Chatham School District Mission:

We support students to become independent adults by promoting exceptional education and cultural experiences.

Superintendent: David Langford

School Board Meeting

Tuesday, November 24, 2026 | 6:00 PM | ZOOM, 500 Big Dog Salmon Way, Angoon, AK 99820

Proposed Agenda

1.	Call Meeting to Order	
2.	**Reports**	
	2.1. Kyle Schneider - OASIS Report Progress	2
3.	**Discussion Items**	
	3.1. Chatham SD FY27 Financial Recovery Plan	11
	3.2. Chatham SD Parent-Student Handbook	19
4.	Adjourn Meeting	

Note: All items listed under Agenda & Consent Agenda are considered routine by the School Board and will be approved in one motion. Items may be removed at the request of a School Board Member.

Note: The School Board reserves the right to go into executive session as and to the extent permitted by AS 44.62.310 and Board Bylaw 9321. An executive session may be called to consider the following subjects: (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 the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; and (4) matters involving consideration of government records that by law are not subject to public disclosure. The motion to go into executive session must clearly specify the subject of the proposed session without defeating the purpose of addressing the subject in executive session.

GSD
Educational Services

Fall OASIS Reporting

November 2026

Introduction

Kyle Schneider

GSD Educational Services

kyle@gsded.com | 907-917-4149

14 years

preparing Alaska state reports

7 districts

Fall OASIS reports this year

Data checks used by 35 districts

GSD's PowerSchool validation plugin flags data issues for 35 school districts across Alaska districts.

Reports kept current as EED rules change

GSD collaborates with PowerSchool's State Reporting division monthly to keep reports updated.

Works with district staff

GSD collaborates with district staff to ensure reports are accurately completed in a timely manner.

GSD Educational Services

Fall OASIS is the October student count EED uses to calculate the district's state funding

The 20-day count

Covers the 20 school days ending the fourth Friday of October.

The report is due to EED within two weeks of the count closing.

Every enrolled student

The report includes days in membership and FTE for each student along with special education, intensive services and English learner status among other data elements.

Foundation funding

EED uses membership, FTE, and intensive service numbers from this report are major drivers in state funding.

GSD's role is **accurate counts**. Actual funding determinations are made by EED through their foundation formula.

Source: AS 14.17.600; Alaska EED, School Funding Program Overview (2025)

GSD Educational Services

Four stages to prepare the report



1 Collaborate

- GSD works with each school's principal and secretary.
- Check-ins happen several times during Count Period.

2 Validate

- GSD's plugin flags likely errors in PowerSchool's state reporting data.
- Counts are compared with prior submissions.

3 Verify

- Attendance audited for 10 consecutive unexcused absences.
- School and program staff confirm their own data.

Fixes go into PowerSchool; a new draft is run

4 Submit

- File uploaded to SRM, which generates the ADM and SpEd counts.
- Superintendent signs; GSD submits to EED.

SRM: Alaska's State Reporting Manager.

GSD Educational Services

Count period checklist

START OF COUNT

Enrollment and student records

- First-day enrollment verified by each school's secretary
- Oct 1 special education records verified by the Special Ed Director
- Oct 1 enrollment and active-duty parent/guardian status verified by each school's secretary
- Pre-K FTE and membership eligibility determined with principals and Special Ed Director

DURING THE COUNT

Attendance and data checks

- mid-October check for 10 consecutive unexcused absences
- Alaska validation errors resolved
- Early entry documentation gathered, if applicable
- Review students' English Learner status

END OF COUNT

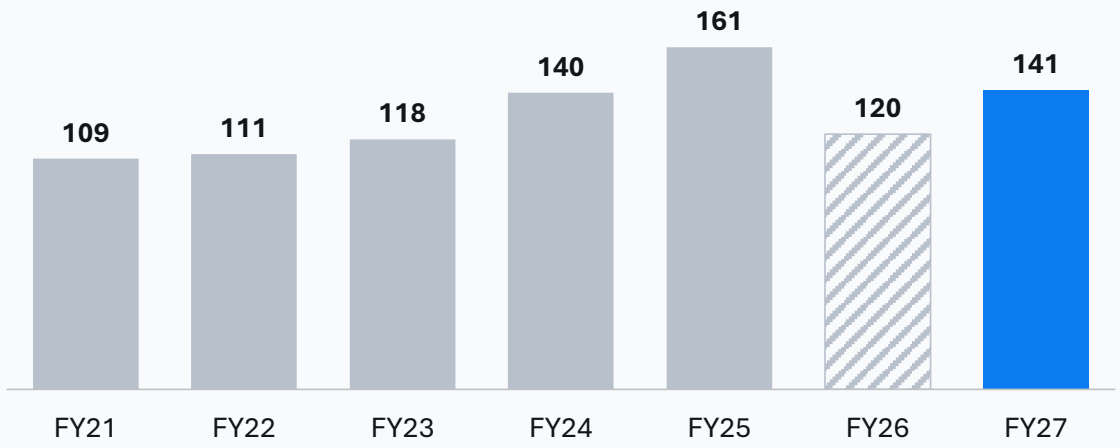
Final checks and submission

- End-of-count enrollment confirmed by each school's principal or secretary
- Transfers in and out during the count reviewed
- End-of-October unexcused absence check
- Final special education and intensive services check
- SRM validation and submission
- ADM and SpEd counts signed by the Superintendent

GSD Educational Services

FY27's count of 141 is in line with FY24; the FY26 count was inaccurate

Total Fall OASIS enrollment, full-time equivalent students



Year-over-Year Enrollment Changes

School	FY27	Change
Angoon	63.0	+14.2
Gustavus	42.5	+5.6
Klukwan	11.7	+1.4
Correspondence	24.0	−0.4
Total	**141.2**	**+20.8**

The FY26 count is inaccurate because of errors in reporting to EED.

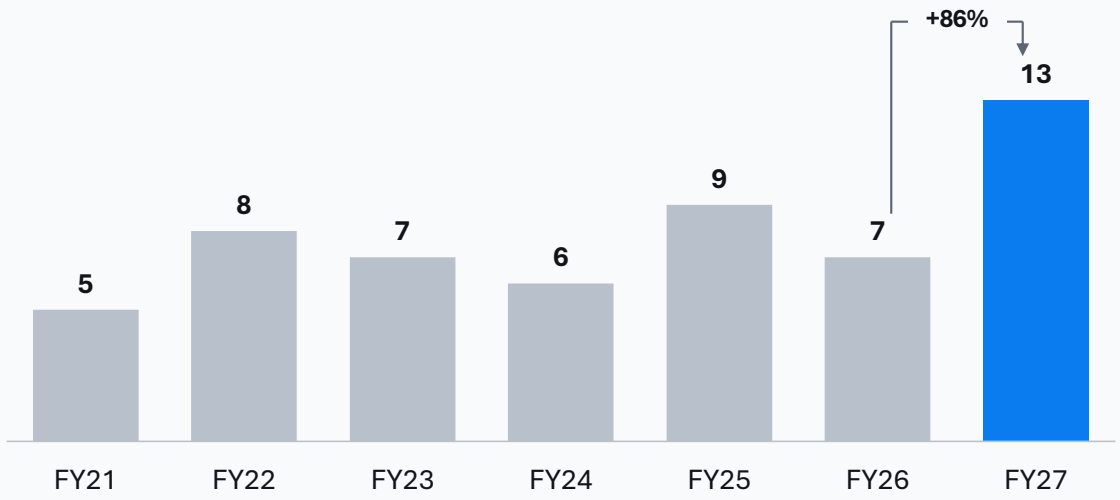
Potential Concern: Klukwan, at 11.7, is near the 10-student threshold; its FY28 projection is 19.5 due to incoming Kindergarten students.

Some Pre-K 0.5 ADM students are not in these counts; EED adds them after submission upon confirming eligibility.
FY25 increase caused by higher-than-normal student enrollment in Klukwan and Angoon that year (each up ~10 students over the prior year.)

GSD Educational Services

Intensive Claims

Intensive services claims, students



Special education child count

29

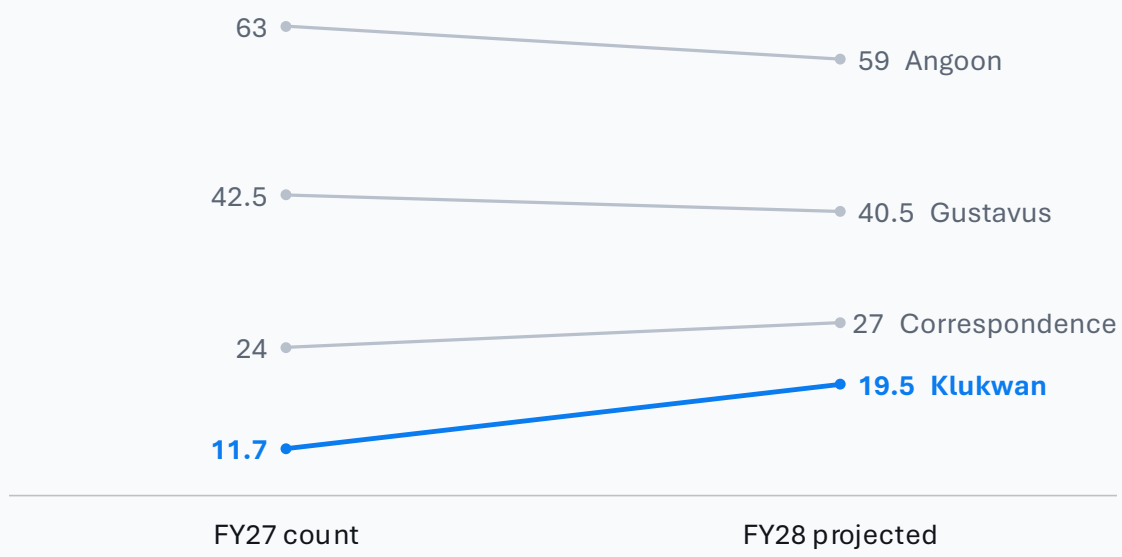
students in FY27, up from 21 in FY26; seven-year average is 22

Each intensive student counts **13 times** in the foundation formula. EED's Special Education staff confirm final eligibility from the district's Special Education paperwork.

GSD Educational Services

Enrollment Projections for 2027-2028

Enrollment by school, full-time equivalent students



FY28 projected enrollment

146

students, up from 141 counted in FY27

- Projections are built from current enrollment, projected graduates, and data from principals and secretaries about incoming students.
- EED uses it to build the state budget.

GSD Educational Services

GSD
Educational Services

Questions

Kyle Schneider | GSD Educational Services

kyle@gsded.com | 907-917-4149

CHATHAM
SCHOOL DISTRICT
David P. Langford | Superintendent

BOARD OF EDUCATION Stacey Proctor, President · Jennifer Todd, Vice President · LeAnn Weikle, Treasurer · Albert Kookesh III · Crystal Parkin
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DRAFT FOR BOARD REVIEW

FY27 Financial Recovery Plan: General Fund Balance and Cash

Management and Board response to Altman, Rogers & Co. – FY26 audit

Prepared by: David P. Langford, Superintendent, with SERRC business services
Date: November 18, 2026
Plan period: December 1, 2026 – November 30, 2027
For: Jordan Kesler, CPA, Audit Supervisor, Altman, Rogers & Co.; Chatham School District Board of Education

Issued as: A joint statement of the Superintendent and the Board President

1. Purpose

Our auditor asked management and the Board for a written plan showing how the General Fund balance and cash deficit will be addressed over the next 12 months, including new funding, cost reductions, and any borrowing. This plan answers that request. It sets a measurable target, names the causes and the corrective action for each, lists specific revenue and spending actions with dollar targets, and sets a monthly reporting schedule so the Board and the auditor can track progress. Management asks to review it with the auditor at the exit audit meeting.

