

Meeting 2 - Title IA Improving Programs

SWRSD Parent Advisory Committee Meeting

February 26, 2024 - immediately after Meeting 1

Zoom Link:

<https://us02web.zoom.us/j/82144948430?pwd=TDljTFZlQ3VkcE9aVnE1OGtXUEhEQT09>

Meeting ID: 821 4494 8430

Passcode: WMF2yZ

Phone Dial In: 1 719 359 4580

Meeting ID: 821 4494 8430

Passcode: 358108

1. Call to Order
2. Roll Call
3. Public Comment
 - a. List those wishing to make public comment. First and last name and community.
 - b. Open for public comment by calling on each person.
4. Approval of Minutes from April 21, 2023 Meeting
5. Approval of Agenda
6. Reports & Feedback
 - a. Program Overview - Notable changes
 - b. Application & Budget - Notable changes
 - c. Annual Parent Notifications
 - d. Schoolwide Plans
 - e. School Improvement Process
7. Action Items
 - f. Recommendations
8. Adjournment

MISSION STATEMENT: The Southwest Region School District is committed to all students receiving an education that continuously affirms human diversity, that validates the history and culture of all ethnic groups, that is based on high expectation for academic success for every student, and that encourages students and parents' active participation.

SCHOOL BOARD GOALS:

- Cultural Programs
- Academic Growth for All
- Life-Ready Programs
- Strong, Dedicated Staff
- Community Involvement

- iii. Revise Article V, Section IV, item 2 - voting privileges
 - 1. Discussion on language surrounding quorum
 - b. Indian Policy & Procedures Review Recommendations
 - c. Educational Programs/Initiatives Recommendations
- 11. Public Comment
 - 12. Next Meeting Date
 - 13. Adjournment

MISSION STATEMENT: The Southwest Region School District is committed to all students receiving an education that continuously affirms human diversity, that validates the history and culture of all ethnic groups, that is based on high expectation for academic success for every student, and that encourages students and parents' active participation.

SCHOOL BOARD GOALS:

- *Cultural Programs*
- *Academic Growth for All*
- *Life-Ready Programs*
- *Strong, Dedicated Staff*
- *Community Involvement*

Resources

- Minutes from April 21, 2023 Meeting
- SWRSDPAC Procedures
- Proposed seat expiration dates
- FY24 Grant Synopsis
- FY24 Curricula Overview
- AK Reads Act Resources

SWRSD PAC - Public Comment Instructions

Dear Parents, Guardians, Staff and Community Members,

First, thank you for attending this evening and please note that since this is a public meeting, just a reminder that we must adhere to Article VI, Item 8 of the SWRSD PAC Procedures and to Alaska State Statute (29.20.020) regarding public comment.

In providing your public comment, please ensure that you utilize the following as guidelines:

Provide first and last name

Testimony is limited to five minutes in length

Comments may not identify, reference or include complaints against any specific employee of the Southwest Region School District or member of the SWRSD PAC.

Lastly, please know that we appreciate you taking the time to voice your opinions, but that we must follow various protocols.

Southwest Region School District
Parent Advisory Committee Title IA Meeting Minutes
April 21, 2023 immediately following the Annual Meeting

1. Call to Order

The meeting was called to order by Mary Andrew, Chair at 9:17 am

2. Roll Call

Members Present:

Mary Andrew, Member, New Stuyahok
Cheryl Tunguing, Member, Koliganek
Shellie Aloysius, Member, Aleknagik
Grace Walker, Member, Clarks Point
Teresa Ayojiak, Member, Manokotak
Christian Valdez, Member, Ekwok

Excused Absent:

Germaine Eningowuk , Member, Togiak

3. Approval of Agenda

Cheryl Tunguing moved to approve the agenda with a second by Grace Walker. Motion carried.

4. Reports

District staff gave oral and written reports including district parent & family engagement plan; program overview; program evaluation and data presentation; application and budget; schoolwide plans; school improvement process.

5. Resolution Development

It was suggested that the district and schools provide parents with strategies to support learning at home in order to build the capacity of parents to support student engagement and achievement. It was suggested that the District look into partnerships with boarding schools to ensure equal opportunities for all students that apply for boarding schools

6. Action Items

a. Resolution for Recommendations

Shellie Aloysius motioned to approve the resolution with the recommendations to be forwarded to the Superintendent and School Board for review, with a second by Grace Walker. Motion carried.

