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, October 27, 2026 | 6:00 PM | ZOOM, 500 Big Dog Salmon Way, Angoon, AK 99820

Proposed Agenda

1. Call to Order
2. Oath of Office
3. Reorganizing the Board
   - 3.1. Election of Board President
   - 3.2. Election of Board Vice-President
   - 3.3. Election of Board Treasurer
4. Roll call
5. Approval of Agenda and Consent Agenda
   - 5.1. Personnel Report
6. Public comment on agenda or non-agenda items
7. Action Items:
   - 7.1. Approval of District Wellness Policy
   - 7.2. Approve Adult Meal Pricing and Policy
   - 7.3. Extra Duty Contracts
   - 7.4. 2026 Policy Updates in Second Reading
8. Board Member Comment
9. Adjournment

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.

CHATHAM SCHOOL DISTRICT

PERSONNEL REPORT

10.27.2026

CERTIFIED HIRES				
Name	Title	Location	Start Date	Notes
CLASSIFIED HIRES				
Name	Title	Location	Start Date	Notes
Natalia James	Paraeducator	Angoon Element	10/6/2026	
CERTIFIED RESIGNATIONS				
Name	Title	Location	End Date	Notes
CLASSIFIED RESIGNATIONS				
Name	Title	Location	End Date	Notes
Ashlie Jim-Stringer	Paraeducator	Angoon MS/HS	10/6/2026	

Chatham
School District

David Langford
DISTRICT SUPERINTENDENT

BOARD OF EDUCATION

Ms. Stacey Proctor
Ms. Jennifer Todd
Mr. Albert Kookesh III
Mr. Jack Strong
Ms. LeAnn Weikle

P.O. BOX 109
ANGOON, ALASKA 99820

PHONE: 788-3302 or 788-3682
FAX: 788-3252

Chatham School District Wellness Policy

Angoon School • Gustavus School • Tenakee Springs Correspondence • Klukwan School

Revised for School Year 2026–2027 | Board Approval: October 13, 2026.

Supersedes: prior District Wellness Policy

Preamble

The Chatham School District (hereafter referred to as "the District") is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods, including fruits, vegetables and dairy products, is associated with lower grades among students.[1] [2] [3] In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

The District also recognizes the strength of the food traditions of the communities it serves. Traditional and locally harvested foods — including fish, seafood, game, berries and other foods gathered in Southeast Alaska — are part of a healthy diet and of students' cultural identity, and the District will honor them in its nutrition programs and education.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day — both through reimbursable school meals and other foods available throughout the school campus — in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness, including social, emotional and mental well-being;

- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District, including Angoon School and Tenakee Springs School. Specific measurable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereafter referred to as the DWC), or work within an existing school health committee, that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (hereafter referred to as the "wellness policy"). Meetings may be held in person or by videoconference or teleconference so that members from both Angoon and Tenakee Springs can participate.

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director or café manager); physical education teachers; health education teachers; school health professionals (e.g., school health services staff such as nurses, physicians, dentists, community health aides and other allied health personnel who provide school health services); mental and behavioral health and social services staff (e.g., school counselors, psychologists, social workers); school administrators (e.g., superintendent, principal, head teacher); school board members; tribal and community health partners; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include nutrition education partners such as local or tribal health organizations and university Cooperative Extension staff. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent, or the Superintendent's designee, will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

Name	Title / Relationship to the School or District	Contact	Role on Committee
David P. Langford	Superintendent	dlangford@chathamsd.org 907-788-3302	District official responsible for policy oversight and compliance
Karen McSpadden	Gustavus Principal	kmcspadden@chathamsd.org 907-697-2248	Assists in the evaluation of the wellness policy
Emma Demmert	Angoon Principal	edemmert@chathamsd.org 907-788-3302	Assists in the evaluation of the wellness policy

Name	Title / Relationship to the School or District	Contact	Role on Committee
Christine Ramey	Food Service Manager Angoon	cramey@chathamsd.org 907-788-3302	Assists in the evaluation of the wellness policy; school meals lead
Dmitrieva Antal	Principal Klukwan School	dantal@chathamsd.org 907-767-5551	Assists in the evaluation of the wellness policy
Kristi Kookesh	Parent and tribal member representative	kookeshk@gmail.com 907-723-7496	Community voice on the DWC

