

INSTRUCTION

NOTE: The AASB comprehensive index/table of contents provides a standard index system designed to accommodate future policies/regulations and at the same time provides a table of contents for this manual. This manual contains only those Board policies (BP), administrative regulations (AR) and exhibits (E) specified in the right-hand column.

	CODE		
0. Concepts and Roles.....	6000	BP	
A. Goals and Objectives.....	6010	BP	
B. Parent Involvement.....	6020	BP	
1. Elementary and Secondary	6100		
A. Schedules.....	6110		
1. School Calendar	6111	BP	
2. School Day.....	6112	BP	AR
3. Released Time.....	6113		
4. Crisis Response Plan.....	6114	BP	AR
a. Fire Drills and Fires.....	6114.1		AR
b. Bomb Threats	6114.2		AR
c. Earthquake Emergency Procedures.....	6114.3		AR
d. Pandemic/Epidemic Emergencies	6114.4	BP	
5. Ceremonies and Observances	6115	BP	
6. Classroom Interruptions.....	6116	BP	AR
B. Instructional Plans	6120		
C. Organizational Plan	6130		
D. Curriculum	6140		
1. Curriculum Development and Evaluation	6141	BP	E
a. Experimental/Innovative Programs	6141.1		
b. Recognition of Religious Beliefs and Customs.....	6141.2	BP	
c. Multicultural Education.....	6141.3	BP	
2. Subject Fields.....	6142		
a. Family Life/Sex Education.....	6142.1	BP	
b. AIDS Instruction	6142.2	BP	
c. Science Instruction	6142.3	BP	
d. Community Service.....	6142.4	BP	AR
e. Environmental Education.....	6142.5	BP	
f. Visual and Performing Arts Education	6142.6	BP	
3. Courses of Study.....	6143	BP	
4. Controversial Issues.....	6144	BP	AR
5. Extracurricular and Cocurricular Activities.....	6145	BP	AR
a. Intramural Competition	6145.1		
b. Interscholastic Competition.....	6145.2	BP	
(1) Sportsmanship	6145.21	BP	AR
(2) Concussion in Student Athletes	6145.22	BP	AR E
c. Publications	6145.3	BP	
d. Public Performances and Exhibitions.....	6145.4		
e. Student Organizations and Equal Access.....	6145.5	BP	AR E

INSTRUCTION

6.	Graduation Requirements/Standards of Proficiency.....	6146			
a.	High School Graduation Requirements.....	6146.1	BP		
b.	High School Equivalency Test.....	6146.2	BP		
c.	High School Graduation Qualifying Exam	6146.3	BP	AR	E
d.	Reciprocity on Graduation Requirements	6146.4	BP	AR	E
e.	Differential Requirements for Individuals with Exceptional Needs	6146.5	BP		
f.	Elementary School Profile.....	6146.6	BP		
g.	Academic and Vocational Standards of Proficiency	6146.7			
E.	Instructional Arrangements	6150			
1.	Class Size.....	6151			
2.	Student Grouping.....	6152			
3.	School-Sponsored Trips.....	6153	BP		
4.	Homework/Makeup Work	6154	BP	AR	
5.	Class Examinations/Challenging Courses by Examination	6155			
6.	Lesson Plans	6156			
7.	Tutoring	6157			
8.	Individualized Education Program	6159	BP	AR	
a.	Procedural Safeguards and Complaints for Special Education	6159.1	BP	AR	
F.	Instructional Services and Resources	6160			
1.	Equipment, Books and Materials.....	6161			
a.	Selection and Evaluation of Instructional Materials	6161.1	BP	AR	
	(1) Supplementary Instructional Materials.....	6161.11	BP	AR	
b.	Damaged or Lost Instructional Materials.....	6161.2	BP		
c.	Toxic Art Supplies	6161.3			
d.	Internet	6161.4	BP	AR	E
e.	Web Sites/Pages	6161.5	BP	AR	E
2.	Instructional Resources for Teachers (includes instructional television) ...	6162			
a.	Audiovisual Materials	6162.1			
b.	Curriculum Consultants.....	6162.2			
c.	Teacher Aides/Paraprofessionals	6162.3			
	(1) Student Aides.....	6162.31			
d.	Community Resources	6162.4			
e.	Standardized Testing	6162.5	BP	AR	
f.	Use of Copyrighted Materials	6162.6	BP	AR	
g.	Computers	6162.7			
h.	Research	6162.8	BP		
3.	Instructional Resources for Students	6163			
a.	Libraries/Media Centers.....	6163.1	BP		
b.	Live Animals in the Classroom.....	6163.2			
c.	Learning Centers	6163.3			
d.	School Gardens, Greenhouses, and Farms	6163.4	BP		
4.	Individual Services & Diagnostic Counseling.....	6164			
a.	Health Services.....	6164.1			
b.	Guidance and Counseling Services	6164.2	BP		
c.	Student Mental Health – Medication and Services	6164.3	BP		

INSTRUCTION

d. Child Find.....	6164.4	BP		
e. Student Study Teams.....	6164.5	BP	AR	
G. Curriculum Extensions/Specialized Programs.....	6170			
1. Title 1 Programs.....	6171	BP	AR	E
2. Special Education	6172	BP		
3. Adventure-Based Education	6173			
4. Bilingual-Bicultural Education/Limited English Proficiency Programs.....	6174	BP		
a. Education of Native/Indian Children	6174.1	BP	AR	E
5. Migrant Children Program.....	6175	BP		
6. Weekend/Saturday Classes	6176			
7. Summer School.....	6177			
8. Vocational Education.....	6178	BP	AR	
a. Work Experience Education.....	6178.1	BP		
9. Child Care and Development Programs	6179			
H. Program Adaptations/Alternative Arrangements	6180			
1. Charter School	6181	BP	AR	
2. Correspondence Study Program	6182	BP		
3. Secondary Boarding Program	6183	BP		
4. Virtual/Online Courses	6184	BP		E
I. Evaluation of the Instructional Program.....	6190	BP		
2. Adult/Continuing Education	6200			

(Policies and regulations for Adult Education normally are those which apply at all levels of the school system.)

CONCEPTS AND ROLES

The School Board believes that the district and community must work together to ensure that educational goals and objectives are relevant to the lives and future of our students. The School Board shall adopt policies which define district philosophy and goals. The Superintendent or designee shall provide for the development of districtwide instructional objectives.

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

The School Board recognizes the importance of planning, implementing and evaluating the instructional program and shall provide the resources necessary for ongoing review and improvement of the district curriculum.

(cf. 0500 - Review and Evaluation)

(cf. 6141 - Curriculum Development and Evaluation)

In order to keep abreast of educational trends and changing student needs, the School Board supports a continuing program of in-service education for certificated staff, the administration, and School Board members.

(cf. 4331 - Staff Development)

(cf. 9240 - Board Development)

Note: United States Code, Title 20, Section 2728 and the Code of Federal Regulations, Title 34, Section 200.43 **mandate** districts receiving Title 1 funds to establish and implement a districtwide salary schedule and written policy ensuring the equivalent provision of staff, curriculum materials and instructional supplies among schools. Pursuant to the Code of Federal Regulations, Title 34, Section 298.23 recipients of Chapter 2 funds also must demonstrate that program services, equipment, materials and supplies are supplementary to the regular program.

The district shall provide comparable educational opportunities for all students. The Superintendent shall schedule teachers and classes so that there is a minimum variation in the student-teacher ratio from school to school at the beginning of each school year. He/she shall further ensure that the amount and quality of textbooks, instructional supplies and equipment are closely comparable in every district school and at each level.

(cf. 0410 - Nondiscrimination)

(cf. 6171 - Title 1 Programs)

Instruction in the core curriculum shall not be diminished when students receive supplementary services funded by special governmental programs.

CONCEPTS AND ROLES (continued)**The School Board**

1. Articulates the district's educational philosophy and goals through Board policy and approves districtwide instructional objectives which reinforce the district's philosophy and goals.
2. Adopts all curriculum and graduation requirements.
3. Determines the educational programs to be offered to the district's students.
4. Approves instructional materials and resources to be used in the district's curriculum.
5. Reviews the instructional program and evaluates the education received by students using available data including results of state and district student assessments.

The Superintendent or Designee

1. Establishes procedures for the ongoing review, evaluation, and development of the district's curriculum.
2. Ensures the articulation and integration of the district curriculum between educational levels.
3. Administers the district's educational program and reports to the Board on the accomplishment of district goals and objectives using available data including results of the state and district student assessments through testing and other types of appraisal.
4. Decides the general methods of instruction to be used.
5. Assigns instructors and schedules classes for all curricular offerings.

*Legal Reference:*ALASKA STATUTES*14.03.060 Elementary, junior high and secondary schools**14.03.090 Sectarian or denominational doctrines prohibited**14.08.111 Duties (regional school boards)**14.14.090 Additional duties**14.14.110 Cooperation with other districts*UNITED STATES CODE, TITLE 20*2728(c) Fiscal requirements/comparability of services**2971 (b) Federal funds supplementary*CODE OF FEDERAL REGULATIONS, TITLE 34*200.43 Comparability of services requirements, Chapter 1**98.23 Comparability of services requirements, Chapter 2*

Revised: 08-24-12

GOALS AND OBJECTIVES

BP 6010(a)

Note: The following policy may be revised to reflect a local school board's goals and objectives for student achievement. However, Alaska regulation 4 AAC 06.825 requires school districts to set target dates for a graduation rate of 90% or better, and an attendance rate of 95% or better. Effective 2014, if a school or subgroup does not meet the four-year or five-year graduation rate, it may qualify for an alternative graduation rate. If 10 or fewer students, after approved adjustments, enrolled in the ninth grade four or five years earlier, then the target graduation rates are satisfied if all but one of those students graduate. The subgroups are identified at 4 AAC 06.830 as follows: 1) students with limited English proficiency; 2) students with disabilities; 3) economically disadvantaged students; 4) African-Americans; 5) Alaska Native and American Indians; 6) students of two or more races; 7) Asians or Pacific Islanders; 8) Hispanics; and 9) whites.

Student Achievement

The School Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include but not be limited to, assessment results, student attendance and drop-out rates, graduation rates, and percentages of students earning certificates of completion and diplomas.

The School Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the School Board sets a target date of 2018 to achieve an attendance rate of 95% or better for the district's schools and its students.

Graduation represents the culmination of a student's achievement in the district. The School Board believes that all student have the potential to graduate. The Board sets a target date of 2018 to achieve a graduation rate of 90% or better for the district's schools and its students.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts to achieve the district's vision and mission.

The district's program will be consistent with the Alaska Department of Education and Early Development requirements for content standards and high school graduation.

The School Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.

The superintendent will develop administrative regulations as needed to implement this policy.

(cf. 0100 – Philosophy)

(cf. 0210 – Goals for Student Learning)

(cf. 0500 – Review and Evaluation)

(cf. 5000 – Concepts and Roles)

(cf. 6000 – Concepts and Roles)

(cf. 9000 – Role of School Board and Members)

Legal Reference (see next page):

Instruction

GOALS AND OBJECTIVES (continued)

BP 6010(b)

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment

ALASKA ADMINISTRATIVE CODE

4AAC 04.140 Content standards

4 AAC 06.825 Graduation and attendance rates

Revised: 10-27-15

PARENT INVOLVEMENT

Note: For those districts receiving Title I funds, a policy on parental involvement is mandatory. (<i>See BP/AR 6171</i>)

The School Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. The district shall include parent involvement strategies as a component of instructional planning.

Teachers and parents/guardians can better understand and meet student needs if they work together. All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques which support classroom learning. Administrators and teachers should keep parents/guardians well informed about school expectations and tell them when and how they can assist their children in support of classroom learning activities. The School Board encourages staff training in effective communication with the home.

The School Board encourages parents/guardians to serve as volunteers in the schools and to attend student performances and school meetings.

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visits to the Schools)

(cf. 5124 - Reporting to Parents)

(cf. 6154 - Homework/Make-Up Work)

(cf. 6171 - Title 1 Programs)

SCHOOL CALENDAR

The Superintendent or designee shall recommend to the School Board a school calendar that will meet the requirements of the law as well as the needs of the community, students and the work year as negotiated with district personnel.

Note: Amended in 2004 and retroactive to July 1, 2003, AS 14.03.030 mandates a school term of 180 days with some exceptions. With the approval of the Commissioner of Education: up to ten days may be used for teacher in-service training: “emergency closure days” may be substituted for days in session because of conditions posing a threat to the health or safety of students; or the Board may adopt a different school term that includes at least 740 hours of instruction and study periods for students K-3 and at least 900 hours of instruction and study periods for pupils in grades 4-12. To utilize a different school term as just described, the Board must submit an acceptable plan to the Commissioner demonstrating that students will receive the approximate equivalent of a 180-day term.

The school calendar shall show the beginning and ending school dates, legal and local holidays, orientation and teacher in-service days, number of teaching days, vacation periods and other pertinent dates.

(cf. 0530 – Discontinuation or Closure of Schools)
(cf. 6115 – Ceremonies and Observances)

Legal Reference:

ALASKA STATUTES

14.03.030 School term

ALASKA ADMINISTRATIVE CODE

4 AAC 05.090 Discontinuation or Closure of Schools

Revised: 04-29-11

SCHOOL DAY

Note: Pursuant to AS 14.03.040, the school board may approve Saturday as a day in session. The following sample policy may be revised or deleted to reflect district philosophy and needs.

The School Board shall fix the length of the school day subject to the provisions of law.

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities and requirements of state law and regulations.

Legal Reference:

ALASKA STATUTES

14.03.40 Day in session

SCHOOL DAY

Instructional Minimum Day

A minimum day in session or early release day (contact hours) for students at every school in the district shall be as follows:

- Kindergarten Four (4) Contact Hours
- Grades 1-3 Four (4) Contact Hours
- Grades 4-12 Five (5) Contact Hours

Contact hours does not include intermissions, lunch break, passing time, or recess time. Contact time shall include only that time during which the student is receiving instruction from qualified school staff. Contact time does not include supervise lunch and/or recess.

Requests to establish school days with less contact hours than listed above due to unusual or extenuating circumstances at a particular school site may be directed to the Board through the Superintendent. All requests to establish less than the above school day must be approved by the local Community School Committee (CSC) first.

YKSD Board Policy requires the following hours in session:

	Grade K	Grades 1-3	Grades 4-6	Grades 7-12
Contact Hours	4	4	5	5
Daily Minutes	240	240	300	300
Weekly	1200	1200	1500	1500

Contact hours do not include supervised lunch or recess, passing time or intermission.

SCHOOL DAY (continued)

Recommended Instructional Time Allotment

The following are recommended time allotments, but can form a basis for daily/weekly planning.

Time Allotments
Minutes/Daily
Minimum/Maximum

Subject	Grade 1-3	Grade 4-6	Grade 7-8
Language Arts (includes reading, writing, spelling, phonics, grammar, listening, speaking)	135 (100-180)	135 (90-150)	130 (90-150)
Math	50 (40-90)	55 (45-90)	60 (45-90)
Social Studies	20 (10-25)	35 (20-45)	50 (40-60) Includes Career Vocational Education
Science/Health	25 (10-30)	35 (20-45)	50 (40-60)
P.E.	30 (15-30)	30 (15-40)	30 (15-40)
Music/Fine Arts Art	20 (15-30)	20 (15-20)	40 (20-50)
Recess/Break Time	30 (20-30)	30 (20-30)	20 (20-30)

CRISIS RESPONSE PLAN

Note: By July 1, 2000, all school districts must have developed a model school crisis response plan for use by each school in the district. By December 31, 2000, each school must have developed a school specific crisis response plan.

All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, or other crisis which create distress, hardship, fear or grief. The Superintendent or designee shall develop and maintain a crisis response plan for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually.

A crisis response team for each school shall augment the district plan with working plans and procedures specific to each school building. The crisis response team must include the principal, one certified and one classified member of the school staff, and one parent whose child attends the school. Additionally, the team may include a school board or advisory school board member, a school counselor, a member of local law enforcement, and a student in grade 10 or higher.

All students and employees shall receive instruction regarding these plans. Employees shall be trained annually in crisis response, including evacuation and lock down drills. Disaster simulation exercises may be held annually at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies.

The Superintendent or designee shall consult with local social service agencies and law enforcement authorities so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school.

The crisis response plan for each school must:

1. identify the person in charge and a designated substitute;
2. identify the crisis response team members and their specific job functions relating to a crisis;
3. include a communication plan;
4. include protocols for responding to immediate physical harm of students, faculty, or staff and to traumatic events, including the period after the events have concluded;
5. include disaster and emergency procedures to respond to earthquakes, fire, flood, explosions, or other events or conditions in which death or serious injury is likely;
6. include crisis procedures for safe entrance to and exit from the school by students, parents, and employees, including an evacuation and lock down plan; and
7. include policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis.

CRISIS RESPONSE PLAN (continued)

(cf. 3514 - Safety)

(cf. 3515 – School Safety & Security)

(cf. 5142 - Student Safety)

The crisis response plans shall be reviewed annually and updated as appropriate. A copy of each school's crisis response plan shall be retained by the district and a copy provided to each local agency that has a role in the plan. Notice of completion of the annual review and update and the location of a school's crisis response plan shall be posted at each school in the district. Each school's crisis response plan shall be printed and available for inspection by the public.

The School Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The School Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

The School Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation. Each principal shall ascertain that at least one staff member at each school holds a valid certificate in these areas. The Superintendent or designee shall provide for CPR in-service training to be offered to district staff annually.

Legal Reference:

ALASKA STATUTES

14.03.030 School term

14.03.140 Emergency drills

14.33.100 Required school crisis response planning

18.70.080-18.70.300 Fire protection

CRISIS RESPONSE PLAN

Note: Each district, and every school within the district, is required to have in place a crisis response plan. AS 14.33.100. AS 14.03.140 requires monthly emergency drills, such drills should be geared to the types of emergencies likely to be experienced. AS 14.33.100 requires annual employee training in crisis response, including evacuation and lock down drills.

Principals and site administrators shall hold emergency drills at least once a month, weather permitting. (AS 14.03.140)

The district crisis response plan shall be available to staff, students and the public in the office of the Superintendent or designee and in the office of each principal. Individual building crisis response plans shall be provided to each teacher and shall be available for public inspection at the principal's office. The principal shall make certain that students and staff are familiar with the plan and shall periodically conduct preparedness drills to ensure effective behavior in the event of an actual emergency or disaster.

The crisis response team for each school shall meet each year to review the crisis response plan and recommend changes and/or improvements.

1. Principal

The principal or designee may assume overall direction of disaster procedures. Each principal shall prepare written disaster plans for his/her school and present a copy to the Superintendent or designee.

The principal shall:

- a. Direct evacuation of buildings, using fire signals and procedures as required for fire, threatened explosion, or following cessation of earthquake tremors, and using a manual bell for signals in case of power failure.
- b. Arrange for transfer of students when their safety is threatened by floods or approaching fires.
- c. Issue orders to teachers if children are to assemble in preselected safer areas within the school.
- d. Schedule monthly/periodical fire drills and keep appropriate records.

CRISIS RESPONSE PLAN (continued)

- e. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.
- f. Inform the Superintendent or designee of all emergency actions taken as soon as possible.
- g. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.
- h. See #5 under "The school secretary"
- i. Man telephones, monitor radio emergency broadcasts, and assist the trained first aid personnel as needed.

2. Teachers

Teachers shall be responsible for supervision of students in their charge. Teachers shall:

- a. Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signals, warning written notification, or intercom orders.
- b. Give the DROP command during an earthquake.
- c. Take roll when the class is relocated in an outside or inside assembly area or at another location.
- d. Report missing students to the principal or designee.
- e. Send students in need of first aid to the school nurse or person trained in first aid.

3. Custodian/Maintenance Personnel

Custodians/maintenance personnel are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Custodians/maintenance personnel shall:

- a. Survey and report damage to the principal.
- b. Direct rescue operations as required.
- c. Direct firefighting efforts until regular fire fighting personnel take over.

CRISIS RESPONSE PLAN (continued)

- d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines.
 - e. Disburse supplies and equipment as needed.
 - f. Conserve usable water supplies.
4. **The school secretary** or designee shall:
- a. Report a fire or disaster to the appropriate authorities.
 - b. Assist the principal as needed.
 - c. Provide for the safety of essential school records and documents.
 - d. Act as messengers and carriers when so directed.
5. **Personnel trained in first aid/CPR** shall:
- a. Administer first aid.
 - b. Supervise the administration of first aid.
 - c. Organize first aid and medical supplies.

FIRE DRILLS AND FIRES

Note: All districts, and each school within a district, are required to have in place a crisis response plan which contains emergency procedures to address disasters, including fire. AS 14.33.100.
--

All students, teachers, and other employees shall be instructed as to leaving the school building in an orderly and rapid manner.

Principals and teachers shall recognize that it is essential in any emergency to prevent panic by giving students clear direction and supervision. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated escape route is blocked.

(cf. 6114 – Crisis Response)

A record shall be kept in the principal's office of each fire drill conducted. A copy of the record shall also be filed in the office of the Superintendent or designee.

In the event that fire is discovered in any part of the school, the fire department shall be called immediately after the signal is given to evacuate the building. Students and adults evacuate the building to outside assembly areas. Teachers shall ascertain that no student remains in the building. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to injured students.

If the fire is serious, students may be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Legal Reference:

ALASKA STATUTES

14.33.100 Emergency drills

14.33.100 Required school crisis response planning

BOMB THREATS

Note: Although many bomb threats prove to be a hoax, the principal or designee should evaluate every such threat carefully and independently on the basis of circumstances existing at the moment. If a school gets a series of bomb threats, the school may want to request that local law enforcement obtain a tap on the phone to trace calls. The following sample regulation may be revised or deleted.

Receiving Threats

Anyone answering a telephoned bomb threat shall try to keep the caller on the line and get answers to the following questions:

1. When is the bomb scheduled to go off?
2. Where is the bomb located?
3. What kind of bomb is it?
4. Who placed the bomb?
5. How do you know about the bomb?
6. What is your name and address?

The person who receives the call should also try to determine the caller's sex, age, and distinctive features of voice or speech and should take note of background noises such as music, traffic, machinery or other voices.

Anyone who receives a written bomb threat shall place it in an envelope and note where and by whom it was found.

Any employee or student who receives a bomb threat shall immediately report the threat to the principal or designee.

Procedures

Upon perceiving that a danger may exist, the principal or designee shall:

1. Immediately use fire drill signals to evacuate threatened areas.
 - a. Students and staff shall follow standard fire drill procedures.
 - b. Teachers shall take roll at their assigned areas and immediately report any absences to the principal or designee.

BOMB THREATS (continued)

- c. Teachers shall remain with their classes, well away from the school buildings, until relieved.
2. Immediately turn off any two-way radio equipment which is located in a threatened building.
3. Immediately inform law enforcement authorities, the fire department, and the Superintendent or designee.

Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. **No other school staff shall search for or handle any explosive or incendiary device.**

Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the principal or designee that reentry is safe.

Within 24 hours, the principal or designee shall send the Superintendent or designee a complete report of the incident, identifying the person who received the threat and the grounds for believing the danger to be real.

The Superintendent or designee shall make every effort to identify individuals who make bomb threats and have them prosecuted. Students who make such threats shall be disciplined accordingly.

(cf. 5144.1 - Suspension and Expulsion)
(cf. 6114 – Crisis Response Plan)

EARTHQUAKE EMERGENCY PROCEDURES

Note: All districts, and each school within a district, are required to have in place a crisis response plan which contains emergency procedures to address disasters, including earthquakes.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside the school building and in individual classrooms:

1. The teacher or other person in authority shall implement the DROP action. Each student shall:
 - a. Get under equipment (desk, table, etc.) where available. Otherwise get next to an inside wall or under an inside doorway.
 - b. Drop to knees with back to the windows and knees together.
 - c. Clasp both hands firmly behind the head, covering the neck.
 - d. Bury face in arms, protecting the head. Close the eyes tightly.
 - e. Stay there until the procedure or emergency is over or until subsequent instructions are given. Such instructions will depend upon circumstances and the extent of damage to the buildings.
2. As soon as possible, teachers shall move the children away from windows and out from under heavy suspended light fixtures.
3. Teachers shall implement action to leave the building when the earthquake is over. Teachers shall ensure that students do not run, particularly on stairways.

Earthquake While on School Grounds

When an earthquake occurs, the following actions shall be taken if teachers and students are on school playgrounds:

1. The teacher or other person in authority shall direct the children to WALK away from buildings, trees, poles, or exposed wires.
2. The teacher shall implement the DROP action. Teachers and students shall cover as much skin surface as possible, close eyes, and cover ears.
3. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.

EARTHQUAKE EMERGENCY PROCEDURES (continued)**Earthquake While on the Bus**

When students are on the school bus and an earthquake occurs, the following actions shall be taken:

1. The bus driver shall pull to the side of the road away from any buildings, poles, wires, overhead structures or bridges, if possible, and issue the DROP action.
2. The driver shall set the brakes and turn off the ignition.
3. The bus driver shall wait until the earthquake is over before proceeding on the route.
4. The bus driver shall contact the director of transportation for instructions.
5. If the bus driver continues on, he/she shall watch for hazards created by earthquakes, such as fallen electrical wires, cracked roads, or fallen poles.

Subsequent Emergency Procedures

1. Teachers shall see that students avoid touching electrical wires that may have fallen.
2. Teachers or students shall not light any fires after the earthquake until the area is declared safe. Laboratory or shop teachers shall be watchful of students' relighting burners or stoves.
3. First aid shall be rendered if necessary.
4. Teachers shall take roll of their classes.
5. Guards shall be posted at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
6. Custodian/maintenance personnel shall shut off all pilot lights on water heaters or furnaces, as well as stoves in homemaking classrooms.
7. Assistance shall be requested as needed, through appropriate channels, from the local civil defense office or fire and police departments.
8. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.

EARTHQUAKE EMERGENCY PROCEDURES (continued)

9. The principal shall, if possible, contact the district office for further instructions.
10. The principal shall determine the advisability of closing the school, with the advice of the Building Inspector if possible.
11. Following the quake, the principal and custodian shall inspect all buildings for safety in accordance with inspection procedures below.
12. If the building is safe for use, the principal or designee shall clear debris in order to resume educational activities as soon as possible.
13. Until such time as the buildings are safe for use, the principal shall arrange for other facility use, if available, so that the educational program may be continued with as little interruption as possible.

General Procedures

Students shall be taught the following safety precautions to be taken during an earthquake in the event that adults are not present to give specific directions:

1. The safest place to be is in the open. Stay there.
2. Move away from buildings, trees, and exposed wires. **DO NOT RUN!**
3. After the earthquake, if you are on your way to school, continue to school.
4. After the earthquake, if you are on your way home, continue home.

Inspections After Earthquake

1. The school custodian/maintenance personnel shall make a thorough inspection immediately after a severe earthquake.

Check points:

- Large cracks affecting buildings
- Earth slippage affecting buildings
- Water leaks
- Fuel/Gas leaks
- Electrical breakages

If leaks are detected, the custodian/maintenance personnel shall shut off the utility in the building affected and notify the maintenance department.

EARTHQUAKE EMERGENCY PROCEDURES (continued)

2. The building principal shall inspect the facility. If the principal believes the school is damaged sufficiently to be a hazard, he/she shall notify the Superintendent or designee and ask the Building Inspector to check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.

3. The Building Inspector shall be responsible for determining if the structure is safe for occupancy. The Superintendent or designee shall expedite reconstruction and replacement of equipment.

PANDEMIC/EPIDEMIC EMERGENCIES

The School Board recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the School Board establishes this policy in the event the town/municipality and/or schools district is affected by a pandemic/epidemic outbreak. At all times the health, safety and welfare of the students shall be the first priority.

Planning and Coordination

The Superintendent shall designate one or more staff members to serve as a liaison between the school district and local and state health officials. This designee is responsible for connecting with health officials to identify local hazards, determine what crisis plans exist in the school district and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school district.

With fiscal concerns in mind, the District may purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by health officials.

The Superintendent shall develop procedures and plans for the transportation of students in the event of an evacuation. Such procedures shall include provisions for students who cannot be transported to home at the time of the evacuation.

Response

In the event anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic, that person may be quarantined pending further medical examination. Parent/guardians and local and state health officials shall be notified immediately.

In conjunction with local and state health officials, the Superintendent shall ascertain whether an evacuation, lockdown, or shelter-in-place needs to be established. As soon as such a decision has been made, the school district shall attempt to notify the parents of all students.

In the event of an evacuation, the Superintendent is charged with determining when the school shall re-open. In the event of a lockdown or shelter-in-place, the Superintendent shall notify all proper authorities and relief agencies to seek their assistance for the duration of the lockdown or shelter-in-place.

Infection Control

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by that individual's primary care physician or other medical personnel indicating that that person does not bear the risk of transmitting the communicable disease.

PANDEMIC/EPIDEMIC EMEREGENCIES

Continuance of Education

The Superintendent shall develop a plan of alternate means of educating students in the event of prolonged school closings and/or extended absences. Such a plan may include providing students with assignments via mail, local access cable television, or the school district's website.

- (cf. 5141.22 – Infectious Diseases)*
- (cf. 5141.23 – Infectious Disease Prevention)*
- (cf. 5144.1 – Suspension and Expulsion)*
- (cf. 6114 – Crisis Response Plan)*

Legal Reference

ALASKA STATUTES

14.03.02 School Year

14.30.045 (4) Grounds for suspension or denial of admission

ALASKA ADMINISTRATIVE CODE

*4 AAC 05.090 the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. 1232g.
45 C.F.R. 99*

Added: 04-29-11

CEREMONIES AND OBSERVANCES

Patriotic Exercises

Note: By state law, the Pledge of Allegiance must be recited regularly. AS 14.03.130. A person/student is permitted to recite the salute to the flag or to maintain a respectful silence.

The School Board encourages activities that instill pride in our country. The Pledge of Allegiance shall be recited or patriotic exercises conducted on a regular basis as determined by the School Board.

The district respects the legal right of individuals not to participate in the salute to the flag for personal reasons. An individual not participating in the salute to the flag must maintain a respectful silence.

(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6141.6 - Multicultural Education)

Special Days and Events

District schools shall commemorate special days and events in accordance with law. Schools are encouraged to recognize days and events of local significance.

Note: AS 14.03.050 allows the Board to designate additional holidays. The following reflects school holidays designated by AS 14.030.050 and may be expanded as deemed appropriate.

District schools shall be closed in observance of Labor Day, Thanksgiving Day and the day after, Christmas Day, New Year's Day, Memorial Day, and the Fourth of July.

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday.

(cf. 6111 - School Calendar)

Legal Reference:

ALASKA STATUTES

14.03.050 School holidays

14.03.130 Display of flag and pledge of allegiance

41.15.900 Observance of Arbor Day

West Virginia State Board of Education, et al. v. Burnette, et al 319 U.S. 624 (1943)

Banks v. Board of Public Instruction, 314 F. Supp. 285

Hanover v. Northrup, 325 F. Supp. 170

CLASSROOM INTERRUPTIONS

The School Board recognizes that class time should be dedicated to student learning. The School Board believes that classroom interruptions which are not related to the educational program should be kept at an absolute minimum.

CLASSROOM INTERRUPTIONS

The principal or designee shall keep announcements made through intercom or public address systems to a minimum and limit announcements to specific times during the day. Announcements that apply only to teachers shall be distributed in writing.

The principal shall establish a fixed time for the delivery of messages to students, except in the case of emergencies.

School maintenance operations involving noise or classroom disruption shall be performed before or after school hours whenever possible.