7. Next Meeting Date

To be determined next school year

8. Adjournment

Shellie Aloysius motioned to adjourn with a second by Cheryl Tunguing. Adjourned at 10:35 am.

Mary Andrew, SWRSDPAC President

Date

Grace Walker, SWRSDPAC Secretary

Date

Program Details

Southwest Region School District (45) Public School District - FY 2024 - ESEA Consolidated - Rev 0 - Title I-A

Purpose of Title I-A

The purpose of Title I-A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. [Section 1001]

A. Title I-A Targeted Assistance Programs - (as applicable)

A.1. For all schools served with a targeted assistance program (marked "TA" on the Building Eligibility page), describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services. The academic criteria used to select students to receive Title I-A services should include multiple sources such as student performance on local assessments and the annual state summative assessment in English Language Arts and Math for students in grades 3-HS. [Section 1112(b)(9)]

Southwest Region School does not have any targeted assistance schools.

A.2. Provide a general description of the targeted services to students in all schools marked as targeted assistance. Include information on the type and time of service provided, such as in-class support, pull-out interventions, before or after school programs, summer programs, and professional development for educators. Include the number and type of staff funded by Title I-A at each school, as applicable. [Section 1112(b)(5)]

Southwest Region School does not have any targeted assistance schools.

A.3. Describe the process for annually reviewing and evaluating the effectiveness of the services provided by Title I-A in targeted assistance programs and revising those services based on the evaluation. [Section 1115(b)(3)]

Southwest Region School does not have any targeted assistance schools.

B. Title I-A Schoolwide Programs - (as applicable)

B.1. Provide a general description of how the schoolwide programs will ensure that all low-achieving students in all subgroups, including economically disadvantaged students, racial/ethnic subgroups, English learners, students with disabilities, migratory children, and homeless students are receiving assistance to increase their level of achievement. [Section 1114(b)(7)(A)]

All of our schools have current schoolwide plans in place and on file in both the individual school sites and the district office (on the district website). All of these plans include procedures that are in place at the individual school level describing how low-achieving students, in all subgroups, will receive assistance to improve performance levels. The process for annually reviewing and updating the schoolwide plans is an ongoing process throughout the year at each school and is monitored at the district level. The review and revision is completed by the school leadership team and feedback is provided by the district leadership team. The district is using the template provided by DEED.

CSI 5% Schools are using the DEED Successful School Improvement process along with the Title IA Schoolwide supplemental document. These schools include Togiak School, Twin Hills School, and William Sonny Nelson School.

The activities described in the schoolwide plans vary from school to school but the following list comprises many of the general activities used to help low-achieving students increase their level of achievement. After school programs that target students will specific academic needs; one-on-one and small group interventions; progress monitoring of interventions; development of SMART goals for students or groups of students based on student performance data.

The district has selected the "district determined PPA amount" addressed in the instructions for completing the consolidated application. The PPA amounts do not correspond with the poverty levels because of the large range in school student population sizes between our schools. In order to provide equitable services, the PPA amounts are bigger for our smaller schools than our larger schools regardless of poverty levels.

B.2. Provide a general description of the use of Title I-A funds at each schoolwide school. [Section 1112(b)(5)]

Each school will have parent and family engagement planned throughout the year (several events each year).

The after school tutoring programs vary between schools. Differences include students served, number of days/hours of tutoring, transportation costs, and extra-duty costs. There are schools that have similar programs which are described in general below:

Aleknagik School is a K-12 school that serve about 30 students. The after school program operates three days a week for 1 hour per session per grade span (K-5, 6-8, 9-12). This program is open for any student that needs extra help. There are several enrichment opportunities for students to participate in after school tutoring and homework to increase student engagement and support students that need additional help with academics. There is a 1.0 FTE paraprofessional to support instruction in academics and Yup'ik Studies curriculum.. There is a 0.5 FTE for an academic interventionist, which provides Tier II academic interventions from January through April for specific students that need additional academic support. Staff participate in the ASDN sponsored RTI conference to support the RTI intervention process. CHAMPS is the positive behavior support program being implemented in the school. Professional development in RTI will also be a focus for staff. The ALICE principles of school safety will be implemented.