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible for making what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

This wellness policy and the implementation plan will be posted on the District website and will be available in paper copy at each school office and the District Office.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District Office, for at least three years after submission of the final claim for the fiscal year to which they pertain, or longer if required by audit or review. Documentation maintained in this location will include but not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local School Wellness Policy, including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy; and
- Documentation demonstrating that the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment, including a summary of the school events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District and school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to a model local school wellness policy (such as the Alliance for a Healthier Generation's model policy, using a tool such as the WellSAT); and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment is Ernestine Jack, District Administrative Assistant (cjack@chathamsd.org, 907-788-3302), under the direction of the Superintendent. The most recent triennial assessment was completed September/2026 the next assessment is due no later than September/2029

The DWC, in collaboration with each school, will monitor schools' compliance with this wellness policy. The District will actively notify households and families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual school health self-assessment (such as the CDC School Health Index) and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new Federal or state guidance or standards are issued, including updates to the Dietary Guidelines for Americans and USDA meal pattern rules. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of the DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for the District. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email, social media or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents and community gatherings, local radio or posted notices, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, protein foods and milk; that are moderate in sodium, limited in added sugars and saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and that meet the nutrition needs of school children within their calorie requirements. Consistent with the Dietary Guidelines for Americans, 2025–2030, the District will prioritize whole and minimally processed foods, scratch and speed-scratch cooking where practical, and will reduce highly processed foods on the menu over time. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity and chronic disease, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All District schools will participate in USDA child nutrition programs, as appropriate, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and the Fresh Fruit and Vegetable Program (FFVP) where awarded. The District will consider the Community Eligibility Provision (CEP) or other options that allow meals to be offered at no cost to all students when eligible. The District is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations, as administered by the Alaska Department of Education and Early Development, Child Nutrition Programs. This includes the phased USDA standards adopted in 2024:
  - Beginning School Year 2025–26: product-based added sugars limits — breakfast cereals no more than 6 g added sugars per dry ounce; yogurt no more than 12 g per 6 ounces; flavored milk no more than 10 g per 8 fluid ounces (no more than 15 g per 12 fluid ounces when sold as a Smart Snack in middle and high schools);
  - Beginning School Year 2027–28: added sugars less than 10 percent of calories per week in school lunch and breakfast, and reduced weekly sodium limits for lunch and breakfast;
  - At least 80 percent of grains offered weekly are whole grain-rich; and
  - Strengthened Buy American requirements, with non-domestic food purchases limited and documented as required by USDA and the State agency.
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All available vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).

- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.
- Traditional and locally harvested foods are featured and identified on menus.

Meal Times and Scheduling

Students will be provided adequate time to eat: at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated. Meals will be scheduled at reasonable times of day, and students will have access to hand-washing or hand-sanitizing before they eat. Students will not be denied a meal, and will not be singled out or shamed, because of an unpaid meal balance; meal charges are handled under the District's meal charge policy.

Traditional, Local and Alaska-Harvested Foods

USDA regulations recognize traditional Indigenous foods as allowable in reimbursable school meals, and allow geographic preference for foods that are locally grown, raised, or caught. The District will, to the extent practicable and consistent with food safety requirements and Alaska state regulations, incorporate traditional and locally harvested foods (such as salmon, halibut, venison, seaweed and berries) into school meals, taste tests and nutrition education, and will participate in Farm to School / Fish to School activities. Donated traditional foods will be accepted only in accordance with applicable state food safety rules.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for School Nutrition Professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Programs website and the Institute of Child Nutrition to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day *and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes. Students will be allowed to bring and carry approved water bottles filled only with water throughout the day. The District will maintain water sources in good working order and will test drinking water for lead as required by state and Federal rules.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus *during the school day* support healthy eating. To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods and beverages offered (but not sold) to students on the school campus during the school day, including foods provided at classroom parties, celebrations and school events, will meet or exceed the USDA Smart Snacks in School nutrition standards to the extent practicable. The District will provide parents and teachers with a list of healthy party ideas and non-food celebration ideas. Community and cultural celebrations that include traditional foods are encouraged.