CURRICULUM DEVELOPMENT AND EVALUATION

The School Board shall provide a comprehensive instructional program to serve the educational needs of the district's students. The School Board accepts responsibility for establishing what students should learn. Therefore, the School Board shall adopt a district curriculum which to the extent possible reflects the desires of the community, the needs of society, and the requirements of law.

Curriculum development and improvement is of primary importance and as such will be part of an ongoing process in this district. The Superintendent or designee shall have general coordinating authority over the design and development of curriculum. The Superintendent or designee shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students and parents/guardians. The School Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and in-service training.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The curriculum shall be consistent with and aligned to established state standards and the philosophy, goals and objectives of the district. The Superintendent or designee shall keep the School Board informed regarding current district curriculum efforts and student achievement. The Superintendent or designee shall provide all necessary assistance to the School Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the School Board. Prior to adoption of districtwide curriculum, the School Board shall discuss its findings with the staff, community and students.

Note: 4 AAC 05.080 requires the review of content areas every six years.
--

The School Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for districtwide curriculum development. The School Board shall review each content area at least once every six years.

Learning will be enhanced by an adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and school to school. Teachers are to align their teaching to district standards and curriculum.

(cf. 6190 - Evaluation of Instructional Program)

CURRICULUM DEVELOPMENT AND EVALUATION (continued)

Legal Reference:

ALASKA STATUTES

14.03.120 Education planning; reports

14.14.110 Cooperation with other districts

ALASKA ADMINISTRATIVE CODE

4 AAC 04.140 Content Standards

4 AAC 04.150 Performance Standards

4 AAC 05.020 Definitions

4 AAC 05.080 School curriculum and personnel

4 AAC 06.805 Adequate Yearly Progress

4 AAC 06.885 School and District Recognition

4 AAC 51.310 Evaluations

Revised: 08-24-12

CURRICULUM DEVELOPMENT AND EVALUATION

YKSD Course Review Rotation

	FY14	FY15	FY16	FY17	FY18
Math	CR and \$	PD and Imp	PD and Imp	Mon Prog	Mon Prog
Science	Needs Assess	CR and \$	PD and Imp	PD and Imp	Mon Prog
Social Studies	Mon Prog	Needs Assess	CR and \$	PD and Imp	PD and Imp
Native Language	Mon Prog	Mon Prog	Needs Assess	CR and \$	PD and Imp
Health/PE	PD and Imp	Mon Prog	Mon Prog	Needs Assess	CR and \$
Fine Arts	PD and Imp	Mon Prog	Mon Prog	Needs Assess	CR and \$
Language Arts	PD and Imp	PD and Imp	Mon Prog	Mon Prog	Needs Assess

CR and \$	PD and Imp	Mon Prog	Needs Assess
Review of curriculum and purchase of new instructional materials	Two years of Professional Development and Implementation	Two years of Progress Monitoring	Assessment of the needs of the district in that particular content area.

FY14	Math	Language Arts	Social Studies	Science
FY15	Science	Math/ELA	Health/PE/Art/Native Lang	Social Studies
FY16	Social Studies	Science/Math	Language Arts	Health/PE/Art/Native Lang

(Green) = Review and revision of curriculum and purchase of new instructional materials

(Orange) = Implement new curriculum/textbook with continued training (2 years)

(Yellow) = Continue Implementation (2 years)

(Blue) = Assessment of needs in that content area

Revised: 01-17-14

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

Note: As a condition of receiving Title I funds, school districts must annually certify, in writing, to the Department of Education and Early Development that no district policy prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools.

Note: Pursuant to AS 14.03.090, partisan, sectarian or denominational doctrines may not be advocated in a public school during the hours the school is in session. A teacher or school board violating this section may not receive public money.

Factual and objective teaching about religion must be distinguished from religious indoctrination, which is forbidden in public schools. The schools may teach about religion from a historical, cultural, sociological or other educational perspective, but must not favor the beliefs and customs of any particular religion or sect over any others in such teaching.

Instructional programs may include references to religion and may use religious literature, art, music or symbols to illustrate the subject matter being taught. Such instruction should be designed to broaden the students' understanding of social and cultural history and their tolerance for the multiple ways of life practiced by the peoples of the world. Instruction about religious holidays shall be carefully tied to these educational objectives.

The Board recognizes the rights of all students to engage in private religious activity, individually or in groups. This may include reading of religious texts, religious discussions, and prayer. It is the policy of the Board not to prevent, or otherwise deny participation in, constitutionally protected prayer in the schools, consistent with guidance issued by the U.S. Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

Staff members shall be sensitive to their obligation not to interfere with the philosophical/religious development of each student, in whatever tradition the student embraces. Students may voluntarily pray at any time before, during, or after the school day when not engaged in instruction or other school activities, subject to the same rules of order that apply to other student activities.

School-sponsored programs should not be, nor have the effect of being, religiously oriented or a religious celebration.

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS (continued)

The School Board respects the diversity and rich heritage of our community members. Classroom decorations and costumes during holidays may express seasonal themes.

(cf. 5113 - Absences and Excuses)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6115 - Ceremonies and Observances)
(cf. 6144 - Controversial Issues)

Legal Reference:

ALASKA STATUTES

14.03.090 Sectarian or denominational doctrines prohibited

NO CHILD LEFT BEHIND ACT, § 9524, P.L. 107-110 (2002)

MULTICULTURAL EDUCATION

The School Board recognizes that America has always been a multicultural society composed of diverse peoples who came here from all parts of the globe. Public schools are the most common shared experience for most Americans, and it is the job of the schools to accurately reflect the contributions of all ethnic groups to the common culture.

Students must learn to respect and work cooperatively with persons of all backgrounds. Instruction should help students realize the value of individual differences as well as the human dignity and worth common to all people.

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

(cf. 5137 - Positive School Climate)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6174 - Bilingual-Bicultural Education)

Legal Reference:

ALASKA STATUTES

14.20.020 Requirements for issuance of certificate

14.20.035 Evaluation of training and experience

FAMILY LIFE/SEX EDUCATION

Note: For districts receiving federal funds, section 9526 of the No Child Left Behind Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds *not* be used to (1) develop or distribute products or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and emphasizes abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities.

The School Board believes that a wholesome, well-planned sequence of instruction about family life and human sexuality is essential to the general education of all students. Lack of information or pervasive misinformation can cause low self-esteem, increased risk for sexually transmitted disease, unintended pregnancy or sterility, and school dropout. The district curriculum shall help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality.

(cf. 6141 - Curriculum Development and Evaluation)

The family life/sex education program shall encourage students to be abstinent and to conceptualize sexual behavior in the ethical and moral context of marriage. The program shall be age-appropriate and shall address a full range of topics, including parenting and birth control, and shall emphasize that abstinence from sex is the only totally effective protection against unwanted pregnancy and sexually transmitted diseases.

The Superintendent or designee will inform district curriculum specialists, those who teach sex education, school nurses, and other appropriate school staff of federal funding restrictions regarding the distribution of contraceptives and the development and distribution of materials that may promote or encourage sexual activities. Teachers who provide instruction in family life/sex education shall have professional preparation, either pre-service or in-service, in the subject area.

The Superintendent or designee shall ensure that family life/sex education materials and instruction are continuously evaluated in light of information received from students, parents/guardians, and teachers, including information about what students did or did not learn, whether the program was workable for the teachers, and how it can be improved.

The Superintendent or designee may appoint a Family Life/Sex Education Advisory Committee representing a divergence of viewpoints to participate in planning, implementing and evaluating the district's family life/sex education program.

(cf. 1220 - Advisory Committees)

FAMILY LIFE/SEX EDUCATION (continued)

Parents/guardians shall be notified in writing before students are offered any instruction in which human reproductive organs and their functions, processes, or diseases are described, illustrated, or discussed. This notification shall inform parents/guardians that they may review instructional materials to be used in family life, sex education instruction and that they may request in writing that their child not attend the class. At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

*Legal Reference:*ALASKA STATUTES*14.30.360 Curriculum*

Elementary and Secondary Education Act, 20 U.S.C. § 9526, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

AIDS INSTRUCTION

Note: For districts receiving federal funds, section 9526 of the No Child Left Behind Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds *not* be used to (1) develop or distribute products or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and emphasizes abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities.

The School Board recognizes that Acquired Immune Deficiency Syndrome (AIDS) poses a public health crisis. At the present time, society's most effective weapon against the spread of this deadly disease is public education.

The number of AIDS cases is steadily increasing. In the course of living their daily lives, our students will come into contact with people who have AIDS. Therefore the district's health education program will include factual information about AIDS and how the disease is transmitted. Students must be told what voluntary behaviors result in infection and also be motivated to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence from sex is the only totally effective protection against AIDS through sexual transmission.

Instruction must be appropriate to the age and grade level of the students receiving it. The School Board particularly desires that students receive proper AIDS education before they reach the age when they may adopt behaviors which put them at risk of contracting AIDS.

In order for AIDS instruction to be most effective, the Superintendent or designee shall ensure that staff members who will present this instruction receive continuing in-service training which includes appropriate teaching strategies and techniques.

Parents/guardians and community members representing divergent viewpoints should have input into the selection and/or development of instructional materials to be used in AIDS instruction. The curriculum shall be updated regularly.

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6141 - Curriculum Development and Design)

In the elementary grades, AIDS education shall be provided by the regular classroom teacher and shall be designed principally to allay excessive fears of the epidemic and of becoming infected.

In middle school and high school, AIDS education shall be provided by the health education teacher as part of a comprehensive health education program.

Sufficient classroom time should be provided to fully cover essential knowledge appropriate for each grade level and allow students time to ask questions and discuss issues raised by the information presented.

AIDS INSTRUCTION (continued)

In cooperation with local health agencies, the Superintendent or designee shall provide a program of orientation and information about AIDS and the AIDS Instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials before they are used with our students.

Before students receive AIDS instruction, parents/guardians shall be notified. Alternative study arrangements may be made for students whose parents/guardians ask that they not receive instruction.

(cf. 1312.2 - Complaints concerning Instructional Material)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:

ALASKA STATUTES

14.30.360 Curriculum

Elementary and Secondary Education Act, 20 U.S.C. § 9526, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

SCIENCE INSTRUCTION

The School Board believes that science education should give students an understanding of key scientific concepts and a capacity for scientific ways of thinking. Students should become familiar with the natural world and aware of ways in which science, mathematics and technology depend upon one another.

The School Board expects that students shall come to know that science, mathematics and technology are human enterprises, with strengths and limitations. As part of their science instruction, students should learn how to use scientific knowledge and ways of thinking for individual and social purposes.

A scientific fact is an understanding based on confirmable observations and is subject to test and rejection. A scientific hypothesis is an attempt to frame a question as a testable proposition. A scientific theory organizes and explains a range of natural phenomena on the basis of facts and hypotheses. Scientific theories are constantly subject to testing, modification and refutation as new evidence and new ideas emerge.

From time to time, natural science teachers are asked to teach content that does not meet the criteria of scientific fact, hypothesis and theory as these terms are used in natural sciences and defined in this policy. As a matter of principle, science teachers are professionally bound to limit their teaching to science and should resist pressure to do otherwise.

Philosophical and religious theories are based, at least in part, on faith, and are not subject to scientific test and refutation. Such beliefs shall not be discussed in science classes, but may be addressed in the social science and language arts curricula.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 04.060 Science Performance Standards

COMMUNITY SERVICE

The School Board desires that all students develop a sense of social responsibility and encourages opportunities for students to perform volunteer duties in the community. The School Board believes that volunteer service can help students gain self-esteem, reinforce skills, discover career options and learn the value of volunteer work. Community service motivates students to learn by relating the curriculum to the needs of the community at large.

The Superintendent or designee may develop with staff, parents/guardians and community organizations a community service course which reinforces the curriculum and provides opportunities for student volunteers to meet community needs. The Superintendent or designee may authorize community service credit which may be applied towards high school graduation.

Parents/guardians of student volunteers shall receive information about the community service program and its benefits for both the community and the student.

(cf. 1240 - Volunteers)

COMMUNITY SERVICE**Program Description**

Community service classes shall acquaint students with the history and importance of volunteer service and with various existing community needs, including needs within the school itself.

Students shall be offered volunteer opportunities which support and strengthen their academic achievement and help them recognize the relevance of what they are learning in school. Such opportunities also may help them to:

1. Develop multicultural relationships within the community.
2. Appreciate the democratic ideal of equal treatment for all citizens.
3. Learn the importance of environmental conservation.
4. Understand the values, goals and quality of life which the community considers important.
5. Develop flexibility in order to realize that changes are necessary throughout life.

Students shall be encouraged to volunteer in areas which interest them personally.

Staff shall provide student volunteers with opportunities to discuss the value of their service experiences with their peers.

Program Supervision

School staff shall regularly visit community agencies to observe student volunteers and help them solve service-related problems.

School staff shall monitor the attendance of students at designated community service sites and shall maintain attendance records.

Grading

Grades awarded in community service classes shall be based upon:

1. The student's accomplishment of written objectives established and agreed upon by the community organization, school staff member, student and parent/guardian; and
2. The student's completion of a written essay or a speech related to his/her community service experiences.

COMMUNITY SERVICE (continued)

Student Responsibilities

Transportation to the community service site shall be the student's responsibility.

In case of illness, the student shall inform both the community agency and the staff member responsible for monitoring attendance. Students shall be held accountable for attendance in the same manner as that used for the regular school program.

The community agency or district staff may terminate any student's volunteer placement if the student's conduct is unsatisfactory.

ENVIRONMENTAL EDUCATION

The School Board recognizes that the schools play a crucial role in educating students on environmental issues and preparing them to be the stewards of their natural resources. The quality of life in future generations will depend upon our students' willingness and ability to solve today's environmental problems and prevent new ones from developing.

The School Board desires to foster attitudes of personal responsibility toward the environment and provide students with the knowledge and skills needed to make decisions involving the environment and its resources. Students should understand basic ecological principles and appreciate the interrelated nature of living processes, the effect of human activities on ecological relationships, and the interdependence of humanity and nature.

School and classroom activities should encourage students to recycle, conserve natural resources, use biodegradable materials when possible, and dispose of wastes in an environmentally sound way.

(cf. 6163.4 – School Gardens, Greenhouses, and Farms)

Students may increase their understanding of science and the interdependence of living things through the study of endangered species in local habitats and through participation in projects related to this study.

(cf. 6141 - Curriculum Development and Evaluation)

Revised: 12-09-11

VISUAL AND PERFORMING ARTS EDUCATION

The School Board recognizes that by studying visual and performing arts, students develop critical and creative thinking skills, initiative, discipline and perceptual abilities that extend to all areas of life. The School Board believes that a comprehensive arts education program should be an integral part of the basic education offered to all students.

A comprehensive arts education program should include a written, sequential curriculum in dance, drama/theater, music and the visual arts. The School Board recognizes that instructional time, credentialed staff, facilities, supplies and curriculum materials all are needed to support a quality arts program.

The School Board encourages all teachers to enliven and enrich the subjects they teach through use of the arts.

Students may have opportunities to attend musical and theatrical performances and to observe the work of accomplished artists.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4AAC 04.110 Arts Performance Standards

COURSES OF STUDY**Elementary Schools**

The School Board shall adopt a course of study for elementary grades aligned with state performance and content standards which sufficiently prepares district students for the required high school course of study.

Secondary Schools

The School Board shall adopt courses of study designed to meet student needs and to conform with district and state graduation requirements and the requirements for admission to postsecondary schools. Courses of study shall be integrated where appropriate and provide students the opportunity to attain skills appropriate for entry-level employment upon graduation from high school.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6184 - Virtual/Online Courses)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

05.080 School Curriculum and personnel

4 AAC 06.075 High school graduation requirements

CONTROVERSIAL ISSUES

The School Board believes that students should have opportunities to discuss controversial issues which have political, social or economic significance and which the students are mature enough to investigate and address. The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions, and respect the opinions of others.

The School Board expects teachers to exercise caution and discretion when deciding whether or not a particular issue is suitable for study or discussion in any particular class. Instruction that involves controversial issues must be within the district content standards and curriculum. The overriding educational purpose of teaching about controversial issues must be student achievement in the academic subjects and students' civic development, rather than reaching conclusions as to the correctness of any particular point of view. The instruction must reflect due consideration of the maturity of the students, the values of the community, sound professional judgment, and coordination with the administration.

The School Board also expects teachers to ensure that all sides of a controversial issue are impartially presented, with adequate and appropriate factual information. Without promoting any partisan point of view, the teacher should help students separate fact from opinion and warn them against drawing conclusions from insufficient data. The teacher shall not suppress any student's view on the issue as long as its expression is not malicious or abusive toward others.

Teachers sponsoring guest speakers shall either ask them not to use their position or influence on students to forward their own religious, political, economic or social views or shall take active steps to neutralize whatever bias has been presented.

In matters related to controversial issues and learning materials, the Superintendent and School Board have final authority in deciding whether discussion of a controversial issue follows established professional ethics, content standards, and curriculum, and is appropriate for students.

(cf. 1312.1 - Complaints Concerning School Personnel)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 4119.25 - Political Activities of Employees)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Legal Reference:

ALASKA STATUTES

14.03.090 Sectarian or denominational doctrines prohibited

CONTROVERSIAL ISSUES

Controversial issues may be discussed in the classroom, provided that:

1. The issue is related to the course of study and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The issue has a meaningful relationship to matters of concern to the students.
3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
4. All sides of the issue are given a proper hearing, using established facts as primary evidence.
5. The issue has points of view which can be understood and defined by the students.
6. The teacher does not use his/her position to forward his/her own religious, political, economic or social bias. The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.
7. Discussion or study of the issue is instigated by the students or by the established curriculum, but not by a source outside of the schools.
8. The discussion does not reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, handicap or occupation.
9. The oral or written presentation does not violate state or federal law.

The Superintendent or designee shall have the authority to judge whether the above conditions are being met.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

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

*(cf. 5131.63 - Performance Enhancing Drugs
cf. 6153 - School-sponsored Trips)*

Eligibility Requirements

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

(cf. 6146.1 - High School Graduation Requirements)

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

To encourage and support academic excellence, the School Board requires students in grades 7 through 12 to earn a minimum 2.0 or "C" grade point average on a 4.0 scale in order to participate in extra/co-curricular activities.

Students with any "F" grades must also maintain minimum progress towards graduation in order to meet eligibility requirements.

The School Board desires to balance the academic needs of students with the benefits they receive from participating in school activities. The Superintendent/Chief School Administrator or designee may grant ineligible students a probation period of not more than one semester. In implementing this policy, the Superintendent/Chief School Administrator or designee shall help ineligible students regain eligibility.

The Superintendent/Chief School Administrator or designee may revoke a student's eligibility for participation in extra/co-curricular activities when a student's poor citizenship is serious enough to warrant loss of this privilege.

*(cf. 5144 - Discipline
cf. 6145.2 - Interscholastic Competition)*

The Superintendent/Chief School Administrator or designee shall facilitate the opportunity for transitioning military children's participation in extracurricular and cocurricular activities, regardless of application deadlines; to the extent they are otherwise qualified.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

(*cf. 5119 – Children of Military Families*)

Participation By Students in Alternative Education Programs

Note: Effective July 1, 2013, a high school teacher who is enrolled full-time in an alternative education program is eligible to participate in extracurricular activities in the student's district of residence if the student's alternative program does not offer interscholastic activities. The student is required to meet the same eligibility criteria for participation as district students and must provide documentation, including transcripts, proof of full-time enrollment, applicable disciplinary records, and medical records, if required for participation in the activity. The student must claim the same school for interscholastic purposes during a school year. AS 14.30.365.

The School Board welcomes the participation in extracurricular activities of eligible students who are enrolled full time in alternative education programs. Participation is available to those students who would be permitted to enroll in the district based on the residency of the student's parent or legal guardian. Students must meet the same eligibility requirements for participation in the activity as district students, and must provide all documentation required to confirm eligibility. Participation is available in those interscholastic activities sanctioned by the Alaska School Activities Association that occur outside the regular curriculum. Participation is not available in student government at a school.

The alternative education program in which a student is enrolled must be located entirely in Alaska and must be a public secondary school that provides a nontraditional education program, including the Alaska Military Youth Academy; a public vocational, remedial, or theme-based program; an accredited home school program; a charter school; or a statewide correspondence school.

Note: A student wanting to participate in activities but whose parent or legal guardian is not a resident of the district may still request participation. A student meeting all other requirements will be eligible if the Board approves participation based on good cause demonstrated by the student. AS 14.30.365. Good cause is not defined in this statute. Decisions on eligibility should be made by the Board on a case-by-case basis, considering all applicable circumstances. Such determinations should be evenly applied to students in similar situations.

The Board recognizes that good cause may exist for a student to participate in district extracurricular activities even if the student's parent or guardian does not reside within the district. Students who attend an alternative education program full time and who otherwise meet the eligibility requirements for the extracurricular activity(ies) may apply to the district for participation despite the lack of residency. Such a request must be submitted to the Superintendent/Chief School Administrator with a written explanation of the good cause that exists. Eligibility in this situation must be approved by the Board. Unless the parent or eligible student's presence is requested at a meeting of the Board, the Board's decision will be based upon the written request submitted, including any recommendation by the Superintendent/Chief School Administrator. Board approval will be effective for the school year in which the student applies and may be renewed annually if the good cause continues to exist.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

Legal Reference:

ALASKA STATUTE

14.30.010 Interstate Compact on Educational Opportunity for Military Children

14.30.365 Interscholastic activities; eligibility

ALASKA ADMINISTRATIVE CODE

4 AAC 06.520 Recreational and athletic activities

4 AAC 06.600 Definitions

Revised: 04-29-11; 12-13-13

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Before February 1 of every third school year, the Superintendent or designee shall survey students in grades 5 - 11 to determine student interest in extracurricular recreational activities and interscholastic and interscholastic athletic activities. Before March 1 of each year, the district shall adopt a plan outlining such activities for the following year. The plan shall provide substantial equal opportunities for each sex and be based on the interests of the students.

(4 AAC 06.520)

"Substantial equal opportunities" shall be evaluated annually based on the following criteria:

(4 AAC 06.520)

1. The provision of equipment and supplies.
2. The schedule of games and practice.
3. Travel schedules and trips taken.
4. Opportunities to receive coaching.
5. Assignment of coaches and tutors.
6. Provision of locker, practice, and competitive facilities.
7. Provision of administrative support services.
8. Publicity.

A copy of the survey results and recreational/athletic activities plan shall be available for public inspection by September 15 at each school site. (4 AAC 06.520)

INTERSCHOLASTIC COMPETITION

The School Board considers the interscholastic program an integral component of the district educational program. The interscholastic athletic program shall be geared to the interests and abilities of students of both sexes and varied in scope to ensure wide participation, consistent with the financial and personnel constraints of the district.

(cf. 6145 - Extracurricular and Cocurricular Activities)

The School Board shall not approve membership of the district, or any school in the district, in any voluntary interscholastic athletic organization which discriminates against or denies the benefits of any program to any person on the basis of race, sex, or ethnic origin.

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

The School Board shall maintain general control over all aspects of the interscholastic athletic policies, programs and activities in the district, including eligibility, season of sport, number of sports, personnel, and sports facilities. The Superintendent or designee shall be responsible to the Board for district compliance with federal and state law.

(cf. 6145.21 - Sportsmanship)

The School Board recognizes its responsibility to ensure that the health and welfare of students is given the highest consideration in planning a program of interscholastic competition. Special care shall be taken to ensure that all interscholastic training and competition is organized and supervised in a manner which will not overtax the physical capabilities of the participants. The district interscholastic program shall require for medical examinations, ongoing medical supervision, and the use of protective equipment as appropriate.

(cf. 5131.63 - Performance Enhancing Drugs)

Legal Reference:

ALASKA STATUTES

14.18.040 Discrimination in recreational and athletic activities prohibited

14.30.365 Interscholastic activities; eligibility

ALASKA ADMINISTRATIVE CODE

4 AAC 06.115 Interscholastic activities

4 AAC 06.520 Recreational and athletic activities

4 AAC 06.600 Definitions

Revised: 08-23-13

SPORTSMANSHIP

The School Board expects athletes, coaches and spectators to demonstrate good sportsmanship during all athletic competitions. District staff and parents/guardians have a duty to promote an environment of good sportsmanship by serving as models of fair play and proper conduct.

Students and employees are responsible for maintaining sportsmanlike behavior at all times and may be subject to disciplinary action for improper conduct.

The Superintendent or designee shall provide for the proper supervision and safety of students at athletic events.

(cf. 5131.4 - Campus Disturbances)

(cf. 5137 - Positive School Climate)

(cf. 5144 – Discipline)

(cf. 5144.1 - Suspension and Expulsion)

SPORTSMANSHIP

The district is committed to providing students, coaches and spectators a sportsmanlike environment.

Sportsmanship involves:

1. Taking a loss or defeat without complaint.
2. Taking victory without gloating.
3. Treating opponents with fairness, courtesy and respect.

The following persons are expected to be role models demonstrating sportsmanship at all times and respecting the integrity and judgment of sports officials:

1. Principals and administrative staff.
2. Athletic and band directors.
3. Coaches, players and cheerleaders.
4. Faculty members.
5. Parents/guardians and spectators.

The following behavior is unacceptable at all school contests:

1. Berating an opponent's school or mascot.
2. Berating opposing players.
3. Obscene cheers or gestures.
4. Negative signs.
5. Use of noisemakers.
7. Words or gestures of complaint about officials' calls.

Game programs and the announcers shall explain and promote sportsmanship expectations.

Prior to the contest, each principal shall emphasize the importance of sportsmanlike behavior to coaches, players, cheerleaders and spectators in rallies, team meetings, faculty meetings, spirit club meetings, school bulletins and/or public address announcements. At least one day before the contest, the principals or designees of competing schools shall discuss the upcoming event and strategies to promote a sportsmanlike environment for the contest.

The principal or designee from each participating school shall:

1. Meet with the site manager 30 minutes before game time and establish where he/she will be throughout the event.
2. Enforce the highest standards of sportsmanship within his/her own student body.
3. Cooperate with the principal or designee of the opponent's school whenever any violations of sportsmanship occur.

SPORTSMANSHIP (continued)**Disciplinary Measures Governing Coaches and Student Athletes**

1. If any athlete physically assaults a coach, game official or school official at or during an athletic contest, the athlete will be suspended from athletics for one calendar year from the date of the infraction.
2. If any athlete actively competing in an athletic contest is involved in an altercation or is ejected from the contest as a result of that altercation, the athlete will be suspended from the next contest. An altercation is any action outside of the normal conduct of an athletic contest by which a student athlete causes or attempts to cause physical injury to another or which, in the judgment of a school or game official, could lead to another person's physical injury.
3. If any athlete leaves the bench/sidelines to go on the playing area during an altercation and, in the judgment of school officials, engages in behavior which serves to perpetuate the altercation, the athlete will be suspended from the next contest. Any athlete who willfully defies the order of a game or school official to remain in the bench/sidelines area during an altercation will be suspended from the next contest.
4. Any violation of these rules by an athlete may also result in suspension from the academic program.
5. If a coach in any sport is removed from the game by an official, the coach will be suspended from coaching the next contest, subject to application of due process procedures.

CONCUSSION IN STUDENT ATHLETES

Note: Effective August 25, 2011, AS 14.30.142-.143 requires school districts to have a program for the prevention and management of concussion in student athletes. A concussion is a brain injury but the effects of concussion can be mitigated by prompt recognition and appropriate response. The statutes require school districts to consult with the Alaska School Activities Association (“ASAA”) to develop and publish guidelines to educate coaches, students, and parents about the risks of concussion, and to develop standards for return to play. ASAA guidelines are incorporated into this policy and the accompanying AR. The law also requires annual dissemination of information to parents and athletes, verification of receipt of that information prior to participation, and specific procedures for removal and return to play of a student suspected of having a concussion.

The School Board recognizes that students who participate in sports and other recreational activities are at risk for concussion. The Board promotes student, parent, and staff awareness of the risks of concussion and directs appropriate concussion management procedures to improve the health and safety of student athletes.

A concussion is a traumatic brain injury resulting from a forceful blow to the head or body that results in rapid movement of the head, causing any change in behavior, thinking, or physical functioning. The likelihood of serious injury increases when a concussion is not properly identified, evaluated, and managed.

(cf. 6145 – Extra Curricular and Co-Curricular Activities)

(cf. 5141 – Health care and Emergencies)

Risk Awareness and Education

The Superintendent will develop appropriate concussion management procedures to help ensure a safe and healthy athletic experience. These procedures shall include guidelines and other information to educate coaches, student athletes, and their parent/guardians of the nature and risk of concussion, including the dangers associated with returning to play before a concussion is fully healed.

On an annual basis, the District will distribute a concussion fact sheet to students participating in District-sponsored sports, and to their parents/guardians. The student and parent/guardian must return a signed, written acknowledgement indicating they have reviewed and understand the information. The written acknowledgement must be received by the athlete and parent/guardian prior to the athlete’s participation in any District-sponsored practice or competition.

Removal and Return-To-Play

Note: AS 14.30.142(d) requires that an athlete be evaluated and cleared for participation “in writing by an athletic trainer or other qualified person who has received training, as verified in writing or electronically by the qualified person, in the evaluation and management of concussions.” State law defines a “qualified person” as either a health care provider who is licensed in Alaska or exempt from licensure, or a person acting at the direction or under the supervision of a physician who is licensed in Alaska, or exempt from licensing under AS 08.64.370(1), (2), or (4).

CONCUSSION IN STUDENT ATHLETES (continued)

The Superintendent's guidelines will include procedures for the immediate removal from practice or competition of a student who has signs of concussion. A student who has been removed from participation may not return to participation in practice or game play until evaluated and cleared to do so by an athletic trainer or other qualified person who is trained in the evaluation and management of concussions, as established by law. Because of the risks of returning to play prematurely, a student should gradually be returned to the activity.

Coaches Training

Note: AS 14.30.142 provides that school districts are to work with ASAA to develop and publish guidelines and other information "to educate coaches." ASAA recognizes that districts must individually decide how to implement and provide coaches training but requires that districts shall ensure training for coaches at least every three years, on the same cycle as the required Sports First Aid certification.

All coaches, including volunteer coaches, will complete training in the evaluation and management of concussions as specified in District procedures.

*Legal Reference:*ALASKA STATUTES*AS 14.30.142 Concussions in student athletes: prevention and reporting**AS 14.30.143 Concussions in student athletes: school district immunity*

Added: 10-31-12

Revised: 01-17-14

CONCUSSION IN STUDENT ATHLETES

Guidelines for Concussion Management

Concussions are a serious concern for students participating in sports. A concussion is a traumatic brain injury. The effects of concussion can be mitigated by prompt recognition and appropriate response. These guidelines focus on concussion education, prevention, uniform concussion response, and safe and appropriate return-to-play.

Education of coaches, athletes, and parents about the nature and risks of concussion is in the best interest of student-athletes at the middle and high school levels. A competitive athletic culture of playing through pain or “toughing it out” puts students at risk of brain injury, disability, and/or death as a result of concussion and repeat concussion injuries. Allowing a student-athlete to return to play before recovering from a concussion greatly increases the risk of serious and permanent injury.

Training

NOTE: ASAA describes the following three resources for online coaches' education.