We recognize how serious the district's financial position is. Losing major revenue while spending more than available resources has put the district in a difficult position. Fixing it will take deliberate decisions, stronger financial oversight, and close work among district leadership, the Board, and SERRC. Our priority is to address these problems responsibly while protecting the educational services our students and communities depend on.

Four focus areas

Focus area	What it covers	Plan sections
Revenue recovery and stabilization	Pursue available funding, file state and federal funding applications accurately and on time, and add procedures that prevent future revenue losses	3, 4B, 4C
Expenditure management	Review staffing, operating costs, and other commitments to find lasting savings and keep spending within available resources	4A, 5 (Staffing)
Financial controls and accountability	Strengthen purchasing, credit card documentation, grant expense tracking, and budget monitoring	5, 7
Cash flow and fund balance recovery	Meet immediate cash needs and set a longer-term path to rebuild the General Fund balance	2, 4D, 6

2. Where We Stand

The auditor reported these preliminary FY26 figures. They may still change with final adjustments.

Measure	Amount	Note
General Fund unassigned fund balance, end of FY25	$64,056	Prior year
General Fund unassigned fund balance, end of FY26	($124,067)	Preliminary
Change in unassigned fund balance	($188,123)	Calculated
General Fund cash balance, end of FY26	($212,722)	Much of this to be reclassified to accounts payable

Targets

- **By June 30, 2027:** Unassigned General Fund balance of at least $0 (a gain of at least $124,067), with a working goal of $130,000 so there is a small cushion.
- **By June 30, 2027:** Positive General Fund cash balance at every month-end, with no unplanned borrowing.
- **By November 30, 2027:** Begin rebuilding toward the FY25 level of $64,056 through the adopted FY28 budget.

FY27 pressures found in district records

A review of district correspondence and the November 2026 financial reports (through October 31, 2026) found these added pressures on the FY27 General Fund:

- **Impact Aid shortfall:** The adopted FY27 budget counts on $127,791 in Impact Aid (line 110). The FY2027 application was found ineligible on July 9, 2026, so this revenue will not come in unless the application can be amended.
- **Personnel costs:** The Business Manager reports that FY27 staffing commitments are above the adopted budget's assumptions. The full-year cost has not yet been calculated.
- **Prior-year invoices:** Unpaid vendor invoices going back to 2024 are still arriving and must be recorded and paid.
- **Food service (Fund 255):** The FY26 food service program ran a $37,397 deficit. DEED Child Nutrition requires the General Fund to cover the whole deficit, and its October 2026 Administrative Review notes possible fiscal action.
- **State payments at risk:** DEED's November 16, 2026 letter says state payments will be withheld, starting with the December Foundation payment, until DEED receives the complete draft FY2026 audited financial statements.
- **Budget compliance review:** DEED approved the FY27 budget on September 1, 2026, but will review it again under 4 AAC 09.120(e) once the FY26 audit comes in, counting prior-year fund balance as revenue. A negative FY26 balance could lead DEED to reject the budget.
- **No contingency:** The FY27 budget has no contingency and no capital money. Open facility needs include the Gustavus roof, the Klukwan sprinklers, and the Gustavus investigation invoice.

3. Causes and Corrective Actions

The auditor identified four main causes. Each one has a corrective action, an owner, and a deadline.

Cause	FY26 impact	Corrective action	Owner	Due
State Foundation loss: OASIS reported at 0.75 ADM instead of 1.0 ADM	$121,784 net loss ($321,784 less $200,000 recovered on appeal)	Adopt a written OASIS count procedure with the ADM calculation spelled out. Require an independent second review of the count before certification. Brief the Board on the OASIS process at the November 24, 2026 work session.	Superintendent; registrar; reviewer	Procedure by Jan. 15, 2027
Impact Aid not received	FY25: $193,475 FY24: $215,539	Assign one person to own the Impact Aid application by December 7, 2026, when the FY2028 application opens. Complete the parent-pupil survey and submit by the February 1, 2027 deadline to avoid the 10% late penalty. Review whether the FY2027 application can be amended before June 30, 2027.	Superintendent; designee	Assign Dec. 7, 2026; submit by Feb. 1, 2027
Credit card charges without receipts, coding, or approval	Grant-eligible costs charged to the General Fund	Adopt the credit card controls in Section 5, effective immediately. Review FY27 General Fund charges with SERRC and move eligible, documented costs to the right grants.	Superintendent; SERRC; cardholders	Controls now; review by Jan. 31, 2027
Instruction function overspent in the School Operating Fund	$550,000 over budget	Give principals monthly budget-to-actual reports by function. Do not approve purchase orders that exceed the available line budget. Bring any needed budget revisions to the Board before the money is spent, not after.	Superintendent; principals; SERRC	Starting Dec. 2026

4. Twelve-Month Gap-Closing Plan

These targets come from the November 2026 District-Wide General Fund budget report, which covers July 1 – October 31, 2026, or one-third of the year. They are preliminary until SERRC confirms them and the Board approves the related budget revisions.

Size of the gap

Item	Amount	Status
Restore the FY26 unassigned fund balance to $0	$124,067	Preliminary audit figure
Replace Impact Aid budgeted in FY27 but not expected	$127,791	Unless FY2027 amendment succeeds
Unknown: personnel above budget, prior-year invoices, food service fiscal action, facility repairs	To be set	Business Manager estimate due Jan. 2027
Known gap to close by June 30, 2027	**$251,858**	

How the gap will be closed

Source	Amount	Status
Spending reductions and cost recovery (Part A below)	$130,000	Target
One-time state energy relief (line 090: $104,588 received against a $1,000 budget)	$103,588	Received
One-time FY27 state school funding outside the Foundation formula	$282,433	Projected; DEED to confirm
Total sources	**$516,021**	

The one-time state funds will not pay for new or recurring costs. In line with the Business Manager's recommendation, they stay uncommitted and are used only to restore fund balance and cover the costs that are still unknown. Any amount left over stays in fund balance. Because one-time money cannot fix a recurring shortfall, the FY28 budget must balance on recurring revenue alone.

If the gap cannot be closed in one year

The Business Manager has cautioned that savings to date are not enough to fix the problem in a single year. Without the one-time state funds, the gap cannot be closed by June 30, 2027. The Board will compare actual costs with the FY27 adopted budget in January 2027. If the one-time funds come in lower than projected, or costs run higher, the Board will adopt a two-year path at that meeting. That path would add further reductions in FY27 and an FY28 budget with a planned surplus large enough to bring the unassigned fund balance to at least $0 by June 30, 2028. The district would tell the auditor and DEED about the change in writing.

A. Spending reductions and cost recovery (FY27)

Action	Basis (report through Oct. 31)	How	FY27 target
Hold non-essential travel	Line 420: $31,000 budget; $27,232 remaining	Allow only travel required by a grant or by law. All travel needs prior written approval.	$15,000

Action	Basis (report through Oct. 31)	How	FY27 target
Review professional and technical service contracts	Line 410: $256,738 budget; $143,532 (56%) spent with 33% of the year gone	Review each contract for scope and need. Reduce, end, or move it to an eligible grant.	$20,000
Review transfers to other funds	Line 550: $70,000 budgeted districtwide ($145,000 for all sites)	Confirm the amount each receiving fund actually needs and transfer only that amount.	$15,000
Limit extra-duty pay	Line 316: $33,000 budgeted; $0 spent	Approve only extra-duty assignments that are required or grant-funded.	$10,000
Freeze discretionary school-site spending	Instruction overspend in FY26	Spend only on required instruction and safety. Leave vacancies open unless they are required or grant-funded.	$40,000
Move documented, grant-eligible costs to grants	Credit card and General Fund charges	Review FY27 year-to-date charges with SERRC and recode costs that have the required documentation.	$30,000
Total FY27 target			**$130,000**

B. Protect budgeted revenue

- **Indirect cost recovery:** The FY27 budget counts on $45,000 in indirect cost recovery (line 495), but only $5,376.88 has been recorded through October 31. SERRC will charge indirect costs monthly on every eligible grant and send grant reimbursement requests at least monthly so cash comes in sooner.
- **Accurate student count:** Use the new OASIS procedure so the next count reported to the state is right the first time and Foundation funding is protected.

C. New funding (FY28 and later)

- **Impact Aid:** The FY2028 Section 7003 application opens December 7, 2026, and is due February 1, 2027 (Impact Aid Program, impactaid.ed.gov/news). An application filed within 60 days after the deadline is still accepted, but its payment is cut by 10% (34 CFR 222.6, ecfr.gov/current/title-34/part-222). The plan does not count this revenue toward the FY27 target because payment timing is uncertain.
- **FY2027 Impact Aid review:** The district's FY2027 application was found ineligible on July 9, 2026, because no students were counted as eligible. Federal instructions allow FY2027 applications to be amended through June 30, 2027 (FY2027 Section 7003 Application Instructions, impactaid.ed.gov). Management will ask the Impact Aid Program whether the student survey data can support an amendment.

D. Cash management and borrowing

- **Cash forecast:** SERRC will prepare a 12-month General Fund cash-flow forecast by December 15, 2026, and update it monthly.
- **Reclassification:** Finish reclassifying the negative cash to accounts payable with the auditor and SERRC, and pay vendors on a schedule that matches when cash comes in.
- **Borrowing (contingency only):** The district does not plan to borrow. If the monthly forecast shows a cash shortfall the district cannot cover, management will bring short-term borrowing options, legal review, and the repayment source to the Board for approval before any debt is taken on.

5. Spending Controls Effective Immediately

Credit cards

- Cardholders submit the itemized receipt, the account code or grant, the business purpose, and the supervisor approval within 5 working days of each purchase.
- SERRC and the Superintendent reconcile each card statement every month.
- A card is suspended if a statement goes unreconciled or documentation is still missing after one reminder.
- Fewer cards are issued, with lower limits. Purchase orders are used whenever possible (AR 3310).
- Costs without documentation are charged to the General Fund and reported to the Board.

Budget and purchasing

- No purchase or commitment is made before a purchase order is approved (AR 3310).
- Every approved purchase order is recorded as an encumbrance, so the budget report shows money already committed. The November 2026 report shows no encumbrances.
- A purchase order that would overspend a budget line is held until a budget transfer or revision is approved.
- Purchase orders over $25,000 require prior Board approval (BP 3310).
- Legal services (line 414: $12,507 spent of $10,000) and other purchased services (line 440: $12,990 spent of $7,000) already exceed their annual budgets. They need prior Superintendent approval and a budget revision.

Food service (Fund 255)

- Complete DEED Child Nutrition's Administrative Review corrective actions by November 24, 2026, including the repeat findings, so federal meal payments are not withheld.
- Price adult meals to cover their full cost, as the review requires.
- Budget the FY27 General Fund transfer to food service from a monthly Fund 255 report, not from an estimate made at year-end.

Staffing

- No new or added positions in FY27 unless they are grant-funded or required by law. Savings from one position (for example, the Klukwan contract change) are not moved to another position until the Board reviews the full-year personnel cost in January 2027.