Foods and beverages will not be used as a reward or incentive for academic performance or good behavior, and will not be withheld as a punishment for any reason, such as for performance or behavior. The District will provide teachers and other staff with a list of alternative, non-food ways to reward students.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards may be sold through fundraisers on the school campus during the school day. Any exempt fundraisers (food sales that do not meet Smart Snacks standards) will be limited to the number and frequency allowed by the Alaska Department of Education and Early Development, will not take place during meal service in food service areas, and will be documented by the District. Schools are encouraged to use non-food fundraisers and fundraisers that promote physical activity.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally appropriate, culturally relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm and harvest visits, subsistence and traditional food gathering and preparation, and school gardens;
- Promotes fruits, vegetables, whole grains, protein foods (including fish and seafood), dairy, and healthy food preparation methods, and emphasizes whole and minimally processed foods over highly processed foods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School / Fish to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing, including digital and social media marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District may include in the health education curriculum some of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention

- Current federal food guidance, including the Dietary Guidelines for Americans, 2025–2030 (RealFood.gov / DietaryGuidelines.gov)
- Reading and using FDA's Nutrition Facts labels, including added sugars
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are limited in saturated fat and do not contain *trans* fat
- Choosing foods and beverages with little or no added sugars
- Choosing whole and minimally processed foods, and limiting highly processed foods
- Eating more calcium-rich foods
- Traditional foods of Southeast Alaska and their nutritional value
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety, including safe handling and storage of harvested fish and game
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants or buying food at stores
- Eating disorders
- Reducing sodium intake
- Social influences on healthy eating, including media, social media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus *during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.[4] This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items is not required; however, the

District will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy.)

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications, school mailings, District websites, social media accounts, and digital learning platforms or devices provided by the District.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District, school nutrition services, athletics and parent or booster organizations review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of moderate-to-vigorous physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement; and family and community engagement, and the District is committed to providing these opportunities.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. The District will provide teachers and other school staff with a list of alternative ways to discipline students. Physical activity will not be used as a punishment.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and Alaska state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education throughout the school year. All District **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments. Results will be used to help students set personal goals and will be shared privately with students and families, not used for grading comparisons among students.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary), and the District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum essential topics on physical activity such as:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm-up, workout and cool-down
- Overcoming barriers to physical activity
- Decreasing sedentary activities and recreational screen time, such as television, video games, phones and other devices
- Opportunities for physical activity in the community, including traditional and outdoor activities
- Preventing injury during physical activity
- Weather-related and outdoor safety, for example, avoiding hypothermia, cold-water immersion, heat illness and sunburn while being physically active
- Water safety and boating safety, including the use of personal flotation devices
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Recess (Elementary)

All elementary schools will offer at least 20 minutes of **recess** on all days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating, and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. Students are encouraged to dress for Southeast Alaska weather so that outdoor play can occur in most conditions.

In the event that the school or District must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute for, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3–5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute for, physical education class, recess and class transition periods.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day, including extended periods of screen-based instruction.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods, which may include open gym, intramurals, interscholastic sports, and outdoor and cultural activities such as hiking, paddling and traditional games. The District will encourage students to be physically active before and after school.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior in ways appropriate to each community, such as:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Day and National Bike to School Day
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students, including visibility during dark winter months
- Promote safe routes to students, staff, and parents via newsletters, websites and local notices
- Use crosswalks and crossing assistance where available on roads leading to schools
- Use walking school buses
- Document the number of children walking and biking to and from school
- Create and distribute maps of the school environment (e.g., roads, pathways, boardwalks, bike racks, etc.)

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments, will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC.

Social, Emotional and Mental Well-Being

The District recognizes that students' social, emotional and mental health is closely tied to their physical health and academic success. The District will, to the extent resources allow, promote positive school climate and connectedness; teach social and emotional skills; provide access to school counseling and referral to community and tribal behavioral health services; support healthy sleep habits and balanced use of technology and screens; and coordinate these efforts with the District's other student health and safety policies. The District will also maintain tobacco-free and vape-free campuses in accordance with Board policy and state law.