“Concussion in Sports,” available online, at no cost, through the NFHS Learning Center,
<http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>

“HEADS UP” Concussion in Youth Sports, available online, at no cost, through the CDC.
http://www.cdc.gov/concussion/HeadsUp/online_training.html

Concussion Awareness, available online through USA Football.
<http://www.usafootball.com/health-safety/home>

Initial Training for Coaches: All coaches must receive initial training in the recognition and management of sports concussions, including an understanding of these guidelines. Initial training is required prior to the start of the applicable season. Training may consist of face-to-face training and/or online training modules. The district will document that training has occurred.

Refresher Training: All coaches will receive subsequent training at least every three years. Coaches will complete refresher training in conjunction with their Sports First Aid certification three year renewal, even if the renewal date occurs sooner than three years following initial concussion training. The Superintendent or designee may require refresher training more often if it is determined to be necessary on an individualized or group basis.

CONCUSSION IN STUDENT ATHLETES (continued)

PREVENTION

Sports Equipment: Proper utilization of sports equipment can help prevent concussions. The district shall utilize the following procedures:

1. Safety equipment will be maintained in proper working condition.
2. The equipment utilized will be appropriate for the athlete and the position.
3. No athlete may be permitted to play without required equipment.
4. Safety equipment must fit properly and be worn correctly.

Athlete Education: The head coach and/or athletic trainer is responsible for ensuring that all participating athletes receive instruction on the risks of concussion. Instruction shall occur at the beginning of the season and throughout as appropriate. Instruction will cover the following:

1. The signs and symptoms of concussion.
2. The importance of reporting concussion symptoms experienced by the athlete or observed in a teammate.
3. The importance of full recovery for health, safety, and performance.
4. The importance of safety rules in minimizing the risk of concussion.
5. The importance of rules of the game and sportsmanship in minimizing the risks of concussion.
6. Any other procedures or prevention tools for the applicable sport.

CONCUSSION FACT SHEET FOR PARENTS AND ATHLETES

Note: Alaska Statute 14.30.142 requires districts to annually provide athletes and their parent’s written information on the nature and risks of concussion. A student may not participate in athletic activities unless the student and parent have signed a verification of receipt of this information.

E 6145.22(1) is ASAA’s recommended fact sheet entitled “A Parent’s Guide to Concussion in Sports” prepared by the National Federation of State High School Associations.

Each student who registers for a District-sponsored sport will receive a fact sheet on the nature and risks of concussions. The fact sheet will also be disseminated to each participant’s parent or guardian for athletes under the age of 18.

Note: E 6145.22(2) is ASAA’s written verification, entitled “Parent and Student Acknowledgement and Consent.”

A student may not participate in school athletic activities unless the student and parent/guardian have signed a verification of receipt of this required information. Schools shall keep a copy of the signed form on file. Only one verification is needed per school year, even if the student participates in more than one sport.

CONCUSSION IN STUDENT ATHLETES (continued)**RISKS AND STANDARDS FOR RETURN TO PLAY**

Note: The following standards for return to play include those guidelines developed by ASAA, utilizing recognized standards for gradual and safe return to play for a concussed athlete.

Identifying Concussion and Determining the Level of Medical Response

A student who is suspected of having sustained a concussion during a practice or game shall be immediately removed from the activity. An individual who has received concussion training, to include a coach, EMT, or other medical provider, should immediately observe for any signs, symptoms and abnormalities to help determine whether an athlete has suffered a concussion and how urgently he or she should be sent for appropriate medical care. Assume a concussion occurred if the head was hit and even the mildest symptoms are present.

The following situations should result in immediate emergency care:

- An athlete has a loss of consciousness of any duration.
- An athlete has symptoms of concussion and is not stable because the athlete's condition is changing or deteriorating.
- An athlete exhibits or reports any of the following symptoms:
 - Any signs or symptoms of spine or skull fracture, or bleeding
 - Blurry or double vision
 - Decreased or irregular pulse or breathing
 - Difference in pupil size from right to left eye or pupils that do not react to light (fixed/dilated pupils)
 - Headache that gets significantly worse over time
 - Noticeable changes in the level of consciousness
 - Seizure activity
 - Slurred speech
 - Vomiting

If no emergency is apparent, but other signs of concussion are present, close observation of the athlete should continue for a few hours. No athlete will return to play (RTP) on the same day of concussion, even if symptoms clear within minutes.

Return-to-Play Clearance

Note: E 6145.22(3) is ASAA's sample Release for Student to Resume Participation following a Concussion.

A student who has been removed from participation in a practice or game for suspicion of concussion will not return to play until the student has been evaluated and cleared for participation. A student may be cleared in writing by an athletic trainer or other "qualified person" who has received training, as verified in writing or electronically by the qualified person, in the evaluation and management of concussions. Under Alaska law, a "qualified person" means either

CONCUSSION IN STUDENT ATHLETES (continued)

- (a) a health care provider who is licensed in the state or exempt from licensure under state law; or
- (b) a person who is acting at the direction and under the supervision of a physician who is licensed in the state or exempt from licensure under AS 08.64.370(1) [medical providers in the Armed Services or the United States Public Health Service while in the discharge of their official duties], (2) [out-of-state physicians or osteopaths consulting with in-state doctors or osteopaths in the diagnosis or treatment of cases], or (4) [medical providers in the Armed Services or the United States Public Health Service volunteering services without pay to a medical facility].

After Medical Clearance, Return to Play (“RTP”) Step-Wise Protocol

The District will utilize a protocol of gradual RTP to maximize student safety. Gradual RTP permits a greater assessment of student recovery and permits monitoring for the return of any signs or symptoms of concussion.

Note about cognitive impacts of concussion: Students with a concussion may be impacted in their ability to perform all activities, not just athletic ones. A concussion impacts a student’s academic and cognitive abilities. Students may also experience mood changes. As they recover, students may need temporary accommodations regarding instructional time, course load, computer use, assistance with passing time, limitations on PE or other physical activity, etc. Coaches, athletes, and parents should inform teachers, counselors, and the school nurse when a student suffers a concussion.

Symptomatic Period – Rest is recognized as the best treatment for concussion. No exercise should be engaged in if any signs or symptoms of concussion are present. When there have been no symptoms for 24 hours, and the qualified provider has cleared the athlete to begin the Return-to-Play Protocol, then Day 1 begins.

Return-to-Play Protocol – This program begins only after all symptoms of concussion have resolved. It is to take place over a minimum of 6 days, with at least 24 hours between each step. The rate of progression through the steps in this program is individualized. Factors that may slow the rate are history of previous concussions, number/severity/duration of concussive symptoms, young age, and the risk of the sport. Physical or cognitive activity that provokes recurrence of concussive symptoms may delay recovery and increase the risk of future concussion. If symptoms recur at any step, then physical and cognitive activity stop for 24 hours and are then reinitiated at the previous step.

Note: This return-to-play protocol is based on ASAA guidelines and includes a corresponding gradual return to instructional/cognitive activity.

CONCUSSION IN STUDENT ATHLETES (continued)

- Day 1 - 15 Minutes of Light Aerobic Activity (Walk, Exercise Bike, etc.)
- Trail half day of school. No homework. No testing.
- **If no return symptoms, then:**
- Day 2 - 30 Minutes of Light to Moderate Aerobic Activity (Walk, Exercise Bike, etc.)
- Trial full day of school. No Homework. No testing.
- **If no return of symptoms, then:**
- Day 3 - 30 Minutes of Moderate to Heavy Aerobic Activity
- Full day of school. Regular homework assignments. No testing.
- **If no return symptoms, then:**
- Day 4 - 30 Minutes of Heavy Aerobic Activity and 15 Minutes of Resistance Exercise (Push-ups, Sit-ups, Weight Lifting).
- Full day of school. Regular Homework. Regular Testing.
- **If no return of symptoms, then:**
- Day 5 - Return to Practice with NON CONTACT Limited Participation.
- **If no return of symptoms, then:**
- Day 6 - Return to Full Practice WITH CONTACT

School/Medical Concussion Care Plan

Note: E 6145.22(4) is ASAA's "School/Medical Concussion Care Plan."

Schools should establish a team comprised of a parent, school staff member and the qualified provider to develop and utilize a care plan for each student who has been diagnosed with a concussion. The plan should include the following sections:

- Determination of Symptoms
- Returning to Daily Activities
- Returning to Sports
- Gradual Return to School and Play (RTP) Protocol

The school should disseminate the Concussion Care Plan to all appropriate staff, including the student's teachers, the nurse, the athletic trainer, the coach, the athletic director, and the principal, as applicable.

CONCUSSION IN STUDENT ATHLETES (continued)

Throughout the incremental return to school and exercise, the principal or designee should designate a staff member, preferably a school nurse if available, who meets with the athlete daily to determine the level of symptoms, to evaluate the response to increases in hours of school and intensity of exercise, to decide if the athlete will advance to the next increment of return, and to communicate daily status reports to the athlete, the parent, the health care provider supervising the concussion care, and senior school staff.

Added: 10-31-12

Revised: 01-17-14

CONCUSSION IN STUDENT ATHLETES

National Federation of State
High School Associations

**A Parent's Guide to Concussion in Sports****What is a concussion?**

- A concussion is a brain injury which results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. An athlete does not have to lose consciousness (“knocked-out”) to suffer a concussion.

Concussion Facts

- It is estimated that over 140,000 high school athletes across the United States suffer a concussion each year. (Data from NFHS Injury Surveillance System)
- Concussions occur most frequently in football, but girl’s lacrosse, girl’s soccer, boy’s lacrosse, wrestling and girl’s basketball follow closely behind. All athletes are at risk.
- A concussion is a traumatic injury to the brain.
- Concussion symptoms may last from a few days to several months.
- Concussions can cause symptoms which interfere with school, work, and social life.
- An athlete should not return to sports while still having symptoms from a concussion as they are at risk for prolonging symptoms and further injury.
- A concussion may cause multiple symptoms. Many symptoms appear immediately after the injury, while others may develop over the next several days or weeks. The symptoms may be subtle and are often difficult to fully recognize.

CONCUSSION IN STUDENT ATHLETES (continued)

What are the signs and symptoms of a concussion?

Signs Observed by Parents, Friends, Teachers or Coaches	Symptoms Reported by Athlete
Appears dazed or stunned	Headache
Is confused about what to do	Nausea
Forgets plays	Balance problems or dizziness
Is unsure of game, score, or opponent	Double or fuzzy vision
Moves clumsily	Sensitivity to light or noise
Answers questions slowly	Feeling sluggish
Loses consciousness	Feeling foggy or groggy
Shows behavior or personality changes	Concentration or memory problems
Can't recall events prior to hit	Confusion
Can't recall events after hit	

What should I do if I think my child has had a concussion?

If an athlete is suspected of having a concussion, he or she must be immediately removed from play, be it a game or practice. Continuing to participate in physical activity after a concussion can lead to worsening concussion symptoms, increased risk for further injury, and even death. Parents and coaches are not expected to be able to “diagnose” a concussion, as that is the job of a medical professional. However, you must be aware of the signs and symptoms of a concussion and if you are suspicious, then your child must stop playing.

When in doubt, sit them out!

All athletes who sustain a concussion need to be evaluated by a health care professional who is familiar with sports concussions. You should call your child’s physician and explain what has happened and follow your physician’s instructions. If your child is vomiting, has a severe headache, is having difficulty staying awake or answering simple questions he or she should be taken to the emergency department immediately.

When can an athlete return to play following a concussion?

After suffering a concussion, **no athlete should return to play or practice on that same day.** Previously, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Studies have shown us that the young brain does not recover quickly enough for an athlete to return to activity in such a short time.

Concerns over athletes returning to play too quickly have led state lawmakers in both Oregon and Washington to pass laws stating that **no player shall return to play following a concussion on that same day and the athlete must be cleared by an appropriate health-care professional before he or she are allowed to return to play in games or practices.** The laws also mandate that coaches receive education on recognizing the signs and symptoms of concussion.

CONCUSSION IN STUDENT ATHLETES (continued)

Once an athlete no longer has symptoms of a concussion and is cleared to return to play by health care professional knowledgeable in the care of sports concussions he or she should proceed with activity in a step-wise fashion to allow the brain to re-adjust to exertion. On average the athlete will complete a new step each day. The return to play schedule should proceed as below following medical clearance:

Step 1: Light exercise, including walking or riding an exercise bike. No weight lifting.

Step 2: Running in the gym or on the field. No helmet or other equipment.

Step 3: Non-contact training drills in full equipment. Weight-training can begin.

Step 4: Full contact practice or training.

Step 5: Game play.

If symptoms occur at any step, the athlete should cease activity and be re-evaluated by their health care provider.

How can a concussion affect schoolwork?

Following a concussion, many athletes will have difficulty in school. These problems may last from days to months and often involve difficulties with short and long-term memory, concentration, and organization.

In many cases it is best to lessen the athlete's class load early on after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days, or perhaps a longer period of time, if needed. Decreasing the stress on the brain early on after a concussion may lessen symptoms and shorten the recovery time.

What can I do?

- Both you and your child should learn to recognize the "Signs and Symptoms" of concussion as listed above.
- Teach your child to tell the coaching staff if he or she experiences such symptoms.
- Emphasize to administrators, coaches, teachers, and other parents your concerns and expectations about concussion and safe play.
- Teach your child to tell the coaching staff if he or she suspects that a teammate has a concussion.
- Monitor sports equipment for safety, fit, and maintenance.
- Ask teachers to monitor any decrease in grades or changes in behavior that could indicate concussion.
- Report concussions that occurred during the school year to appropriate school staff. This will help in monitoring injured athletes as they move to the next season's sports.

CONCUSSION IN STUDENT ATHLETES (continued)**Other Frequently Asked Questions****Why is it so important that an athlete not return to play until they have completely recovered from a concussion?**

Athletes who are not fully recovered from an initial concussion are significantly vulnerable for recurrent, cumulative, and even catastrophic consequences of a second concussive injury. Such difficulties are prevented if the athlete is allowed time to recover from the concussion and return to play decisions are carefully made. No athlete should return-to-sport or other at-risk participation when symptoms of concussion are present and recovery is ongoing.

Is a “CAT scan” or MRI needed to diagnose a concussion?

Diagnostic testing, which includes CT (“CAT”) and MRI scans, are rarely needed following a concussion. While these are helpful in identifying life-threatening brain injuries (e.g. skull fracture, bleeding, swelling), they are not normally utilized, even by athletes who have sustained severe concussions. A concussion is diagnosed based upon the athlete’s story of the injury and the health care provider’s physical examination.

What is the best treatment to help my child recover more quickly from a concussion?

The best treatment for a concussion is rest. There are no medications that can speed the recovery from a concussion. Exposure to loud noises, bright lights, computers, video games, television and phones (including texts messaging) all may worsen the symptoms of a concussion. You should allow your child to rest as much as possible in the days following a concussion. As the symptoms lessen, you can allow increased use of computers, phone, video games, etc., but the access must be lessened if symptoms worsen.

How long do the symptoms of a concussion usually last?

The symptoms of a concussion will usually go away within one week of the initial injury. You should anticipate that your child will likely be out of sports for about two weeks following a concussion. However, in some cases symptoms may last for several weeks, or even months. Symptoms such as headache, memory problems, poor concentration, and mood changes can interfere with school, work, and social interactions. The potential for such long-term symptoms indicates the need for careful management of all concussions.

How many concussions can an athlete have before he or she should stop playing sports?

There is no “magic number” of concussions that determine when an athlete should give up playing contact or collision sports. The circumstances surrounding each individual injury, such as how the injury happened and length of symptoms following the concussion, are very important and must be considered when assessing an athlete’s risk for further and potentially more serious concussions. The decision to “retire” from sports is a decision best reached following a complete evaluation by your child’s primary care provider and consultation with a physician or neuropsychologist who specialized in treating sports concussion.

CONCUSSION IN STUDENT ATHLETES (continued)

I've read recently that concussion may cause long-term brain damage in professional football players. Is this a risk for high school athletes who have had a concussion?

The issue of “Chronic encephalopathy” in several former NFL players has received a great deal of media attention lately. Very little is known about what may be causing dramatic abnormalities in the brains of these unfortunate retired football players. At this time we have very little knowledge of the long-term effects of concussion which happen during high school athletics.

In the cases of the retired NFL players, it appears that most had long careers in the NFL after playing in high school and college. In most cases, they played football for over 20 years and suffered multiple concussions in addition to hundreds of other blows to their heads. Alcohol and steroid use may also be contributing factors in some cases. Obviously, the average high school athlete does not come close to suffering the total number or sheer force of head trauma seen by professional football players. However, the fact that we know very little about the long-term effects of concussions in young athletes is further reason to very carefully manage each concussion.

Some of this information has been adapted from the CSC's “Heads Up: Concussion in High School Sports” materials by the NFHS's Sports Medicine Advisory Committee. Please go to www.cdc.gov/ncipc/tbi/Coaches_Tool_Kit.htm for more information.

If you have any further questions regarding concussions in high school athletes or want to know how to find a concussion specialist in your area please contact Michael C. Koester, MD, ATC and Chair of the NFHS Sports Medicine Advisory Committee at michael.koester@slocumcenter.com.

Added: 10-31-12

CONCUSSION IN STUDENT ATHLETES (continued)

ASAA PARENT AND STUDENT ACKNOWLEDGEMENT AND CONSENT

The _____ School District requires that each athlete and each athlete’s parent/guardian receive a copy of its guide entitled “A Parent’s Guide to Concussion in Sports”. This guide sets forth a description of the nature and risks of Concussion. Parents and athletes should review the Guide, discuss it at home, and direct any questions to the coach, school nurse, or activities principal. Parents and athletes need to annually acknowledge receipt of “A Parent’s Guide to Concussion in Sports”, and understand its contents.

Student/Parent/Guardian Acknowledgement (required for all athletes)

I acknowledge that I have received a copy of “A Parent’s Guide to Concussion in Sports”, and understand it contents.

Student Signature

Print Name

Date of Birth

Date

Parent/Guardian signature is required for all athletes under 18 years of age. If 18 or older, the athlete must sign below consent.

Parent/Guardian Signature

Print Name

Date

Added: 10-31-12

CONCUSSION IN STUDENT ATHLETES (continued)

ASAA Release for Student to Resume Participation Following a Concussion
Note to Medical Providers

Only those medical providers, as defined in AS 14.30.142, may determine when an athlete is eligible to return to athletic and academic participation following a concussion or suspected concussion. The medical provider must attest in writing that they meet the minimum qualifications set by law. 1) If an athlete is removed from activity because of suspected concussion, but is found **not to have a concussion**, then appropriate return to play is determined by the health care provider. 2) National medical organizations recommend and school districts require **that ALL Student Athletes with a concussion successfully complete a supervised, progressive, incremental physical and cognitive exertion program** prior to resuming full athletic activities. This program does not begin until after all symptoms of the concussion have resolved. It is to take place over a minimum of 6 days, with at least 24 hours between each step. The rate of progression through the steps in the program is individualized. Factors that may slow the rate are history of previous concussions, number/severity/duration of concussive symptoms, young age, and risk of sport. Physical or cognitive activity that provokes recurrence of concussive symptoms may delay recovery and increase risk of future concussion. If symptoms recur at any step, then physical and cognitive activity stop for 24 hours and are re-initiated at the previous step.

Day 0 - 24 hours without concussion symptoms during physical and cognitive rest.

- **If no return of symptoms, then:**

Day 1 - 15 Minutes of Light Aerobic Activity (Walk, Exercise Bike, Etc).

- Trial half day school. No homework. No tests.

- **If no return of symptoms, then:**

Day 2 - 30 Minutes of Light to Moderate Aerobic Activity.

- Trial full day school. No homework. No tests.

- **If no return of symptoms, then:**

Day 3 - 30 Minutes of Moderate to Heavy Aerobic Activity

- Full day school. Regular homework assignments. No testing.

- **If no return of symptoms, then:**

Day 4 - 30 Minutes of Heavy Aerobic Activity and 15 Minutes of Resistance Exercise (Push-Ups, Sit-ups, Weight Lifting).

- Full day school. Regular homework. Regular testing.

- **If no return of symptoms, then:**

Day 5 - Return to Practice for **NON CONTACT Limited Participation.**

- **If no return of symptoms, then:**

Day 6- Return to Full Practice WITH CONTACT.

- **If no return of symptoms, then:**

Student Athlete's Name

Date of Concussion

Date of Birth

School

Cleared to return following completion of graduated return to play program Cleared Not Cleared

I certify that I am a Medical Provider authorized under AS 14.30.142 to evaluate, manage, and determine return to play for an athlete with a concussion. Furthermore, I certify that I have followed ASAA's concussion return to play criteria.

Signed

Print Name

Date

CONCUSSION IN STUDENT ATHLETES (continued)

Page 1 of 4

ASAA MEDICAL RELEASE FOR STUDENT ATHLETE WITH SUSPECTED OR ACTUAL CONCUSSION

(This form will be included in state tournament coaches' packets)

Student Signature

School Name

Date of Birth

Date of Injury

Important Note to Healthcare Professional:

Per AS 14.30.0142, as amended, a student who has been removed from participation in a practice or game for suspension of concussion may not return to play until the student has been evaluated and cleared for participation by an athletic trainer or other qualified person who verifies that he or she is trained in the evaluation and management of concussions. "Qualified person" means either: 1) a health care provider licensed in Alaska, or exempt from licensure under Alaska law (AS 08.64.370(1), (2), or (4), or 2) a person acting at the direction and under the supervision of a physician licensed in Alaska, or exempt from licensure.

ASAA's Sports Medicine Advisory Committee recommends that an athletic trainer be certified by the National Athletic Trainers Association, in addition to meeting the other requirements established by AS 14.30.142, before being permitted to clear students to return to athletic participation following removal for suspicion of concussion.

ASAA's Sports Medicine Advisory Committee recommends that any person who clears students to return to athletic participation following removal for suspicion of concussion have completed the online CDC Concussion Course for Clinicians (www.preventingconcussions.org) in the last two years, AND 2) have completed two hours of CME in Sports Concussion Management in the last two years, or b) have completed a one year Sports Medicine Fellowship, A Certificate of Added Qualifications in Sports Medicine, or a Residency in Neurology or Neurosurgery.

If An athlete is removed from the participation in an activity because of a suspected concussion: but is found **not to have a concussion**, the athlete's return to play should be determined by the athlete's medical provider in accordance with the provider's assessment of the athlete's condition and readiness to participate;

and is **determined to have sustained a concussion**, the athlete's readiness to return to participation should be assessed in accordance with the Alaska School Activities Association's graduation Return to Play (RTP) protocol. All student athletes with a concussion must successfully complete an appropriate RTP Protocol that last a minimum of six days before resuming full athletic activity. The Return to Play protocol recommended by ASAA's Sports Medicine Advisory Committee is described below:

CONCUSSION IN STUDENT ATHLETES (continued)

Page 2 of 4

**ASAA MEDICAL RELEASE FOR STUDENT ATHLETE WITH
SUSPECTED OR ACTUAL CONCUSSION**

Students should begin with a period of complete rest in which they avoid cognitive and physical exertion. As symptoms diminish, and the athlete feels able, he/she can begin trails of cognitive work, e.g. reading, testing, computer, TV, school. The introduction of cognitive work should be in short increments which increase progressively in length and intensity so long as concussion symptoms do not recur or worsen. When several hours of cognitive work are well tolerated at home, than attendance at a half day of school is appropriate. When a full day of school is tolerated, then homework may be added. Academic accommodations may be necessary for student athletes as they return to school following a concussion. If cognitive work at any time provokes or exacerbates symptoms, then the work, should be discontinued, additional cognitive work should be minimized until symptoms regress, and the student can attempt to advance cognitive work again on the following day.

Only when the concussion symptoms have been entirely absent for 24 hours, does Day 1 of the progressive return to physical activity begin. The Return to Play Protocol is to take place over a minimum of six days, with at least 24 hours between each step. The rate of progression through the steps in the program should be individualized. Factors which may slow the rate are young age, history of previous concussions, number/severity/duration of concussion symptoms, medical risk factors, and the concussion risk of sports to which the athlete will return. Physical or cognitive activity that provokes recurrence of concussive symptoms will delay recovery and increase the risk of future concussion. Therefore, if symptoms recur at any step, then physical activity should stop until 24 hours after resolution of the symptoms, and then resume at the previous step.

SYMPTOMATIC STAGE:

- Physical and Cognitive Rest.
- Then Incremental Cognitive Work, without Provoking Symptoms.
- If no symptoms, then:

Day 1

- Begin when symptoms free for 24 hours.
- 15 min **light aerobic** activity (walk, swim, stationary bike, no resistance training).
- **If no symptoms, then:**

Day 2

- 30 min light-mod aerobic activity (jog, more intense walk, swim, stationary bike, no resistance training).
- **If not symptoms, then:**

Day 3

- 30 min mod-heavy aerobic activity (run, swim, cycle, skate, Nordic ski, no resistance training).
- **If no symptoms, then:**

CONCUSSION IN STUDENT ATHLETES (continued)

Page 3 of 4

ASAA MEDICAL RELEASE FOR STUDENT ATHLETE WITH SUSPECTED OR ACTUAL CONCUSSION

Day 4

- 30 min **heavy aerobic** (hard, run, swim, cycle, skate, Nordic ski)
- 15 min **Resistance Training** (push-up, sit-up, weightlifting)
- **If no symptoms, then:**

Day 5

- **Return to Practice, Non-contact Limited Participation** (Routine sport-specific drills).
- **If no symptoms, then:**

Day 6

- **Return to Full-Contact Practice**
- **If no symptoms, then:**

Day 7

- **Medically Eligible for Competition after completing RTP Protocol and is cleared by Healthcare Professional**
- **ASAA Eligibility Criteria** must be met before return to competition.

SECTION 1: THE CONCUSSED ATHLETE

_____ Student has sustained a concussion and is not yet ready to begin in the Return to Play Protocol.

_____ Student is cleared to begin ASAA’s Return to Play Protocol with any modifications noted below. This clearance is no longer effective if student’s symptoms return and persist.

_____ Student is entirely free of concussion symptoms and has completed the ASAA Return to Play Protocol or another appropriate return to play protocol lasting a minimum of six days. The athlete is medically eligible to return to competition.

Please note any additional modifications to ASAA’s Return to Play Protocol below (attach more pages if needed):

CONCUSSION IN STUDENT ATHLETES (continued)

ASAA MEDICAL RELEASE FOR STUDENT ATHLETE WITH SUSPECTED OR ACTUAL CONCUSSION

SECTION 2: THE NON-CONCUSSED ATHLETE

Student has NOT sustained a concussion. The diagnosis which explains his/her symptoms is:

_____.

Student is cleared to return to full sports participation.

Student is cleared for limited participation with the following restrictions (attach more pages if needed):

SECTION 3: HEALTHCARE PROFESSIONAL ATTESTATION

By signing this form, I attest that I am a qualified person authorized under AS 14.30.142 to clear student athletes for athletic participation following concussions.

Healthcare Professional Signature Healthcare Professional Printed Name

Alaska License Number Date

SECTION 4: ATHLETE AND PARENT CONSENT

ASAA's recommended Return to Play Protocol incorporates an internationally recognized process by which concussed athletes are returned to athletic participation as safely as possible. Participation in athletics is accompanied by the risk of injury, permanent disability, and death. Having recently sustained a concussion, an athlete is at more risk for another head injury with risk of permanent disability or death. By signing this form, the athlete and the parent indicate their understanding that the completion of the ASAA's or another Return to Play Protocol is not a guarantee of safe return to athletic participation. The parent and student accept the risk of additional injury in requesting and consenting to the athlete's return to athletic participation.

Student Athlete Signature Parent Signature Date

Student Athlete's Printed Name Parent's Printed Name

Alaska School Activities Association, Inc.
4048 Laurel Street, Suite 203 – Anchorage, AK 99508 (907) 563-3723 – Fax 561-0720 www.asaa.org

CONCUSSION IN STUDENT ATHLETES (continued)

ASAA School/Medical Concussion Care Plan

Patient Name: _____ DOB: _____ Age: _____ Date: _____ ID/MR# _____ Date of Injury: _____

You have been diagnosed with a concussion (also known as a mild traumatic brain injury). This personal plan is based on your symptoms and is designed to help speed your recovery. Your careful attention to it can also prevent further injury.

Rest is the key. You should not participate in any high risk activities (e.g., sports, physical education (PE), riding a bike, etc.) if you still have any of the symptoms below. It is important to limit activities that require a lot of thinking or concentration (homework, job-related activities), as this can also make your symptoms worse. If you no longer have any symptoms and believe that your concentration and thinking are back to normal, you can slowly and carefully return to your daily activities. Children and teenagers will need help from their parents, teachers, coaches, or athletic trainers to help monitor their recovery and return to activities.

Today the following symptoms are present (circle or check). _____ No reported symptoms				
Physical	Thinking	Emotional	Sleep	
Headaches	Sensitivity to light	Feeling mentally foggy	Irritability	Drowsiness
Nausea	Sensitivity to noise	Problems concentrating	Sadness	Sleeping more than usual
Fatigue	Numbness/Tingling	Problems remembering	Feeling more emotional	Sleeping less than usual
Visual Problems	Vomiting	Feeling more slowed down	Nervousness	Trouble falling asleep
Balance Problems	Dizziness			

RED FLAGS: Call your doctor or go to your emergency department if you suddenly experience any of the following			
Headaches that worsen	Look very drowsy, can't be awakened	Can't recognize people or places	Unusual behavior change
Seizures	Repeated vomiting	Increasing confusion	Increasing irritability
Neck pain	Slurred speech	Weakness or numbness in arms or legs	Loss of consciousness

CONCUSSION IN STUDENT ATHLETES (continued)

ASAA School/Medical Concussion Care Plan (continued)

RETURNING TO DAILY ACTIVITIES

- Get lots of rest. Be sure to get enough sleep at night – no late nights. Keep the same bedtime weekdays and weekends.
- Take daytime naps or rest breaks when you feel tired or fatigued.
- Limit physical activity as well as activities that require a lot of thinking or concentration. These activities can make symptoms worse.
 - Physical activity includes PE, sports practices, weight-training, running, exercising, heavy lifting, etc.
 - Thinking and concentration activities (e.g., homework, class work load, job-related activity).
- Drink lots of fluids and eat carbohydrates or protein to maintain appropriate blood sugar levels.
- As symptoms decrease, you may begin to gradually return to your daily activities. If symptoms worsen or return, lessen your activities, then try again to increase your activities gradually.
- During recovery, it is normal to feel frustrated and sad when you do not feel right and you can't be as active as usual.
- Repeated evaluation of your symptoms is recommended to help guide recovery.

RETURNING TO SPORTS

1. **You should NEVER return to play if you still have ANY symptoms** – (Be sure that you do not have any symptoms at rest and while doing any physical activity and/or activities that require a lot of thinking or concentration.)
2. Be sure that the PE teacher, coach, and/or athletic trainer are aware of your injury and symptoms.
3. It is normal to feel frustrated, sad and even angry because you cannot return to sports right away. With any injury, a full recovery will reduce the chances of getting hurt again. It is better to miss one or two games than the whole season.

The following are recommended at the present time:

- Do not return to PE class at this time
- Return to PE class
- Do not return to sports practices/games at this time
- Gradual return to sports practices under the supervision of an appropriate health care provider (e.g., athletic trainer, coach, or physical education teacher.)
 - Return to play should occur in gradual steps beginning with aerobic exercise only to increase your heart rate (e.g., stationary cycle); moving to increasing your heart rate with movement (e.g., running); then adding controlled contact if appropriate; and finally return to sports competition.
 - Pay careful attention to your symptoms and your thinking and concentration skills at each stage of activity. Move to the next level of activity only if you do not experience any symptoms at the each level. If your symptoms return, let your health care provider know, return to the first level, and restart the program gradually.