6. Timeline

Date	Milestone	Owner
Nov. 24, 2026	Board work session: OASIS process briefing; first review of this plan. Food service corrective actions due to DEED.	Superintendent; Food Service Director
Dec. 1, 2026	Impact Aid system users confirmed (IAGS)	Superintendent
Early Dec. 2026	Exit audit meeting with Altman, Rogers & Co. to review this plan	Superintendent; Board representative
Dec. 7, 2026	Impact Aid owner assigned; FY2028 application opens	Superintendent

Date	Milestone	Owner
Dec. 10, 2026	Complete draft FY26 audited financial statements on file with DEED so the December Foundation payment is released; Duplicate ADM report due	SERRC; auditor; OASIS contractor
Dec. 15, 2026	12-month cash-flow forecast completed	SERRC
Dec. 2026	Board approves the plan and the related FY27 budget revisions	Board
Jan. 15, 2027	Written OASIS count procedure adopted	Superintendent
Jan. 2027	Board compares actual FY27 costs, including full-year personnel, with the adopted budget	Board; SERRC
Jan. 31, 2027	Review of FY27 charges for grant recoding completed	SERRC
Feb. 1, 2027	FY2028 Impact Aid application submitted	Impact Aid owner
Mar. 2027	Mid-year budget revision to the Board	Superintendent; SERRC
Spring 2027	FY28 budget adopted with a planned surplus to rebuild fund balance	Board
June 30, 2027	Target: unassigned fund balance ≥ $0; positive cash	All
Nov. 2027	Twelve-month progress report to the Board and auditor	Superintendent

7. Monitoring and Reporting

- Monthly: SERRC sends the Board a budget-to-actual report by fund and function, the cash balance and forecast, progress on each target, and credit card compliance.
- Quarterly: the Superintendent reports progress on the plan at a regular Board meeting.
- The auditor will receive the monthly reports on request and the twelve-month progress report.
- If a target is behind for two months in a row, management will bring additional reductions to the Board at its next regular meeting.

8. Items to Confirm Before the Exit Meeting

- Impact Aid history: The audit letter says the application was not submitted. District records show that an FY2027 application was filed and determined ineligible on July 9, 2026, and that the district received no FY2026 Impact Aid funds. Management will confirm which fiscal years were not filed and how Impact Aid is treated in the Foundation formula, since that treatment affects the net loss.
- Final FY26 adjustments and the final fund balance and cash figures.
- How much of the negative cash will be reclassified to accounts payable.
- Whether the FY26 Fund 255 balancing journal entry (General Fund transfer covering the full food service deficit) is already reflected in the preliminary figures.
- The final amount and timing of the $282,433 in one-time state funding.
- The full-year cost of FY27 staffing above budget and the total of prior-year invoices still arriving.
- Insurance coverage for the Gustavus roof, the Klukwan sprinklers, and the Gustavus investigation invoice.
- The outcome of DEED's 4 AAC 09.120(e) review of the FY27 budget once the audit is filed.

9. Responses to the Auditor's Required Questions

The Superintendent answered "No" to both questions by email on November 18, 2026. Before the exit meeting, management will review the matters listed below with the auditor and confirm whether any of them should be disclosed under the second question.

Are you aware of any actual, suspected, or alleged fraud in Chatham SD?

Response sent November 18, 2026: No.

Are you aware of any possible or actual noncompliance with federal or state programs?

Response sent November 18, 2026: No. Matters to review with the auditor:

- DEED Child Nutrition Administrative Review of the school lunch and breakfast programs (October 27, 2026): findings including repeat findings, possible fiscal action, and a General Fund transfer required to cover the $37,397 food service deficit. Corrective action is due November 24, 2026.
- DEED's November 16, 2026 notice that state payments will be withheld until the draft FY26 audited financial statements are filed (AS 14.14.050(b)).
- FY26 ESEA consolidated monitoring by DEED: the indicators for district report cards (I-A 16) and Home Language Surveys (I-A 23) remain open, with further evidence due January 25, 2027.
- The OASIS count reporting error (0.75 instead of 1.0 ADM) and the appeal outcome.
- Credit card costs without supporting documentation (2 CFR 200.403), including any federal grant charges.
- The $550,000 overspend in the instruction function of the School Operating Fund.
- Impact Aid application status and the July 9, 2026 FY2027 ineligibility determination.
- Any open FSCS grant administration matters at Klukwan School.

Approval

Management and the Board of Education commit to carrying out this plan and reporting on it as described above.

Management	Board of Education
 _____ David P. Langford, Superintendent Date: November 18, 2026	_____ Stacey Proctor, Board President Date: _____

PARENT/STUDENT HANDBOOK

Chatham School District

2026–2027 School Year

District Office • PO Box 109, Angoon, Alaska 99820 • (907) 788-3302

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Note on this edition: Shaded green boxes marked "Recommended Policy Update" are suggested revisions based on a comparison with Chatham School District Board policies (BoardPolicyOnline) and fall 2026 Board actions. They are not yet adopted policy and should be reviewed by the Board and administration before publication.

Dear Parents and Students;

This handbook has been developed to provide you with the information you will need to understand many of the issues involving your rights as a parent and the rights of your student. Additionally, this handbook provides direction in which many of the activities of the school are operated and under the guidance of the Board of Education.

Where you might have additional questions, please contact the principal or head teacher at your student's school. You are also encouraged to attend the regularly scheduled Advisory School Board (ASB) meeting held at your student's school to provide input into the operation of your local school and to assist them as they deliberate and provide direction to the Regional School Board.

If, after working with the local school administration, you still have questions, please feel free to contact the District Office in Angoon at 788-3302 for further assistance. We will do what we can to answer any remaining questions you might have.

This handbook is not static from year to year and is subject to change as the communities in our district see the need and the Regional School Board sees a need for change(s). Your input is appreciated and desired.

> **RECOMMENDED POLICY UPDATE: Point families to the online policy manual**
> BP 5144 requires that, at the start of each school year, every student and parent/guardian be notified in writing that Board policies on student rights and responsibilities are available. Add a sentence directing families to the full policy manual online, and confirm the District Office number and list of schools served (the district's 2026 wellness policy lists Angoon, Gustavus, Klukwan, and Tenakee Springs Correspondence).
> Source: https://v3.boardpolicyonline.com/b/chatham; https://meetings.boardbook.org/Public/Agenda/2647?meeting=774168

Chatham School District's Angoon and Klukwan Schools Provide Title IA Services

Below is a brief description and explanation of the curriculum available. If you have questions or would like more information please reach out to your child's school principal who would be happy to help you.

Services Available through Title I

Title I in the Chatham Public schools includes these programs:

- Tutorial – provides extra support for qualified students.
- Early Literacy Group – provides extra literacy instruction in small groups for qualified primary age children.
- Summer programs – provides extra instruction in reading or math for qualified students.
- In Class – provides extra help during the qualified student's regular classroom time.
- Math Skill Acquisition Program – provides extra math instruction for qualified students.

Title I Curriculum

- Assess students using DIBELS Oral Reading Fluency, DAZE, and Classroom Diagnostic Tool (CDT) assessments, a minimum of three times a year.
- Use test data to inform instruction.
- Use a researched based Core reading series for Language Arts instruction, Journeys Basal Reader
- Differentiate instruction based on student's needs, learning styles and abilities.

I. General Information

This handbook provides information about rules, regulations, academic requirements, student privileges, and responsibilities. Parents and students are responsible for being familiar with the information and guidelines contained in this handbook and for signing the acknowledgement page. We encourage all students to take full advantage of the academic, athletic, and social opportunities we have in the Chatham School District. Students who are actively involved tend to enjoy school more and be successful.

II. Basic Expectations

These expectations, which address each student's responsibilities, have been developed in accordance with the Chatham School District Mission Statement to ensure that all students are able to achieve their educational goals in a safe and organized learning atmosphere:

1. School is a place where everyone will feel safe from harm or threats including physical, verbal, and sexual harassment.
2. Students will demonstrate respect for themselves, for their fellow students and all school and District staff, including other adults.
3. Students will follow school rules and directions from staff the first and every time they are asked.
4. Students need to make informed decisions and accept the consequences of their actions without blaming or making excuses. We expect all students to display good manners so we can maintain a positive educational atmosphere.
5. Students will always strive to do their best for their own personal achievement.
6. Parents, students, staff, administration, ASB and RSB members have responsibility to support each other in education of all students.
7. Parents are encouraged to follow their child's progress through the available internet portals, letters from teachers, newsletters, and parent/teacher conferences. At any time, parents may request that the teachers provide materials and training that can be used at home. To further assist their child in improved achievement.

III. The School Community Rights & Responsibilities

Freedom of speech, symbolic expression, and assembly are basic rights, which everyone is entitled to as long as one does not infringe upon the rights of others or disrupt the educational process. Freedom of speech does not give anyone a right to use obscenities, inappropriate language, hate speech or to make personal or verbal attacks.

IV. Standards of Student Conduct

Both the Alaska Legislature and the State Board of Education have given to public schools, the authority to establish rules which restrict students behavior during the time they are in school, traveling to and from school, participating in school events, or traveling to and from school events. The Board of Education of the Chatham School District has enacted policies, which govern student's behavior. In addition, the School Board has authorized the administration to develop rules corresponding with School Board policies. When you are enrolled in the Chatham School District, you accept these policies, procedures, and rules as a condition of enrollment. Parents, students, teachers, ASB, and administration shall contribute to the positive reinforcement of these basic expectations. There is no right to privacy when using District technology resources of storage units.

V. Graduation Requirements, Promotion Policy, Grades

Instruction – BP 6146.1

High School Graduation Requirements

The School Board intends that all District students graduate high school ready for college or a career. The Superintendent or designee shall prepare for School Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation requirements, as well as taking a college and career readiness assessment or receiving a waiver from the School Board.

Subject	Units of Credit
Language Arts	4
Social Studies	3*
Mathematics	2 – for students graduating from high school on or before June 30, 2017; 3 – for students graduating from high school on or after July 1, 2017
Science	2
Health/Physical Education	1
Electives	9

*Note: The three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student's second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.

RECOMMENDED POLICY UPDATE: Update graduation credits to match BP 6146.1
The posted BP 6146.1 (revised 5/12/2020) requires Mathematics 3 credits and Physical Education/Health 2 credits (0.5 must be Health), for 23 total. This handbook still lists Health/PE as 1 credit and the pre-2017 math option. Remove the outdated 2017 math line and update the table.