Community Partnerships

The District will continue relationships with community partners (e.g., clinics, tribal health organizations, local businesses, the City and tribal governments, Cooperative Extension, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach and Communications" subsection, the District will use electronic mechanisms (e.g., email, social media or displaying notices on the District's website), as well as non-electronic mechanisms (e.g., newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating, physical activity, stress management and overall well-being that are accessible at no cost.

Professional Learning

When feasible, the District will offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary

Competitive Foods – all foods and beverages sold to students on the school campus during the school day, other than meals reimbursed under USDA school meal programs.

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus – areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Smart Snacks in School – USDA nutrition standards for competitive foods and beverages sold to students on the school campus during the school day.

Traditional Foods – foods that have traditionally been prepared and consumed by Alaska Native peoples and other local communities, including wild-harvested fish, game, marine foods, plants and berries.

Triennial – recurring every three years.

Appendix A: School-Level Wellness Policy Coordinators

School	Coordinator Name & Title	Email	Phone
Angoon School (K–12)	Emma Demmert, Principal	edemmert@chathamsd.org	907-788-3302
Angoon School (K–12)	Christine Ramey	cramey@chathamsd.org 907-788-3302	907-788-3302

References

[1] MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research.* 2008;69(3):141–144.

[2] Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education.* 1997;29(1):12–20.

[3] Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine.* 1996;25(5):497–505.

[4] Federal Trade Commission. Marketing Food to Children and Adolescents: A Review of Industry Expenditures, Activities, and Self-Regulation. 2008.

U.S. Department of Agriculture and U.S. Department of Health and Human Services. *Dietary Guidelines for Americans, 2025–2030.* January 2026.

USDA Food and Nutrition Service. Child Nutrition Programs: Meal Patterns Consistent With the 2020–2025 Dietary Guidelines for Americans (Final Rule). 89 Fed. Reg. 31962, April 25, 2024.

7 CFR 210.31 — Local School Wellness Policy; Healthy, Hunger-Free Kids Act of 2010, Section 204.

Adoption History

Action	Date
Original policy adopted	May 21, 2019
Revised for School Year 2026–2027 (this version)	October 13, 2026
Next scheduled review (following triennial assessment)	October/2029

Chatham School District

Adult Meal Pricing Policy

The National School Lunch Act of 1946 and Child Nutrition Act of 1966 aim to safeguard the health and well being of the country's children. For those participating school districts which claim reimbursement in the NSLP federal assistance is intended to meet the nutritional needs of children. Conversely, program meals served to adults are not eligible for cash reimbursement under authorizing federal legislation and regulations. School Food Authorities (SFA) must ensure that reimbursements, children's payments (N/A), and other food service revenues (i.e., state reimbursements), and USDA Commodity Foods do not subsidize program meals served to adults.

The USDA defines adult meals as NSLP meals served to adults. An adult meal consists of all the same components in a reimbursable meal offered to students. Program meals served to teachers, administrators, and any school based staff members who are directly involved in the operations of the school are considered eligible for adult meals.

The Chatham School District must price adult meals according to federal regulations. USDA FNS requirements stipulate that the price of an adult meal must fully cover all the costs incurred in the purchase of, transportation and production of the meal, including USDA Food fair market value. Historically, when establishing the adult meal price, the SFA have commonly used a $.50 cent markup to the current paid meal prices. As the reimbursement for paid meals and the per-meal value of the USDA Foods have increased, a $.50 cent markup method to price adult meals are no longer in compliance with the FNS instruction.

The new Chatham School Districts formula for establishing adult meal prices will be based on the use of the NSLP Adult Meal Pricing Tool to calculate the minimum price for a school lunch or breakfast. This tool uses the federal reimbursement, USDA Food values, and local costs to determine the price.

Beginning the school year 2026-2027 the adult meal prices will be calculated as follows:

	Breakfast	Lunch
Current Federal Reimbursement Rate	$ 4.09	$ 7.74
Current USDA Commodities Value	$ .46	$ .46
Local Food Transportation And Production Costs	$ .45	$ .45
	$ 5.00	$ 8.65

All staff meals will be recorded and deducted from the employee's paycheck the following month of the service provided.
Meal prices are subject to change annually.