CONCUSSION IN STUDENT ATHLETES (continued)

ASAA School/Medical Concussion Care Plan (continued)

GRADUAL RETURN TO PLAY PLAN

- Day 0 - 24 hours without concussion symptoms during physical and cognitive rest.
- **If no return of symptoms, then:**
- Day 1 - 15 Minutes of Light Aerobic Activity (Walk, Exercise Bike, Etc).
- Trail half day school. No homework. No tests.
- **If no return to symptoms, then:**
- Day 2 - 30 Minutes of Light to Moderate Aerobic Activity.
- Trial full day school. No homework. No tests.
- **If no return of symptoms, then:**
- Day 3 - 30 Minutes of Moderate to Heavy Aerobic Activity.
- Full day school. Regular homework assignments. No testing.
- **If no return of symptoms, then:**
- Day 4 - 30 Minutes of Heavy Aerobic Activity and 15 Minutes of Resistance Exercise (Push-ups, Sit-ups, Weight Lifting)
- Full day school. Regular homework. Regular testing.
- **If no return of symptoms, then:**
- Day 5 - Return to Practice for NON CONTACT Limited Participation.
- **If no return of symptoms, then:**
- Day 6 - Return to Full Practice WITH CONTACT.
- **If no return symptoms, then:**
- Day 7 - Return to Competition.

This referral plan is based on today's evaluation:

- Return to this office. Date/Time _____
- Refer to: Neurosurgery Neurology Sports Medicine Psychiatrist Other _____
- Refer for neuropsychological testing
- Other _____

ASAA School/Medical Concussion Care Plan completed by:

Signature: _____ Print Name: _____ Date: _____

Added: 10-31-12
Revised: 01-17-14

PUBLICATIONS

While serving to instruct students in the basic skills of responsible journalism, official school publications shall be free to provide thoughtful, relevant commentaries on all topics within the bounds of good taste. Student editors in journalism, newspaper, yearbook, and writing classes shall assign and edit the news, editorial and feature content of their publications. Faculty advisors shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication. All statements and editorials must be substantiated by fact. Editorials may freely aim constructive criticism at school organizations, procedures, and policies, but such criticism should reflect the opinions of a cross-section of the publication staff. Editorial columns which express only the opinion of the writer shall be bylined. As space permits, editorial pages shall be open to any students wishing to express their ideas or to rebut editorials in a letter. School newspapers shall print a fair selection and accurate representation of the letters they receive. Faculty advisors shall supervise student publications so as to maintain professional standards of English and journalism and to assure that their content is not obscene, libelous, or slanderous, and does not incite students to commit unlawful acts, violate school rules, or disrupt school operations.

(cf. 1325 - Advertisements and Promotions)
(cf. 5145.2 - Freedom of Speech/Expression)

*Legal Reference:*ALASKA STATUTES

14.18.010 Discrimination based on sex and race prohibited

14.18.050 Discrimination in course offerings prohibited

14.18.90 Enforcement by board of education

Bethel School District v. Fraser, 478 U.S. 675 (1986)

Hazelwood School District v. Kuhlmer, 484 U.S. 260 (1988)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.520 Recreational and athletic activities

4 AAC 06.530 Guidance and counseling services

4 AAC 06.540 Course offerings

4 AAC 06.600 Definitions

4 AAC 51.270 Equal opportunities

STUDENT ORGANIZATIONS AND EQUAL ACCESS**Limited Open Forum**

The School Board believes that curriculum and non-curriculum-related student organizations have an important place in students' lives. Besides extending and reinforcing the instructional program, such groups can give students practice in democratic self-government and provide wholesome social and recreational activities. Student organizations also serve to honor outstanding student achievement and to enhance school spirit and students' sense of belonging.

Since the district allows schools to sponsor student groups not directly tied to the curriculum, student-initiated groups not sponsored by the school district have the right to meet on school premises during times established for a limited open forum in accordance with provisions of the federal Equal Access Act.

- (cf. 1321 - Solicitation of funds)
- (cf. 1325 - Advertising and Promotion)
- (cf. 1330 - Use of School Facilities)
- (cf. 3452 - Student Activity Funds)
- (cf. 3554 - Other Food Sales)
- (cf. 5145.2 - Freedom of Speech/Expression)

*Legal Reference:*ALASKA STATUTES

14.03.060 Elementary, junior high and secondary schools

14.30.510 Alaska student leadership development fund

TITLE VII - THE EQUAL ACCESS ACT, 20 U.S.C.A. Section 4071 et seq., as amended by the No Child Left Behind Act of 2001, 20 U.S.C. § 7905

Prince v. Jacoby, 303 F.3d 1074 (9th Cir. 2002)

Board of Education of Westside Community Schools v. Mergens, 110 S. Ct. 2356 (1990)

Student Coalition for Peace v Lower Merion School, (1985) 776 F.2d 431 (3rd Cir. 1985)

STUDENT ORGANIZATIONS AND EQUAL ACCESS**School-sponsored Organizations**

School-sponsored student organizations must be organized at the school, have a certificated advisor, be composed completely of current student body members and be approved by the Superintendent or designee in accordance with Board policy. They shall hold the majority of their meetings at school and have a democratic plan for the selection of members. Organization activities shall not conflict with the authority and responsibilities of school officials.

Limited Open Forum

Note: The Equal Access Act prohibits the district from discriminating on the basis of meeting content. By ruling that this law does not violate the first amendment's ban on state establishment of religion, the Supreme Court has clearly protected students' right to hold religious club meetings. The Board still has authority, however, to maintain order and protect students and staff; it may deny the use of facilities to any groups that threaten to disrupt the school program or threaten the health and safety of students and staff. As amended by the No Child Left Behind Act of 2001, after adopting a facility use policy, districts must inform school officials that they are required to apply the policy equitably to all groups, including the Boy Scouts or other affiliated groups.

The Superintendent or designee shall not deny any student-initiated group access to school facilities during non-instructional time on the basis of religious, political, philosophical or any other content to be addressed at such meetings. The Superintendent or designee shall provide for a limited open forum during non-instructional time so that any such meetings do not interfere with regular school activities.

Note: In Student Coalition for Peace v. Lower Merion School, 776 F.2d 431 (3rd Cir. 1985), the court has clarified that a school is not required to permit any and all outsiders to use its facilities or even to permit student groups indiscriminately to invite outsiders to its activities. To enable all students to use school facilities on the same terms as all other students, however, the Equal Access Act does allow student groups to invite nonstudents onto school property if the school's limited open forum encompasses nonstudent participation in student events. Persons so invited must not direct, conduct, control or regularly attend such activities.

The Superintendent or designee shall insure that student meetings are voluntary, with no direction, control or regular attendance by nonschool persons, and that students leave the meeting place in a clean, orderly and secure condition after their meetings.

School staff shall not promote or participate in these meetings, but may be assigned voluntarily to observe them for purposes of maintaining order and protecting student safety.

STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)

Meetings held within the limited open forum shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space. Any announcement of meetings shall clearly state that the group is not sponsored by the school or school staff. Such announcements may be posted in accordance with Board policy and state law applicable to all students, but students shall not use the school's equipment or public address system to publicize the meetings of groups not sponsored by the school.

(cf. 5145.2 - Freedom of Speech/Expression)

SUBCHAPTER VIII - THE EQUAL ACCESS ACT

4071. Denial of Equal Access Prohibited

(a) **Restriction of limited open forum on basis of religious, political, philosophical or other speech content prohibited**

It shall be unlawful for any public secondary school which receives Federal financial assistance and which has a limited open forum to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

(b) **"Limited open forum" defined**

A public secondary school has a limited open forum whenever such school grants an offering to or opportunity for one or more non-curriculum related student groups to meet on school premises during non-instructional time.

(c) **Fair opportunity criteria**

School shall be deemed to offer a fair opportunity to students who wish to conduct a meeting within its limited open forum if such school uniformly provides that –

- (1) the meeting is voluntary and student-initiated;
- (2) there is no sponsorship of the meeting by the school, the government, or its agents or employees;
- (3) employees or agents of the school or government are present at religious meetings only in a non-participatory capacity;
- (4) the meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- (5) non-school persons may not direct, conduct, control or regularly attend activities of student groups.

(d) **Construction of subchapter with respect to certain rights**

Nothing in this title shall be construed to authorize the United States or any State or political subdivision thereof –

- (1) to influence the form or content of any prayer or religious activity;
- (2) to compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
- (3) to sanction meetings that are otherwise unlawful;
- (4) to limit the rights of groups of students which are not of a specified numerical size; or
- (5) to abridge the constitutional rights of any person.

SUBCHAPTER VIII – THE EQUAL ACCESS ACT (continued)

(e) Federal financial assistance to schools unaffected

Notwithstanding the availability of any other remedy under the Constitution or the laws of the United States, nothing in this title shall be construed to authorize the United States to deny or withhold federal financial assistance in any school.

(f) Authority of schools with respect to order, discipline, well-being and attendance concerns

Nothing in this title shall be construed to limit the authority of the school, its agents or employees, to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

4072. Definitions

As used in this title –

- (a) The term "secondary school" means a public school which provides secondary education as determined by State law.
- (b) The term "sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes does not constitute sponsorship of the meeting.
- (c) The term "meeting" includes those activities of student groups which are permitted under a school's limited open forum and are not directly related to the school curriculum.
- (d) The term "non-instructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.

4073. Severability If any provision of this title or the application thereof to any person or circumstances is judicially determined to be invalid, the provisions of the remainder of the title and the application to other persons or circumstances shall not be affected thereby.

4074. Construction The provisions of this title shall supersede all other provisions of federal law that are inconsistent with the provisions of this title.

HIGH SCHOOL GRADUATION REQUIREMENTS

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. Effective February 1, 2004, no secondary student may be issued a diploma unless he or she has passed a competency examination in the areas of reading, English, and mathematics (High School Graduation Qualifying Exam). AS 14.03.075.

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 successful completion of any required high school competency examination:

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)



Yukon-Koyukuk School District
Graduation Requirements Worksheet

Family# _____

Student Name: _____ Grade: _____ Teacher: _____

English **4 credits**

Year	Course Title	cr	cr	cr	cr	total
Credits Needed		4				0

Elective Courses **5 credits**

Year	Course Title	cr	cr	cr	cr	total
Credits Needed		5				0

Math **4 credits**

Year	Course Title	cr	cr	cr	cr	total
Credits Needed		4				0

Science **3 credits**

Year	Course Title	cr	cr	cr	cr	total
Credits Needed		3				0

Social Studies **4 credits**

Year	Course Title	cr	cr	cr	cr	total
Credits Needed		4				0

- * 1 Credit- Algebra I Required
- * 1 Credit- US History Required
- * 1 Credit- World History
- * 1 Credit- World Geography Required
- *.5 Credit- Alaska Studies
- *.5 Credit- American Government

- * 1 Credit- Biology Required
- * 1 Credit- Earth Science, Chemistry or Physics Required

Health & First Aid **1 credit**

Year	Course Title	cr	cr	cr	cr	total
Credits Needed		1				0

Vocational Ed. **0.5 credit**

Year	Course Title	cr	cr	cr	cr	total
Credits Needed		0.5				0

Physical Education **1 credit**

Year	Course Title	cr	cr	cr	cr	total
Credits Needed		1				0

Careers **0.5 credit**

Year	Course Title	cr	cr	cr	cr	total
Credits Needed		0.5				0

Work Keys Test Scores

Subject	Bronze/Silver/Gold/Platinum	Date
RFI		
AM		
LI		

Alaska HSGQE

Subject	P/NP	Score	Date Passed
Reading			
Writing			
Math			

**21 Credits Total Required for Graduation	
Total Credits Earned	0.00
Total Credits Needed	23

APS Track Option

Math & Science
 Vocational
 Social Studies & Language
 No Option

Parent and/or Guardian Acknowledgement of APS and Graduation Audit

By signing this form I hereby acknowledge that I have read the Alaska Performance Scholarship criteria for selection, track choices and testing requirements .

Parent Signature _____ Date _____ Advising Teacher _____ Date _____

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

YUKON-KOYUKUK SCHOOL DISTRICT
GRADUATION REQUIREMENT CHECK LIST FOR RIVER SCHOOLS

REPORTING PERIOD: _____ DATE: _____

TRANSFER CREDITS: _____ TRANSFER FROM: _____

RCS/YKSD Diploma Requirements	Total Required	Earned This Report	Earned To Date
Compulsory Credit	18		
English (9 th)	1		
English (10 th)	1		
English (11 th)	1		
English (12 th)	1		
Social Studies <ul style="list-style-type: none"> • Us History • World History • World Geography • Alaska Studies • American Government 	1 1 1 .5 .5		
Science: required <ul style="list-style-type: none"> • Geology (HS Earth Sci.) • Physical Science • Biology (HS Life Sci) Electives: <ul style="list-style-type: none"> • Chemistry • Physics • Environmental Science 	3		
Choose 3 of the following: <ul style="list-style-type: none"> • Pre-Algebra • Algebra 1A and 1B • (Algebra 1 required) • Geometry or Construction Math • Consumer Math • Algebra II • Trigonometry • Pre-Calculus • Calculus 	4		
Vocational/CTE	.5		
Vocational/Careers	.5		
Physical Education	1		
Health/First Aid	1		
Optional Elective Credits	5.0		
Total Number of Credits for Graduation	23		

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Note: * Beginning January 1, 2009, 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.

(cf. 5127 - *Graduation Ceremonies and Activities*)

(cf. 6164.2 - *Guidance and Counseling Services*)

(cf. 6146.3 - *Competency Testing*)

(cf. 6184 - *Virtual/Online Courses*)

Graduation Requirements Checklist

* Alaska Studies shall incorporate Alaska Native Land Claims and Alaska and Native History, Geography and Economics.

Graduation Requirements for Handicapped Students

1. 23 credits minimum
2. When the handicapping condition (as defined by 4 ACC 42.130) precludes the taking of the regular curricular offerings, a substitute course in the same subject area may be designed and approved as determined by the child study team. Substitute courses will be noted on the student's transcript by (S) after the course title. The responsibility of developing the course(s) will be shared by both regular and special educators. Students must also complete the state assessments, a modified state assessment, or an optional state assessment as required by the State of Alaska.
3. When a handicapping condition (as defined by 4 ACC 52.130) is so severe that substitute course offerings cannot be designed and/or provided, the students may be awarded a certificate of attendance or completion, based upon completion of the IEP or having attended school until age 22. These students must also complete an alternate assessment as required by the State of Alaska.

*Legal Reference:*ALASKA STATUTES

14.03.075 *Secondary pupil competency testing*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 *High school graduation requirements*

4 AAC 06.771-.790, *High School Graduation Qualifying Examination Waivers*

Revised: 01-13-12; 06-15-12

HIGH SCHOOL EQUIVALENCY TEST

<p>Note: Pursuant to 8 AAC 99.120, persons aged 16 or 17, who are not enrolled in high school, are eligible to take the GED test if they are legally emancipated or have parent permission and a withdrawal slip from the last school attended.</p>

The School Board recognizes that individuals may obtain an Alaska high school diploma by successfully completing the Alaska General Educational Development Test. However, the Board desires that every student have the opportunity to earn a high school diploma through successful completion of district graduation requirements and encourages students to remain in school.

(cf. 5147 - Dropout Prevention)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

8 AAC 99.110 – 99.190 High school equivalency test

Instruction

COLLEGE AND CAREER READINESS ASSESSMENTS

BP 6146.3

Note: Effective July 2014, AS 14.03.075 was repealed and reenacted to remove the requirement that a secondary student may not be issued a diploma unless he or she has passed the High School Graduation Qualifying Exam (“HSGQE”). Now a district may not issue a secondary school diploma to a student unless the student takes a college and career readiness assessment or receives a waiver from the School Board. There is no requirement that a student receive a minimum score on a college and career readiness assessment, only that the exam be taken.

The School Board shall provide for college and career readiness assessments in the areas of reading, English, and math. The exams shall be administered in accordance with state law and regulations. A student who successfully completes the district’s graduation requirements shall be issued a diploma so long as a college and career readiness assessments has been taken. A diploma may also be issued to students with an approved waiver. The Superintendent shall implement a waiver process in compliance with law.

(cf. 5127 Graduation Ceremonies and Activities)

(cf. 6146.1 High School Graduation Requirements)

(cf. 6146.4 Reciprocity on Graduation Requirements)

(cf. 6146.5 Differential Requirements for Individuals With Exceptional Needs)

(cf. 6162.5 Standardized Testing)

A school shall award a certificate of achievement to a student who fails to take a college and career readiness assessment by the end of the student’s final semester of attendance, but who has met all other district and state graduation requirements.

The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment. The IEP team’s determination should consider whether the assessment supports the transition plan set forth in the student’s IEP.

Legal Reference

ALASKA STATUTES

14.03.075 College and career readiness assessment

ALASKA ADMINISTRATIVE CODE

4 AAC 06.710 Statewide student assessment system

4 AAC 06.717 College and career readiness assessment

4 AAC 06.765 Test Security; Consequences of Breach

4 AAC 06.721 College and career readiness assessment waivers

4 AAC 06.775 Statewide assessment program for students with disabilities

4 AAC 06.790 Definitions

Revised: 08-24-12, 10-27-15

YUKON-KOYUKUK SCHOOL DISTRICT
Adopted: 08-27-10

COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS

Note: AS 14.03.075 provides that a school may not issue a secondary school diploma to a student unless the student takes a college and career readiness assessment or receives a waiver. Regulations governing waivers are found at 4 AAC 06.775.

A college and career readiness assessment means the SAT, ACT or certain sections of the WorkKeys assessment. If a student takes the WorkKeys assessment, he or she must take the following sections: applied mathematics; reading for information; and locating information.

The Department of Education and Early Development will provide for the college and career readiness assessment to be administered one time per year at no charge to students. A student may take the assessments additional times at the student's expense.

A waiver may be granted in two instances: 1) when a student has arrived late into the Alaska public school system; or 2) in rare and unusual circumstances as defined by the Department of Education and Early Development.

Procedures for Requesting A Waiver

The district shall maintain in the district office and the office of its high schools a Department approved form for requesting a waiver of the college and career readiness assessment. A student must complete this form and include all required documentation. The waiver request will be considered by the Superintendent or designee who shall make a recommendation to the School Board for approval or denial of the waiver. The recommendation shall be based solely on whether the criteria for granting a waiver under state law has been met for the individual student. The School Board may not grant a waiver unless the student has demonstrated that all other state and district requirements for graduation will be met.

A. Waiver for Late Arrival Into the School System

A student arrives late into the state public school system if the student arrives in Alaska after the completion of all scheduled college and career readiness assessments in the student's year of intended graduation. A student who resides in the state but attends a private school or is home schooled and then transfers to the district after the completion of all scheduled administrations in the student's year of intended graduation may also be eligible for a waiver.

A student's request for a waiver must be submitted on the approved form, must demonstrate that the student has met all other requirements for graduation, and must include the following:

1. Documentation from the school in which the student is currently enrolled which identifies the student's initial enrollment date;

COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS (continued)

2. Documentation from the out-of-state school district, Alaska private school or home school program from which the student transferred, which includes both the enrollment date and exit date; and
3. Documentation that verifies the date of the student's physical presence in Alaska prior to enrollment in any of the schools in the state. Verification may include: records or receipts of airlines, the Alaska Marine Highway System, or other carriers; hotel receipts; or affidavits or certifications by persons acquainted with or related to the applicant who have personal knowledge of the applicant's physical presence in Alaska.

B. Waiver for Rare and Unusual Circumstances

A waiver may be granted for a rare and unusual circumstance only if the circumstance is beyond the control of the student, the student's parents, and the school. Additionally, the timing of the circumstance must be such that no other recourse or remedy exists to address the situation before the student's expected graduation date.

A waiver may be granted only for the following reasons:

1. The death of the student's parent occurring within the last semester of the student's year of intended graduation.
2. A medical condition that is a serious and sudden illness or physical injury that prevents the student from taking the college and career readiness assessment and occurs in the last semester of the student's year of intended graduation. The waiver request must be supported by an affidavit or certification from the student's treating licensed medical provider that the diagnosed condition prevented the student from taking the assessment and was beyond the control of the student or parents. The condition cannot be: 1) pregnancy or childbirth, unless the affidavit or certification verifies that an emergency occurred; 2) treatable depression, stress, or stress-related conditions, unless the affidavit or certification verifies that a qualifying emergency occurred; or 3) a condition caused by illegal alcohol or substance abuse.
3. A disability arising in the student's high school career that arises too late to apply for a meaningful accommodation from the testing vendor. A waiver may be granted only if consistent with the student's IEP team recommendations and the student's principal and the district's superintendent support the waiver request.

COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS (continued)

4. A significant and uncorrectable system error which is limited to one of the following:
 - a. A student's completed exam from the last administration of the assessment in the student's year of intended graduation is lost in transit between the school district and the testing vendor. A waiver request must be supported by: 1) documentation from the district verifying that the test materials were mailed to the testing vendor; and 2) documentation from the U.S. Postal Service, or other carrier, that the exam materials are lost.
 - b. The student's school or district failed to administer the assessment on a scheduled administration date during the student's senior year.

School Board Action Approving or Denying A Waiver

The School Board's decision approving or denying the request for a waiver will be in writing and delivered to the student by registered mail. The reasons for approving or denying the waiver will be stated in the written decision. The School Board may deliver courtesy copies of the decision to the student or the student's parents/legal guardians by other methods. The School Board will also provide a copy of the decision to the Department. The School Board's written decision will notify the student that denial of the waiver may be appealed to the Department of Education and Early Development.

Note: The following language can be used by the School Board in its written notice to comply with the requirement that the student be notified of the right to appeal in the event the School Board denies a waiver. 4 AAC 06.721 and 06.724. Any form of notification should include notice that the student only has thirty (30) days to appeal: "This decision may be appealed by the student, or student's parent or legal guardian, to the State of Alaska Department of Education and Early Development. Enclosed is the required form that must be used for an appeal. This appeal form must be postmarked no later than thirty (30) days from your receipt of this decision. State law requires that an appeal request state the grounds for the appeal, including a brief summary of the nature of the original waiver request and an explanation of how the School Board erred in denying the waiver. Also enclosed is a copy of 4 AAC 06.724 which further explains the appeal procedures."

Within twenty (20) days of an appeal being filed, the School Board shall forward to the Department the entire record of the student's waiver request, including the following documents:

1. The student's waiver application and any supporting documents included in support of the waiver request;
2. A copy of the School Board's graduation requirements; and
3. A copy of the student's most current official transcript.

Revised: 10-27-15



Application for a Waiver From Passing the High School Graduation Examination Due to Late Arrival into the Alaska Public School System

State of Alaska regulation 4 AAC 06.773 allows students to request a waiver from passing the High School Graduation Qualifying Examination (HSGQE) if the student arrives late into the Alaska public school system. The student must submit a waiver request to the local school board for consideration. A student who receives a waiver from passing the HSGQE must also meet all other state and school district requirements for graduation in order to receive a high school diploma.

Complete all items below and attach supporting documentation as necessary before submitting this waiver request to the local school board.

Current School District		
Student's Name		
Student Ten Digit State ID Number		
Student's Grade Level		
Date Enrolled in District		
Number of semesters remaining (not to exceed 2)		
Intended Year of Graduation		
		Provided (✓)
Documentation from current school	Enrollment records from (<i>School Name</i>):	<input type="checkbox"/>
	Enrollment date:	
Documentation from previous out-of-state school	Enrollment records from (<i>School Name</i>):	<input type="checkbox"/>
	Enrollment date:	
	Exit date:	
Documentation that verifies student's physical presence in Alaska	Indicate type of documentation presented:	
	Transportation (airline tickets, etc.)	<input type="checkbox"/>
	Lodging receipts (hotels, etc.)	<input type="checkbox"/>
	Affidavit/certification (signed by relative or other person who can verify this student's presence in Alaska)	<input type="checkbox"/>

Waiver is: **Approved:** _____ **Denied:** _____

_____ _____

Signature of Local School Board Authority *Date*

For School Board Use Only

The governing body's decision approving or denying the request for a waiver must be in writing and shall be delivered by registered mail. The governing body shall also provide a copy of the decision to the department. The governing body shall state the reason for its decision in the written decision. In the event that a local school board denies a student's waiver from passing the High School Graduation Qualifying Exam, the student may appeal the denial to the Department of Education & Early Development under 4 AAC 06.780.



**Application for an HSGQE Waiver
Due to a Rare and Unusual Circumstance**

State of Alaska regulation 4 AAC 06.772 and .774 allow a student to request a waiver from passing the High School Graduation Qualifying Examination (HSGQE) if the student suffers a rare and unusual circumstance beyond the control of the student, the student’s parents, and the school, and the circumstance is such that no other recourse or remedy exists to address the circumstance before the student’s intended year of graduation.

Complete all items and attach supporting documentation to ensure consideration of this waiver request by the regional school board.

Current School District	
Student’s Name	
Student Ten Digit State ID Number	
Student’s Grade Level	
Intended Year of Graduation	
Number of semesters remaining (not to exceed 2)	
Name of Current School	
Type of waiver and required documentation:	Select (✓)
Death of the student’s parent if the death occurred within the last semester of the student’s year of intended graduation. The parent must be a biological parent or legal guardian only. Required documentation: <i>Provide documentation indicating the date of the death and that the parent was the natural parent or legal guardian</i>	<input type="checkbox"/>
A serious or sudden illness that prevents the student from taking the HSGQE, if the illness occurred within the last semester of the student’s year of intended graduation. Required documentation: <i>Affidavit or certification from the student’s treating, licensed medical professional. The licensed professional must state the diagnosed medical condition prevented the student from taking the HSGQE and was beyond the control of the student or the student’s parents.</i>	<input type="checkbox"/>
A serious physical injury that prevents the student from taking the HSGQE, if the injury occurred within the last semester of the student’s year of intended Graduation. Required documentation: <i>Affidavit or certification from the student’s treating, licensed medical professional. The licensed professional must state the diagnosed medical condition prevented the student from taking the HSGQE and was beyond the control of the student or the student’s parents.</i>	<input type="checkbox"/>
A disability arising in the student’s high school career and the disability arises too late to develop meaningful and valid assessments. The waiver is consistent with the student’s IEP team recommendations and the principal and superintendent support the waiver request. Required documentation: <i>Documentation must be provided from the student’s IEP team that verifies the date on which the disability was determined, information describing why no meaningful or valid alternative assessment could be used, and documentation of support from the school principal and district superintendent.</i>	<input type="checkbox"/>



**Application for an HSGQE Waiver
Due to a Rare and Unusual Circumstance**

Type of waiver and required documentation:	Select (✓)
<p>A significant and uncorrectable system error has occurred, limited to:</p> <p>Test materials lost in transit after exam was administered. Required documentation: <i>Provide documentation that verifies that the district mailed the materials, including documentation from the U.S. Postal Service, or from the carrier used to transport the exam materials;</i></p> <p>The student’s school or district failed to administer the exam. Required documentation: <i>No documentation required of the student-applicant; the school district can verify this information;</i></p> <p>The student was in the 9th grade or higher in the Alaska public school system during the 2002-03 school year, and is a student with a disability covered by IDEA, and the student or student’s IEP team relied on advice from the State of Alaska Department of Education & Early Development regarding whether an alternate assessment would lead to a diploma; and the student participated in an alternate assessment prescribed by his or her IEP team. Required documentation: <i>Attach supporting documentation from the student’s IEP team verifying the above information and verifying the student’s participation in the alternate assessment.</i></p>	<p align="center"><input type="checkbox"/></p> <p align="center"><input type="checkbox"/></p> <p align="center"><input type="checkbox"/></p>
<p>Unable to participate in the regular HSGQE due to a disability. This waiver does not exempt the student from passing the exam but from taking the regular HSGQE the student’s sophomore year. The student or the student’s parent must file a Request for Permission (form #05-05-020) before October 31, of sophomore year or the year in which the student is first enrolled in the state to the local governing body. If the student is granted permission from taking the regular HSGQE, the IEP or 504 team must then apply for an alternative assessment program: modified HSGQE or non-standardized HSGQE. If approval is granted for the Request for Permission and one alternative assessment program, the student or student’s parent may apply and submit this waiver in the final semester of the student’s year of intended graduation. Required documentation: <i>Granted Request for Permission with all attached evidence, copy of the approved alternative assessment application which was completed by the IEP/504 team and signed by the Department, evidence of proficiency on the alternative assessment (modified or non-standardized) and any other information required in the Participation Guidelines.</i></p>	<p align="center"><input type="checkbox"/></p>

FOR SCHOOL BOARD USE ONLY

Waiver is: **Approved:** _____ **Denied:** _____
 (state reason)

_____ _____
Signature of Local School Board Authority *Date*

The governing body’s decision approving or denying the request for a waiver must be in writing and shall be delivered by registered mail. The governing body shall also provide a copy of the decision to the department. The governing body shall state the reason for its decision in the written decision. In the event that a local school board denies a student’s waiver from passing the High School Graduation Qualifying Exam, the student may appeal the denial to the Department of Education & Early Development under 4 AAC 06.780.



**Application for an Appeal to a Denial for
a Waiver from Passing the High School
Graduation Qualifying Examination**

In the event that a High School Graduation Qualifying Examination waiver is denied by the local school board, State of Alaska regulation 4 AAC 06.780 provides for an appeal to the Alaska Department of Education & Early Development. The appeal must be postmarked no later than 30 days after receipt of the notice of denial from the local school board. The governing body will forward to the Department of Education & Early Development the entire record relating to the student’s waiver within 20 days of the appeal.

Student Information:

Current School District	
High School Name	
Student’s Name	
Student’s Ten Digit State ID Number	
Student’s Address	
Student’s Phone Number	
Student’s Grade Level	
Student’s Intended Year of Graduation	

Purpose of Waiver Request Denied by Local Governing Body (✓):

- Arriving late into Alaska Public School System (4 AAC 06.773)
- Rare and Unusual Circumstances (4 AAC 06.774)
- Passed Another State’s Competency Examination (4 AAC 06.777)

Statement of grounds for the appeal, including a brief summary explaining how the local school board erred in its decision to deny the waiver. Include additional pages if necessary.

Parent or Student Signature Required _____

Send form to the Commissioner of Education & Early Development at PO Box 110500, Suite 200, Juneau, AK 99811-0500 (Fax 907-465-2900)

YUKON-KOYUKUK SCHOOL DISTRICT
Adopted: 08-27-10

RECIPROCITY ON GRADUATION REQUIREMENTS

Note: 4 AAC 06.075 authorizes the district to exempt transfer students with at least 13 units of credit from graduation credit requirements. Additionally, AS 14.03.075(c) (2) and 4 AAC 06.777 authorize the district to exempt a transfer student from taking the HSGQE if the student has passed another state's competency exam. The following sample policy may be revised or deleted to reflect district philosophy and needs.

CREDIT REQUIREMENTS

The Superintendent or designee may exempt students transferring into the district from meeting district credit requirements for graduation upon verification of equivalent credits received elsewhere.

HIGH SCHOOL GRADUATION QUALIFYING EXAM

The School Board may award a diploma to a transfer student who has not taken the HSGQE if the student has otherwise met the district's graduation requirements and the student has passed a statewide secondary competency examination in another state. If the School Board denies a student's request under this section, the School Board will state its reasons for denial in writing and notify the student of his or her right to appeal.