Note that the AASB worksheet in the October 27, 2026 board packet shows Health/PE as 1 credit, so the Board should confirm which number is correct before printing.
Source: https://v3.boardpolicyonline.com/b/chatham; https://meetings.boardbook.org/Public/Agenda/2647?meeting=774168

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6164.2 - Guidance and Counseling Services)

(cf. 6146.3 - Competency Testing)

(cf. 6184 - Virtual/Online Courses)

RECOMMENDED POLICY UPDATE: Add new 2027 graduation requirements
The fall 2026 update to BP 6146.1 (second reading October 27, 2026) adds two items families should know about: (1) students entering grade 9 on or after July 1, 2027 must complete the comparative government and civics assessment under AS 14.03.076, with a seal of civic readiness for high proficiency; and (2) CPR training for certain grade levels takes effect July 1, 2027. The BP 6146.4 update lets the Superintendent exempt transfer students who have equivalent credits.
Source: https://meetings.boardbook.org/Public/Agenda/2647?meeting=774168

Legal Reference: ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

- 4 AAC 06.075 High school graduation requirements
- 4 AAC 06.717 College and career readiness assessments
- 4 AAC 06.718 College and career readiness assessment after student received a certificate of achievement
- 4 AAC 06.721 College and career readiness assessment waivers
- 4 AAC 06.755-790 Statewide assessment program for students with disabilities

Adopted 1/21/2020

Valedictorian & Salutatorian Qualifications

- A weighted grading scale will be used in determining a Valedictorian and a Salutatorian. A copy of the weighted grade scale will be available at the school office.
- Grades from remedial classes will not qualify for calculation in the grade point average for Valedictorian or Salutatorian.
- The Valedictorian will be the student with the highest weighted grade point average only if the senior has a GPA of 3.5 or higher.
- The Salutatorian will be the student with the second highest weighted grade point average only if their GPA is 3.2 or higher.

- To receive either of these graduation honors, the student must also have attended Chatham School District Schools for at least two years, including their entire senior year.
- The GPA will be calculated over (7) semesters, from freshman through senior year, and/or the final semester grade as is based on the final progress report in May of the senior year.

Adopted: April 9, 2013 at the Regional School Board Meeting

College Bound Entrance Exams

The Preliminary Scholastic Aptitude Test (PSAT) is a practice exam for the Scholastic Aptitude Test (SAT) – a college entrance exam. The PSAT will be offered in October of each year to 10th and 11th grade students. The SAT will be offered to 11th and 12th grade students in December and May of each year. The ACT (another college entrance exam) is also offered.

Regional School Board Middle & Elementary School Promotion Policy Requirements

The Regional School Board desires to see students' progress with their peers through the school system's grade levels. To accomplish this, instruction will accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention when needed. believes that retention is necessary to meet a student's needs, he/she will ask the Head Teacher to establish a Student Study Team to consider the child's academic, social, and emotional performance. The student's parent/guardian will be required to participate on the Student Study Team. [Note: text appears to be missing from the original between these sentences.]

High School Promotion

Grade	Requirement
9th Grade	Successfully pass 8th Grade
10th Grade	5½ Credits
11th Grade	11 Credits
12th Grade	17 Credits

Before retaining a student, the Head Teacher, or designee, shall determine that:

1. The student has not met grade-level standards of expected achievement.
2. Remedial help for the student has not sufficiently prepared the student for advancement.
3. In addition to retention, appropriate measures will be targeted to the student's deficit area.
4. The student's parent/guardian has been notified and given reasons for the retention.
5. Teachers will document attempts to remediation, including parent notification and meetings.
6. Retention recommendations should be made by the third quarter.

VI. Grades/Evaluation of Student Achievement

Students – AR 5121

Grades for Achievement

Grades for achievement shall be reported each marking period as follows:

Grade	Description	Grade Points
A (90–100%)	Outstanding Achievement	4.0
B (80–89%)	Above Average Achievement	3.0
C (70–79%)	Average Achievement	2.0
D (60–69%)	Below Average Achievement	1.0
F (0–59%)	Little or No Achievement	0
I	Incomplete	0

*A 2.0 will be a 70% at all Chatham School District sites.

In kindergarten through third grade, teachers shall use narrative descriptions to indicate the student's level of achievement and may also furnish examples of student work.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

An incomplete is given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the incomplete will become an F.

Plus and minus signs may be used at the option of the teacher.

> **RECOMMENDED POLICY UPDATE: Add the unexcused-absence grading rule from BP 5121**
> BP 5121 states that students with excessive unexcused absences (10 per semester) receive a failing grade and no credit for the class. This consequence is not in the handbook and should be stated clearly in both the Grades and Attendance sections.
> Source: https://v3.boardpolicyonline.com/b/chatham

Numerical grades will be used for all classes beginning with the 6th grade. Teachers are encouraged to allow for trends in the quality of student work. When a student finishes a grading period doing high quality work which requires skills acquired throughout the grading period, low grades earned at the beginning of the grading period need to not diminish the appropriate evaluation of the student's achievement.

Progress Reports In order to ensure your student's success, a weekly progress report will be sent home.

K-12 Academic progress and social behavior will be reported to parents on a weekly basis.

VII. Homework/Class Work

It is the student's responsibility to complete all work assignments, whether it be done in school or at home. Homework is a natural extension of class work and will not only help the student to understand the class work and do well on tests, but also retain the information learned in the classroom.

School related trips: Students will be working on class work, while they are gone in order to hand in assignments when they return. If a test is missed, it will be made up within two days of returning from a school trip. Students are held responsible for asking for their work at least two days prior to a trip.

VIII. Attendance

Success in school requires active participation and regular attendance. Chatham School District is committed to encouraging regular student attendance and we are required by law to enforce the compulsory school attendance.

Absences and Excuses

The School Board believes that regular attendance plays a key role in the success a student achieves in school. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents guardians of children aged 7-16 are obligated to send their children to public school except as allowed by law. The Board shall abide by state attendance laws and will use any legal means to correct the problems of excessive absence or truancy.

The Superintendent or designee will report any apparent violations of the compulsory attendance laws and will develop procedures whereby those students who are considered truant will be subject to the following penalties: ineligibility to participate in athletics or other activities, detention, after school work, parental fine and court referral. The Superintendent will investigate such reports and any public complaints of violations of state compulsory attendance laws. When warranted, the Board will initiate a complaint with the District Court against any person believed to be in violation of state compulsory attendance laws.

In order for students to derive maximum benefits from the District's instructional program and to develop habits of punctuality, self-discipline, and responsibility, it is necessary to maintain high standards of attendance. The presence of the student in the classroom on a regular basis is also necessary to provide opportunities for interaction with teachers and peers. Students who have been absent are responsible for making up missed work without disrupting the flow of classroom activities.

Make-Up Work

Excused unplanned absences (such as illness or family emergency):

The student will have the number of unplanned days absent to complete and turn in the make-up work (one day per day of absence). Failure to do so will result in no credit for the work.

Excused Pre-planned Absences (Advance Make-Up)

When a student knows in advance that he/she will be absent for 3 or more consecutive school days, it is required for the student to obtain an Advance Make-Up (AMU) from the Head Teacher. Failure to get an AMU will result in unexcused absences for the days missed. AMU slips will be issued to the parent's request only. Parents will notify the office of pre-planned absence either verbally or in writing.

It is the student's responsibility to get all of his/her teachers signatures on the AMU and return a copy to the office within the appropriate timelines. Failure to do so will result in an unexcused absence. All work listed on the AMU is due the day the student returns. The student also needs to meet with his/her teachers the day of his/her return in order to receive any additional missed assignments. The student then has one day per day of assignments to complete any additional work. Failure to turn in work upon return, or failure to turn in additional assignments within the timeline allowed will result in no credit.

Unexcused Absences

> **RECOMMENDED POLICY UPDATE: Align make-up work with BP 6154**
> This handbook says no credit is given for work missed on an unexcused absence. BP 6154 says students who miss work because of unexcused absences or suspensions may make it up for full or reduced credit, and that make-up work should support academic progress rather than serve as punishment. BP 5113 also says religious absences "may be" excused rather than "will be." Revise this section to match policy.
> Source: https://v3.boardpolicyonline.com/b/chatham

In the case of an unexcused absence, no credit will be given for the work that is assigned or should have been turned in on the day absent.

Religious Absences

Student absence for religious instruction or participation in religious exercises away from school property will be excused.

No student excused for religious holiday shall be denied the opportunity to make up a test given on the religious holiday or denied an award or eligibility for an award.

Revision 7/12/19

Absences, Tardies and Excuses

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian or parent-representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

a. Name of student.

b. Name of parent/guardian or parent representative.

c. Name of verifying employee.

d. Date or dates of absence.

e. Reason for absence.

3. Visit to the student's home by the verifying employee.

4. Any other reasonable method which establishes the fact that the student was actually absent for the reason stated. A written recording shall be made, including information outlined above.

Excessive Absences

Any student who is absent five days or more in a row must: 1) If due to illness a note from the doctor and /or medical clinic will be required. 2) If due to family emergency (example: funeral) must be pre-approved by the principal and/or head teacher of the school. 3) If due to cultural subsistence requirements it must be pre-approved by the principal and/or head teacher of the school. 4) If due to pre-planned family travel it must be pre-approved by the principal and/or head teacher of the school.

Excused Absences

When students contemplate absence for personal reasons, their parents/guardians should write the Site Administrator to ask that the expected absence be excused. The site Administrator or designee may deny the request if he/she believes that the absence would be educationally harmful to the student or set a poor example in matters of school attendance for the student or other students. If the request is denied, reasons will be given.

Tardy to School

Consequences for being tardy are site specific and the details will be worked out with the consultation of each site's ASB and Site Principal/designee.

Revision 7/12/19

IX. Technology

Conditions, Rules and Acceptable Computer Use Agreement

For students to use the computers in the school, the agreement will need both parents/guardians' and students' signatures.

> **RECOMMENDED POLICY UPDATE: Add a cell phone and personal device section**
> BP 5138 (revised 06/2017) states that device turn-in procedures are "outlined in the Parent/Student Handbook with input from the local ASB," but this handbook has no device section. Under BP 5138, high school students may use devices before and after school and at lunch, K–8 students only before and after school, and devices may be searched on reasonable suspicion. The older BP 5145 (2010) requires devices to be off and put away all day, which conflicts. Recommend the Board retire one

policy, then add a matching handbook section and an Internet use permission form as required by BP 6161.4.

Source: https://v3.boardpolicyonline.com/b/chatham

X. Fire Alarms or Other Disaster Drills

Fire drills will be conducted monthly throughout the school year as required by State Regulations. It is very important that students move in an orderly and silent manner to destinations directed by their teachers, where roll call shall be taken. If the fire alarm rings when students are in the hallways, they will leave the building through the nearest exit and check in with their teacher. If a student instigates pulling a fire alarm, law enforcement officials will be notified immediately, and charges will be filed.

Revision 7/12/19

XI. Dress and Grooming

Students are expected to be clean, healthy, sanitary, and safe. Clothes or dress that are gang related, pornographic, provocative, sexist, racist, violent, profane, or which promote drugs, alcohol, and / or tobacco are prohibited. Shoes must be worn at all times (See BP 5132).

Not Allowed	Allowed
No hoodie hoods can be worn up while inside at school – with the exception to be used as environmental protection from weather while outdoors.	Hoodies may be worn with the hood down. Hats are okay to be worn as long as the face is visible.
Spaghetti straps or open torso tanks/jerseys may not be worn unless it is approved sports attire.	Tank top straps must have a minimum 2 finger widths, should cover undergarments, and may not show the torso.
Shorts or skirts shorter than 3 in. above the knee may not be worn, unless it is approved sports attire.	Shorts/skirts must be 3 inches above the knee or longer. Shorter shorts may be permitted if approved sports attire.
Onesie pajamas as costumes may not be worn.	Pajama pants are appropriate.
"Saggy" pants revealing undergarments may not be worn.	Pants must be worn around hips and not reveal undergarments.
Holes in pants may not reveal skin higher than 3 inches above the knee.	Destruction higher than 3 inches above the knee is ok as long as no skin or undergarments are revealed.