Policy updated and effective on August, 26th 2026
Written by, Christine L. Ramey, Angoon Food Services Director
Approved by the School Board _____

CHATHAM SCHOOL DISTRICT

EXTRA DUTY CONTRACTS

2026-2027

10.13.2026

Extra-Curricular Duty	Name	Salary	Funding Source
Career Coach	Leslie Skooglund	$7,500.00	CTE

TRIBAL CONSULTATION BP 1420

Federally recognized Tribes are sovereign nations with inherent rights to self-govern and make decisions impacting their citizens. The School Board is committed to building authentic, respectful, and collaborative relationships with Tribal governments and their shared relationships with communities, families, and organizations to improve educational outcomes for American Indian/Alaska Native (AI/AN) students.

The Board acknowledges that meaningful tribal consultation extends beyond federal compliance requirements and represents a foundational commitment to honoring Indigenous knowledge, cultural perspectives, and educational sovereignty in service of student success. The Board is committed to educating themselves on the tribal governance and cultural structures of their school district and region.

Together with Tribes, families, and communities, the district will strive to ensure AI/AN students learn in culturally rich environments, follow personalized pathways, and develop as leaders who are grounded in their heritage and are empowered to shape their futures. The district commits to creating trauma-engaged, culturally responsive educational experiences that honor each student's identity while building academic and life skills.

When Tribal consultation is required, the Superintendent or designee shall initiate a formal tribal consultation process. Additionally, the district is encouraged to engage in voluntary consultation on major policies, programs, or initiatives impacting AI/AN students, regardless of enrollment thresholds or funding levels.

In partnership with Tribes (and/or their designee) and tribal communities, the district may:

- Integrate Indigenous knowledge, cultural practices, and place-based learning into educational programs, in accordance with state curriculum standards.
- Engage Elders and Tribal community members as educators, mentors, and cultural advisors.
- Create school environments to visibly honor and celebrate AI/AN cultures and languages.
- Support AI/AN language instruction and preservation efforts.
- Provide culturally specific student support services and mentorship programs.
- Offer professional development for staff on Indigenous education methods and cultural responsiveness.
- Define shared educational goals and success measures for AI/AN students.
- Include AI/AN voices in educational planning and resource allocation decisions.
- Develop joint monitoring and evaluation processes for programs serving AI/AN students.

Data Sharing and Privacy

To ensure student success/achievement and to effectively audit and evaluate federal programs, Tribes and districts will utilize data. When appropriate, and in compliance with federal and state privacy laws, the district may enter into formal agreements with tribal organizations, to share student data for educational evaluation and program improvement purposes, following

established protocols that protect student confidentiality while supporting tribal educational initiatives.

(cf. 1220 - Citizen Advisory Committees)
(cf. 6174.1 - Education of Native/Indian Children)
(cf. 6020 - Parent Involvement)

Legal Reference

United States Code
20 U.S.C.§ 7918 - Consultation with Indian tribes and tribal organizations
20 U.S.C §§ 7541-7546 Alaska Native Educational Equity, Support, and Assistance Act
20 U.S.C § 7704 Policies and procedures relating to children residing on Indian Lands

Created 04/2026

AASB POLICY REFERENCE MANUAL
9/92

TRIBAL CONSULTATION AR 1420

Tribal consultation shall follow a structured approach including:

1. **Invitation and Preparation** - Providing all local Tribes with timely written invitations, relevant data, federal program information, and consultation objectives well in advance of meetings.

2. **Collaborative Consultation** - Conducting meetings that honor tribal sovereignty, provide for meaningful participation, and work toward consensus-based decisions.

3. **Affirmation** - Obtaining annual written Tribal affirmation from the designated Tribal official that consultation occurred, or the Tribe opted out of being considered a local Tribe.

4. **Documentation** from the District of how Tribal input is reflected in final plans or policies.