(cf. 5118 - Transfers; Withdrawals)

*Legal Reference:*ALASKA STATUTES

AS 14.03.075 Secondary Student Competency Testing

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

4 AAC 06.777 Students that have passed another state's competency examination

RECIPROCITY ON GRADUATION REQUIREMENTS

Note: These procedures comply with the requirements of AS 14.03.075(c)(2) and 4 AAC 06.777 for exempting a transfer student from taking the HSGQE if the student has passed a similar exam in the student's prior state of enrollment. The appeal procedures are mandatory and the district must ensure that the student is properly notified of the right to appeal in the event the Board denies the student's request for a diploma

Procedures for Transfer Students Who Have Passed another State's Competency Exam

A student may qualify for a diploma without taking the HSGQE if the student has passed another state's competency examination. A student must make a request in writing to the Superintendent or designee, who will forward a recommendation to the School Board for decision. A student's request must be on the form provided by the Department of Education and Early Development.

In order to award a diploma, the School Board must:

1. Determine that the student has met all other graduation requirements as set forth in state law and district policy;
2. Obtain from the transfer high school verification that the student passed a statewide competency examination; and
3. Determine that the exam passed in the other state tested reading, English, and mathematics, and was a requirement for a secondary school diploma.

The School Board will issue a written decision approving or denying the request. The written decision must be delivered by registered mail, though courtesy copies may be provided to the student or the parents/guardians by other methods. The reasons for approving or denying the student's request must either be stated on the record or in the written decision. The School Board must also provide a copy of the decision to the Department. The School Board's written decision must include a statement that the decision may be appealed to the State Department of Education and Early Development.

Note: The following optional language can be used by the Board in its written notice to comply with the requirement that the student be notified of his or her right to appeal. 4 AAC 06.777 and 06.780. Any form of notification should include notice that the student only has thirty (30) days to appeal.

RECIPROCITY ON GRADUATION REQUIREMENTS

Note: If the Board's decision denies a student's request for a diploma without taking the HSGQE, the Board's written notice will include the following language: "This decision may be appealed by the student, or student's parent or legal guardian, to the State of Alaska Department of Education and Early Development. Enclosed is the required form that must be used for an appeal. This appeal form must be postmarked no later than thirty (30) days from your receipt of this decision. State law requires that an appeal request state the grounds for the appeal, including a brief summary of the nature of the original request and an explanation of how the Board erred in denying it. Also enclosed is a copy of 4 AAC 06.780 which explains the appeal procedures."

Within twenty (20) days of an appeal being filed, the School Board shall forward to the Department the entire record of the student's request, including the following documents:

1. The student's request and any supporting documents included in support of the request;
2. A copy of the School Board's internal policy on waivers or reciprocity on graduation requirements, if any; and
3. Any other items that the School Board relied upon when considering the student's request.



**Application for a Waiver from Passing the HSGQE
Based on Results from another State's
Competency Exit Exam**

State of Alaska regulation 4 AAC 06.777 allows students or their parents to request a waiver from passing the High School Graduation Qualifying Examination (HSGQE) if the student has passed another state's competency exit exam. Students must meet all other state and school district requirements for graduation to earn a high school diploma. Submit a waiver application to the local School Board for approval. Please note: State regulation requires a student to take the HSGQE until either the student passes the exam or the local School Board grants the application to receive a diploma based on exam results from another state.

Complete all items and attach supporting documentation to ensure consideration of this waiver request by the local school board.

School District	
Student's Name	
Student State ID Number	
Current School	
Grade Level	
Intended graduation date	
	Provided (✓)
Student has successfully passed a competency exam in another state. The other state's exam assessed Reading, Writing, and Math. Required documentation: <i>Attach supporting documents, including the student's results on the other state's competency exit exam or a transcript from the school where exam was taken if results are shown on the transcript.</i>	
The competency exit exam from another state is a requirement to receive a high school diploma. Attach supporting document or documents.	
<i>Note: Student must meet all local school district graduation requirements in order to receive a high school diploma.</i>	

Waiver is: **Approved:** _____ **Denied:** _____

_____ _____

Signature of Local School Board Authority Date

For School Board Use Only

In the event that a local school board denies a student's waiver from passing the High School Graduation Qualifying Exam, the student may appeal the denial to the Department of Education & Early Development under 4 AAC 06.780. Appeals must be postmarked no later than 30 days after receipt of the notice of denial. Appeals must be sent to the Commissioner of Education & Early Development, 801 W. 10th St., Suite 200, Juneau, AK 99801. The appeals form is on the web at www.eed.state.ak.us/forms/forms1.html#Assessment.



**Application For An Appeal
To A Denial For A Waiver From Passing
THE HIGH SCHOOL GRADUATION
QUALIFYING
EXAMINATION**

In the event that a High School Graduation Qualifying Examination waiver is denied by the local school board, State of Alaska regulation 4 AAC 06.780 provides for an appeal to the Alaska Department of Education & Early Development. The appeal must be postmarked no later than 30 days after receipt of the notice of denial from the local school board. The governing body will forward to the Department of Education & Early Development the entire record relating to the student’s waiver within 20 days of the appeal.

Student Information:

School District	
High School Name	
Student’s Name	
Student’s State ID Number	
Student’s Address	
Student’s Phone Number	
Student’s Grade Level	
Intended Graduation Date	

Purpose of Waiver Request Denied by Local Governing Body (✓):

- Arriving late into Alaska Public School System (4 AAC 06.773)
- Rare and Unusual Circumstances (4 AAC 06.774)
- Passed Another State’s Competency Examination (4 AAC 06.777)

Statement of grounds for the appeal, including a brief summary explaining how the local school board erred in its decision to deny the waiver. Include additional pages if necessary.

*Send form to the Commissioner of Education & Early Development at 801 West 10th Street,
Suite 200,
Juneau, AK 99801-1894*

**YUKON-KOYUKUK SCHOOL DISTRICT
Adopted: 08-27-10**

DIFFERENTIAL REQUIREMENTS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS**Course Requirements**

Note: Under 4 AAC 06.078, a substitute course in the same subject area may be designed and provided as determined by the IEP team. A substitute course may be noted on the student transcript by a number code known only to the IEP team and institution offering the course.

The School Board recognizes that regular course requirements may not be appropriate for all students enrolled in district special education programs. Students with exceptional needs should meet the regular district requirements to the extent that their handicaps or disabilities permit. The Individualized Education Program (IEP) team will determine if a student's disabilities preclude the student from attaining the district's regular standards. Students with disabilities that prevent them from regular course requirements may complete substitute courses. The determination and development of appropriate differential standards will be included in the student's IEP.

Standardized Assessment

Under 4 AAC 06.775, a school district must provide a program of statewide assessment for every student with a disability enrolled in the district or attendance area. The assessment program must include the availability of accommodations required in a student's IEP or section 504 plan for every required standards-based or norm-referenced test, and be consistent with the Department's Participation Guidelines for Alaska Students in State Assessments, dated June 2011. When administering the college and career readiness assessment, a district shall follow the Department's Alaska Supplement for WorkKeys Assessment, dated June 2014. In the following policy language, "accommodation" and "modification" are terms that have been defined by the Department of Education and Early Development as follows: "accommodation" means a change made to a testing situation to ensure that information obtained from a statewide assessment is an accurate reflection of what the assessment is intended to measure rather than a measure of a student's disability and that has been approved by the Department and recommended for use by the student's IEP team for the taking of a standardized test; and "modification" means a change to the setting, timing, presentation, or response format of a standardized test approved by the Department and recommended for a student by the student's IEP team that alters what a test measures.

Every student with a disability will participate in statewide assessments as required by law. Student participation will be facilitated by the provision of accommodations as identified in a student's Section 504 plan or IEP.

Students with disabilities must take all statewide standards-based tests, with or without accommodations, unless an alternate assessment is necessary. An alternate assessment may be conducted for students whose cognitive abilities and adaptive skills prevent completion of the standard academic curricula, even with modifications and accommodations as determined by the IEP team. Alternate assessments may also be conducted for those students enrolled in a curriculum focused on functional life skills where the student requires direct instruction in multiple settings to apply and transfer skills. In such instances, an alternate assessment shall be provided as specified in the IEP or Section 504 plan.

DIFFERENTIAL REQUIREMENTS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS (*continued*)

Note: The alternate assessment must be based on alternate performance standards under 4 AAC 04.160, which incorporates and refers to DEED publication “Alaska Alternate Assessment & Alternate Performance Standards for Students with Significant Cognitive Disabilities.” An alternate assessment may not be given to a student whose inability to complete the standard curricula is the result of (a) extended absences; (b) visual, auditory, or physical disabilities; (c) emotional behavioral disabilities; (d) specific learning disabilities; or (e) social, cultural, or economic differences

College and Career Readiness Assessment

Note: Effective July 1, 2014, secondary students must take a college and career readiness assessment or receive a waiver from the School Board as a condition to receiving a diploma. However, the IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment based on the IEP team’s determination of whether the assessment supports the transition plan set forth in the student’s IEP.

The IEP team for a student with a significant cognitive disability may determine whether the student will take the college and career readiness assessment. The IEP team’s determination should consider whether the assessment supports the transition plan set forth in the student’s IEP.

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment

ALASKA ADMINISTRATIVE CODE

4 AAC 06.717 College and career readiness assessments

4 AAC 06.775 Statewide assessment program for students with disabilities

4 AAC 06.078 Alternative completion requirements; students with disabilities

Revised: 10-27-15

ELEMENTARY SCHOOL DEVELOPMENTAL PROFILE

Note: Beginning in 2000, each school district must submit to the Alaska Department of Education and Early Development a developmental profile for each student entering kindergarten or first grade in each school in the district, including charter schools. A student whose profile is submitted upon entering kindergarten does not need an additional profile upon entering first grade. The profile should be completed on a form provided by the Department and must be submitted to the Department by November 1 of each year.

The School Board believes that student assessment is one of the tools that may be considered in determining the best educational choices for a student, and that assessment at an early age may be especially beneficial. The Superintendent or designee shall administer to each incoming kindergarten and first grade student a developmental profile which contains indicators of the student's physical well-being and motor development; language and literacy development; personal-social development; thinking and cognitive development; and child background. Child background includes factors affecting a child's school performance such as pre-school experience, whether the child has an individualized education program, and health data.

At the discretion of the Superintendent, a child completing a profile upon entry to kindergarten may not be required to complete an additional profile upon entering first grade.

(cf. 6159 Individualized Education Program)

Legal Reference:

ALASKA STATUTES

14.07.020 Duties of the Department

ALASKA ADMINISTRATIVE CODE

4 AAC 06.710 Statewide Student Assessment System

4 AAC 06.712 Developmental Profile

SCHOOL-SPONSORED TRIPS

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

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

All trips involving out-of-state travel shall require the prior approval of the School Board. Other trips may be approved by the Superintendent or designee. Site Administrators shall ensure that teachers develop plans which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other school employees and parents/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings.

All travel by air will stop at -35 degrees Fahrenheit for students. Student travel by road will stop at -40 degrees Fahrenheit when travel away from their school site.

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

In advance of a study trip, teachers shall determine educational objectives which relate directly to the curriculum. Site Administrators shall ensure that teachers develop plans which provide for the best use of students' learning time while on the trip. Teachers also shall provide appropriate instruction before and after the trip.

Legal Reference:

ALASKA ADMINISTRATIVE CODE
4 AAC 06.520 *Recreational and athletic activities*

HOMEWORK/MAKEUP WORK**Homework**

The School Board believes that homework serves many important purposes. The administration and certificated staff shall design homework plans and assignments so that through their homework, students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively and become life-long learners.

The School Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. The School Board encourages teachers at all grade levels to use the parent/guardian as a contributing resource and to structure homework assignments so as to involve the parent/guardian without diminishing the student's sense of responsibility. When assigning homework which involves interaction with parents/guardians, teachers should include instructions which show how parents/guardians can best help their children.

To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce classroom learning objectives and be related to student needs and abilities.

Makeup Work

Students shall be given the opportunity to make up school work missed because of an excused absence and shall receive full credit if the work is turned in according to a reasonable makeup schedule.

(cf. 5113 - Absences and Excuses)

Students who miss school work because of unexcused absences or suspensions shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

(cf. 5144 - Discipline)

HOMEWORK/MAKEUP WORK

The principal and staff at each school shall develop a homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall inform parents/ guardians as to how much time on homework will be expected and how homework relates to the student's grades.

Homework for Elementary Grades

- Students should be expected to spend an average of 30 minutes on homework at the primary level and an average of 45 minutes at the intermediate level four through six, four or five days a week.
- Kindergarten homework assignments should stimulate students to talk often with their parents/guardians. Parents/ guardians should be encouraged to read to their children.
- Homework assignments in grades one through three should promote the development of skills and encourage family participation.
- In grades four through six, homework should continue to reinforce skill development and encourage family participation. Assignments should help develop good personal study habits and may include occasional special projects. Teachers should instruct students on how to develop good study techniques and habits.
- Homework assignments should not require use of encyclopedias or other specialized materials unless sufficient time is allowed for students to get such materials from the library.

Homework for Grades Seven through Nine

- Students should be expected to spend an average of one to one and a half hours on homework, four or five days a week.
- Teachers of academic subjects should provide regular homework activities which promote the development of skills and provide students with the opportunity to grow academically.
- The teaching staff should coordinate assignments so that students do not receive an overload of homework assignments one day and very little the next.

Homework for grades 10 through 12

- Students should be expected to spend an average of two to two and a half hours on homework, four or five days a week.
- To help students learn to use time effectively, homework assignments should emphasize independent research, reports, special reading, and problem solving activities.

INDIVIDUALIZED EDUCATION PROGRAM

Students with disabilities shall be placed, to the maximum extent appropriate, in the least restrictive environment which meets their needs. The School Board provides a full range of educational alternatives to facilitate this placement so that these students may interact with students without disabilities in an understanding, cooperative and mutually respectful environment. Students shall be placed outside of the regular classroom only when the student’s specific needs cannot be met in that setting.

Upon the identification of a student with disabilities and a determination of student eligibility, the Superintendent or designee shall appoint an individualized education program (IEP) team. This team shall consider the student’s needs, determine the content of his/her IEP, make placement decisions, and determine whether alternative assessments and curricular offerings are necessary and appropriate. An IEP must be completed within 30 days after a student is determined eligible for services. Students and parents/guardians shall have the right to participate in the development of the IEP in accordance with law.

(cf. 6164.4 – Child Find)

Note: The IEP team shall consider the factors specified in law and administrative regulation, as well as the educational and nonacademic benefits of placing the student in a regular class. The IEP team shall determine what support services would be needed in order to maintain this placement. All placement decisions should promote maximum social interaction between students with disabilities and their nondisabled peers, in a manner that is appropriate to the needs of each.

Each IEP shall be consistent, to the maximum extent appropriate, with the curriculum and course of study pursued in the regular education program. Students with disabilities should also receive instruction which fosters their independence and integration into the community.

(cf. 6143 – Courses of Study)

Note: The following paragraph reflects parental consent requirements provided in AS 14.30.191-194; 20 U.S.C. 1414(a)(1)(d); 34 CFR 300.300; and 4 AAC 52.200. School districts are required to document their reasonable efforts to obtain informed parental consent. This includes maintaining detailed records of telephone calls made or attempted and the results of those calls; correspondence sent to the parents and any responses received; and detailed records of visits made to the parent’s home or place of employment and the results of those visits.

Parents/guardians must consent in writing to the student’s placement in a special education program. The district will make reasonable efforts to obtain informed consent, which must be obtained before any placement is made. If parents refuse initial consent for services, the district is not required to convene IEP meetings for the child or to develop an IEP.

(cf. 1312.3 – Public Complaints Concerning Discrimination of Exceptional Children)

(cf. 3541.2 – Transportation)

(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))

(cf. 6146.5 – Different Graduation and Competency Standards for Individuals with Exceptional Needs)

Legal Reference (see next page):

INDIVIDUALIZED EDUCATION PROGRAM

Legal Reference:

ALASKA STATUTES

14.30.180 - .350 Education for Exceptional Children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010 – 52.990 Education for Children With Disabilities

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

20 USC § 1400 – 1487 Individuals with Disabilities Education Act 2004

CODE OF FEDERAL REGULATIONS, TITLE 34

34 CFR 300.1 – 300.818 Individuals with Disabilities Education Act

Revised: 04-29-11

INDIVIDUALIZED EDUCATION PROGRAM

Note: The following sample regulation reflects requirements found in the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400 – 1487); the 2006 and 2008 amendments to the implementing regulations (34 C.F.R. 300.1 – 300.818); and the 2007 and 2009 changes to DEED’s regulations (4 AAC 52.010-52.900).

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within the district’s jurisdiction. (34 CFR 300.323)

MEMBERS OF THE IEP TEAM

The IEP team for any student shall include at least the following members: (20 USC 1414(d)(1); 34 CFR 300.321)

1. The parents/guardians of the student with a disability.
2. If the student is or may be participating in the regular education program, not less than one regular education teacher.
3. Not less than one special education teacher, or where appropriate, not less than one special education provider for the student.
4. A representative of the district who is:
 - a. qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - b. knowledgeable of the general curriculum; and
 - c. knowledgeable about the availability of district and state resources.
5. An individual who can interpret the instructional implication of evaluation results, who may already be a member of the team as described above.
6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate.

Note: Pursuant to 34 CFR 300.321, the determination as to whether an individual has “knowledge or special expertise” must be made by the party (either the district or parent) who invited the individual to the IEP meeting.

7. Whenever appropriate, the student with a disability.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

Note: 34 CFR 300.321, as amended, clarifies the circumstances under which it is appropriate to include students who receive transition services as members of the IEP team.

- 8. Transition service participants, to include:
 - a. The student with the disability if a purpose of the meeting will be to consider post-secondary goals and transition services needed to assist the student to meet those goals. If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student’s preferences and interests are considered.
 - b. To the extent appropriate and with consent of the parent or student who has reached the age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services.

Note: “Transition services” means a coordinated set of activities for a student with a disability that is designed as part of an outcome-oriented process that promotes the student’s movement from school to post-school activities, such as post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, and community participation. The transition services must be based on the individual student’s needs, taking into account the student’s preferences and interests. The services must address the student’s needs in the areas of instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, the acquisition of daily living skills and functional vocational evaluation. 4 AAC 52.145.

- 9. For students enrolled in a private school who receive special education services from the District, a representative of the private school.

In addition, any of the following may participate, as appropriate:

- 1. Related services personnel if the student’s evaluation indicates the need for a specific related service.
- 2. Any other person whose competence is needed because of the nature and extent of the student’s disability.
- 3. A public agency representative fluent in the student’s primary language.

Note: A member of the IEP team may be excused from an IEP meeting, in whole or in part, if the parent/guardian and the district agree that the member’s attendance is not necessary because the member’s area of curriculum or related services is not at issue for that specific meeting. Additionally, a member may be excused from attending an IEP meeting, in whole or in part, when the meeting does involve a discussion and/or change to the member’s area of the curriculum or related services if: 1) the parent/guardian and district consent; and 2) the member submits written input regarding development of the IEP and this input is submitted to the parent and district prior to the meeting. In either instance just discussed, the parent/guardian consent must be in writing. 20 USC § 1414; 34 C.F.R. 300.321.

INDIVIDUALIZED EDUCATION PROGRAM (continued)**IEP MEETINGS**

The IEP team shall meet: (20 USC 1414(d))

1. Within 30 days of determining a child eligible for special education and related services.
2. When considering a change in the IEP, including placement.
3. Whenever the parent/guardian or other IEP team member makes a request for a meeting to develop, review or revise the IEP.
4. On or before the annual review date to:
 - a. Review the student's progress and to determine whether the student's annual goals are being achieved.
 - b. Review the IEP and the appropriateness of placement.
 - c. Make any necessary revisions to the IEP.
5. To review or create an assessment plan to develop a behavior intervention plan in discipline matters related to suspensions or expulsions.

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 CFR 300.322). When conducting IEP meetings, the parent and district may agree to use alternative means to attend or participate in the meeting, such as video conferences or telephone conference calls.

An IEP meeting may be conducted without a parent/guardian in attendance only if the district is unable to convince the parent/guardian that he/she should attend. In this case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, such as: (34 CFR 300.322)

1. detailed records of telephone calls made or attempted and the results of those calls;
2. copies of correspondence sent to the parent/guardian and any response received; and
3. detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

CONTENTS OF THE IEP

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following: (20 USC 1414(d); 34 CFR 300.320 and 300.324; AS 14.30.278; 4 AAC 52.140)

1. A statement of the present levels of the student’s academic achievement and functional performance, including of the following:
 - a. How the student’s disability affects his/her involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students).
 - b. How the student will be involved and progress in the general education curriculum.
 - c. For the preschool child, as appropriate, how the disability affects his/her participation in appropriate activities.

2. A statement of measurable annual goals, including both academic and functional goals and short-term objectives or benchmarks related to:
 - a. Meeting the student’s needs that result from his/her disability in order to enable the student to be involved in and progress in the general curriculum.
For a preschool child, as appropriate, meeting the child’s needs that result from his/her disability to enable the child to participate in appropriate activities?
 - b. Meeting each of the student’s other educational needs that result from the student’s disability.

3. A statement of the program modification accommodations for the student and support that will be provided to school personnel in order for the student to:
 - a. Advance appropriately towards attaining the annual goals.
 - b. Be involved and progress in the general curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities.

(cf. 6145 – Extracurricular and Cocurricular Activities)

- c. Be educated and participate with other students, with and without disabilities, in the activities in this item.

(cf. 3541.2 – Transportation of Exceptional Children)

4. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in the activities described in item #3 above.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

Note: Pursuant to 20 USC 1412(a), students with disabilities must be included in state and districtwide assessments, with appropriate accommodations and alternate assessments where necessary and as indicated in a student's IEP. Alaska regulations require districts to administer a standardized norm referenced test for students in grades 4, 8, and 11. However, if the IEP team determines that a student with disabilities should be exempted from these exams, the IEP must contain a statement of any individual appropriate accommodations and what alternative assessment will be provided. Alternative assessment requirements for students with disabilities in Alaska are found at 4 AAC 06.775.

5. A statement of any individual accommodations in the administration of state or districtwide assessments that are necessary to measure academic achievement and functional performance in such assessment.
 - a. If the IEP team determines that the student will take an alternate districtwide assessment of student achievement (or part of such an assessment), a statement of:
 - (1) why the student cannot participate in the regular assessment; and
 - (2) identify the particular alternate assessment selected and why it is appropriate for the student.
6. The projected date for the beginning of the services and modifications described in item #3 above and the anticipated frequency, location and duration of those services and modifications.
7. A statement of secondary transition service needs, as follows:
 - a. Beginning at 16, and annually thereafter, a statement of appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.
 - b. The transition services (including courses of study) needed to assist the student in reaching those goals.
 - c. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to IDEA that will transfer to the student upon reaching age 18.
8. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved.
 - a. How the student's progress toward the annual goals described in item #2 above will be measured.
 - b. When the student's parents/guardians will be regularly informed (by such means as periodic reports on progress), at least as often as parent/guardians of students without disabilities, of:
 - (1) Their child's progress towards the annual goals described in item #2 above.
 - (2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

9. A statement of special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student and a statement of the program modifications or supports for school personnel that will be provided for the student.

(cf. 6146.5 – Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Where appropriate, the IEP shall also include:

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district’s prescribed course of study and to meet or exceed proficiency standards required for graduation.
2. Linguistically appropriate goals, objectives, programs and services for students whose primary language is not English.
3. Extended school year services when needed, as determined by the IEP team.
4. Provision for transition into the regular education program if the student is to be transferred from a special class or center, or nonpublic, nonsectarian school, into a regular education program in a public school for any part of the school day.

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week.
- b. Support the transition of the student from the special education program into the regular education program.

(cf. 6178 – Vocational Education)

(cf. 6181 – Charter Schools)

5. Specialized services, materials and equipment for students with low incidence disabilities.

DEVELOPMENT, REVIEW AND REVISION OF THE IEP

Note: Pursuant to 20 USC 1414(d) and 34 CFR 300.324, the IEP team should consider the following factors when developing the IEP.
--

In developing or revising the IEP, the IEP team shall consider the following: (20 USC 1414(d); 34 CFR 300.324).

INDIVIDUALIZED EDUCATION PROGRAM (continued)

1. The strengths of the student.
2. The concerns of the parents/guardians for enhancing the education of their child.
3. The results of the initial evaluation or most recent evaluation of the student.
4. The academic, developmental, and functional needs of the student.
5. As appropriate, the results of the student's performance on any general state or districtwide assessment programs.
6. In the case of a student whose behavior impedes his/her learning or that of others, if appropriate, positive behavioral interventions, strategies and supports to address that behavior.
7. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP.
8. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the student.

Note: 34 CFR 300.346 require the IEP team to consider the following factors to meet the needs of a deaf or hard-of-hearing student.

9. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
10. Whether the student requires assistive technology devices and services.

If, in considering the special factors in items 1-10 above, the IEP team determines that a student needs a particular device or service in order to receive a free and appropriate public education (FAPE), the IEP team must include a statement to that effect in the student's IEP. (34 CFR 300.324)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

The IEP may be revised, as appropriate, to address: (20 USC 1414(d)).

1. Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate.
2. The results of any reevaluation conducted.
3. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 20 USC 1414(c) (1) (B).
4. The student's anticipated needs.
5. Other matters.

Note: Pursuant to 34 CFR 300.324, the regular education teacher as a member of the IEP team must participate in the development, review and revision of the IEP.

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review and revision of the student's IEP. (34 CFR 300.324)

PARENT/GUARDIAN NOTICE

The Superintendent or designee shall send parent/guardians notice of the IEP team meetings early enough to ensure that they will have an opportunity to attend. This notice shall: (34 CFR 300.322)

1. Indicate the purpose, time and location of the meeting.
2. Indicate who has been invited to attend and their role.
3. Inform the parents/guardians of the provisions of 34 CFR 300.321(a)(6) and (c), relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student.
4. For students age 16, or younger when appropriate:
 - a. Indicate that the purpose of the meeting is the consideration of needed transition services for the student.
 - b. Indicate that the district will invite the student to the IEP meeting.
 - c. Identify any other agency that will be invited to send a representative, assuming the parent or eligible student consents.

Revised 10-19-10

**PROCEDURAL SAFEGUARDS AND COMPLAINTS
FOR SPECIAL EDUCATION**

Note: A parent of a child with a disability has specific rights or procedural safeguards under IDEA 2004. Alaska school districts are required to adopt the parents' rights statement developed by the Department of Education & Early Development, referred to as the *Notice of Procedural Safeguards*.

In order to protect the rights of students with disabilities and their parents/guardians, the district shall follow all procedural safeguards as set forth in law.

Parents/guardians shall receive written notice of their rights, including the right to a due process hearing for any dispute related to the identification, evaluation or educational placement of a child or the provision of a free, appropriate public education to the child.

(cf. 6150 – Individualized Education Program)

Note: The Superintendent or designee shall represent the district in any due process hearings conducted with regard to district students and shall provide the Governing Board with the results of these hearings.

In addition to a due process hearing, parents/guardians shall have the right to file a complaint with the Alaska Department of Education and Early Development.

Legal Reference:

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400 - 1491 Individuals with Disabilities Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10 – 99.22 Inspection, review and procedures for amending education records

104.36 Procedural safeguards

300.500 – 300.517 Due process procedures for parents and children

ALASKA STATUTES

14.30.180 – 14.30.350, Education for Exceptional Children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010 – 52.990, Education for Exceptional Children

**PROCEDURAL SAFEGUARDS AND COMPLAINTS
FOR SPECIAL EDUCATION**

Due Process Hearing Procedures

Note: Pursuant to 34 CFR 300.300, amended effective 2009, a school district may, but is not required to, pursue a due process hearing when a parent or guardian refuses to consent to an initial evaluation or re-evaluation. However, a school district may not pursue a due process hearing if a parent refuses consent to special education services.

Due process hearing procedures are available when:

1. There is a proposal to initiate or change the identification, evaluation or educational placement of the student or the provision of a free, appropriate public education to the student.
2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student.
3. The parent/guardian refuses to consent to an evaluation of his/her child or to the provision of services.
4. There is a refusal to honor the request of a parent to amend a record under 4 AAC 52.520.

Note: Pursuant to 34 CFR 300.508, as amended, the district is mandated to adopt procedures requiring the parent/guardian or attorney to provide notice to the district as specified below. In addition, 34 CFR 300.509 requires that the state develop a model form for use by parents/guardians.

Hearing Request

A party shall make a request for a due process hearing not later than 12 months after the date the parent or district knew or should have known of the alleged violation:

1. With respect to any matter relating to the identification, evaluation, or educational placement of the student.
2. The provision of a free appropriate public education to the student.

Upon requesting a due process hearing, the parent/guardian or attorney representing the child, or the district, shall provide notice to the other, which shall remain confidential, specifying: (20 USC 1415(b); 34 CFR 300.508)

1. The child's name.
2. The child's address, or in the case of a homeless child, available contact information for the child.
3. The name of the school the child attends.
4. A description of the issue, including the related facts.
5. A proposed resolution to the problem to the extent known and available to the party at the time.

**PROCEDURAL SAFEGUARDS AND COMPLAINTS
FOR SPECIAL EDUCATION (continued)**

A parent or district may not have a due process hearing until the party, or attorney representing the party, files a signed request that includes the above information.

Response to Request

The non-complaining party shall within 10 days of receiving the notice of due process hearing request send the other party a response that specifically addresses the issues raised in the due process hearing request. The response shall include:

1. an explanation of why the District proposed or refused to take action;
2. a description of other offers that the IEP Team considered and the reasons why those options were rejected;
3. a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action; and
4. a description of the other factors that are relevant to the agency's proposed or refused action.

A party requesting a due process hearing shall not be allowed to raise issues at the hearing that were not raised in the notice of request for the due process hearing, unless the other party agrees to allow any new issues.

Resolution Session

Before any due process hearing requested by parents is held, the district shall convene a meeting with the parents and relevant members of the IEP team who have specific knowledge of the facts identified in the complaint. The resolution meeting must:

1. occur within 15 days of receiving notice of the parents' hearing request;
2. include a district representative with decision-making authority;
3. may not include an attorney for the district unless the parents are accompanied by an attorney at the meeting;
4. discuss the request and the facts that form the basis of the request; and
5. provide the district with an opportunity to resolve the complaint.

The parents and district can agree in writing to waive a resolution meeting, or agree to use the mediation process instead.

If the district has not resolved the complaint to the satisfaction of the parents within 30 days of receiving the complaint, the due process hearing may occur and all applicable timelines for the hearing shall commence.

**PROCEDURAL SAFEGUARDS AND COMPLAINTS
FOR SPECIAL EDUCATION (continued)****Setting the Hearing**

Parties requesting a due process hearing shall file their request with the Superintendent or the Special Education Director. The district shall then contact the Department and request the appointment of a hearing officer. Both the district and the parent have the right to reject one hearing officer, and no reason for rejection is required.

At least five business days prior to a due process hearing, each party shall disclose to all other parties all evidence to be offered at the hearing other than for rebuttal purposes, including all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing. (20 USC 1415(f))

Note: Pursuant to 20 USC 1415(f) (2) (B), a hearing officer may bar any party who fails to comply with the disclosure requirements from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Due Process Rights

Due process rights include:

1. The right to a mediation conference.
2. The right to request a mediation conference at any point during the hearing process.
3. The right to examine student records and receive copies, including evaluation tests and procedures.
4. The right to be informed on the results of evaluation.

