal Employment Provisions of the Americans with Disabilities Act

ALASKA STATUTES

[Title 18, Chapter 80](#), Discriminatory Practices Prohibited

[AS 11.76.130](#), Interference with Rights of Physically or Mentally Challenged Person

Added 2/11

Adopted: June 17, 2011



# CHUGACH SCHOOL DISTRICT

## MEMO #25-11

**TO:** Chugach School Board

**FROM:** Ty Mase

**DATE:** November 13, 2025

**RE:** Third Reading/Approval of Policy Committee's Recommended Policy

**Purpose :** This memorandum is provided to request Board action on the Policy Committee's recommended policy. See below:

BP 0411 SERVICE ANIMALS	Updated and ready for approval (second reading)
BP 0100 PHILOSOPHY	Updated and ready for approval (second reading)
BP 1000 CONCEPTS AND ROLES	Updated and ready for approval (second reading). Recommended to omit policy.
BP 1020 YOUTH SERVICES	Updated and ready for approval (second reading)

**Board Action:**

I move that the Board approve the first reading of BP 0411 Service Animals, BP 0100 Philosophy, and BP 1020 Youth Services with suggested edits. BP 1000 Concepts and Roles, is recommended to be omitted.



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