5. **Ongoing Partnership and Relationship Building** - Maintaining regular, timely, active, and on-going communication and monitoring progress on shared commitments beyond individual consultation events.

The Superintendent or designee, in partnership with Tribes, may co-create and maintain formalized procedures to ensure ongoing tribal consultation is conducted in a timely, meaningful, and effective manner honoring tribal sovereignty and building authentic partnerships. This relationship may be memorialized in a memorandum of agreement.

The Superintendent or designee shall:

1. Use the Map of Federally Recognized Tribes in Alaska and Bureau of Indian Affairs Tribal Leaders Directory to identify appropriate tribal contacts.

2. Update contact information annually and verify authorized tribal representatives for consultation purposes.

(cf. 1220 - Citizen Advisory Committees)
(cf. 6174.1 - Education of Native/Indian Children)
(cf. 6020 - Parent Involvement)

Legal Reference

United States Code
20 U.S.C.§ 7918 - Consultation with Indian tribes and tribal organizations
20 U.S.C §§ 7541-7546 Alaska Native Educational Equity, Support, and Assistance Act
20 U.S.C § 7704 Policies and procedures relating to children residing on Indian Lands

Created 04/2026

AASB POLICY REFERENCE MANUAL
9/92

SAMPLE INVITATION TO TRIBE FOR CONSULTATION E 1420

[SCHOOL DISTRICT LETTERHEAD]

[Date]

[Tribal Leader Name and Title] [Tribe] [Address]
[City, State ZIP]

Subject: Request for Meaningful Government-to-Government Consultation: [Your School District Name] [Topic/Program]

Dear [Tribal Leader Name]:

The [School District Name] respectfully extends a formal invitation to [Tribe] for government-to-government consultation regarding [specific topic, program, policy, or plan].

Our Commitment to Consultation

[School District Name] is committed to honoring our government-to-government relationship with Alaska Native tribal governments. We recognize the unique expertise, traditional knowledge, and sovereign authority that the [Tribe] holds regarding the education and well-being of Alaska Native students. This consultation is essential to ensuring our programs and policies incorporate tribal perspectives, respect cultural values, and serve the educational needs of Alaska Native students in our district.

Purpose of Consultation

We are requesting meaningful consultation to gather your substantive input on [specify the program, policy, or plan]. Specifically, we seek your views and recommendations on:

- [Specific area 1: e.g., needs assessment for Alaska Native student achievement]
- [Specific area 2: e.g., integration of Alaska Native cultural knowledge and values]
- [Specific area 3: e.g., program goals and student support services]
- [Specific area 4: e.g., resource allocation and budget priorities]
- [Additional areas specific to your consultation topic]

[If applicable, add: In accordance with [cite federal requirement, e.g., Section 8538 of the Elementary and Secondary Education Act (ESEA/ESSA), Indian Education Formula Grant requirements, Johnson-O'Malley Act, etc.], we are fulfilling our federal obligation to consult

with tribal governments to ensure equitable educational opportunities for Alaska Native students.]

Consultation Details

Topic: [Briefly state the specific plans, programs, or policies needing input]

Date/Time Options:

- Option 1: [Day, Date] at [Time] [Time Zone]
- Option 2: [Day, Date] at [Time] [Time Zone]
- Alternative: Please suggest a time that works better for your schedule

Location/Format:

- In-Person: [Physical address, if applicable]
- Virtual: [Platform and link, if applicable]
- Hybrid: [Both options available]
- Telephone: [Conference line, if applicable]

Written Input: We welcome written comments and recommendations if you prefer, or if you cannot attend the scheduled consultation. Please submit written input via:

- Email: [Contact Email]
- Mail: [Mailing Address]
- Deadline for written input: [Date]

Accommodations: Please let us know if you require:

- Language interpretation services
- Accessibility accommodations
- Transportation assistance
- Meal arrangements (for in-person meetings)
- Any other support to facilitate your meaningful participation

Background Materials

[Optional: We have enclosed/attached the following materials for your review prior to the consultation:

- [Document 1]
- [Document 2]
- Additional materials are available upon request]

Community Relations

RSVP and Contact Information

Please confirm your participation or suggest an alternative time by [RSVP Date] by contacting:

[Contact Person Name and Title] [Phone Number] [Email Address] [Available hours for contact]

Our Partnership

We deeply value the sovereign relationship between the [School District Name] and the [Tribe]. Your input is crucial to fulfilling our commitment to Alaska Native student success and strengthening our collaborative efforts to provide culturally responsive, high-quality education. We recognize your unparalleled knowledge of Alaska Native students' cultural, linguistic, and educational needs, and we are committed to incorporating tribal perspectives into our decision-making processes.