(cf. 5125 – Student Records)

5. The right to a fair and impartial administrative hearing before a qualified hearing officer appointed by the Department, and the right to exercise a single objection to the proposed hearing officer.
6. The right to have the student who is the subject of the hearing present at the hearing.
7. The right to open the hearing to the public.
8. The right to initiate referral of a child for special education.
9. The right to obtain an independent educational evaluation.
10. The right to participate in the development of the individualized education program (IEP) and be informed of the availability under state and federal law of free and appropriate public education (FAPE) and of all available alternative programs, both public and nonpublic.

**PROCEDURAL SAFEGUARDS AND COMPLAINTS
FOR SPECIAL EDUCATION** (continued)

(*cf.* 6159 – Individualized Education Program)

11. The right to obtain written parental consent before any assessment of the student is conducted unless the district prevails in a due process hearing relating to such assessment.
12. The right to obtain written parental consent before the student is placed in a special education program.

The parties shall also have the following hearing rights: (4 AAC 52.550; 34 CFR 300.512)

1. The right to call witnesses, including adverse witnesses, and to cross-examine witnesses.
2. The right to compel the attendance of witnesses.
3. The right of parents/guardians to determine whether the due process hearing will be open or closed to the public.
4. The right to object to the introduction of any evidence at the hearing that has not been disclosed to the other party at least five days before the hearing.
5. The right to be accompanied and advised by counsel and/or other individuals with special knowledge or training with respect to the problems of children with disabilities.
6. The right to obtain a written or, at the option of the parent/guardian, electronic verbatim recording of the hearing.
7. The right to obtain written, or, at the option of the parents, electronic findings of facts and decisions.

Prior Written Notice

Note: Federal law divides information sent to parents/guardians into two notices: the prior written notice and the procedural safeguards notice. Pursuant to 20 USC 1415(b), districts are mandated to adopt procedures relative to the written prior notice as specified in 20 USC 1415(c) and listed below. This is commonly referred to as “prior written notice” or “PWN.”

The Superintendent or designee shall send parents/guardians a prior written notice whenever there is a proposal or refusal to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education. The notice shall include: (20 USC 1415(c); 34 CFR 300.503)

1. A description of the action proposed or refused by the district.
2. An explanation as to why the district proposes or refuses to take the action.
3. A description of any other options that the district considered and why those options were rejected.

**PROCEDURAL SAFEGUARDS AND COMPLAINTS
FOR SPECIAL EDUCATION (continued)**

4. A description of each evaluation procedure, test, record or report the district used as a basis for the proposed or refused action.
5. A description of any other factors that are relevant to the district's proposal or refusal.
6. A statement that the parents/guardians of the student have protection under procedural safeguards and the means by which a copy of the description of procedural safeguards can be obtained.
7. Sources for parents/guardians to obtain assistance in understanding these provisions.

Note: 20 USC 1415(b) mandates that districts adopt procedures to ensure that the parent/guardian notice is in the native language of the parent/guardian, unless it is clearly not feasible to do so. Pursuant to 34 CFR 300.503 and 300.504, the notice must be in an "understandable language" as specified below.

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible.

Procedural Safeguard Notice

A procedural safeguards notice shall be made available to parents/guardians of students with disabilities upon:

1. Initial referral for evaluation.
2. Each notification of an IEP meeting.
3. Reevaluation of the student.
4. Filing of a complaint or hearing request.

This notice shall include information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the time lines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings.

In addition, this notice shall include a full explanation of the procedural safeguards relating to: independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints, the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearing; state-level appeals; civil action; and attorney's fees. (20 USC 1415(d); 34 CFR 300.504).

**PROCEDURAL SAFEGUARDS AND COMPLAINTS
FOR SPECIAL EDUCATION (continued)**

NOTICE REGARDING LEGAL AND OTHER SERVICES

The Procedural Safeguards notice must inform the parent/guardian of any free or low-cost legal or other relevant services available in the area if the parent/guardian:

1. requests the information; or
2. is a party to a due process hearing or administrative complaint.

(cf. 5144.2 – Suspension and Expulsion (Individuals with Exceptional Needs))
(cf. 6164.4 – Child Find)

Revised: 10-19-10

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Note: AS 14.18.060 requires boards to have instructional materials reviewed for evidence of sex bias, to use educationally sound, unbiased materials, and to provide training on sex-biased materials. AS 14.08.111 requires school boards to establish procedures for the review of materials, including compliance with AS 14.18.060. The following sample policy may be revised to reflect district philosophy and needs.

The School Board believes that instructional materials should be selected and evaluated with great care so that they are educationally sound and unbiased. Instructional materials should support the adopted courses of study and meet current curricular goals. Taken as a whole, district instructional materials should present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies.

The Superintendent or designee shall establish procedures by which new instructional materials may be requested and subsequently evaluated, together with existing materials. The review of instructional materials shall be coordinated with the overall development and evaluation of the district's curriculum. Teachers, students, parents/guardians and community members shall have the opportunity to recommend instructional materials. The district shall provide training for certificated personnel in the recognition of sex-biased materials.

(cf. 6141 - Curriculum Development and Evaluation)

The Superintendent or designee shall establish instructional material evaluation committees. These committees may include teachers, administrators and other staff who have subject-matter expertise, as well as parents/guardians and/or community members broadly representative of the district's ethnic and socioeconomic composition. Staff members who participate in selecting and/or evaluating instructional materials shall be those most competent for the task because of their professional training, experience and assignments. The majority of each evaluation committee's membership shall be teachers.

Individuals who participate in selecting and evaluating instructional materials shall have no financial interest in the materials being reviewed, recommended, or approved.

(cf. 3315 - Relations with Vendors)

(cf. 9270 - Conflict of Interest)

Recommendations for the adoption and/or withdrawal of instructional materials shall be presented to the School Board by the Superintendent or designee and shall include documentation including available data to support the recommendation. All recommended materials shall be displayed and available for public inspection at the district office.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS
(continued)

Legal Reference:

ALASKA STATUTES

11.56.100-11.56.130 Bribery and related offenses

14.07.050 Selection of textbooks

14.07.057 Transmittal of textbook selections

14.08.111 Duties

14.14.110 Cooperation with other districts

14.18.060 Discrimination in textbooks and instructional materials prohibited

ALASKA ADMINISTRATIVE CODE

4 AAC 06.550 Review of instructional materials

4 AAC 06.600 Definitions

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**General Criteria for Selection and Evaluation**

The district shall assess the educational suitability of instructional materials according to the following criteria:

1. Relationship to the adopted courses of study and current curricular goals.
2. Contribution to a comprehensive, balanced curriculum.
3. Reliable quality of scholarship as evidenced by:
 - a. Accurate, up-to-date and well-documented information.
 - b. Objective presentation of diverse viewpoints.
 - c. Clear, concise writing and appropriate vocabulary.
 - d. Thorough treatment of subject.
4. Fair and balanced portrayal of people with regard to race, creed, color, national origin, sex and handicap.
5. Provision a wide range of materials on all levels of difficulty, with appeal to students of varied interests, abilities and maturity levels.
6. Inclusion of materials which stimulate discussion of contemporary issues and improve students' thinking and decision-making skills.
7. Contribution to the proper articulation of instruction through grade levels.
8. Quality and durability of paper, binding etc.
9. Availability of corresponding versions in languages other than English.
10. Availability and quality of corresponding teacher's guides.

Whenever possible, the district shall consider at least three different textbooks before recommending one for adoption.

Library books and reference materials do not require committee recommendation or Board approval. The principal/teacher at each school shall select these materials in consultation with the district curriculum department.

(cf. 6163.1 - Libraries/Media Centers)

Conflict of Interest

Persons evaluating instructional materials for purchase by the district shall not:

1. Be employed by any person, firm or organization submitting instructional material to the district.
2. Have or negotiate a contractual relationship with any such person, firm or organization.

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

(continued)

3. Receive any compensation from any such person, firm or organization or any of its subsidiaries or controlling entities.
4. Have an interest as a contributor, author, editor or consultant in any textbook or other instructional material submitted to the district.
5. Discuss any instructional material or related proposal which has been or is likely to be submitted to the district with the person, entity or representative submitting it, except in a meeting scheduled and authorized by the Board or by the committee studying instructional materials.
6. Attend workshops, seminars or social events sponsored by publishers, producers or vendors of instructional materials.

Individuals formerly employed as consultants on textbooks or other materials shall not be deemed to be financially interested in the selection or evaluation of instructional materials provided they:

1. Have not had a contractual relationship or received compensation for such consultant service for two years before serving on the committee, and
2. Retain no rights to compensation accruing while they serve on the committee.

Persons shall not be disqualified from serving on review committees if they disclose their financial interest and the Board finds the interest remote enough to permit the individual's participation.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Teachers may use supplementary materials which are relevant to curriculum objectives and appropriate for students' ages and abilities. By using such materials, teachers can introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth.

When selecting supplementary materials for classroom use, teachers should carefully review them and provide appropriate introductory and follow-up activities. Supplementary materials should not supplant the use of basic texts or teaching activities. Films must be used within legal copyright limits.

(cf. 6162.6 - Use of Copyrighted Materials)

Note: To avoid the use of films that offend community morals, the following optional paragraph requires a pre-screening or parental permission.

The Superintendent or designee shall establish a prescreening process to be used when a teacher desires to show a film not previously approved by the district or state for educational purposes. The film may be used if found educationally suitable when so previewed. Before showing any film not previously approved, the teacher shall notify parents/guardians that the film will be shown. Students who do not receive parental permission to view the film shall be excused to an alternative supervised activity.

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6144 - Controversial Issues)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 57.910 Fees (State Farm Library)

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Concerning the use of audiovisual materials it is the intent of the Board that caution be used in the selection of movies and other materials. After teacher review, instructional relevance must be tied to the curriculum in the teacher's lesson plan.

The following guidelines should be followed in determining if material is acceptable for use with students and when permission is required.

Grade Level K-6

“G” rated movies are acceptable

“PG” rated movies are acceptable with principal permission

Grade Level 7-8

“PG” rated movies are acceptable

“PG-13” rated movies will only be shown with principal permission and parental notification

Grade Level 9-12

“PG-13” rated movies are acceptable

Rated “R” movies are not permitted

Added: 01-13-12

DAMAGED OR LOST INSTRUCTIONAL MATERIALS

The School Board recognizes that instructional materials are an expensive district resource. The Superintendent or designee may establish procedures in accordance with law to protect instructional materials from damage or loss.

Instructional materials provided for use by students remain the property of the district. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials are lost or so damaged that they are no longer usable, the student shall be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine a lesser charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials issued to him/her, the Superintendent or designee may excuse the student/parent/guardian from payment of reparation.

If reparation is not excused and not paid by the student or parent/ guardian, the district may initiate due process procedures to withhold from the student his/her grades, diploma and transcripts.

(cf. 5125.3- Withholding Grades, Diploma or Transcripts)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

INTERNET

Note: The following policy should be used by all districts providing student access to the Internet and other computer networks. An Internet safety policy is required for schools receiving universal service discounts.

Note: The Children's Internet Protection Act requires school districts to adopt Internet safety policies as a condition of receiving technology funds under Title II, Part D of the No Child Left Behind Act (20 U.S.C. § 6751-6777) for the purpose of purchasing computers with Internet access or paying the direct costs associated with accessing the Internet. Additionally, district must adopt an Internet safety policy to qualify for most federal universal service discounts (47 U.S.C. § 254).

The district's internet safety policy must include a "technology protection measure" that blocks or filters Internet access by both adults and minors to "visual depictions that are obscene, child pornography, or with respect to use by minors, harmful to minors. As part of the funding application process, the district must certify that the required policy is in place and that the district is enforcing the use of these technology protection measures. The filter may be disabled by an administrator, supervisor, or other authorized person for "bona fide research or other lawful purpose."

Effective July 1, 2012, the Internet safety policy must also include monitoring the online activities of minors when using district computers or networks. Further, the policy must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.

As a condition of receiving universal service discounts, schools must also adopt and implement an Internet safety policy that addresses (1) access by minors to "inappropriate matter" on the Internet and World Wide Web; (2) safety and security of minors when using electronic mail, chat rooms, and other forms of electronic communication; (3) unauthorized access ("hacking") and other unlawful activities by minors online; (4) unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and (5) measures designed to restrict minors' access to harmful materials. Schools must hold at least one public hearing before adopting the policy. The types of materials considered inappropriate for minors will be determined by the local school board. Schools must make this policy available to the FCC upon request.

The School Board recognizes the educational and communication opportunities that exposure to the Internet and other computer networks can provide students and staff. The School Board intends that these technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. The School Board has established the Internet acceptable use policy to ensure appropriate use of this resource.

Authority

The Superintendent or designee shall notify students and parent/guardians about authorized uses of district technology and the Internet, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities. This includes the following:

1. The electronic information available to students and staff does not imply endorsement of the content by the district, nor does the district guarantee the accuracy of the information received on the Internet. The district shall not be responsible for any information that may be lost, damaged, or unavailable when using the network or for any information that is retrieved via the Internet.

INTERNET (continued)

2. The school district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet.
3. The use of the Internet and similar communication networks by students and staff is a privilege -- not a right. Failure to follow established rules can lead to appropriate disciplinary action as well as the loss of access to the Internet or other networks through school accounts. Legal action may be taken where/when appropriate.
4. School computers are the property of the School District. At no time does the district relinquish its exclusive control of computers provided for the convenience of the students and staff. Computers shall not be used to disseminate sexually explicit, vulgar, indecent, offensive, or lewd communications. Nor may computers be used for harassment or bullying.

(cf. 5131.43 - Harassment, Intimidation and Bullying)

5. The School District reserves the right to inspect and review files and data on district computers, and to monitor the online behavior of minors when using district computers or networks. Such inspection and monitoring is for the purpose of ensuring compliance with laws and appropriate use of technology as specified in this and other policies. Monitoring may be conducted by school authorities when they deem it necessary, without notice, without student consent, and without a search warrant.

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are (1) obscene, (2) child pornography, or (3) harmful or inappropriate to minors as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for adults only for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator.

Internet Safety

To reinforce these measures, the Superintendent or designee shall implement measures to address the following:

1. Restricting student access to harmful or inappropriate matter on the Internet and World Wide Web;
2. Ensuring student safety and security of students and student information when using electronic communications;

INTERNET (continued)

3. Ensuring that students do not engage in unauthorized access, including “hacking,” and other unlawful activities; and
4. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

Note: The Children’s Internet Protection Act, defines “harmful to minors” as:

...any picture, image, graphic image file, or other visual depiction that – (A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Use Guidelines

Internet access is limited to only those acceptable uses as detailed in this policy. Internet users may not engage in unacceptable uses.

1. School officials will develop a written permission slip for Internet use. This signed form must be on file prior to allowing students direct access to the Internet.
2. School officials must apply the same criterion of educational suitability used for other educational resources when providing access to Internet informational resources. The district will not allow school access for on-line games or any other areas determined to be non-education related.
3. Students and staff have the right to examine a broad range of opinions and ideas in the educational process, including the right to locate, use, and exchange information and ideas via all information formats including interactive electronic media and the Internet.
4. Users are responsible for the ethical and educational use of their own Internet accounts. These accounts are to be used only by the authorized owner of the account for the authorized purpose. Users shall not intentionally seek information on, obtain copies of, or modify files, other data or passwords belonging to other users on the network. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
5. Users have the responsibility to respect the privacy of other Internet users. The illegal installation of copyrighted software for use on district computers is prohibited.

INTERNET (continued)

6. Users are expected to display proper “netiquette” (network etiquette) at all times.
7. Staff members shall supervise students while students are using district Internet access to ensure that the students abide by these procedures. Users must follow all rules and regulations posted in the computer lab or other room where computers are in use. Users must follow the directions of the adult in charge of the computer lab or other room where computers are in use.
8. Students and staff are expected to act in a responsible, ethical, and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:
 - a. Use of the network to facilitate illegal activity.
 - b. Use of the network for commercial or for-profit purposes.
 - c. Use of the network for non-work or non-school related work.
 - d. Use of the network for product advertisement or political lobbying.
 - e. Use of the network for hate mail, discriminatory remarks, offensive or inflammatory communication, harassment, or bullying.
 - f. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
 - g. Use of the network to access obscene or pornographic material.
 - h. Use of inappropriate language or profanity on the network.
 - i. Use of the network to transmit material likely to be offensive or objectionable to recipients.
 - j. Use of the network for hacking or intentionally obtaining, accessing, or modifying files, passwords, and data belonging to other users.
 - k. Impersonation of another user, anonymity, and pseudonyms.
 - l. Use of network facilities for fraudulent copying, communication, or, modification of materials in violation of copyright laws.
 - m. Loading or use of unauthorized games, programs, files or other electronic media.

INTERNET (continued)

- n. Use of the network to disrupt the work of other users.
 - o. Destruction, modification, or abuse of network hardware and software.
 - p. Quoting personal communications in a public forum without the original author’s prior consent.
 - q. Invading the privacy of individuals, this includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature.
 - r. Using or accessing any free Internet-based email service, such as Yahoo or Hotmail, when using the district computer network, unless authorized for a specific activity.
9. Loss of access and other disciplinary actions shall be consequences for inappropriate use. When appropriate, law enforcement agencies may be involved.

(cf. 6161.5 - Web Sites/Pages)
(cf. 6184 - Virtual/Online Courses)

Education

Note: Effective July 1, 2012, the Children’s Internet Protection Act requires that a school district’s Internet safety policy provide for educating students about appropriate online behavior, including interacting with other individuals on social networking web sites and in chat rooms, as well as cyberbullying awareness and response.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, at a minimum, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

(cf. 5131.43 - Harassment, Intimidation and Bullying)

Note: The following optional paragraph addresses access to social networking sites such as MySpace, Facebook, Xanga, Friendster, and others, may be revised by districts that choose to allow limited access for educational purposes.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

INTERNET (continued)

Policy Review

The district, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

Legal Reference:

UNITED STATES CODE

15. U.S.C. 6501-6505 Children's Online Privacy Protection Act

20 U.S.C. 6751-6777, Enhancing Education through Technology Act, Title II, Part D

47 U.S.C. § 254 Children's Internet Protection Act, as amended by the Broadband Data Improvement Act (P.L. 110-385)

CODE OF FEDERAL REGULATIONS

47 C.F.R. & 54.520, as updated by the Federal Communications Commission Order and Report 11-125 (2011)

Revised: 02-17-12, 10-31-12

SECURITY OF INTERNET SYSTEM

System security will be protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, the following guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another student's or teacher's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Note: The following language bans free email accounts. If your district already assigns a district account to students and staff, you may want to consider banning Internet-based free accounts. Banning such email minimizes the ability of users to make anonymous threats from the district computer system. Additionally, free email usually serves no educational purpose.

4. When using the district's network, employees and students must use the email account that has been assigned by the district. Individuals shall not use or access any free Internet-based email service, such as Hotmail or Yahoo, when using the district network.

Safety

To the greatest extent possible, users of the network will be protected from harassment, intimidation or bullying, and from unwanted or unsolicited communication. Any network user who receives unwelcome communications shall immediately bring them to the attention of a teacher or administrator.

Network users shall not reveal personal addresses or telephone numbers to other users on the network.

Complaints

Written complaints regarding student and/or staff access to or use of specific resources available on the Internet will be received, reviewed and acted upon in accordance with the district's policy on challenged instructional materials.

Revised: 10-31-12

STUDENT INTERNET USER AGREEMENT

Dear Parent or Guardian,

We are pleased to offer students access to the District computer network for internet access. To obtain Internet access, all students must obtain parental permission and must sign and return this form to the school office.

Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

District Internet and E-mail Rights and Responsibilities

Students are expected to act in a considerate and responsible manner when accessing network services. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Parent permission is required and students who do not have such permission are responsible for not accessing the Internet at school. Access is a privilege, not a right, and entails responsibility.

Individual users of the District computer networks are responsible for their behavior and communications over those networks. It is expected that users will comply with District standards and will honor the agreements they have signed.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on District servers will always be private.

Within reason, freedom of speech and access to information will be honored. During school, teachers of younger students will guide students toward appropriate materials.

The following are not permitted:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Violating copyright laws

STUDENT INTERNET USER AGREEMENT (continued)

- Trespassing in another’s folders, work or files
- Employing the network for commercial purposes
- Deliberate damage to hardware or software
- Use of District computers for illegal activities
- Using another’s password

Violation may result in a loss of access as well as other disciplinary or legal action. For more information, see the School Board Policies.

The School District is not liable for any harm or injury that a user may suffer as a consequence of any inaccurate information the user may obtain through the Internet. By entering into this User Agreement, the user agrees to be bound by this release of liability and waives any and all rights to assert claims which may arise as a consequence of any inaccurate information obtained from the Internet. (2 AAC 96.400-420)

As a user of the School District Computer network, I agree to comply with the rules stated on the reverse side of this form regarding communications over the network, while honoring all relevant laws and restrictions.

Student Information:

Student ID#	Grade
Student Name (Please print)	
Student Signature	Date

I have read the Student Internet User Agreement and as a parent or legal guardian of the minor student signing above, I grant permission for my student to access networked computer services such as electronic mail and the Internet. I recognize it is impossible for the School District to restrict access to all controversial materials. I hereby give permission for my child to access the Internet and to publish information on web pages (except for home addresses and phone numbers) and certify that the information contained on this form is correct. This permission shall be in effect as long as this student is enrolled in the School District. I may at any time revoke this permission by notifying the student’s school in writing.

Parent/Guardian Information:

Parent/Guardian Name (Please print)	
Parent/Guardian Signature	Date

STUDENT INTERNET USER AGREEMENT (continued)**ELECTRONIC COMMUNICATION AND DATA MANAGEMENT****AGREEMENT FOR ACCEPTABLE USE OF THE INTERNET
BY A NONSCHOOL USER**

You are being given access to the District's electronic communications system. Through this system, you will be able to communicate with other schools, colleges, organizations and people around the world through the Internet and other electronic information systems/networks. You will have access to hundreds of databases, libraries and computer services all over the world.

With this opportunity comes responsibility. It is important that you read the District policy, administrative regulations, and agreement form and ask questions if you need help in understanding them. Inappropriate system use will result in the loss of the privilege to use this educational tool.

RULES FOR APPROPRIATE USE

- ◆ You may be assigned an individual account and you are responsible for not sharing the password for that account with others.
- ◆ You will be held responsible at all times for the proper use of your account and the District may suspend or revoke your access if you violate the rules.
- ◆ Remember that people who receive e-mail from you with a school address might think your message represents the school's point of view.

INAPPROPRIATE USES

- ◆ Using the system for any illegal purpose.
- ◆ Borrowing someone's account with or without their permission.
- ◆ Downloading or using copyrighted information without permission from the copyright holder.
- ◆ Posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- ◆ Wasting school resources through improper use of the computer system.
- ◆ Gaining unauthorized access to restricted information or resources.

STUDENT INTERNET USER AGREEMENT (continued)

CONSEQUENCES FOR INAPPROPRIATE USE

- ◆ Suspension of access to the system;
- ◆ Revocation of the computer system account: or
- ◆ Other legal action, in accordance with applicable laws

I understand that my computer use is not private and that the District will monitor my activity on the computer system.

I have read the District’s electronic communications system policy and administrative regulations and agree to abide by their provisions. In consideration for the privilege of using the District’s electronic communications system and in consideration for having access to the public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the system, including, without limitation, the type of damages identified in the district’s policy and administrative regulations.

Signature _____

Home Address _____

Date _____ Home phone number _____

RESPONSIBLE USE AGREEMENT

I, the undersigned, understand that access to Yukon-Koyukuk School District computers and technology resources is a requirement of employment. I agree to abide by the following rules:

1. I will keep my passwords and accounts secure.
Do not share your accounts or passwords with anyone else, ever. You can and will be held responsible for anything they do that is traced back to your account.
2. I will not dismantle, abuse, or vandalize District equipment and hardware.
Computer equipment is delicate, sensitive, and expensive. Repair costs to District equipment may be charged to staff members.
3. I will not attempt to access other people’s files or accounts, or to bypass system security.
Have respect for the privacy of others by not attempting to access files, email, or accounts belonging to others. If you become aware of a security problem, inform your supervisor.
4. I will not intentionally disrupt or waste District technology resources.
Academic use of District technology resources has priority over all other use. Do not hog computer time, disk space, Internet bandwidth, or other resources that are shared by all District users. Chain letters and junk email are expressly prohibited.
5. I will not use District equipment to create, access, or transmit inappropriate material.
Inappropriate materials include web pages or files about pornography, gambling, or illegal activities. It is also inappropriate to send messages or email which are slanderous or harassing in nature.
6. I will not use handheld electronic devices, including but not limited to cell phones, during instructional or supervisory time except for prearranged academic purposes or emergencies.
7. I understand that violation of this agreement may result in consequences not limited to a reprimand, demotion, reassignment and/or dismissal.

While the District has installed Internet content filtering software, it is acknowledged that there presently is not, nor could there ever be, any system in existence which can absolutely guarantee that access to all inappropriate content on the Internet is blocked.

Signature of User: _____ Date _____

District Approval: _____ Date _____

****YKSD treats behavioral infractions involving computers very seriously. In addition to losing computer privileges as the result of infractions, the most serious applicable consequence from the District and site discipline and behavior policies will be applied. In the event that site and District policies differ in any way, District policy will prevail.***

TECHNOLOGY EQUIPMENT CHECKOUT FORM

**Yukon-Koyukuk School District
Technology Equipment Checkout Form**

Laptop computers are the property of the Yukon-Koyukuk School District, and are loaned to employees for an academic school year. The intended purpose of providing laptop computers for teachers is to allow for mobility within the district, assist teachers in carrying out their professional responsibilities, and provide opportunities for continued professional growth.

Teacher Laptop Agreement

This agreement is between the Yukon-Koyukuk School District and _____ for the use of a district provided laptop computer.

Item	Manufacturer	Serial Number	YKSD Asset Number

The above named individual has received a laptop and power cord. He/she agrees that the equipment is in good working order at the initiation of the agreement period. If the individual retires, resigns from the school district, or leaves to work elsewhere, all equipment must be returned to the designated school official no later than the last day of employment.

Employees are responsible for their laptop at all times. Staff will not be held accountable for normal “wear and tear” to equipment while it is entrusted in their care. Normal “wear and tear” does not include damage due to spills, drops, stickers, and unauthorized modification and/or upgrades. The Director of Technology & Superintendent have final authority on determining use beyond normal “wear and tear.” Cost of repair to damage not attributable to normal “wear and tear” will be charged to the teacher.

The laptop will always be used in accordance with the Responsible Use Agreement & all YKSD board policies.

Name: _____ Job Title: _____

Job Location: _____

Borrower must sign this from as designated, signifying his/her intent to conform to all conditions outlined above on this form.

Signature of Borrower: _____ Date: _____

Supervisor Signature: _____ Date: _____

Revised: 10-31-12/01-17/14

WEB SITES/PAGES

The School Board allows the district and schools within the district to create and maintain World Wide Web sites for educational purposes. Web sites are avenues for educating, providing information, communicating and expressing creativity. District and individual school web sites shall be used to share information about school curriculum and instruction, school-authorized activities, and other information relating to our schools and our mission. Web sites shall also provide instructional resources for staff and students.

Materials displayed on web sites are published on the Internet. Therefore, the content should be professional quality and consistent with the education mission of the school system. Web sites shall follow standards for ethical behavior in regard to information and technology by showing use of information and technology. Pages shall reflect an understanding that both internal and external audiences will be viewing the information.

Any pages or links representing the school district shall follow guidelines and responsibilities pertaining to content standards, student records, copyright, and technical standards which are contained in the administrative regulations which accompany this policy.

(cf. 1100 – Communications with the Public)
(cf. 5125 – Student Records)
(cf. 5145.2 – Freedom of Speech/Expression)
(cf. 6145.3 – Publications)
(cf. 6161.1 – Selection and Evaluation of Instructional Materials)
(cf. 6161.4 – Internet)
(cf. 6162.6 – Use of Copyrighted Materials)
(cf. 6163.1 – Libraries/Media Centers)

Legal Reference:**UNITED STATES CODE**

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g.

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et seq.

CODE OF FEDERAL REGULATIONS

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA.

WEB SITES/PAGES**Web Page Development Guidelines**

The District needs to educate all students as they prepare for a productive life in a changing world. The use of the Internet and associated technology is playing an increasing role in student education.

Adherence to these guidelines will insure proper use of the District's network capabilities and proper conduct of the user. The construction and ongoing maintenance of a home page/web site that represents the District is to be viewed as a public information vehicle subject to the following guidelines which require efficient, ethical and legal utilization of networks resources.

Webmaster

Defined: A Webmaster is the person who is responsible for the content and publication of their school or district site World Wide Web home page upon final approval of the school principal or district department supervisor. There may be more than one home page per school but these will be linked from the school's main home page.

Responsibilities:

- Screen all material before publication.
- Check all links for accuracy and appropriateness.
- Receive all links for accuracy of all material to be posted.
- Upload material to the district web server.
- Insure that the district Webmaster has the name of the current school Webmaster.
- Purging home page information of outdated pages or those no longer in use.

Caution: Keep an updated copy of all school web pages on the Webmaster computer. See District Webmaster responsibilities below.

District Webmaster

The district Webmaster will maintain the district web server. Update procedures and rights will be provided by the Webmaster.

To keep the district web server free of outdated or unused files, the district Webmaster will periodically purge all files, requiring each school Webmaster to reload their new or updated files. Adequate advance notice will be provided to insure that backup files are present and updated.

WEB SITES/PAGES**Sponsoring Teacher of Administrator**

Defined: Any teacher or administrator willing to be responsible for proofing student material prior to submission to the Webmaster for publication on the school's World Wide Web home page.

Responsibilities:

- Instruct student on proper use and guidelines before development of the student page begins.
- Insure that student work has educational value.
- Screen student material to insure that it adheres to the district goals, guidelines and policies. (Refer to guidelines below.)

Student or District Employee

Student: any student currently enrolled in the District.

District Employee: any person currently employed by the District.

Any student wishing to publish a web page must first have a teacher willing to sponsor their material before it is submitted to their school's Webmaster. Any district employee is responsible for meeting district guidelines before submission to their site Webmaster.

Web Page Publishing Guidelines

Each school web page shall contain a disclaimer statement similar to the following:

- "We have made every reasonable attempt to insure that our web pages are educationally sound and do not contain links to any questionable material or anything that can be deemed in violation of the Acceptable Use Policy."
- Material to be published must not display, access or link to sites deemed offensive by the District's Acceptable Use Policy. All published material must have educational value and/or support the District's guidelines, goals and policies.
- The only material to be published on the District web server must come from the designated school or department site Webmaster. All personnel defined in this document must have on file the signed signature page. This signature page will reside with the school or district department administrator.
- The web is a very dynamic resource. It is strongly recommended that links to pre-existing sites be checked regularly to insure that their links are not going to inappropriate sites.

WEB SITES/PAGES

- Student work should not be published on a web site unless both the student and the parent(s) or guardian(s) have signed the signature page. An exception would be if the work is part of an existing publication such as a newspaper or school newsletter.
- At no time should a student's personal e-mail address or phone number appear on a school or district web page. All e-mail should be directed to the school or site web master.
- Please pay particular attention to the copyright information found below.

The principal or district supervisor should designate an additional staff member in each school or department (if it is not the Webmaster) to regularly "visit" their web site to check for appropriateness and the legal issues which may arise when a school or district department engages in global publishing.

Copyright Issues

Copyright law and district policy do not allow the re-publishing of text or graphics found on the Web on district Web sites or file services without explicit written permission.