Clarks Point School is a K-12 school that serves about 12 students. The after school program will operate between tfour days a week for an hour per session for all students. The program is open for any student that needs extra help. Staff participate in the SOR conference to support the ELA instruction. There is a 1.0 FTE paraprofessional to support instruction. The ALICE principles of school safety will be implemented.

Twin Hills School is a K-12 schools that serves about 20 students. The after school program operates four days a week for 1 hour per session for all students. The program (Wolf Club) targets students in 1st through 5th grade and provides supplemental support in reading and writing. Students in 6th through 8th grade have the opportunity to participate in the after school program to get help with homework and assignments. The staff and community will be working on developing a library within the school so support literacy. Professional development on the school improvement process will be a focus. There are 1.0 FTE in paraprofessionals to support instruction in academics and Yup'ik Studies curriculum.. The ALICE principles of school safety will be implemented.

William Sonny Nelson School is a K-12 schools that serves about 12 students. Professional development on the school improvement process will be a focus PD in effective math instruction will occur for one staff member. The after school program operates three days a week for 1 hour per session for all students. The program is available to all students that need additional help with homework and assignments. There are 0.46 FTE in paraprofessionals to support instruction. The ALICE principles of school safety will be implemented.

Koliganek School is a K-12 school that serves about 50 students. The after/before school program operates four days a week for 1 hour per session. The target group is students in 1st through 12th grade to get extra help on homework and assignments, as well as, extra practice on specific skills based on the needs of students including reading skills through an online supplemental resource. There are opportunities for students to participate in enrichment activities to increase student engagement and offer a well-rounded education. There is 3.46 FTE in paraprofessionals to support instruction in academics and Yup'ik Studies curriculum. The ALICE principles of school safety will be implemented.

Chief Ivan Blunka School is a K-12 school that serves about 130 students. The after school program is differentiated per grade span. The program is available to all students but focuses on students in grades 1st through 5th that need intervention based on the MAP assessment (4 times per week). There is a homework assistance program for 6-12 grade students as well (twice a week). There are opportunities for students to participate in enrichment activities including a fab lab to increase student engagement and offer a well-rounded education. There are 4.38 FTE in paraprofessionals to support instruction in academics and Yup'ik Studies curriculum. There is a 0.5 FTE for an academic interventionist, which provides Tier II academic interventions from January through April for specific students that need additional academic support. The ALICE principles of school safety will be implemented.

Manokotak Nunaniq School is a K-12 school that serves about 120 students. The after school program operates four times a week between 1 and 1.5 hours per session. The program is available to all students as a time for homework assistance but the focus is on students in the elementary grades that would benefit from extra skill practice based on RTI team meetings. Tutors meet with classroom teachers to develop mini-plans for specific students that need extra practice. Dual credit opportunities for students will be provided. Staff participate in the ASDN sponsored RTI conference to support the RTI intervention process. There is 1.76 FTE in paraprofessionals to support instruction. The ALICE principles of school safety will be implemented.

Togiak School is a K-12 school that serves about 200 students. The after school program operates three or four times a week between for 1 hours per session (K-5, 6-8, 9-12 grade spans). The program is available to all students as a time for homework assistance. There are different tutors to meet the needs of the students in varying grade levels. Accelerated Reader is being added to as a supplementary reading program. CHAMPS is the positive behavior support program being implemented in the school. Dual credit opportunities will be available to students. There are opportunities for students to participate in enrichment activities including a fab lab, weight lifting club, music club, and other clubs to increase student engagement and offer a well-rounded education. There are 1.76 FTE in paraprofessionals to support instruction in academics and Yup'ik Studies curriculum. The ALICE principles of school safety will be implemented.

B.3. For all schools served with an existing schoolwide plan (marked SW-Exist on the school Building Eligibility page), describe the process for annually reviewing and evaluating the effectiveness of the schoolwide plans and revising the needs assessment and schoolwide plans as necessary based on the results of the evaluation. [Section 1114(b)(3)]

Schoolwide planning is a continuous process throughout the year and involves a school leadership team for each school that includes various stakeholders. Each team begins a needs assessment in January, which includes various data including student achievement data, community feedback, staff input, and student feedback. The school leadership teams then meet multiple times during the spring to revise the schoolwide plan based on the results of the needs

assessment.