We look forward to consulting with you on this important matter and to continuing our partnership in support of Alaska Native students and their families.

Respectfully,

[Superintendent Name] Superintendent [School District Name]

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

ADMINISTERING MEDICATION BP 5141.21(a)

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

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

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

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

(cf. 5141 - Health Care and Emergencies)

Self-Administration of Medication for Asthma or Anaphylaxis

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

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

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

Commented [1]: From AASB: This policy has been updated to clarify that various types of health care providers (not just physicians) may authorize students to take medication during the school day. The update adds a definition of health care provider, which includes respiratory care practitioners (RCPs). RCPs were added as qualified health care providers in a law passed this legislative session.

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

ADMINISTERING MEDICATION BP 5141.21(b)

Legal Reference:

ALASKA STATUTES

09.65.090 Civil liability for emergency aid

14.30.141 Self-administration and documentation of medication

Revised ~~2/06~~9/2026

AASB POLICY REFERENCE MANUAL
9/92

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Instruction

HIGH SCHOOL GRADUATION REQUIREMENTS BP 6146.1(a)

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

Note: The following sample policy reflects the minimum graduation requirements specified in 4 AAC 06.075 and should be revised to reflect district philosophy and needs. Unless otherwise stated in a student's IEP, the district shall require all students in grade 11, and all students in grade 12 who have not previously done so, to take a college and career readiness assessment described in 4 AAC 06.717. However, failure to take one of these assessments shall not be grounds for withholding a diploma from an otherwise qualified student. At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the previously required High School Graduation Qualifying Exam and instead received a certificate of achievement, provided the person takes a college and career readiness assessment. AS 14.03.075. A person may satisfy the assessment pursuant to the regulations in 4 AAC 06.718. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student's last known address.

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

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**.
Mathematics	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.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued) BP 6146.1(b)

Commented [1]: This policy has been updated to incorporate a new law that requires districts to provide Cardiopulmonary resuscitation (CPR) training to certain grade levels. DEED shall make the curricula available to districts and identify which grade levels require the training. This requirement will go into effect July 1, 2027.

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Instruction

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 6164.2 - Guidance and Counseling Services)
(cf. 6146.3 - Competency Testing)
(cf. 6184 - Virtual/Online Courses)

Legal Reference

ALASKA STATUTES
14.03.075 College and career readiness assessment; retroactive issuance of diploma
14.03.076 Comparative government and civics education and assessments requirement

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

Revised ~~3/2017~~9/2026

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Instruction

RECIPROCITY ON GRADUATION REQUIREMENTS BP 6146.4

Note: 4 AAC 06.075 authorizes the district to exempt transfer students with at least 13 units of credit from graduation credit requirements. The following sample policy may be revised or deleted to reflect district philosophy and needs.

Credit Requirements

The Board authorizes t~~T~~he Superintendent or designee ~~may~~ to exempt students transferring into the district from meeting district credit and assessment requirements for graduation upon verification of equivalent credits received elsewhere, in accordance with law.

(cf. 5118 - Transfers; Withdrawals)

Legal Reference:

ALASKA STATUTES
14.03.075 College and career readiness assessment; retroactive issuance of diploma
14.03.076 Comparative government and civics education and assessments requirement

ALASKA ADMINISTRATIVE CODE
4 AAC 06.075 High school graduation requirements

Revised ~~3/2015~~9/2026

Commented [1]: From AASB: This policy has been updated to reflect a new law regarding civics education that was passed this legislative session. Beginning with students who enter grade nine after July 1, 2027, students must take and pass a civics education curriculum and assessment to receive a high school diploma (several exceptions apply). DEED will provide the curriculum