- For each re-publishing (on a Web site or file server) of a graphic or a text file which was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. In many cases, that notice should also include the URL (Web address) of the original source.
- Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions to file before the Web pages are actually published. In the case of "public domain" documents, printed evidence must be provided to document the status of the materials.
- The failure of a site to display a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. If the materials have been improperly and illegally displayed by a Web site, the manager of that Web site may not be considered a source of permission.
- The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- Student work may only be published if there is written permission from both parent and student.

Staff members and students with questions regarding these guidelines are advised to check with the library media specialist in their building before proceeding with the collection of images and text.

WEB SITES/PAGES

Privacy Issues

In addition to copyright issues, careful thought and attention must be given to privacy issues. These include the following:

- Student directory information may not be published if parents have requested that it be withheld.
- Photographs of students or staff should be used only with permission from the parents or staff workers.
- Student’s last names shall not be used on web sites.

Suggested Content

School web sites could include the following types of content:

Welcome	Curriculum	School Projects
Special Emphasis Program	Principal’s Message	School Map
School Handbook	Superintendent’s Message	Parent’s Conference
Calendars	Lunch Menu	Parents
Student Projects	Office News	Links to other educational sites
School Club/Activities	Program Philosophy	Educational Resources for Parents

Only the web sites/pages created under the auspices of this administrative regulation will be offered to representatives of the YKSD School District.

WEB SITES/PAGES

Web Page Development Contract

Principal/District Supervisor

I understand that I am responsible for all material published on my school/site's Web Page. I have reviewed the Web Page Development Guidelines with my school/site's Web Master. All signed contracts will remain on file at my school/site.

Principal/Site Supervisor: _____
(please print)

Signature: _____

Date: _____

Webmaster

I understand any violation of the Web Page Development Guidelines may result in disciplinary and/or legal action. I agree to report any misuse of the electronic information resources to my principal or site supervisor. I realize that I am also accountable to the guidelines within the Acceptable Use Policy.

Webmaster Name: _____
(please print)

Signature: _____

Date: _____

Sponsoring Teacher

As the sponsoring teacher, I agree to instruct the student on the district guidelines governing the development of a school Web page. I also agree to report any misuse of electronic information resources to my school principal or district supervisor.

Sponsoring Teacher Name: _____
(please print)

Signature: _____

Date: _____

WEB SITES/PAGES

Student/District Employee

I agree to support and follow the Acceptable Use Policy and the Web Page Development Contract. I understand any violation of the said contracts will result in the loss of my user account and may result in further disciplinary and/or legal action. I agree to report any misuse of the electronic information resources to an administrator.

Student/District Employee Name: _____
(please print)

Signature: _____

Date: _____

Parent/Guardian

As the parent or guardian of this student, I have read this contract and understand that access to electronic information resources is designed for educational purposes. I agree to allow to have my student's work* and/or photograph** to be published on the school web page. I understand that it is impossible for the District to restrict access to all controversial materials and I will not hold the District responsible for controversial materials my child acquires on the District's Wide Area Network.

I accept full responsibility for supervision if and when my child's use of electronic information resources is not in a school setting. I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian Name _____
(please print)

Signature _____

Name of Student _____

Date _____

*I do not give permission for my student's work to be published on the school web page.

**I do not give permission for my student's photograph to be published on the school web page.

STANDARDIZED TESTING

Note: Alaska has a statewide student assessment system consisting of standardized norm-referenced tests, standards-based tests, and the High School Graduation Qualifying Exam (HSGQE). Each district is required to administer a standards-based test to each eligible student in grades three through ten; a standardized norm-referenced test to eligible students in grades five and seven, an assessment to identify limited English proficiency, and an assessment to measure a student's preparedness for work or college. The tests are selected by the Commissioner of Education and are intended to measure each student's mastery of the academic performance standards for reading, writing, mathematics and science. The Alaska Department of Education and Early Development will score the tests and provide each district with the district, school, classroom, and individual student results. A student's test results must be kept confidential by the district except that within 20 days of receiving the results, or before the end of the school year, whichever is earlier, the district must distribute the class and individual results to each teacher for that teacher's students, and the individual student results to each student's parents. If the district is unable to distribute results to teachers before the end of the school year, the district must distribute the results to teachers no later than the first day that school is in session in the next school year.

Effective February 1, 2004, a secondary student may not be issued a diploma unless he or she has passed the HSGQE. The HSGQE tests student competency in three areas: reading, English, and math. There are three methods for a student to receive a diploma without having passed the HSGQE: through a waiver (see AR 6146.3); through an alternative assessment program for qualifying students with disabilities (see BP 6146.5); or through passage of a qualifying exam in a student's prior state of enrollment (see BP/AR 6146.4). DEED has developed regulations that include criteria and procedures for local school boards to follow in using a waiver to grant a diploma to a student. Likewise, a special education student who does not achieve a passing score on the examination, with or without accommodation, is eligible for a diploma if the student successfully completes an alternative assessment program required by the IEP. The Department is charged with establishing uniform standards for an alternative assessment program.

The School Board believes that schools must consider each student as an individual and that testing, by itself, cannot determine the best educational choices for a student.

(cf. 6164.2 - Guidance Services)

Standardized tests measure student performance related to state or national norms and often measure only the most commonly tested skills. Since such tests may not always take racial, cultural or gender differences into account, misinterpreting or overemphasizing the results of these tests can limit curricular options and the richness of district programs. The Board believes that major conclusions about students and district programs always must be based upon a variety of evaluation measures.

The district shall administer all tests required by state law. When district test scores are published, the Superintendent or designee shall provide supplementary information to interpret the results.

(cf. 6146.3 High School Graduation Qualifying Exam)

(cf. 6162.8 - Research)

STANDARDIZED TESTING (continued)

Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools

14.03.755 Secondary Pupil Competency Testing

14.07.020 Duties of the Department

ALASKA ADMINISTRATIVE CODE

4 AAC 05.080 School curriculum and personnel

4 AAC 06.700 - 4 AAC 06.790 Statewide student assessment

4 AAC 06.775 High School Graduation Qualifying Exam

4 AAC 06.758 High School Graduation Qualifying Examination Results

4 AAC 06.761 Test Administration

4 AAC 06.765 Test Security; Consequences of Breach

4 AAC 06.771 - .790 High School Graduation Qualifying Waivers and Appeals

Revised: 08-24-12

Standardized Testing/Test Administration

Note: The following procedures are based on regulations adopted by the Alaska Department of Education and Early Development for the administration of the high school graduation qualifying exam (HSGQE), norm-referenced tests, standards-based tests, the English language proficiency assessment, and the college and work preparedness assessment. 4 AAC 06.755, 06.758, 06.765, 06.700 and 06.717. The Department has established uniform test administration requirements for all statewide assessments. 4 AAC 06.671 The Department will provide each test coordinator, associate test coordinator, proctor and test administrator a test security agreement which must be signed affirming that the testing procedures of the Department and the test publisher will be followed. The test security and test administration provisions are applicable to all exams, whether HSGQE, norm-referenced, or standards-based. A certified employee who breaches test security is subject to investigation and adjudication by the Professional Teaching Practices Commission.

Test Center:

The Superintendent or designee shall identify a school test center(s) where all state required assessments shall be administered, as required by state regulation or the Department. The test center must be well lighted, secure, free of disruptions, and have an established seating arrangement. Only designated district test coordinators, associate coordinators, proctors or test administrators may be in the test center rooms during student testing.

District Test Coordinator and Testing Personnel:

The Superintendent shall designate a certificated employee of the district to be the test coordinator. If more than one test center is required, an on-site associate test coordinator will also be designated for each test center. The test coordinator or associate coordinator is responsible for assigning as many test administrators or test proctors to each test center as necessary to ensure adequate supervision or monitoring of students. . Test proctors must hold an Alaska teacher certificate. No teacher may be assigned to proctor the exam if the teacher's classroom students are taking the exam. Enough proctors must be assigned to ensure adequate supervision of the testing process with a minimum of one test proctor for each 30 examinees.

District personnel responsible for test administration shall:

1. Annually execute a test security agreement prepared by the Department affirming the employee's obligation to follow required procedures for test security and administration;
2. Provide training in test procedures to all district staff involved in testing as directed by the Department, and ensure staff completes the training; and
3. Ensure that all district staff involved in testing read and follow testing procedures and manuals published by the test publisher.

STANDARDIZED TESTING/TEST ADMINISTRATION (continued)**Test Security:**

Each test booklet and test administration manual must be accounted for from the time the materials arrive at the district until the time the materials are returned to the test publisher. All district staff shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure.

In ensuring test security, the Superintendent or designee shall:

1. Inventory and track the test materials;
2. Securely store the materials before and after their distribution to school test centers;
3. Control the distribution of the tests to and from the test centers;
4. Control the storage, distribution, administration, and collection of tests at the test center;
5. Ensure that no student or other individual receives a copy of the test, or learns of a specific test question or item, before the time and date of testing, unless knowledge of the question or item is necessary for delivery of accommodations; and
6. Ensure that no test or test question is copied in any manner, whether on paper or by electronic means.

Test Administration

The following measures shall be taken before and during test administration by the Superintendent or designee and by those individuals supervising the testing process:

1. Prior to administering the tests, code the tests according to test administration directions;
2. Ensure that examinees use only those reference materials allowed by the test publisher's testing procedures;
3. Ensure that examinees do not exchange information during a test, except when specified by the test procedure;
4. Ensure that an examinee's answer is not altered after testing is completed;
5. Ensure that no test or test question is copied, reproduced, or paraphrased in any manner by an examinee or anyone else; and
6. Ensure that no examinee is assisted in responding to, or review of, specific test questions or items before, during, or after a test session.

Specific Rules for HSGQE Administration

The district shall start the administration of the HSGQE between 8:00 a.m. and 10:00 a.m. on the designated testing day. Except in exigent circumstances, the district will not permit a student to leave the test center during the first two hours of testing. Further, the district will not permit a student to enter the test after two hours of testing have elapsed.

STANDARDIZED TESTING/TEST ADMINISTRATION (continued)

Breach of Test Security

District personnel in charge of testing shall immediately report any breach of test security to the Department. A certificated employee who breaches test security is subject to investigation and action by the Professional Teaching Practices Commission.

Note: If a student's IEP requires a modification that violates test security, the modification will be provided only if it does not affect test security for other students. A modification that violates test security in an invalid assessment. 4 AAC 06.765.

Revised: 08-24-12

USE OF COPYRIGHTED MATERIALS

All district staff shall adhere to the provisions of the federal copyright law and maintain the highest ethical standards in using copyrighted materials. The district shall provide no legal support to any employee who violates the copyright law. Willful infringement of this law by students or staff may result in disciplinary action.

The School Board recognizes that computer software piracy contributes to higher costs and decreases commercial incentives for the development of quality educational computer software. In circumstances where the interpretation of the copyright law is ambiguous, the district shall determine appropriate use of computer software by referring to the license agreement and/or policy statements contained in the software packages used in the district. Computer-related instruction for students and staff shall address the ethical and practical problems caused by software piracy.

The Superintendent or designee shall maintain procedures to discourage violation of all copyright laws and prevent illegal copying activities.

Legal Reference:

UNITED STATES CODE, TITLE 17

USE OF COPYRIGHTED MATERIALS

Each employee making a reproduction shall first determine whether the copying is permitted by law based on the guidelines below. If the copying is not permitted according to these guidelines, the principal/designee may request permission to reproduce the material from its copyright holders.

Requests for permission to use copyrighted materials shall include the following information:

1. Title, author(s), editor(s) or publisher, producer(s) or distributor.
2. Edition, copyright and/or production year.
3. Exact amount of material to be used (i.e., lines, pages, running time, etc.).
4. Nature of the use (i.e., how many times, when and with whom the material will be used).
5. Number of copies to be made.
6. How the material will be reproduced.
7. If an initial contact was made by phone, the request shall also include the name of the initial contact person.

The following guidelines differentiate between permitted and prohibited uses of printed material. Staff should consult with the principal/designee regarding appropriate use of sheet and recorded music, videotapes, films, filmstrips or slide programs, off-air taping (radio or television), and computer software.

Printed Materials**Permitted Use:**

1. Single copies at the request of an individual teacher:
 - a. A chapter of a book.
 - b. An article from a magazine or newspaper.
 - c. A short story, short essay or short poem, whether or not from a collective work.
 - d. A chart, graph, diagram, drawing, cartoon or a picture from a book, magazine or newspaper.

USE OF COPYRIGHTED MATERIALS (continued)

2. Multiple copies at the request of an individual teacher for classroom use, not to exceed one copy per student in a course:
 - a. A complete poem if less than 250 words and if printed on not more than two pages.
 - b. An excerpt from a longer poem, not to exceed 250 words.
 - c. A complete article, story or essay of less than 2,500 words.
 - d. An excerpt from a larger prose work not to exceed ten percent of the whole or 1,000 words, whichever is less, but in any event a minimum of 500 words.
 - e. One chart, graph, diagram, cartoon or picture per book or magazine issue.

All preceding copies must bear the copyright notice. They may be made only at the discretion of the individual teacher on occasions when a delay to request permission would preclude their most effective instructional use.

Prohibited Uses:

1. Copying more than one work or two excerpts from a single author during one class term.
2. Copying more than three works from a collective work or periodical volume during one class term.
3. Copying materials for more than one course in the school where the copies are made.
4. More than nine sets of multiple copies for distribution to students in one class term.
5. Copying used to create, replace or substitute for anthologies or collective works.
6. Copying of "consumable" works such as workbooks, standardized tests, answer sheets, etc.
7. Copying that substitutes for the purchase of books, publishers' reprints or periodicals.
8. Repeated copying of the same item by the same teacher from term to term.

The above prohibitions do not apply to current news magazines and newspapers.

RESEARCH

The Superintendent or designee may authorize requests to conduct educational research or student surveys if the request proposal:

Shows potential for improving instructional programs and strategies.

- Addresses a relevant educational problem.
- Avoids duplication of existing data or literature.
- Is designed so as to minimize interruptions and demands upon the time of students and staff.

The Superintendent or designee shall not permit the administration of any questionnaires or surveys regarding a student’s private family affairs without first obtaining written parental permission. (AS 14.03.110)

(cf. 5145.15 – Student and Family Privacy Rights)

All instructional materials, including teacher’s manuals, films, tapes, or other supplementary materials which will be used in connection with any survey, analysis, or evaluation of any applicable program shall be available for inspection by parents/guardians.

(cf. 5125 – Student Records)

Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools

UNITED STATES CODE

20 U.S.C. 1232(h) (Hatch Amendments)

No Child Left Behind Act, Title II, § 1061, P.L. 107-110 (2001), amending the Protection of Pupil Rights Act, 20 U.S.C. § 1232(h)

Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994)

LIBRARIES/MEDIA CENTERS

The School Board believes that school libraries have a responsibility to nurture intellectual growth and freedom by providing:

- Materials that support and enrich the curriculum, taking into consideration students' varied interests, abilities, maturity levels and learning styles.
- Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- Information that will support students' personal needs and enable them to make intelligent judgments in their daily lives.
- Materials that present opposing sides of controversial issues, so that students may learn, with guidance, how to analyze and think critically about what they read.
- Materials which realistically depict our pluralistic society and reflect the contributions of its various religious, ethnic and cultural groups.

The School Board encourages students and staff to use their school libraries frequently and to request materials which they would like added to library collections.

Certificated library staff or designee shall consult with teachers, administrators, students and community members when preparing its recommendations for purchasing, removing or replacing library books and materials. The Superintendent or designee shall bring these recommendations to the School Board.

(cf. 1312.2 – Complaints Concerning Instructional Materials)

(cf. 1400 – Relations between Other Governmental Agencies and the Schools)

(cf. 6144 – Controversial Issues)

(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

(cf. 6161.11 – Supplementary Instructional Materials)

Legal Reference:

ALASKA STATUTES

AS 14.56.300-.340 Library assistance grants

ALASKA ADMINISTRATIVE CODE

4 AAC 57.020 Annual report of library operations

4 AAC 57.050-.099 Library assistance grants

4 AAC 57.410-.490 Public School Library Collection Development Grants

4 AAC 57.990 Definitions

Revised: 04-29-11

SCHOOL GARDENS, GREENHOUSES, AND FARMS

The School Board recognizes the lifelong benefit to students in developing skills in the safe production of nutritious foods. To support this goal, the School Board authorizes the establishment and operation of school gardens, greenhouses, or farms. Gardens, greenhouses or farms are to be utilized for instructional purposes, including educating students about agricultural practices using both organic and conventional growing methods.

School gardens, greenhouses, or farms may produce fruits and vegetables. This produce must be made available for student consumption through the district’s meal and snack programs. To the extent production exceeds the needs of students, the excess produce may be sold and the profits utilized to support continuation of this program.

(cf. 3550 – Food Service)
(cf. 3554 – Other Food Sales)
(cf. 5040 – Student Nutrition and Physical Activity)

Students will be provided the opportunity to be involved in the operation of school gardens, greenhouses, or farms. Opportunities may include courses, vocational programs, extracurricular activities, and volunteer opportunities available to student organizations and individual students.

(cf. 6142.5 – Environmental Education)
(cf. 6145 – Extracurricular and Cocurricular Activities)
(cf. 6178 – Vocational Education)

Legal References:
ALASKA STATUTES
03.20.100 Farm-to-school program
14.30.375 School gardens, greenhouses, and farms

Added: 02-17-12

GUIDANCE AND COUNSELING SERVICES

Note: The following sample policy may be revised as appropriate to reflect district philosophy and needs. 4 AAC 51.330 requires districts to establish procedures for career and vocational guidance services, including dissemination of information about vocational programs and access to information regarding advanced training, employment or placement.

The School Board shall provide a counseling program to enhance academic achievement and emotional security. The School Board recognizes that some students are in greater need of guidance than others. The counseling program shall serve students' diverse needs and shall encourage productive learning experiences.

Counselors shall make every effort to respect student confidentiality as appropriate and shall consult with the Superintendent or designee or with the district's legal counsel whenever unsure of how to respond to a student's personal problem. Parental consultation and consent for counseling shall be obtained as appropriate.

(cf. 5141 – Healthcare and Emergencies)

(cf. 6164.3 – Student Mental Health – Medication and Services)

Academic counseling shall help students establish immediate and long-range educational plans consistent with their individual needs, abilities, interests and aptitudes without regard to sex. Insofar as possible, parents/guardians shall be included when making these plans, and student placement shall not be limited by past grades and test scores. Minority, disadvantaged, low-income and other students shall not be automatically or systematically channeled into vocational or special education.

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

Note: Under the No Child Left Behind Act of 2001, districts receiving federal funds must provide military recruiters the same access to students as is provided generally to post-secondary educational institutions and prospective employers.

Counseling staff shall help secondary students to plan for the future, become aware of their career potential, understand the business world and develop realistic perceptions of work. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships. Post-secondary institutions, prospective employers, and military recruiters may be granted access to students as deemed appropriate by counseling staff and the building administrator.

Note: 4 AAC 06.530 requires districts to establish written procedures for the biennial training of guidance and counseling personnel in the recognition of sex bias in counseling materials in techniques for overcoming the effects of sex bias.

GUIDANCE AND COUNSELING SERVICES (continued)

As required by law, the Superintendent or designee shall provide biennial training for guidance and counseling staff in recognizing and overcoming sex bias.

(cf. 5125 - Student Records)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.52 - Suicide Prevention)

(cf. 6164.5 - Student Study Teams)

Legal Reference:

Elementary and Secondary Education Act, 20 U.S.C. §9528, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

ALASKA STATUTES

14.18.030 Discrimination in counseling and guidance services prohibited

14.18.050 Discrimination in course offerings prohibited

14.30.171 Prohibited actions

14.30.172 Communications not prohibited

14.30.176 List of community resources

ALASKA ADMINISTRATIVE CODE

4 AAC 06.530 Guidance and counseling services

4 AAC 51.330 Vocational guidance and placement

STUDENT MENTAL HEALTH – MEDICATION AND SERVICES

The District shall work closely with parents in serving students with behavioral or mental health needs. The Superintendent/Chief School Administrator shall oversee the delivery of appropriate educational services in line with this policy and applicable laws.

Psychotropic Medication

Unless authorized, school personnel may not recommend to a parent or guardian that a student take, or continue to take, psychotropic medication designed to affect emotions, mood, or behavior. Employees possessing a special services type C certificate may make recommendations regarding whether such medication may assist the child in school, but only if such recommendations are consistent with the individual's training and job duties.

A determination as to whether or not psychotropic medication is beneficial for a student should be made by parents and the student's medical provider. With limited exceptions, absent parental consent, students may not be required to take psychotropic medication as a condition of attending school. However, such medication may be required if, in the opinion of the student's medical provider, the medication is necessary for the student's mental health or the student poses a risk of harm to the student or others without the medication.

Students and their parents/guardians will be afforded due process rights to which they are entitled by law, board policy or administrative regulations.

(cf. 5030 - School Discipline and Safety)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5144.1 – Suspension/Expulsion)

Psychological or Psychiatric Evaluation and Treatment

Unless authorized, school personnel may not recommend to parents that their student receive psychiatric or psychological evaluation or treatment. School personnel, who possess a special services type C certificate, or other behavioral or mental health professionals working in the schools, may make recommendations regarding evaluation and treatment, so long as such recommendations are consistent with the individual's training and job duties.

(cf. 6164.2 – Guidance and Counseling Services)

Nothing in this policy is intended to prevent referrals and evaluations of students for special education and related services.

(cf. 6164.4 – Child Find)

(cf. 6172 – Special Education)

STUDENT MENTAL HEALTH – MEDICATION AND SERVICES (continued)

The limitations on evaluation and treatment are not applicable to reasonable readmission criteria for students who have been suspended or expelled. In the interest of safety and security, the district may impose requirements for evaluation and/or treatment as a condition of readmission.

(cf. 5144 – Discipline)

(cf. 5144.1 – Suspension and Expulsion)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))

Classroom Observations

School personnel may consult with parents and share classroom and school-based observations regarding a student’s behavior and academic and functional performance. Such consultations can include discussion regarding referral for special education evaluation. In consulting with parents, school personnel must be cautious not to engage in prohibited discussions as set forth above.

(cf. 5141 Health Care and Emergencies)

Compliance with Policy and Law

Note: Included within SB 48, at AS 14.30.177, is a requirement that “each school board shall adopt a policy that provides that an employee violating AS 14.30.171-14.30.176 may be subject to disciplinary action.” In all cases of alleged employee misconduct, a determination of appropriate discipline should be made only after completion of a full and fair investigation.

This policy is based on required school laws of the State of Alaska. Violations of this policy may subject school personnel to disciplinary action.

(cf. 4118 – Suspension/Disciplinary Action)

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

Legal Reference:

ALASKA STATUTES

14.30.045 Grounds for suspension or denial of admission

14.30.047 Admission or readmission when cause no longer exists

14.33.110-.140 Required school disciplinary and safety program

14.30.171 Prohibited actions

14.30.172 Communications not prohibited

14.30.174 Compliance with federal education law

14.30.176 List of community resources

14.30.177 Violations

UNITED STATES CODE

20 U.S.C. §§ 1400-1487, Individuals with Disabilities Education Act

20 U.S.C. §§7101-7143 Safe and Drug-Free Schools and Communities Act of 1994

CHILD FIND

The School Board recognizes the responsibility of the district to identify children residing in the district who need special education and related services. As required by law, the Superintendent or designee shall establish written procedures for locating children with exceptional needs in order to provide a free appropriate public education to all eligible children. The School Board encourages all members of the community to assist the district in its effort to identify the need for special education and related services within the community.

The Superintendent or designee shall establish and implement an ongoing system to identify and locate children, age 3 through 21 years of age, suspected of having a disability who reside within the district, regardless of the severity of the disability. The components and procedures of this system will be detailed in a written Child Find Plan. The Plan shall identify a Child Find Coordinator, address coordination of child find activities, and provide for annual public notice, referrals, and screening.

Child Find Coordinator

The Superintendent shall appoint a Child Find Coordinator who coordinates the development, revision, implementation, and documentation of the District’s child find system.

Annual Public Notice

The Superintendent or designee shall annually inform the community about the right to, and availability of, educational services for children with disabilities. This notice shall inform parents/guardians in writing of the types of qualifying disabilities, the educational needs of children with disabilities, the rights of children to a free appropriate public education, the services available to these children, confidentiality protections, and the district’s procedures for initiating a referral for assessment to identify individuals who need special education services.

The notice must be calculated to reach all persons within the District, [including all persons responsible for children who are enrolled in the District’s statewide correspondence program.]

Referral

<p>Note: Pursuant to 34 C.F.R. § 300.300 amended effective 2009, a school district may, but is not required to pursue a due process hearing when a parent or guardian refuses to consent to an initial evaluation or re-evaluation. However, a school district may not pursue a due process hearing if a parent refuses consent to special education services.</p>
--

The Superintendent or designee shall implement a procedure to receive referrals of children suspected to having a disability. Referrals will be acted on without undue delay.

The school district shall obtain the informed written consent of a child's parent before conducting an initial evaluation, and before placing the student in a special education program in the district. If consent is not given for an initial evaluation, and the district believes it should proceed with the

CHILD FIND

assessment, it may initiate due process hearing procedures in accordance with law to determine whether the district can proceed with an evaluation.

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

(cf. 6172 - Special Education)

Legal Reference:

ALASKA STATUTES

14.30.191 Educational evaluation and placement

14.30.274 Identification of exceptional children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.100 Child find

4 AAC 52.120 Evaluation

4 AAC 52.125 Eligibility

4 AAC 52.130 Criteria for determination of eligibility

4 AAC 52.190 Written notice to parent

4 AAC 52.200 Parental consent

4 AAC 52.540 Parental right to independent evaluation

4 AAC 52.580 Placement of child during proceedings

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400 et seq. Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

701 et seq. Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 34,

99.10-99.22 Inspection, review and procedures for amending education records

300. et seq. IDEA Regulations

Revised: 04-29-11

STUDENT STUDY TEAMS

The School Board encourages the cooperation of the parent/guardian, classroom teacher, resource personnel and administrators in studying the needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may resolve or alleviate these difficulties.

The Superintendent or designee may establish student study teams that address the needs of individual students by investigating the problems of disruptive students and developing plans to modify their behavior. The School Board expects that student study teams will improve communications within the school and support teachers in working with the student.

Student study teams may recommend transferring the student to another school only when the study team's investigation indicates that a different placement would result in more cooperative behavior without endangering employees or other students.

(cf. 5144 – Discipline)

STUDENT STUDY TEAMS

The principal or designee at each school shall:

1. Select a coordinator who will set student study meeting times and procedures.
2. Establish a process by which teachers, other staff members or parents/guardians may initiate a student referral.
3. Design provisions for:
 - a. Contacting parents/guardians.
 - b. Observing the student in the problem setting.
 - c. Collecting background information.
 - d. Helping the student and parent/guardian prepare for the meeting.
 - e. Bringing in other school or district resource personnel.

Members of individual student study teams may include:

1. The principal or designee.
2. Resource teachers or specialists: psychologists, nurses, school counselors, bilingual staff, categorically funded staff, department chairpersons, speech and language specialists.
3. One or more of the student's teachers or previous teachers.
4. The student's parents or guardians, and the student if appropriate.
5. Representatives of community or law enforcement agencies, if appropriate.

Team Meetings

Because a positive solution to a student's difficulties often grows out of the student's strengths and potential, the initial study team meeting shall always begin by discussing the student's strengths. His/her problems shall be described as precisely as possible, and a plan for resolving these problems shall be developed.

STUDENT STUDY TEAMS (continued)

Strategies and interventions may include, but are not limited to:

1. Program changes involving different classes, a different level and/or variety of instructional materials, and/or more time for completing assignments.
2. Contracts for task completion and/or behavior modification.
3. Daily progress reports.
4. Use of after-school tutoring, peer tutoring, cross-age or cross-grade tutoring or buddy system.
5. Reinforcement and modifications at home.
6. Special instructional strategies for students of limited English proficiency.
7. Strategies for improving social skills and peer relationships.
8. Special school projects or programs.
9. Modified day.
10. Period-by-period attendance.
11. In-school suspension.
12. Detention.
13. Saturday school or work program.
14. Leave of absence.
16. Work experience education.
15. Transfer to a different school.
16. Referral to district resource staff for academic assessment.
17. Referral for health examination.
18. Referral to school psychologist.
19. Referral to community agency or other community resource.
20. Referral of family to community agency.

STUDENT STUDY TEAMS (continued)

Whenever the student study team is considering the possibility of transferring a disruptive student to another school, the principal or designee of the school to which the student may be transferred shall be invited to attend the study team meeting before a final recommendation is made.

A follow-up meeting shall be scheduled to evaluate the effectiveness of the plan and the extent to which the recommended strategies have been implemented. The plan shall be modified as needed. Subsequent review meetings may be held to monitor the student's progress and reinforce the fact that real change for students takes sustained effort over time.

TITLE I PROGRAMS

Note: This policy is mandatory for any district that receives or desires to receive Title I funds. Title I is part of the Elementary and Secondary Education Act (20 U.S.C. § 6301 *et seq.*), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110). Title I recipients must have a policy on parental participation and a policy ensuring equal provision of staff and materials among schools.

Title I programs shall provide identified students with supplementary services designed to instruct them in the district's core curriculum and improve their achievement in basic and advanced skills. The district shall provide these services, including remediation in reading, language and/or mathematics, on the basis of individual student needs identified annually and assessed with objective educational criteria.

When evaluating the effectiveness of Title I programs, staff shall assess individual student achievements and determine whether these students' improved performance has continued over a period of more than 12 months. Services shall be modified for students who do not make substantial progress.

(cf. 6190 - Evaluation of the Instructional Program)

Note: NCLB requires each district receiving Title I funds to “develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.” No Child Left Behind Act § 1118(a)(2). Additionally, each school served under Title I must work with parents to develop a written parent involvement policy for that school.

The parents/guardians of children enrolled in Title I programs shall be involved in planning, designing and implementing these programs in a systematic, ongoing, informed and timely fashion. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs. All such recommendations shall receive timely responses. The [Superintendent/Chief School Administrator] shall develop procedures according to Title I requirements. These procedures shall contain: (1) the district's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, (3) methods to be used by building administrators with Title I programs to ensure parental involvement at that school, and (4) other provisions as required by federal law. The Superintendent or designee shall ensure that the procedures are distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Through consultation with parents/guardians, the district shall annually assess the effectiveness of parental involvement programs and determine what action needs to be taken, if any, to increase parental participation.

TITLE I PROGRAMS (continued)

The Superintendent or designee shall establish procedures which ensure that the district provides all district schools, regardless of whether they receive Title I funds, with services that, taken as a whole, are substantially comparable. This includes the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers and auxiliary staff shall vary as little as possible from school to school. The Superintendent or designee shall maintain annual records to document this ratio and to indicate the quantity and quality of books and equipment at each school.