Title I Schoolwide plans an regular item on the local Community School Committee meetings which provides and opportunity for parent/community feedback. The district leadership reviews each site plan several times during the year and provide feedback as necessary. Part of the continuous process is to monitor the effectiveness of the plans outlined within the schoolwide plans by the district leadership team.

B.4. For all schools served with a new schoolwide plan (marked SW-New on the school Building Eligibility page), describe the process used to complete the needs assessment for the school and to create the schoolwide plan based on the needs assessment. [Section 1114(b)]

None of our schools have a new schoolwide plan.

C. Other Uses of Funds - (as applicable)

Describe any other information on how the district proposes to use funds to meet the purposes of this part, and that the district determines appropriate to provide.

C.1. Describe how the district proposes to use funds to assist schools in identifying and serving gifted and talented students. [Section 1112(b)(13)(A)]

Southwest Region School district is not using funds for this purpose

C.2. Describe how the district proposes to use funds to assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. [Section 1112(b)(13)(B)]

Southwest Region School district is not using funds for this purpose

C.3. Describe any other information on how the district proposes to use funds to meet the purposes of this part. [Section 1112(b)(13)]

Professional Development

August 7-9, 2023 - professional development will occur in the following areas for 10 school instructional leaders at the district office in Dillingham: review RTI models and how to effectively use the dedicated 60 minute block of time in the schedule for RTI interventions; review the implementation of exploration weeks but focus on the RTI component for those students "at- risk" of dropping out; effective integration of technology to support instruction and interventions; effective implementation of CTE programs to increase engagement, staff evaluation processes. Additional professional development will be provided regarding effective teaching via distance delivery and/or blended instruction models for the smart start framework. A follow-up training will occur in December at the district office in Dillingham or by distance delivery for follow up training to improve leadership skills and effective implementation of school-wide strategies to improve instruction and learning. The RTI conference and/or principal's conference will be offered as a conference for site leadership, which includes NASSP or NAESP association fees. Professional development for site leadership at a spring leadership camp sponsored through the district office for the implementation of RTI interventions, and ECE program interventions, PLCP implementation, and CTE integration.

August 10, 2023 - professional development will occur on MANDTS training for approximately 20 staff at the district office in Dillingham.

August 11-12, 2023 - Professional development will occur for approximately 30 staff at the district office in Dillingham in the following areas for new to the district teachers: introduction to the ELA, math, science, and social studies curricula and effective implementation strategies; a new teacher orientation into teaching in rural Alaska. This is a mentoring type of program that introduces new teachers to the local culture, identifies common cross-cultural barriers (communication differences, family structure differences, etc.), provides information about local traditions, beliefs, and customs, and provides an on-site mentor that helps them adjust to the community, get involved in community events, and integrate culture into instruction.

August 14-16, 2023 - Professional development will occur for approximately 60 certificated staff at the district office in Dillingham in the following areas:
K-6 teachers and instructional aides - effective implementation of the ELA curricula to meet the state ELA standards; effective implementation of math curricula to meet state math standards; identifying when interventions are necessary based on curriculum assessments; effective integration of cultural standards and Yup'ik studies programs.

For 7-12 teachers: identifying when interventions are necessary based on curriculum assessments; effective implementation of grade specific and content specific interventions; CTE specific training in NCCER Core and effective instructional practices;

For all staff: effective teaching via distance delivery and/or blended instruction models; ALICE training; Cyber security practices; and Emotional Poverty (SEL) training. Professional development on RTI models and how to effectively use the dedicated 60 minute block of time in the schedule for RTI interventions will be included.

October, 2023 - 11 principals to attend the Principals Conference in Anchorage to learn about effective leadership practices.

December, 2023 or January, 2024 - Professional development will occur in the following areas for 11 school instructional leaders at the district office in Dillingham. The design and implementation of a trauma informed instructional model to address the individual needs of students that experience trauma and/or RTI models.

May, 2024 - approximately 11 principals will attend a spring leadership academy in Dillingham to evaluate programs based on smart goals and data objective will be to refine practices to meet future smart goals that are aligned to district initiatives.