Shoulder to mid-thigh must be covered.

Revision 7/12/19

RECOMMENDED POLICY UPDATE: Add the BP 5132 dress code supports

BP 5132 (adopted 1/21/2020) says corrective action should usually come first for dress code violations, a designated staff member must be available to help families who cannot meet the dress

code, and schools may provide temporary clothing so students can stay in class. Add these points; the discipline matrix currently lists dress code violations as a Level 2 infraction.
Source: https://v3.boardpolicyonline.com/b/chatham

XII. School Issued Materials

Textbooks

Teachers issue textbooks or other school materials to students free of charge. It is the student's responsibility to maintain such materials. The student to whom the materials were issued shall replace any missing, stolen, damaged, or defaced school materials. The student and his or her parents/guardians shall be responsible for the full replacement cost of those materials. Final grades, report cards and /or diploma will be withheld until payment is made.

Lost and Found

If you lose a textbook or a personal item, check with your teacher and with the office. If you find something not belonging to you, please turn it in to the office.

XIII. Extracurricular/Co-Curricular Policy Grades 7–12

Extracurricular Eligibility Requirements

Extracurricular activities include plays, musical groups, games, trips, or any other school related activities. Extracurricular activities are a privilege which enhances the school experience. In order to participate in these activities, the following rule will be followed:

Extracurricular Activity Eligibility

Extracurricular activities are those activities that are performed outside the regular school curricula and the regular school day. The Board believes that extracurricular activities are an integral part of students' lives. The Board further believes that students who are successful in extracurricular activities are often more successful in their lives beyond high school. However, school personnel, students and parents have particular responsibility to assure that participation in the extracurricular activities produces positive experiences for students and the schools.

Parents and students are responsible for reading the eligibility code, travel policies and other information pertinent to student involvement in extracurricular activities. Moreover, students are responsible for adhering to the eligibility code and travel policies, which are included in this handbook.

Head Teachers and teachers are responsible for adhering to the eligibility policies.

Revision 7/12/19

The Board believes that students are not just held accountable for their scholastic eligibility in order to be eligible to participate in extracurricular activities, but must also be held accountable for their behavior in all classes and receive the teachers' endorsements in order to be eligible.

Club Meetings

Club meetings will be held as scheduled by the class advisor sponsor. An advisor sponsor must be present at each meeting. Club meetings are an excellent time to practice Parliamentary Procedures when the activity warrants. An agenda or notification should be made available prior to the meeting. Continuous failing grades or habitual inappropriate conduct at school or during the meetings could result in removal from the club.

Co-Curricular Activities

The school Board recognizes that co-curricular activities enrich the educational and social development and experiences of students and shall annually adopt a plan for student participation in co-curricular activities which does not compromise the integrity and purpose of the educational program.

Eligibility Requirements

In order to participate in co-curricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in meeting the requirements for graduation.

(cf. 6146.1- High School Graduation Requirements)

The Superintendent or designee may exempt from eligibility requirements extra/co- curricular activities or programs which are offered primarily for the student's academic or educational achievement.

To encourage and support academic excellence, the Board requires students in grades 6-12 to earn a minimum 2.0 grade point average on a 4.0 scale to participate in co- curricular activities. Eligibility will be determined on a week-to-week basis and no later than the Friday prior to the week of travel or home event. A student whose grade point average has dropped below 2.0 from a previous quarter loses one week of eligibility in order to regain eligibility must earn and maintain a 2.0 grade point average. Students must comply with all other Alaska School Activities Association (ASAA) requirements.

> **RECOMMENDED POLICY UPDATE: Correct activity eligibility to match BP 6145**
> BP 6145 sets eligibility for grades 7–12 (this handbook says 6–12), makes any student with a cumulative "F" one week before an activity ineligible to travel or participate, and allows a probation period of up to one semester. Also add the annual concussion fact sheet and signed acknowledgement required by BP 6145.22 for all student athletes.
> Source: https://v3.boardpolicyonline.com/b/chatham

Ineligible students may attend practice in their site provided they meet all other eligibility requirements.

For the purpose of this policy, academic deficiencies may be made up through successful completion of approved correspondence or summer school courses.

The Superintendent or designee may revoke a student's eligibility for participation in co-curricular activities when a student's poor citizenship or behavior is serious enough to warrant loss of the privilege.

The Board desires to balance the academic needs of students with the benefits they receive from participating in school activities. In implementing this policy, the Superintendent or designee shall support ineligible students in regaining eligibility.

XIV. Chatham School District Travel Policy

AR 6145.2 Interscholastic Competition

Alaska School Activities Association (ASAA) Eligibility Requirements

In order to participate in ASAA activities, a student must:

1. Be properly registered in a 9-12 high school program or any combination thereof, in the school where the student will participate ("School of Eligibility").
2. All second semester freshmen, sophomores, and juniors, as well as seniors who are not on track to graduate and/or who have not passed all parts of the HSGQE, must be enrolled in a minimum of five semester units of credits at the School of Eligibility or its district, that lead to granting of credit toward graduation.
3. Students in grade 12 who are on track to graduate and have either passed all parts of HSGQE or are not required to take HSGQE, must be enrolled in a minimum of four semester nits of credit at the School of Eligibility or its district.
4. Maintain at least an overall 2.0 GPA during the current semester. Students who do not maintain this GPA may regain eligibility during the current semester by achieving and maintaining an overall 2.0 GPA.
5. Be in regular attendance at school classes in which enrolled or for which credit is granted (or be enrolled in a district or member school correspondence program).
6. All students other than those first entering 9th grade must have passed, for the immediately preceding semester, at least four semester units of credit toward graduation and maintained an overall 2.0 GPA. Those who did not maintain this GPA may regain eligibility during the current semester by achieving and maintaining an overall 2.0 GPA.
7. All second semester freshman, sophomores, and juniors, as well as seniors who are not on track to graduate or who have not passed all parts of the HSGQE when it is required, must have passed at least five semester units of credit, or the equivalent, during the previous semester and maintained a 2.0 overall GPA.
8. Second semester seniors who are on track to graduate and have passed all parts of HSGQE must have passed four semester units of credit, or the equivalent, during the previous semester and maintained a 2.0 overall GPA.

9. All first semester seniors must have passed at least five semester units of credit, or the equivalent, during the previous semester in order to be eligible anytime during the current semester.
10. Meet district eligibility requirements, if any.

RECOMMENDED POLICY UPDATE: Remove outdated HSGQE references
The ASAA eligibility list still refers to passing the HSGQE. That exam is no longer required; the 2026 board packet describes it as the "previously required High School Graduation Qualifying Exam." Replace this list with ASAA's current eligibility rules for 2026–2027.
Source: https://meetings.boardbook.org/Public/Agenda/2647?meeting=774168

(cf. 6145 - Extracurricular activities)

Semester credit rules apply to each semester, following the first semester of the ninth grade. All first semester freshman are immediately eligible for the first semester.

A grade of incomplete is considered as not passing until the incomplete is changed on the official school records. Academic deficiencies may be made up through successful completion of correspondence courses or summer school. Correspondence study students must meet the same time frame as regular students.

A student expelled from a school is not eligible to participate in the interscholastic competition at another school during the period of expulsion.

Maximum Participation Rule

1. Students first entering 9th grade will have eight consecutive semesters of eligibility.
2. Students first entering 10th grade will have six consecutive semesters of eligibility.
3. Students first entering 11th grade will have four consecutive semesters of eligibility.
4. Students first entering 12th grade will have two consecutive semesters of eligibility.

Eligibility Reporting

1. The superintendent or designee shall submit a Master Eligibility List for each activity to ASAA before the first contest of that season. For competitions that involve only one contest, the list must be received by ASAA at least five days before the contest. Any additions or deletions to the eligibility lists must be filed as an addendum to the original list before an individual is eligible to participate.

2. Activities that require Master Eligibility Lists to be filed with the ASAA office are as follows:

- All-State Art Competition
- All-State Honor Music
- Baseball
- Basketball
- Bowling
- Cheerleading/Dance/Drill Team/Competitive

- Cross Country Running
- Debate/Drama/Forensics
- 8-player Football
- Nordic Skiing
- Football
- Flag Football
- Gymnastics
- Ice Hockey (both boys and girls)
- Rifle
- Softball
- Solo and Ensemble
- State Student Government Conferences
- Swimming and Diving
- Tennis
- Track and Field
- Girls Volleyball and Mixed Six Volleyball
- World Language
- Wrestling

(AR 6145.2)

Travel for Teams

Funding for transportation of student competitors to state tournaments and activities may occur by providing for such funding in the approved budget.

Chatham School District will apply the policies that are set by the Alaska School Activities Association and any other governing body that regulates state competition for a particular activity to determine the eligibility of individual students and teams to participate in state competition.

Funding for Travel

To ensure consistency within Chatham School District pertaining to travel for Extra Curricular Activities by students in Alternative Educational Programs (AS 14.30 365) that are NOT part of Chatham School District's Corresponding Program:

1. Travel to Extracurricular Activities outside of the District is costly and the District Funding is based on the number of students enrolled in the Chatham School District. Students who participate in the Extra Curricular Activities and are enrolled in Alternative Educational Programs (AS 14.30.365) and not taking any classes through the Chatham School District will be required to provide their own funding for travel expenses.
2. District Funding will not be provided to students qualifying for state competitions who participate in Alternative Education Programs. However, if the team participates in fund raising activities to

off-set the cost of State or Tournament travel, those funds will be divided among the student competitors, including those enrolled in Alternative Education Programs.

3. Any additional costs associated with that travel for non-Chatham School District students in an Alternative Education Program will not be covered by District funds.

Drug Free Environment

All ASAA sponsored events will be conducted in drug free environments. Use, possession, and/or distribution of alcohol, tobacco, or controlled substances is strictly prohibited.

Revised 2/08 Adopted: 5/13/10

Revised and Adopted: 9/12/17

Instruction – BP 6153

School Sponsored Trips

The School Board recognizes that school-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board believes that careful planning can greatly enhance the value and safety of such trips.

(cf. 1321 - Solicitation of Funds from and by Students). (cf. 6145 - Extracurricular Activities)

All trips involving out-of-state travel requires the prior approval of the Regional School Board. The Superintendent or designee has the authority to approve other trips.

Principals or their designee will ensure that teachers develop plans which provide for the safety of students and their proper supervision by certificated staff on all school- sponsored trips. Other school employees and parents/guardians also can participate in this supervision and will be asked to attend preparatory training sessions and /or meetings.

(cf. 3541 - Transportation: School-Related Trips)

In advance of all extended field trips, unique field trips or study trips, teachers will determine educational objectives, which relate directly to the curriculum and state standards. Principals or their designee will ensure that teachers develop plans which provide for the best use of student's' learning time while on the trip. Teachers shall plan for appropriate instruction before and after the trip.

After a trip, teachers shall determine and demonstrate in a report to the Superintendent (10 working days from return date of trip) how educational objectives were met, tied directly to the curriculum and state standards.

To emphasize academics and the importance of class time, the Regional School Board will only approve "Senior Trips" that are held the week before or after graduation.

School Sponsored Trips – Procedures

In “Board Policy 6153: School-Sponsored Trips,” the School Board has expressed its support for student participation in this activity. The Board also stated that “careful planning can greatly enhance the value and safety of such trips.”

We recognize that there are many people dependent upon and involved in the preparation and approval of school-sponsored trips. Therefore, we are making these instructions and forms available to you.