Parent Advisory Committee

October 2023 and April 2024 - eight parents to Dillingham for the semi-annual PAC meeting and then the annual meeting in Anchorage in April, 2024

Instruction

CTE instruction support through instructional supplies for hard to fill occupations in the region including an Electrician pathway

Intervention programs

Progress monitoring programs

Homeless

Supplies for homeless students to effectively participate in the education process and to eliminate barriers to participation

Support for Staff

Supporting teachers to get endorsements, certifications, and meet the AK Paraprofessional Qualifications requirements.

Budget Overview

Southwest Region School District (45) Public School District - FY 2024 - ESEA Consolidated - Rev 0 - Title I-A

Filter by Location: All - \$1,119,363.28 ▼

Purpose Code	BG - Basic Grant	PE - Parent Engagement	H - Homeless	Total
Account Code				
310 - Certificated Salaries	60,435.00	0.00	0.00	60,435.00
320 - Non-Certificated Salaries	449,768.50	0.00	0.00	449,768.50
360 - Employee Benefits	124,405.13	0.00	0.00	124,405.13
380 - Housing Allowance/Subsidy	3,280.00	0.00	0.00	3,280.00
390 - Transportation Allowance	6,000.00	0.00	0.00	6,000.00
410 - Professional & Technical	43,750.00	0.00	0.00	43,750.00
420 - Staff Travel	135,901.26	0.00	0.00	135,901.26
430 - Utility Services	600.00	0.00	0.00	600.00
440 - Other Purchased Services	82,350.00	0.00	0.00	82,350.00
450 - Supplies/Materials/Media	116,731.79	10,036.00	3,061.20	129,828.99
490 - Other Expenses (Dues and Fees)	13,320.00	0.00	0.00	13,320.00
495 - Indirect	58,979.18	571.04	174.18	59,724.40

Purpose Code	BG - Basic Grant	PE - Parent Engagement	H - Homeless	Total
Account Code				
480 - Tuition & Stipends (Students)	10,000.00	0.00	0.00	10,000.00
Total	1,105,520.86	10,607.04	3,235.38	1,119,363.28
Adjusted Allocation				1,119,363.28
Remaining				0.00

Southwest Region School District

September, 2023

2023-2024 Annual Notifications

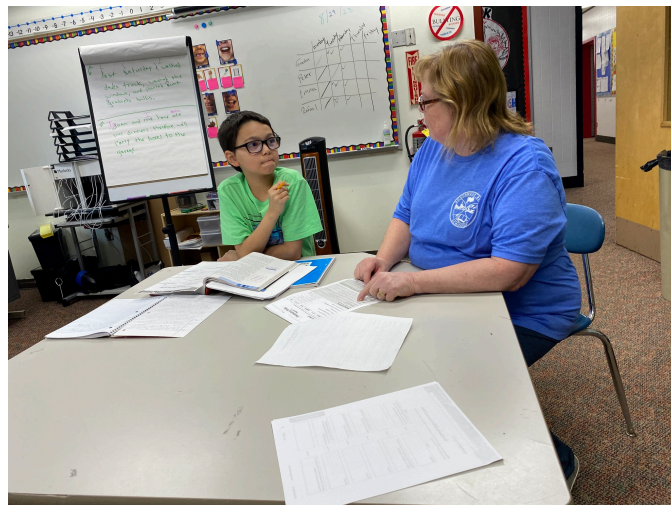
It is time for the annual notifications to all of the parents and guardians of the incredible students in Southwest Region School District. The District is looking forward to building stronger relationships with each of you through increased communication and through seeking feedback from you so educational programs can continue to be improved.

Included in this newsletter are the annual notifications to parents. There are a number of topics for which it is important to receive information about so that you are aware of the systems and process in place to support your child(ren).

There is quite a bit of information for parents on the district website. This information is available online at www.swrsd.org. Simply click on the Parent Information tab to access this information. Each school also has a Title I Schoolwide plan that includes a needs assessment, goals for the school year, and plans to address those goals. These plans can also be found online at the district website under the Parent Information tab.