When you begin planning for a school-sponsored trip, please remember to build in enough lead-time for the appropriate approval to be obtained. For all trips, except out- of-state travel, that require Superintendent approval, please allow at least one month from the time the request is received in the central office for approval to be obtained. Since out-of-state trips and extended field trips require both Superintendent and also School Board approval, please allow at least one and a half months, and more if possible, from the time the request is received in the central office for Board approval to be obtained. Since unique field trips require three stages of approval, please allow at least two months, and more if possible, from the time the request is received in the central office for Superintendent and Board approval to be obtained. Your attention to these timelines will be greatly appreciated. This will allow the central office staff and Board enough time to review the proposals and if necessary, to obtain more information from the sponsor.

The Board and the administration realize that not every trip requires the same degree of detail.

Please contact your school office for forms.

Shopping

Students will be with the chaperone at all times while traveling. If the group has agreed to shop in a store or mall, all will be in the store or mall with the chaperone. No one is allowed to stay behind or go off on his or her own. It is not recommended that students travel with a large amount of money; they are responsible for what they bring.

Academics

Students on trips will be responsible to pick up a blank student travel assignment sheet from the office. They will take it to each class and write down the assignments that they will need to do while they are away. Students will have that assignment sheet with them on the trip and the coach or the chaperone will sign it as they finish the assignments. The signed assignment sheets will be returned to the athletic director or the Head Teacher and be used in helping to determine that student’s future eligibility status. Time will be set-aside for students to complete their class work during their trip.

Students will only travel in a car driven by an authorized coach or staff member while on a school trip.

Releasing a student while in transit to or from an event will not be permitted without the Superintendent’s authorization. Taking a student from an activity during travel may affect future school sponsored activities. When a student is released to a parent/guardian, the parent/guardian assumes full

financial responsibility for the housing and transportation of the student. The student may not return to the event once released into the custody of the parent/guardian.

Substances

If there is a reason to believe that a student has been involved with drugs or alcohol, that student will be sent home immediately, at parent expense. Any medication should be left with the chaperone to administer by parents written request. Consequences for using unapproved substances will follow the procedures outlined in section XXIII.

Theft

If a student shoplifts, steals, or destroys property, he/she will be sent home immediately at parent expense, the student faces criminal charges, future travel will be restricted and restitution and prosecution by law and state statue will be required.

XV. Search and Seizure

Search and Seizure: Students – BP 5145.12

Note: 4 AAC 07.010 requires Districts to adopt policies regarding student rights and responsibilities. The U.S. Supreme Court decision New Jersey v. T.L.O., holds that the legality of a student search will depend on the reasonableness of the search. Determining the reasonableness of any search involves determining whether the search was justified at its inception and whether, as conducted, it was reasonably related in scope to the circumstances that justified the interference in the first place. Under ordinary circumstances, the search of a student by a school official is justified at its inception when there is reason to suspect that it will turn up evidence of a student violation of the law or school rules. The search is permissible in scope when the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the student age or sex and nature of the infraction. The following sample policy may be revised as needed with advice from legal counsel.

The School Board is committed to maintaining an environment for students and staff that is safe and conducive to learning and working. The board recognizes that incidents may occur where the health, safety and welfare of students and staff are jeopardized and which necessitate the search and seizure of students, their property, or their lockers by school officials.

The School Board authorizes school officials to conduct searches when they are reasonable grounds of suspicion that the search will uncover evidence that the student is violating the law or the rules of the District or the school.

In determining whether reasonable cause for a search exists school officials shall consider:

1. The student's age and previous behavior patterns.
2. The prevalence and seriousness in the school of the problem to which the search was directed.
3. The urgency requiring the search without delay.

4. The substantive value and reliability of the information used as a justification for the search.
5. The location of the student at the time of the incident that gave rise to reasonable suspicion.

The Board urges that discretion, good judgment and common sense be exercised in all cases of search and seizure. Before searching a student's possessions, school officials will seek, but need not receive, the freely offered consent of the student. Whenever reasonably possible, a search of a student's person shall be conducted in the presence of the student's parent/guardian, a staff member, and/or the Principal/designee. The District shall notify the parent/guardian of the student being searched as soon after the search as possible.

The use of drug detection dogs and metal detectors, or similar detection devices, may be used upon express authorization of the Board/Superintendent.

Revision 7/12/19

Because lockers are under the joint control of the student and the District, school officials shall have the right and ability to open inspect any school locker without student permission when they have reasonable suspicion that the search will disclose evidence of illegal possessions or activity or when odors, smoke, fire and/or other threats to student health, welfare or safety emanate from the locker.

Note: The courts have repeatedly held that the standard of reasonable grounds applies to unannounced locker searches. Some Districts, however, conduct regular, announced locker inspections.

For health and safety reasons, a general inspection of school properties such as lockers and desks may be conducted on a regular, announced basis. Any items contained in a locker shall be considered to be the property of the student to whom the locker was assigned. Notice of this policy shall be given to all students when lockers are assigned. Notice will also be posted in prominent locations throughout the school.

XVI. Harassment

BP 5131.43 Harassment, Intimidation and Bullying

The School Board is dedicated to providing a safe and civil learning environment. Harassment, intimidation and bullying disrupt a student's ability to learn and a school's ability to educate. Students and staff are expected to demonstrate positive character traits and values. Conduct and speech must be civil and respectful in order to promote harmonious and courteous relations in the school environment.

(cf. 5137 - Positive School Climate)

Students, staff and volunteers are prohibited from engaging in any form of harassment, intimidation, or bullying while on school property, on school buses, at the bus stop, or at school-sponsored activities or functions. Students who engage in such acts are subject to appropriate disciplinary action, up to and including suspension or expulsion. Staff who engage in acts of harassment, intimidation or bullying are

also subject to appropriate disciplinary action up to and including suspension and termination. Volunteers who engage in such acts will be denied the opportunity to volunteer in the future.

RECOMMENDED POLICY UPDATE: Add bullying reporting steps and nondiscrimination notice
BP 5131.43 includes a Reporting section: anyone who witnesses or has reliable information about bullying should report it right away to the principal, who must promptly investigate. Add these steps, along with the BP 5145.3 nondiscrimination statement (including sexual orientation and gender identity), the Title IX/sexual harassment process in BP 5145.7, and the discrimination complaint process in BP 1312.3.
Source: https://v3.boardpolicyonline.com/b/chatham

To promote an environment free of harassment, intimidation, or bullying, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff in-service and student instruction and counseling. Teachers shall discuss this policy with their students in age appropriate ways and assure students that they need not endure any form of harassment, intimidation, or bullying.

The district will provide parent and community information, and age-appropriate student instruction, on how to identify, respond to, and prevent harassment, intimidation, and bullying.

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion)

Harassment, Intimidation and Bullying Defined

Harassment, intimidation, or bullying means an intentional act, whether written, oral, electronic or physical, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and

1. Physically harms the student or damages the student's property;
2. Has the effect of substantially interfering with the student's education;
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

(cf. 5145.3 - Nondiscrimination)

Cyberbullying

All forms of harassment, intimidation or bullying via electronic means, commonly referred to as cyberbullying, are prohibited. Cyberbullying also includes, but is not limited to, other misuses of technology to threaten, harass, intimidate, or bully, including sending or posting inappropriate email messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs. An individual who redistributes a cyberbullying communication can be found in violation of this policy, even if the individual did not author or create the original communication or image.

The district's computer network, including access to the Internet via that network, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment, intimidation, or bullying. Users are responsible for the appropriateness of the material they transmit over the system.

In situations in which the cyberbullying originates from a private (non-school) computer or other electronic device, but is brought to the attention of school officials, disciplinary measures may be imposed when the communication:

1. Is of a criminal nature, including but not limited to, threats of violence or harm against staff members, students, or their property;
2. Suggests or advocates physical harm to staff members or students;
3. Causes a student or staff member to experience a substantially detrimental effect on his or her physical or mental health;
4. Causes a student or staff member to experience substantial interference with academic or work performance, or with his or her ability to participate in or benefit from district services or activities;
5. Threatens vandalism to school property; or
6. Creates a significant disruption to the school's educational mission, purpose or objectives.

Disciplinary action may include, but is not limited to, the loss of computer privileges, detention, suspension, or expulsion for those committing acts of cyberbullying. In addition, any kind of threat or hate crime will be reported to law enforcement officials. Students and staff who believe they have been the victims of cyberbullying, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and a report made under this policy.

(cf. 6161.4 - Internet) (cf. 6161.5 - Web Sites / Pages)

Adopted 1/21/2020, Chatham School District

Complaint Procedure

A person who wishes to bring to the attention of the administration or board a concern that is not covered by a contract grievance procedure may use the following complaint procedure, unless a different procedure is specified by board policy for a particular type of complaint:

1. The person shall first bring the matter of concern to the attention of his or her immediate supervisor, except as provided below for complaints involving discrimination.
2. If, within a reasonable time, the concern has not been addressed to the person’s satisfaction, the person may submit his or her concern to the superintendent. The superintendent shall meet with the person and consider the person’s concern. If after a reasonable time, the superintendent has not resolved the matter to the person’s satisfaction, the person may request that the matter be considered by the board of education.

3. The board shall take appropriate action on the complaint at the next board meeting at which the matter may reasonably be included in the meeting agenda.
4. The school board shall refer all complaints to the superintendent if the above procedures have not been followed or if the complaint originates from within the membership of the board.
5. Board members shall withhold commitment and /or opinion on any complaint until such time as the matter is properly placed before the board as an agenda item. The school board will consider no anonymous complaints. The superintendent shall not investigate anonymous complaints, except in cases involving the safety of members of the school community or similar compelling need.
6. The school board may advise and counsel the superintendent on matters involving the exercise of administrative discretion and authority, but may defer to the superintendent's judgment in such cases if the board finds that the superintendent's decision was procedurally correct and within the scope of the superintendent's authority.
7. If a complaint involves allegation of unlawful discrimination, the person shall submit it to the superintendent in writing. The superintendent shall meet the person to discuss the complaint within ten calendar days from the date the complaint is submitted in written form. The superintendent shall investigate appropriate to the circumstances and shall issue a written response to the complaint within ten calendar days from the date the complaint is submitted in written form. The superintendent shall conduct an investigation appropriate to the circumstances and shall issue a written response to the complaint no later than the 25 calendar days following the receipt of the written complaint. If the person is not satisfied with the superintendent’s response, the person may appeal to the board by submitting a written appeal to the superintendent’s office, addressed to the board, within five calendar days after receiving the superintendent’s written response. The board shall schedule a hearing on the record and establish a timeline to issue a written decision that will permit board resolution of the complaint within 60 calendar days of the date it was first submitted by the superintendent. The timeline in this section may be extended if necessary to accommodate the interests of the complainant or for other good cause.
8. The board may, in its discretion, utilize formal hearing procedures with respect to any complaint.
9. All information relating to a complaint is confidential. Only those individuals with a need to know shall be provided with information relating to a complaint. Materials relating to a complaint shall be maintained in a district complaint file. Complaint materials may not be placed in a person’s personnel file unless there is a need to do so as a result of the ultimate disposition of the complaint.
10. No retaliation shall be permitted against any complainant or other individual who provides information in good faith relating to a complaint.
11. Nothing in the above procedure shall prohibit an employee from filing a grievance directly with the Alaska Human Rights Commission, Equal Employment Opportunities Commission, or the Office of Civil Rights.