You are encouraged to participate in the development of the school wide plan and to provide feedback about district and school programs. You can contact your local principal or Jon Clouse (contact information at the end of the letter).

The annual school specific accountability letter that outlines the index scores for each school along with the school level achievement and growth data will be delayed due to changes in the state assessment. Expect to get the accountability letter in December or January.



Request Teacher and/or Paraprofessional Qualifications



You have the right to request information regarding the professional qualifications of your child's teacher(s). If you request this information, the district or school will provide you with the information state licensing including grade levels, subject areas, type of license obtained and the specific content areas for which a teacher is licensed. You also have the right to request qualification information on paraprofessionals that are providing services to your child. Please contact the school if you would like to request this information.

Schoolwide Title I Program Eligibility



All of our schools qualify to receive federal funds under the Elementary & Secondary Education Act, specifically Title I, Part A of the act. Schoolwide Title I programs allow the use of funds under Title I, together with other federal and state funds, in order to improve educational programs in the school. Please contact your local school or the district if you have any question or would like additional information or if you'd like to be involved in the schoolwide planning process.

Protection of Pupil Rights Amendment (PPRA)



Students have rights regarding district surveys, collection and use of student information for marketing purposes, and certain physical examinations, including:

1. Consent before students are required to complete a survey that concerns one or more of the protected areas: political affiliations, mental or psychological problems, sex behavior or attitudes, critical appraisals of others of close family relationships, legally recognized privileged relationships, religious practices or affiliations, income other than is required by law to determine program eligibility, and illegal, anti-social, self-incriminating or demeaning behavior.
2. Receive notice and an opportunity to opt a student out of any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening as a condition of attendance administered by the school or its agent not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Inspect, upon request and before administration or use, protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and instructional material used as part of the educational curriculum.

When a student reaches the age of 18 or is an emancipated minor under State law, the parents' rights transfer to the student.



Family Educational Rights and Privacy Act

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that SWRSD, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, SWRSD may disclose appropriately designated "directory information" without written consent, unless you have advised the **SWRSD** to the contrary in accordance with SWRSD procedures. The primary purpose of directory information is to allow the SWRSD to include information from your child's education records in certain school publications. Examples include:

- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks or providing educational subscriptions.

If you do not want SWRSD to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the SWRSD in writing by November 15th, 2019. SWRSD has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems
- A student ID number or other unique personal identifier that is displayed on a student ID badge.



FERPA Rights

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

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School 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 school to amend a record that they believe is inaccurate or misleading. They should write the school principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school 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 privacy of personally identifiable information 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 School as 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 School has outsourced services or functions that it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school 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, SW



Disclosure of Student Records

Upon request, the district discloses education records without consent to officials of another school district or institution of post-secondary education where the student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.



By September 15 of each year, the district will provide to the University of Alaska a list of names and addresses of students in the graduating class who meet scholarship eligibility requirements for each scholarship program. Release of a student's name to the University of Alaska will not be made if the parent or eligible student objects. An objection should be made in writing to the school principal.

By July 15 of each year, the district will transmit to the Alaska Department of Education and Early Development an electronic version of each graduating student's permanent record that describes the student's eligibility for the Alaska Performance Scholarship Program.

By January 15 and July 15 of each year, the district will provide to the Alaska Military Youth Academy, a report containing the name, address, and dates of attendance of prior students ages 15 through 18 who appear no longer enrolled in any educational institution and who have not received a diploma or GED. Release of a student's information to the Alaska Military Youth Academy will not be made if the parent or eligible student objects. An objection should be made in writing to the school principal or through the parent portal in PowerSchool.

Disclosure of Assessment information to Parents/Guardians

The school will provide parents with information about your child(ren)'s level of achievement on the most recent state academic assessment. You have the right to request information regarding their parental right to opt the child out of assessments, and information on each assessment required by the State. For more information about the required assessments visit - <https://education.alaska.gov/assessments/requiredassessments>

Have a Great Year!

We look forward to your involvement in school activities and your child's education. We also look forward to your attendance at school meetings to provide input. You are an important partner in our effort to provide the best education possible for your child. Thank you for your interest and involvement in your child's education.

Jon Clouse
Federal & State Programs Support Director
Southwest Region School District
jclouse@swrsd.org
907-842-5287