Bullying

Bullying is defined as any behavior that is used to threaten or intimidate another person. Examples of such behavior are fighting, pushing, name calling, nasty notes, viscous gossip, slandering verbally attacking a victim or victim's family or friends, stealing or destroying property, ect. This kind of behavior is considered harassment, vandalism, or assault and battery and is against the law. A student who participates in such behavior will be suspended. The student will be allowed back into school after a parent conference and behavior contract is signed. All individuals involved will sign the contract.

Fighting

A fight will result in both combatants being sent home immediately for the remainder of the school day and /or the following day. A parent conference will be required to return to school. The policy allows for a cooling off period and it provides for parental involvement in solving a problem.

Swearing, Cursing, Inappropriate Language

Swearing, cursing or the use of inappropriate language will result in detention or suspension depending upon the severity of the offense.

Conflict Resolution

The learning and working environment in our schools must be strictly maintained. Students and staff can file a formal complaint for harassment through the use of the complaints will remain confidential to the extent possible.

XVII. Weapons

State law will be followed: ZERO TOLERANCE for weapons. Weapons are defined as firearms, knives (pocket or sheathed), explosives (including fire crackers and stink bombs), flammable materials (including lighters), or any other items that can cause property or bodily injury or death. The items will be confiscated and the student will be suspended at the discretion of the Head Teacher. (NOTE: Due to our curriculum some precautionary usage under the teacher's supervision can be authorized.).

> **RECOMMENDED POLICY UPDATE: Make weapons consequences match BP 5131.7**
> This handbook leaves suspension "at the discretion of the Head Teacher." BP 5131.7 requires the Board to expel a student who brings a firearm for at least one calendar year, and to suspend for at least 30 days or expel a student who has another deadly weapon. It also requires referral to law enforcement. State these required consequences.
> Source: https://v3.boardpolicyonline.com/b/chatham

XVIII. Alcohol, Tobacco, & Drug Free School Zone

In order to provide an environment that is drug free, the RSB and the local law enforcement has designated Chatham School District and areas within 500 feet of the school as a drug-free zone.

Individuals found using, possessing, or selling drugs, or drug paraphernalia will be prosecuted to the full extent of the law.

Medication

Before a designated employee administers any prescribed or non-prescribed medication to any student during school hours, or on school-sponsored trips, the school must have received:

1. A written statement from a physician or pharmacy on the label detailing the prescribed method, amount and time schedules by which the medication is to be taken and,
2. A written statement from the student's parent or guardian requesting the district to assist the student in taking the medication as prescribed by the physician.
3. Unauthorized medications will be confiscated, and the student will be subject to the same consequences as those for possession of alcohol, tobacco, and illegal drugs presented here.

Medication will be stored in a locked cabinet. Only the designated person can give medications to a student.

> **RECOMMENDED POLICY UPDATE: Update medication rules for the fall 2026 BP 5141.21**
> The fall 2026 BP 5141.21 update accepts written orders from any "health care provider" (physician, APRN, physician assistant, respiratory care practitioner, village health aide, or pharmacist), not just a physician. It also lets trained students carry and use asthma or anaphylaxis medication with annual written authorization and a signed liability release, under AS 14.30.141. Update item 1 above and add a self-carry paragraph.
> Source: https://meetings.boardbook.org/Public/Agenda/2647?meeting=774168

Drugs and Alcohol

The term “drugs” refers to illegal drugs, prescription as well as, in some cases, non- prescription drugs, such as, cold-, diet-, sleeping-, and caffeine pills, or inhalants of any kind. Unauthorized medications will be confiscated, and the student will be subject to the same consequences as those for possession of alcohol, tobacco, and illegal drugs presented here.

> **RECOMMENDED POLICY UPDATE: Add BP 5131.6 self-referral protections and vaping rules**
> BP 5131.6 says students who come forward about past alcohol or drug use to get help may not be disciplined for that past use, and it names marijuana and look-alike or synthetic substances. BP 5131.62 defines tobacco to include any nicotine-delivering device (vapes) and encourages alternatives to suspension, such as education and cessation programs. Add both to this section.
> Source: https://v3.boardpolicyonline.com/b/chatham

Any student caught in possession of, consuming or under the influence of drugs/alcohol will: (AT PARENTS/GUARDIANS EXPENSE)

1st Offense

- Be suspended until completion of Evaluation administered by local Counselor or Agency
- Complete a Drug/Alcohol Program by local Counselor or Agency

- Not travel or participate in any extra/co-curricular school activities for 30 school days (6 weeks) from the date of incident
- Pass UA TEST (at parent/guardian expense) by State Authorized Agency before allowed to travel and/or participate in any extra/co-curricular school activities

2nd Offense

- Be suspended until completion of Evaluation and Drug/Alcohol program administered by the local Drug/Alcohol Counselor or Agency
- Not travel or participate in any extra/co-curricular school activities for 60 school days (12 weeks) from the date of incident
- Pass one UA Test (at parent/guardian expense) by a State Authorized Agency before allowed to travel and/or participate in any extra/co-curricular school activities
- Pass two unannounced UA Tests (at parent/guardian expense) during the school year by a State Authorized Agency to continue to travel and/or participate in any extra/co-curricular school activities

3rd Offense

- Be suspended until completion of Evaluation by local drug/alcohol counselor and State Approved Drug/Alcohol program
- Not travel or participate in any extra/co-curricular school activities for 90 school days (18 weeks) from the date of incident
- Pass three unannounced UA Tests (at parent/guardian expense) by State and/or participate in any extra/co-curricular school activities

4th Offense

- Expulsion from School
- Will not participate in any extra/co-curricular activities

Tobacco

Students will not be allowed to smoke, chew, possess lighters, tobacco or nicotine products on school property or during school hours, at school sponsored events, trips, or under the supervision of District employees. Found items and related paraphernalia will be confiscated.

Students who violate this policy will be subject to disciplinary procedures, which will result in suspension from school and the proper authorities will be contacted.

XIX. Vandalism/Theft

Vandalism includes any theft or damage to property belonging to the school or those on school property. Writing or drawing on tables, carving on furniture, writing or putting holes on inside or outside walls, and littering are examples of vandalism. Any student found committing such actions will be expected to make the necessary repairs, pay for any supplies needed for the repairs (either themselves

or their guardians), and will face suspension and legal consequences. To protect yourself from being suspected of vandalism, please do not loiter on the property after school hours.

Parental Communication

It is vital that the lines of communication are kept open at all times. With that in mind, the teachers of Chatham School District will continue to follow these procedures in an attempt to keep the parents informed about discipline concerns.

- If your student receives a detention you should be notified in writing. You should receive a copy of the detention slip indicating the reasons for such an action by the teacher and it should be dated and signed by the teacher.
- If your student receives a second detention, a parent/teacher meeting shall be attempted. A record of the meeting along with results, obligation, goals and other processes shall be clearly stated by all participants including the student. All other discipline procedures apply at this time.
- If your student is suspended, you should be notified in writing. You should receive a copy of the suspension slip or letter indicating the reasons for such an action by the administrator and it should be dated and signed. All other discipline procedures apply at this time.

A parent may review their student's Discipline Records (given a day's notice to the office of such request). Those records could include but not limited to:

- Detention slips
- Letters of notification
- Any written report by a teacher
- Letter(s) from you as a parent
- Meeting notes

If at any time you feel that the discipline procedures and your rights for communication have been neglected, you must first contact the site administrator. If this action does not resolve your concerns, you may contact the District office.

Revision 7/12/19

XX. Disciplinary Consequences Summary

Academics are a very important part of a person's education and growth. Equally important as an aspect of becoming a useful and productive citizen in today's society is a person's attitude, responsibility, and character. The students in our school have the right to an environment where they can learn and build these characteristics without the distractions and disruptions caused by others. Teachers have the right to this same type of environment so they can effectively teach students. We are asking parents/guardians and community members to please work with the school to help ensure our children are accountable and responsible for their actions. It is our intention to create a professional working atmosphere for our students and staff. Please refer to your sites discipline management plans.

RECOMMENDED POLICY UPDATE: Add required discipline protections

BP 5144 prohibits corporal punishment and requires that crimes at school be reported to law enforcement. BP 5144.1 guarantees due process for suspension and expulsion. BP 5030 limits physical restraint and seclusion and requires the discipline program to be reviewed at least every three years. Add a short rights-and-safeguards paragraph, and have legal counsel review the AEPE rule that places students in a GED program with no readmission.

Source: https://v3.boardpolicyonline.com/b/chatham

Discipline Levels

Pre-Kindergarten through Second Grade Discipline Policy

For violations of school and/or classroom policies students will receive the following consequences.

First Offense	Student will be given a verbal warning.
Second Offense	Student will be removed from regular activities and conference with the teacher/staff member. Parents will be called.
Third Offense	Student will be removed from regular activities and conference with the principal. Parents will be called.
Fourth Offense	If the problem persists, a conference will be scheduled with the student, parent, teacher, and site administrator.
Fifth Offense	Consequences including Detention, In-School Suspension, and/or Out-of-School Suspension will be applied.

Third through Twelfth Grade Discipline Policy

For violations of school and/or classroom policies students will receive the following consequences according to severity and repetition of infraction.

Level 1 Infractions

- Disrespect to a teacher, faculty/staff member, or another student.
- Arguing with a teacher, faculty/staff member.
- Eating or drinking in non-approved areas.
- Complaining, blaming or making excuses.
- Not completing assigned work.
- General non-compliance.
- Littering or spitting.
- Vicious gossip.

First Offense	Student will be given a verbal warning.
Second Offense	Student will be removed from regular activities and conference with the teacher/staff member. Parents will be called.
Third Offense	Student will be removed from regular activities and

	conference with the principal. Parents will be called.
Fourth Offense	If the problem persists, a conference will be scheduled with the student, parent, teacher/staff member, and the site administrator.
Fifth Offense	Consequences including Detention, In-School Suspension and/or Out-of-School Suspension will be applied.

Level 2 Infractions

- Disrupting class.
- Repeated rudeness.
- Petty vandalism.
- Insubordination.
- Repeated breaking of class rules.
- Dress code violations.
- Physical abuse.
- Harassment.
- Unprepared for class.
- Repeated tardiness.
- Defiance of authority.
- School rules violations.

First Offense	Student will be given a verbal warning.
Second Offense	Student will be given a written reprimand. Parents will be called.
Third Offense	Student will be assigned 1–3 30-minute detentions after school in the office. Parents will be called.
Fourth Offense	Student will be assigned 1–3 days of In-School Suspension. Parents will be called.
Fifth Offense	Student will be assigned 1–3 days of Out-of-School Suspension. Parents will be called.

Level 3 Infractions

- Possession/use of alcohol, drugs, or tobacco.
- Habitual profanity/vulgarity (swearing by force of habit).
- Vandalism (along with payment for and repair of damaged property).
- Theft (along with restitution equaling the value of the stolen property).
- Repeated/blatant cheating.
- Truancy.
- Fighting; including those who instigate or encourage violence.
- Consistent non-compliance.

- Bullying/consistent or repeated harassment; including those who instigate or encourage harassment/bullying.
- Continued, repeated, or multiple classroom disruptions.
- Violations of State or Federal Law.

First Offense	Student will be assigned 1–3 days of Out-of-School Suspension. Parents will be called.
Second Offense	Student will be assigned 4–6 days of Out-of-School Suspension. Parents will be called.
Third Offense	Student will be assigned 7–10 days of Out-of-School Suspension. Parents will be called.
Fourth Offense	Consequences including extended periods of Out-of-School Suspension and recommendation for Expulsion to the Superintendent/RSB will be applied.

Suspensions

Students who are suspended Out-of-school are not allowed to at any time during the term of suspension, be on school grounds. Students who are suspended, in school or out-of-school, are not allowed to participate in any school related activities. The site administrator will determine the length of suspension. At the end of the allotted time, a student will return with their parents/guardians to meet with the site administrator and agree upon a course of action that will keep further incidents from occurring.

Any suspensions received during the last week of school, that cannot be fulfilled, will carry over to the beginning of the next school year.

On the third suspension and every suspension thereafter, students will be placed in an Alternative Education Program/Environment (AEPE) and will not be allowed to participate in any student, extra/co-curricular school activities:

- A student will spend one week in ISS on their 1st referral to an AEPE and reenter the regular classroom when successfully completing all assigned work.
- A student will spend two weeks in ISS on their 2nd referral to an AEPE and will reenter the regular classroom when successfully completing all assigned work.
- On the 3rd referral to an AEPE the student will have the option of either the Independent Study or Correspondence Programs, at parent/guardian expense, and will reenter the regular classroom after successfully completing the program.
- On the 4th referral to an AEPE the student will have the option of either the Independent Study or Correspondence Programs, at parent/guardian expense, and will reenter the regular classroom after successfully completing the program.
- On the 5th referral to an AEPE the student will be placed into the GED program and will not be readmitted to the school.

Alternative Educational Program/Environment

1. In school suspension (ISS) – will be in the school building where the student attends school normally. A school official will monitor this program. Teachers will provide work for students to complete. The students will complete all assigned work for the week before they return to the regular classroom. If a student does not complete the assigned work, they may remain in ISS until all work, including any additional work, is completed.
2. Independent Study (designed by school - for example: H.S. Online) - students will complete this program at home under parent/guardian supervision. Students placed in this program will be required to complete an online educational program in all subject areas before they will be allowed to return to the regular classroom at the end of the current semester.
3. Correspondence Classes (parents may receive up to $750 per semester) - students placed in this program will be required to complete Correspondence course in all subject areas before they will be allowed to return to the regular classroom at the end of the current semester. Additionally, all courses must be pre-approved by a teacher.
4. GED Program (all expenses will be paid by the parent/guardians) students will be enrolled into the GED program with the local GED coordinator and will complete the course work at home on their own time. When a student has successfully completed and earned their GED, they will be able to participate in that year's graduating class.

Level 4 Infractions

- Being a constant danger to themselves or others (threats of bodily harm).
- Clear inability to function within the school community.
- Possession of firearms or other weapons.

Expulsion

The Regional School Board determines expulsions. A student can be expelled from school when the student is a danger to themselves or others (students or staff), physically or academically. An expelled student is not allowed on school grounds.

XXI. Complaint Procedure

Community Relations – BP 1312

Public Complaints Concerning the School Personnel

The School Board believes that the quality of the educational program can improve when the District listens to complaints, considers differences of opinion, and resolves disagreements through an established, objective process that includes site administration, advisory school board, when appropriate and possible.

The Board encourages complainants to resolve problems early and informally at the local level. If a problem remains unresolved, the individual should submit a formal complaint as early as possible in

accordance with appropriate District procedures. District procedures shall be readily accessible to the public.

Individual Board members do not have authority to resolve complaints. If approached directly with a complaint, however, Board members should listen to the complaint and show their concern by referring the complaint to the Superintendent or Head Teacher so that the problem may receive proper consideration.

Community Relations – BP 1312.1

Public Complaints Concerning School Personnel

The School Board places trust in its employees and desires to support their actions in such manner that employees are freed from unwarranted, spiteful or negative criticism and complaints. The Superintendent or designee shall develop procedures that will permit the public to lodge criticism against staff members, assure full consideration, and protect the rights of the staff members and the District. Verbal complaints against an employee initially made to a Board member or at a Board meeting will be referred to the Superintendent or designee for appropriate consideration and action.

This policy shall not apply when a public complaint involves accusations of child abuse. When a school employee is accused of child abuse, proper authorities in accordance with child abuse laws shall investigate it.

Community Relations – AR 1312.1

Public Complaints Concerning School Personnel – Procedures

1. In order to promote fair and constructive communication, the following procedures shall govern the resolution of complaints. Every effort should be made to resolve a complaint at the earliest possible stage. Complaints concerning school personnel should be made directly by the complainant to the person against whom the complaint is lodged. Parents guardians are encouraged to attempt to orally resolve concerns with the staff member personally. All written complaints regarding district personnel other than administrators shall be initially filed with the principal or immediate supervisor. If the complaint regards a principal or central office administrator, the written complaint shall be initially filed with the Superintendent or designee. If the written complaint concerns the Superintendent or designee, it shall be initially filed with the Board. If the complaint is also against the district, the principal or designee shall provide a copy of the complaint to the district compliance officer so that appropriate procedures may be followed.
2. If the complaint cannot be resolved informally by the persons involved, the complainant may submit the complaint in writing to the school principal or immediate supervisor. When necessary, the district shall assist in the preparation of the written complaint so as to meet the requirements of this regulation. The administrative staff shall inform the complainant that such assistance is available if he/she is unable to prepare the written complaint without help. A written complaint must include the name of each employee involved and brief but specific summary of the complaint and the facts surrounding it. It must also include a specific description of a prior

attempt to discuss the complaint with the employee involved and the failure to resolve the matter.

3. The principal or immediate supervisor shall investigate and attempt to resolve the complaint to the satisfaction of the person(s) involved. If the complaint is resolved, the principal will so advise all concerned parties, including the Superintendent or designee.
4. If the complaint remains unresolved after review by the principal or the immediate supervisor, the principal shall refer the written complaint, together with a report and analysis of the situation, to the Superintendent or designee. Complainants should consider and accept the Superintendent or designee's decision as final. However, the complainant, the employee, or the Superintendent or designee may ask to address the School Board regarding the complaint.
5. Except when a complaint is directed against the Superintendent, no party to a complaint may address the Board, either in closed or open session, unless the Board has received the Superintendent or designee's written report concerning the complaint.
6. Complaints before the Board concerning an employee that may tend to be prejudicial to the employee's reputation or character shall be addressed in executive session of the Board. All parties to a complaint, including the school administration, may be asked to attend a Board meeting or part of such meeting for the purpose of presenting all available evidence and allowing every opportunity for explaining and clarifying the issue. The decision of the Board following the hearing shall be final.

XXII. District and State Performance Standards

Performance Standards are specific expectations of what students should know and be able to do at four key benchmark levels - ages 5-7, 8-10, 11-14, and 15-18. Performance standards are aligned with the more general content standards which represent what Alaskans want students to know and be able to do as a result of their entire public-school experience.

The performance standards will be assessed at the 3rd grade through the 12th each year. All teachers are implementing the performance standards into their regular lesson plans – this is to enhance the student's success on the state SBA tests.

> **RECOMMENDED POLICY UPDATE: Replace SBA with AK STAR**
> Alaska now gives AK STAR in English language arts and math in grades 3–9 (2027 window: March 29 – April 30), linked to fall and winter MAP Growth, plus the Alaska Science Assessment in grades 5, 8, and 10. Replace the "SBA" references and the old standards link with current DEED information.
> Source: https://education.alaska.gov/assessments/requiredassessments

The NWEA test will be given in early September and again in January. This district wide test will evaluate the educational growth of the individual student before the important state test in April.

The Performance Standards for Alaska students can be found at www.eed.state.ak.us/standards/pdf/standards.pdf. Please feel free to review these standards and ask your local classroom teacher how they are being implemented into the daily lesson cycle.

You should also be familiar with the SBA test results which will show how well your child is doing in regards to these performance standards. When you receive your NWEA test results look them over carefully and understand how well your child is doing on the performance standards. You as a parent have many forms of information available to you about your child's success---become familiar and ask the important questions.

XXIII. District and State Immunization Requirements

All students and their parents must comply with state immunization requirements.

RECOMMENDED POLICY UPDATE: Spell out immunization requirements from BP 5141.31

BP 5141.31 lists the required vaccines (diphtheria, pertussis, tetanus, polio, measles, rubella, mumps, hepatitis A, hepatitis B, varicella), the medical or personal-belief exemption, exclusion for noncompliance, and provisional admission for up to 90 days where medical services are limited. Add a short summary.

Source: https://v3.boardpolicyonline.com/b/chatham

XXIV. Notification of Rights Under FERPA/PPRA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students"), certain rights with respect to student education records. They are:

1. The right to inspect and review the student's records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal or the Superintendent's office a written request that identifies the record(s) they wish to inspect. The appropriate District official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write the Superintendent, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One

exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District is an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District also discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll. In addition, the District may disclose "directory information" concerning students without obtaining prior consent. The District has designated the following information as "directory information": a student's name, address, telephone listing, electronic mail address, photographic or video image, date and place of birth, major field of study, information regarding participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors and awards received, and the identity of the most recent previous educational agency or institution attended by the student. The primary context in which the District discloses directory information is in school publications such as the yearbook, programs for school performances, honor rolls and recognition lists and sports activity sheets showing information regarding team members. The District may also disclose directory information to outside individuals and organizations, such as news media and companies that manufacture class rings or publish yearbooks. Parents or eligible students have a right to instruct the District that they do not wish some or all of the directory information to be disclosed without their prior written consent. Parents or eligible students exercise this right by informing the school principal or the office of the Superintendent of their choice within ten (10) school days of the commencement of the school year. Federal law also requires the District to provide military recruiters, upon request, with secondary students' names, addresses, and telephone listings unless parents of eligible students have informed the District that they do not wish some or all of this information to be disclosed to military recruiters. If you request that directory information not be released, then this information will not be provided to military recruiters without your prior written consent.

RECOMMENDED POLICY UPDATE: Add the BP 5125.1 directory opt-out and PPRA rights

The section title mentions PPRA, but no PPRA (Protection of Pupil Rights Amendment) rights are listed. Add them, and note under BP 5125.1 that directory information never includes Social Security numbers and that parents may opt out in writing.

Source: https://v3.boardpolicyonline.com/b/chatham

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605

Acknowledgement of Receipt of Handbook

We, _____ (Parent/Guardian, print) and _____ (Student, print)

Acknowledge that we have received and read the 2026–2027 Chatham School District Student Handbook.

We are aware that it is our responsibility to read all the information contained in this handbook. We understand that school policies and rules contained within the handbook are to be followed at all times. When said policies and rules are not followed, there will be consequences of which we will be notified at the time of infraction. Not having read the student handbook will not relieve or excuse student consequences for misbehavior.

_____ _____

Parent/Guardian (signature) Date

_____ _____

Student (signature) Date

Chatham School District Classroom Expectations

Be Responsible

- Be on time
- Be prepared
- Participate
- Do your own work
- Turn your work in on time

Be Respectful

- Respect others

Be Safe

- Keep chairs flat on the floor
- Keep feet on the floor
- Use supplies appropriately

We CARE! We do our BEST!

We are RESPECTFUL! We are RESPONSIBLE! We are SAFE!