(cf. 6000 - Concepts and Roles)

Legal Reference:

*Title I of the Elementary and Secondary Education Act, 20 U.S.C. §§ 6301–6514, as amended
by the No Child Left Behind Act of 2001 (P.L. 107-110)*

TITLE I PROGRAMS**Parent Involvement in Title I Programs**

Each school shall support and encourage parental involvement opportunities, as identified in a school parent involvement policy. The policy must be developed in cooperation with parents and should include the following:

1. A plan for effective two-way communication between parents and the school regarding the school's policies and rules, and an individual child's progress;
2. A commitment from the school that information related to school and parent programs, meetings, and other activities will be sent to parents in a timely manner;
3. A description of the school's responsibilities to provide high-quality curriculum and instruction in a supportive and effective learning environment;
4. A description of the parents' responsibilities for supporting their children's learning such as monitoring attendance and homework completion; volunteering in their child's classroom; and participating in decisions relating to the education of their children and positive use of extracurricular time.
5. A description of how the school will promote to teachers and other personnel the value and utility of the contributions and involvement by parents;
6. The availability of assistance to parents in understanding the State's academic achievement and assessment standards;
7. The availability of materials and training to help parents work with their children to improve their children's achievement;
8. The importance of communication between teachers and parents on an ongoing basis through, at a minimum –
 - a. frequent reports to the parents on their children's progress;
 - b. parent-teacher conferences to discuss the child's progress and placement and to describe the methods used to complement the student's instruction;
 - c. reasonable access to teachers and other educators, including the opportunity to observe program activities;
 - d. an annual meeting, at a time convenient for parent attendance, where all parents shall be invited and encouraged to attend, to discuss and review the content and effectiveness of the school parent involvement policy;

TITLE I PROGRAMS (continued)

9. The timely notice to parents of information about parental involvement programs;
10. Insofar as possible, the coordination and integration of parental involvement activities with community groups;

In facilitating effective parental involvement, the Principal/Site Administrator may:

1. Provide regular meetings, at parent request, where parents may formulate suggestions and participate in decision-making about the education of their children;
2. Ensure, insofar as possible, that opportunities for full participation are given to parents who lack literacy skills or whose native language is not English;
3. Involve parents in the development and training of teachers, principals, and other educators in order to improve the effectiveness of such training;
4. Adopt and implement model approaches to improving parental involvement;
5. Establish a parent advisory council to provide advice on all matters related to parental involvement activities and programs.

Insofar as practical, parental involvement materials and information shall be provided in a language and format that parents understand.

NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT OF 2001**Improving Basic Programs Operated by Local Educational Agencies**

1. Teacher Qualifications. As required by NCLB §1111(h)(6)(A): At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. Whether the teacher is teaching under emergency or other provisional status.
 - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
 - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
2. Individual Achievement on State Assessment. As required by NCLB §1111(h)(6)(B)(i): Districts must provide to parents information on the level of achievement of the parent's child in each of the State academic assessments.
3. Teacher Not Highly Qualified. As required by NCLB §1111(h)(6)(B)(ii): Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

Limited English Proficient Students

1. As required by NCLB §1112(g)(1)(A) and (g)(2), and §3302(a): Districts must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.
2. As required by NCLB §1112(g)(1)(B), and §3302(b): Each district using funds provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.

NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT OF 2001

(continued)

3. As required by NCLB §1112(g)(4) and §3302(e): Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

Academic Assessment and Local Education Agency and School Improvement

1. As required by NCLB §1116(b)(6): Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i).
 - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;
 - b. The reasons for the identification;
 - c. An explanation of what the school identified for school improvement is doing to address the problem;
 - d. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
 - e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
 - f. An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).
2. As required by NCLB §1116(b)(8)(c): Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan.

NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT OF 2001

(continued)

3. As required by NCLB §1116(e)(2)(A): The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i):
 - a. The availability of supplemental education services;
 - b. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
 - c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

Parental Involvement

1. As required by NCLB §1118(b): Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. As required by NCLB §1118(c): Each school shall:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
 - b. Offer a flexible number of meetings;
 - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the school-wide program plan under §1114(b)(2);
 - d. Provide parents of participating children:
 - Timely information about programs under this part;
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT OF 2001

(continued)

Voluntary Public School Choice Program

1. As required by NCLB §5245(a): The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:
 - a. The existence of the program;
 - b. The program's availability; and
 - c. A clear explanation of how the program will operate.

Education of Homeless Children and Youths

1. As required by NCLB §722(e)(3)(C): The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
 - a. Shall be signed by the parent or guardian;
 - b. Sets the general rights provided under this subtitle;
 - c. Specifically states:
 - The choice of schools homeless children and youths are eligible to attend,
 - That no homeless child or youth is required to attend a separate school for homeless children or youths,
 - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs; and
 - That homeless children and youths should not be stigmatized by school personnel; and,
 - d. Includes contact information for the local liaison for homeless children and youths.
2. As required by NCLB §722(g)(2)(B)(iii): In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. As required by NCLB §722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT OF 2001

(continued)

Student Privacy

1. As required by NCLB §1061(c)(2)(A): The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
 - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
 - b. Offer an opportunity for the parent to opt the student out of the activity.

2. As required by NCLB §1061(c)(2): All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g. “The Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. (*Copies of those policies are available on request.*)”

SPECIAL EDUCATION

Note: The following sample policy addresses education provided under the Individuals with Disabilities Education Act.

The School Board desires children with and without disabilities to share an interactive educational environment which nurtures understanding, cooperation and mutual respect.

A student’s IEP team shall determine the content of the student's individualized educational program (IEP) and make placement decisions for the least restrictive environment that is educationally appropriate.

Note: 4 AAC 52.590 requires districts to establish written procedures for the identification of children in need of a surrogate parent and for the appointment and removal of surrogate parents. AS 14.30.272 requires the district to inform parents/guardians of children with disabilities of the procedural safeguards provided by law. 4 AAC 52.190 requires written notice before initiating or changing a child's identification, evaluation or placement and when refusing a parent's request to initiate or change a child's identification, evaluation or placement.

The Superintendent or designee shall establish written procedures required by law and shall ensure district compliance with procedural safeguards, including appropriate notices to parents/guardians established by state and federal laws and regulations.

Note: 4 AAC 52.115 requires evaluation and placement within 90 calendar days of obtaining parental consent for evaluation. However, completion of an individualized education plan must occur within 30 days after determining a child's eligibility.

Services will be provided in accordance with a student's IEP once parental consent or administrative or judicial proceedings authorize the provision of special education and related services.

- (cf. 3541.2 - Transportation for Special Education Students)*
- (cf. 5144.2 - Suspension and Expulsion (Individuals with Exceptional Needs))*
- (cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)*
- (cf. 6164.4 - Child Find)*

Legal Reference: (See next page)

SPECIAL EDUCATION (continued)

Legal Reference:

ALASKA STATUTES

14.30.180-14.30.350 Education for children with disabilities

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010-4 AAC 52.990 Education for children with disabilities

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400 et seq. Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

300.340-349 Individualized education programs

300.500-300.514 Due process procedures for parents and children

300.550-300.553 Least restrictive environment; alternative placements; placement; nonacademic settings

Revised: 11-07-13

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY

Note: Under the federal No Child Left Behind and Bilingual Education Acts, districts have specific obligations towards limited-English proficient students and their families. School districts must develop programs for limited-English proficient (LEP) students that emphasize English language instruction, and that have a primary goal of mainstreaming LEP students into regular classroom settings. School districts are required to notify the families of students placed in an LEP program as soon as this occurs. Notification should include: (1) an explanation of why their child has been placed in the program; (2) a description of the program their child is in, as well as a description of all other types of available language programs; (3) notice of a parent's right to choose among instructional programs if more than one is available; (4) an explanation of how the current program will help their child to develop academically, learn English, and achieve the standards necessary for grade promotion and graduation; and (5) notice of a parent's right to have his or her child moved from an LEP program to a regular program if they so desire. School districts must provide required parent notifications in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by families.

Note: AS 14.30.400 mandates districts to provide in accordance with state regulations a bilingual-bicultural education program for each school with eight or more students of limited English-speaking ability whose primary language is other than English. 4 AAC 34.055 requires each district enrolling limited-English-proficient students to take appropriate steps to develop their English skills and to provide meaningful participation in the academic program. For districts enrolling eight or more LEP students in a single school, the district must submit to the Department of Education and Early Development an annual plan of service for LEP pupils. The following sample policy may be revised to reflect district philosophy and needs.

In accordance with the School Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or his/her designee shall implement and supervise an LEP program that ensures appropriate LEP instruction and complies with federal and state laws and regulations. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

Students in limited-English proficiency programs shall receive instruction in the core curriculum through their primary language when possible and appropriate in order to sustain academic progress. Academic instruction provided in English shall, whenever necessary, be specially designed and presented so as to facilitate complete understanding of the total academic content. Students shall also receive instruction which promotes positive self-concepts and cross-cultural understanding.

(cf. 6141.3 - Multicultural Education)

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY
(continued)

Students who are taught core academic subjects in non-English- speaking classes shall spend as much time as possible in classrooms with students who speak fluent English.

The LEP program shall be designed to provide instruction that meets each student's individual needs, based on assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

Identification and Placement

Note: 4 AAC 34.055 requires the district's plan of service to provide the district's plan for the identification of pupils who are limited-English-proficient.

Note: Under 4 AAC 34.090, "limited English proficient" or "LEP" means an individual who (a) is between 3 and 21 years old; (b) is enrolled or preparing to enroll in an elementary school or secondary school; (c) falls into one or more of the following categories of individuals: (i) an individual not born in the United States or whose native language is a language other than English, or (ii) is an American Indian, Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and (d) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the: (i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the subtests in reading and writing under 4 AAC 06.730 or 4 AAC 06.737; (ii) ability to obtain a passing score on the subtests in reading and language arts under 4 AAC 06.775; (iii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iv) the opportunity to participate fully in society.

The Superintendent or designee shall maintain procedures which provide for the careful identification, assessment and placement of students of limited-English proficiency in accordance with state regulations and the district's service plan. On an annual basis, the district will administer an assessment of English proficiency to students who are or may be eligible for services.

An individual student's participation in the bilingual/bicultural program is voluntary on the part of the parent/guardian.

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

Standardized Assessment

Note: 4 AAC 06.776, adopted by the Department of Education and Early Development in 2003, requires the participation of all LEP students in the statewide student assessment system. This includes standard norm-referenced testing, standards-based testing, and the high school graduation qualifying exam. The Secretary's final interpretations, effective November 17, 2008, confirm that all LEP students served by programs funded under Title III must be assessed annually. Further, states may not exempt LEP students from any portion of an annual LEP assessment, nor "bank" the proficient scores of LEP students in particular domains in any given year until such time as a student is proficient in all domains.

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY
(continued)

Students identified as limited English proficient shall participate, either with or without an accommodation, in statewide student assessments. The Superintendent or designee shall appoint a team that includes, if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency. "Accommodations" include a change in the manner in which a test included in the statewide student assessment system is given to a student, and that does not alter what is measured by the assessment. The team will document the accommodation decision.

Note: Accommodations are to be determined under DEED's Participation Guidelines for Alaska Students in State Assessments. "Modifications" may not be provided by the team. "Modifications" means a change to either the content or the administration of a test included in the statewide student assessment system, if the change alters what is measured by that test. 4 AAC 06.776.

Reassignment

Note: Pursuant to 4 AAC 34.055, the district's service plan must identify the procedure for assessing the educational progress of LEP pupils. Additionally, a student's parent/guardian may request placement in a regular school program. In 2003, the regulation was amended to provide an objective standard for when LEP services are no longer required.

Students of limited-English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. A student will remain eligible for services until the student:

1. is not assessed as an LEP student for two consecutive annual assessments of English proficiency; and
2. in the statewide assessment system, obtains a proficiency level of proficient or advanced on the subtests in reading and writing, or reading and language arts.

The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.

Parent/Guardian and Community Involvement

Note: 4 AAC 34.055 requires the district's plan of service to provide for the involvement of parents/guardians and community members in the bilingual-bicultural educational program.

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY
(continued)

The School Board recognizes the need to involve parents/guardians and community members in the development, evaluation and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

Note: Under the No Child Left Behind Act, notice provisions are very specific as to content of the notice and when it must be given. Students placed in, or identified for, an LEP program before the beginning of the school year must receive notice no later than 30 days after school starts. For students newly identified after the beginning of the school year, parental notice is due within two weeks after the student's placement in the program.

The district shall notify parents of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. The notice should state the reasons for identifying the student as limited English proficient, including the student's level of proficiency and how the District determined that level. The student's overall academic achievement should also be included in the notice. The notice must describe the LEP program's instructional methods and explain how the student will transition from the program. Finally, the notice shall advise parents of their right to remove the child from the program, to choose an alternative program if available, and to obtain assistance in choosing a program. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

(cf. 1220 - Citizens CSCs)

Program Evaluation

Note: 4 AAC 34.055 requires a district's plan of service to establish procedures for an annual evaluation which addresses the effectiveness of the program in meeting the English-language development needs of LEP students and achieving student academic progress goals; and, reflecting any identified need for program modification. Additionally, districts must have a process for monitoring the success and academic progress of exited LEP students.

The Superintendent or designee shall establish procedures for the annual evaluation of bilingual-bicultural education programs in conformance with state and federal regulations.

Note: Federal Law (20 U.S. Code section 1703 (f)) prohibits districts from discriminating against a student on the basis of race, color, sex or national origin by failing to take appropriate action to overcome language barriers that impede bilingual-bicultural students' equal participation in instructional programs. Federal courts have approved bilingual-bicultural programs which (1) are based on sound educational theory, (2) use methods reasonably calculated to effectively implement such theory, and (3) "produce results indicating that language barriers confronting students are actually being overcome."

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY
(continued)

When evaluating the adequacy of bilingual-bicultural education, the Board shall consider data which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

Legal Reference:

ALASKA STATUTES

14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.775 Assessment of a student with limited English proficiency

4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE

20 U.S.C. §§ 1702-03

Bilingual Education Act, 20 U.S.C. §§ 7401 et seq. as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act, Title III, §§ 3001-3304 of HRI

NO CHILD LEFT BEHIND ACT, P.L. 107-110 (2002)

Castenda v. Pickard 648 F.2d 989 (5th Cir. 1981)

Teresa P. et al v. Berkeley Unified School District et al, 724 F. Supp. 698 (N.D. Cal. 1989)

Revised: 10-31-12

EDUCATION OF NATIVE/INDIAN CHILDREN

Community and Parental Involvement

Note: Title 20 of the United States code mandates that school districts receiving Impact Aid funds have a policy ensuring all parents and community members, including IRA and traditional councils, have the opportunity to submit their views and active consultation relating to the district's education and co-curricular programs. Under the No Child Left Behind Act, it is the law's intent to encourage the maximum participation by Alaska Natives in the planning and management of Alaska Native education programs.

The School Board recognizes that all parents and community members, including IRA and Traditional Councils, have a special interest in the education programs and co-curricular programs provided their children. To provide an opportunity for them to be meaningfully involved in the development, implementation, and evaluation of each school's educational and co-curricular program, all interested parties will mutually enter into Indian Policies and Procedures (IPP's), which are incorporated into and adopted as the policy of the Board. In addition, the following procedures will be used:

1. At a meeting of a Community School Committee (CSC) called for that specific purpose, the principal will present a detailed description of that school's education program including curriculum (course description, scope and sequence) and program evaluation procedures as well as the co-curricular program provided. At least two weeks prior to that meeting public notice will be given through newspapers, public posting, and radio announcements, where appropriate, stating the agenda and purpose of the meeting. To further insure community involvement a written invitation will be sent to the IRA and/or Traditional Council.
2. During the planning and development of local education programs all parents and community members including IRA and Traditional Councils, will be actively consulted in the following manner:
 - a. At each CSC meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
 - b. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
 - c. All members of the public will have an opportunity to make recommendations concerning the needs of their children.
 - d. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

(cf. 6020 - Parent Involvement)

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)**Nondiscrimination**

The School District certifies that all children participate in the school program on an equal basis regardless of age, sex, race, age, creed, color, national origin, or ethnic background and shall not be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity of the district consistent with Title IX of the Education amendments of 1972 and Title VI of the Civil Rights Act of 1964.

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

Educational Program

The primary purpose of the educational program is to provide experiences by which individuals will learn within the context of their needs as well as the broader needs for which the district shares a responsibility. Under this assumption, the school is viewed as a link between the individual and learning resources and experiences available to meet both short and long range needs. To encourage the strongest and most viable linkage, the Board recommends:

1. A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.
2. An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students and optimum staff utilization demands an organizational plan based upon statement performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.
3. A staff utilization procedure which establishes specific personnel needs based upon the programs requirements. All persons, directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.
4. A guidance and individual program planning effort which assures the widest choice of alternatives to individual students over their period of formal education. Emphasis will be upon bringing the student in direct contact with those educational experiences and resources which best meet short or long range needs.
5. An assessment program which uses both subjective and objective measures in determining student performance and the effectiveness of the school program in achieving learning objectives. This program is an integral part of the guidance function and requires both the involvement and understanding of students and parents in its development.

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

6. A wide range of learning materials and techniques which will meet the needs of students and of those responsible for instructional or learning activities. Special consideration must be given to unique cultural and language requirements. Audio and video materials, as well as print materials, are particularly important to the concepts- of individualization and maximum learning options.
7. A program for bringing students, schools and communities together in various educational, cultural, and recreational activities. The Alaska High School Activities Association (AHSAA) is recognized as the authority for all high school interscholastic activities. The district accepts as binding all AHSAA rules and regulations for membership and competition. All activities will be made available to students on a nondiscriminatory basis.
8. Maximum use of community resources as an integral part of the curriculum. Budgetary and administrative procedures should promote this utilization with standards established at the district and community level.
9. A continuous program of curriculum development at the community and district level. In this way the program will remain dynamic from both a content and organizational standpoint. Innovative or pilot efforts should be encouraged within whatever constraints must be applied to afford protection of students from potentially harmful experimentation.
10. That in those areas which may be viewed as controversial, instructional procedures will be confined to a body of factual information with acceptance or interpretation left to the student. Religion is recognized as an important historic element but specific religion responsibility rests with the home and church. The CSC and parents should play a major role in determining how controversial issues will be handled **BEFORE SPECIFIC CONTROVERSIES OR ISSUES ARISE**. Areas often found as the source of controversy are sex education, alcohol, and drug education.
11. Special programs, such as Title 1, Migrant Education, and Indian Education be designed, implemented and evaluated with input from parents and teachers of involved students. Specific activities may include but are not limited to:
 - a. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
 - b. Informing parents and teachers of specific objective of the program.
 - c. Establishment of parent-teacher conferences.
 - d. Providing materials, suggestions and training to enable parents to promote education at home.

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

- e. Providing timely information concerning the program's plans and evaluations.
- f. Soliciting parents and teacher suggestions in planning and operating the program.
- g. Facilitating volunteer or paid participation by parents in school activities.
- h. Establishing parent advisory committees.

Legal Reference:

UNITED STATES CODE, TITLE 20

236-244 Financial Assistance to Local Educational Agencies (PL 81-874)

NO CHILD LEFT BEHIND ACT, P.L. 107-110 (2002)

Revised: 01-17-13

EDUCATION OF NATIVE/INDIAN CHILDREN

Note: A stated purpose of the No Child Left Behind Act is to authorize the development of supplemental educational programs to benefit Alaska Natives, and to supplement existing programs and authorities in the area of education to further the purpose of the Act.

Modification of Educational Program to Allow Equal Participation in Programs by Native Students

When it becomes apparent that Native students do not have the opportunity to participate in an educational program on an equal basis with non-Native students, and the situation cannot be remedied by an administrative order, a task force comprised of teachers, students (if applicable), and parents will be created and charged with the specific duty of modifying the program to allow such equal opportunity to participation.

Parent and Tribal Involvement in Review of Impact Aid Applications

Each fall at the appropriate time, Impact Aid application cards will be distributed to the students at each school to be brought home and filled out by the parent/guardian. Upon return of the cards, they will be submitted to the Student Records office in the District Office where the formal Impact Aid application will complete. Copies of the completed document will be sent to each school to be discussed at a CSC meeting, and sent home with students or mailed directly to the parents. Additionally, a copy of the completed document will be sent to the appropriate tribal officials, IRA Councils, Traditional Councils, and the Association of Village Council Presidents.

Dissemination of Program Plans for New Educational Programs

District wide education programs to be initiated by the district will be reviewed by the Curriculum Review Committee for approval prior to being submitted to the district Board for action. In addition, new district wide programs will be discussed at a CSC meeting at each site called for the reason of discussing the program. Parents, community members, and appropriate tribal officials will be invited to the meeting. Information on the program will be sent home with students or mailed to parents. Appropriate tribal officials will be mailed information on the program.

When an individual site initiates a new program, it will be discussed at a CSC meeting called for the specific reason of discussing the program. Parents, community members, and appropriate tribal officials will be invited to the meeting and information on the program will be either sent home with students or mailed to parents. Appropriate tribal officials will be mailed information on the program.

Site initiated programs must be forwarded to the Curriculum Office for review and approval by the Curriculum Review Committee prior to submittal to the district Board for action.

EDUCATION OF NATIVE/INDIAN CHILDEN (continued)**Procedures for Assessing the Meaningfulness of Alaska Native/American Indian Input on IPP Policies**

Each year the Board will appoint a committee to assess the meaningfulness of community input on IPP policies. This committee will review the Alaska Native/American Indian input on, opportunity for input on, and the district's response to such input on the district's IPP policies. Should the committee determine that the district's policies and procedures require modification as a result of comments submitted by tribal officials and parents, its recommendations will be presented to the Board at its next regularly scheduled meeting for action.

Revised: 03-13-13

INDIAN POLICIES AND PROCEDURES

The Yukon-Koyukuk School District's goal under the Indian Policies and Procedures [IPP] is to ensure that all American Indian children of school age have equal access to all programs, services, and activities provided by the school district.

The District will establish policies and procedures to ensure that children residing on Indian lands participate in programs and activities supported by impact aid funds on an equal basis with all other children. Parents of these children will be afforded an opportunity to present their views on these programs and activities, including the opportunity to make recommendations on the needs of those children and how the District may help these children realize the benefits of these programs and activities. Parents and Indian Tribes will be consulted and involved in the planning and development of these programs and activities and the relevant applications, evaluations, and program plans will be disseminated to the parents and the Indian Tribe.

It is the intent of the District to fully comply with all requirements of Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act of 1965 (formerly Public Law 81-874, amended 8/2/02), and to that end, the Governing Board has adopted as policy these Indian Policies and Procedures (IPPs). The IPPs by intent and by Board action supersede all previous Board action and are intended to bind the Governing Board, administration, and staff of the District.

POLICIES AND PROCEDURES:**1. POLICY**

Tribal officials and parents of Indian children shall be provided an opportunity to comment on the participation of Indian children on an equal basis with non Indian children in all education programs and activities offered by the Yukon-Koyukuk School District. [34 CFR 222.94 (a)(1)]

PROCEDURES**1.1**

The Yukon-Koyukuk School District (District) Superintendent and/or designee and/or District Federal Program Parent CSC (FPPAC), and/or School Advisory Council (SAC) Member will meet quarterly with Tribal officials, parents of Indian children, Indian Education Parent Committee members and staff. The purpose of these meetings shall be to inform and to address comments and concerns regarding Indian children's equal participation in the educational programs of the District.

Generally, at least one or more of following meetings will occur annually: 1. District Title VII, Part A Indian Education Parent Committee [FPPAC] public meeting. 2. Board of Education Public hearing on Title VIII (Impact Aid) Indian policies and procedures. 3. Other meetings organized by the [Federal Programs Parent CSC] Committee and/or requested by Tribal officials and/or School Advisory Council and/or parents of Indian children

INDIAN POLICIES AND PROCEDURES (continued)

2. POLICY

The District will annually assess the extent to which Indian students are participating on an equal basis with non-Indian children in the educational programs and activities of the District. [34 CFR 222.94(a)(2)]

PROCEDURES

2.1

The Superintendent and/or principal, in conjunction with the Parent Committee and/or the IPP Committee, will review school data and comments with the Tribal officials, Indian Education Parent Committee members, Indian community, and staff regarding the assessment and extent of Indian student's participation and progress in the educational programs and services of the District.

3. POLICY

The District shall seek input from the Parent Committee and/or the IPP Committee and if necessary, modify its educational programs and services to ensure equal participation for Indian students. [34 CFR 222.94(a) (3)]

PROCEDURES

3.1

When assessment data indicate Indian students do not participate on an equal basis with non-Indian students, or make appropriate progress, the Parent Committee and/or the IPP Committee will be asked to recommend a plan or suggestions to modify the educational programs or services in order to attain equal participation or appropriate progress. Recommendations will be presented to the District Board for action.

4. POLICY

The following materials will be disseminated annually to Tribal officials [Native Community Leaders] and the parents of Indian students via the district website and/or print:

- Title VIII Application [Impact Aid]
- Evaluation of programs assisted with Title VIII funds
- Program plans and information related to the education programs of the District
- Assessment data for Indian students and non-Indian students in the District

Adequate time and opportunity will be provided Tribal officials and/or the Parent Committee and/or the IPP Committee and Indian parents to present comments and recommendations regarding the disseminated documents and ways in which the District may help those children realize the benefits of the District's education programs and activities. [34 CFR 222.94(a)(4)]

INDIAN POLICIES AND PROCEDURES (continued)

PROCEDURES

4.1

The complete Title VIII application will be sent to Tribal officials and a summary prepared for all Indian parents in conjunction with the January Title VIII public hearing.

4.2

Review of new or continuing programs is an on-going process of the Board of Education. Agendas will be regularly forwarded to Tribal officials. An annual summary will be provided at the January Title VIII public hearing.

4.3

Additional information is available upon request.

4.4

An annual Board meeting will be held in January for the discussion of the disseminated material as part of a regular Board of Education agenda. Tribal officials and Indian parents and staff will be notified at least ten (10) days prior to the meeting. Notice will be posted in the District office, School Offices, and will be sent to the Tribal Councils (and Education Centers) for posting.

5. POLICY

The District shall solicit information from Tribal officials and parents of Indian students on Indian views, including those regarding the frequency, location, and time of meetings. [34 CFR 222.94(a)(5)]PROCEDURES 5.1 At any Board meeting members of the Indian or Native community will be afforded the opportunity to discuss their views, including any suggestion they may have regarding the times, locations, and frequency of regularly scheduled meetings. Members of the Indian/Native community may also submit their comments or suggestions in the following ways:

- At any of the schools in the District Parent Committee (SAC) meetings
- At the annual public hearing on Title VIII (Impact Aid)
- To the principal of the school at a scheduled time
- To the superintendent and/or designee at a scheduled time
- To the officers of the District Parent Committee [FPPAC] (to be forwarded to the appropriate administrators and Board of Education)

6. POLICY

The District shall notify Tribal officials [Native community organizations] and Indian parents of the locations and times of meetings.PROCEDURES6.1 Tribal officials, parents of Indian students, the Indian Education Parent Committee and other staff will be notified as to the location and times of meetings in the same manner as that provided for the January Board meeting. Notice will be posted in the District office, at school offices, and will also be sent to the Tribal Council [Native Villages] and the Tribal Education centers for posting.6.2 If required/necessary, notification of the locations and times of meetings may be broadcast via local newspapers, TV channel and the phone notification system.

INDIAN POLICIES AND PROCEDURES (continued)

7. POLICY

The District shall actively consult and regularly involve the Parent Committee and/or the IPP Committee, as well as interested Tribal officials and Indian parents, in the planning and development of the District’s educational programs and activities. [34 CFR 222.94(a)(7)]

PROCEDURES

7.1 The complete Title VIII application will be made available for review by the Parent Committee and/or the IPP Committee and other interested members of the Indian community prior to the public meeting generally held in January with sufficient time to adequately review the materials prior to the meeting.

7.2 The IPP Committee and interested Indian parents and Tribal officials will review assessment data to develop or modify educational programs or services to ensure participation of Indian students on an equal basis. These findings and recommendations will be presented to the Board of Education in March, or as required by Federal guidelines.

7.3 Members of the Indian community, Tribal officials, members of the Parent Committee and/or IPP Committee and staff will be notified of modifications to programs or services as stipulated in Procedure 4.1.

8. POLICY

The District shall provide specific procedures for assessing the effectiveness of the Indian community input regarding the participation of Indian children in the District's education programs and activities and the development and implementation of the IPPs, and for modifying the District's IPPs based on this input. [34 CFR (a)(8) and (b), if necessary.]

PROCEDURES

8.1

The IPP Committee and District staff will review parent and student input and surveys prior to the preparation of the Title VIII Impact Aid program grant. Information regarding this input will be discussed at the public hearing for the new Title VIII grant and/or at the public hearing in January regarding Title VIII Impact Aid.

APPROVED BY:

_____	_____
Tribal Official	Dated
_____	_____
IPP Committee Rep	Dated
_____	_____
Superintendent Yukon-Koyukuk School District	Dated
_____	_____
Board President Yukon-Koyukuk School District	Dated

Reviewed: 12-17-10; 03-14-12; 03-13-13; 02-21-14; 02-20-15;
12-11-15

MIGRANT CHILDREN PROGRAM

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Parent/Guardian Involvement in the Migrant Education Program

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Legal Reference:

Elementary and Secondary Education Act, 20 U.S.C. § 6391, et seq., as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)
34 C.F.R. §200.40 - 200.45.

VOCATIONAL EDUCATION

The School Board affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job hunting strategies.

(cf. 6163.4 – School Gardens, Greenhouses, and Farms)

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board especially desires that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions.

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 6141 - Curriculum Development and Evaluation)

Equal opportunities shall be provided to all students in recruitment, enrollment, and placement activities, without regard to sex or disability.

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

(cf. 6164.2 - Guidance and Counseling Services)

The Superintendent or designee shall appoint a vocational education CSC to assist the district with planning and evaluating vocational education programs. When possible, the committee should include teachers and students representing each program area and employers and employees of the region served by the programs.

(cf. 3440 - Inventories)

VOCATIONAL EDUCATION

Legal Reference:

ALASKA STATUTES

14.18.030 Discrimination in counseling and guidance services prohibited

14.30.375 School gardens, greenhouses, and farms

14.35.010-14.35.030 Vocational education

ALASKA ADMINISTRATIVE CODE

4 AAC 51.200-4 AAC 51.390 Secondary vocational educational programs

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Public Law 98-524, 204

Revised: 12-09-11

VOCATIONAL EDUCATION**Handicapped and Disadvantaged Students**

Note: The following regulation addresses requirements of the reauthorized Carl D. Perkins Vocational and Applied Technology Education Act. Federal funds allocated for disadvantaged students may be used for students of limited-English proficiency who are not succeeding in the vocational education program because of limited language ability. (Federal Register, Vol. 50, No. 159, 8/16/85, p. 3308) Students enrolled in a vocational education program who are from low income families and need financial assistance to succeed in the program may be classified as economically disadvantaged. Students enrolled in a vocational education program who require special services and help in order to enable them to succeed in the program may be classified as academically disadvantaged.

Vocational programs and activities for handicapped persons shall be provided in the least restrictive environment and planned in coordination with appropriate representatives of vocational education and special education staffs. (Public Law 98-524, 204)

By the beginning of the ninth grade, information shall be provided to handicapped and disadvantaged students and to their parents/guardians concerning the opportunities available in vocational education programs and the requirements for eligibility to enroll. (Public Law 98-524, 204)

Individual student records shall identify the category of disadvantage or handicap which warrants any special services which are provided. Each handicapped or disadvantaged student who enrolls in a vocational education program shall receive:

1. Assessment of his/her interests, abilities and special needs with respect to successfully completing the vocational education program.
2. Special services designed to meet identified needs, including adaptation of curriculum, instructional equipment and facilities.
3. Guidance, counseling and career development activities conducted by appropriately trained counselors.
4. Counseling services designed to facilitate the transition from school to post-school employment/career opportunities. (Public Law 98-524, 204)

(cf. 5147 - Dropout Prevention)

When receiving funds through the federal Carl D. Perkins Vocational and Applied Technology Education Act, Title II, Part A Basic Grant, the district shall give priority to sites or programs that serve the highest concentrations of persons who are members of special populations.

VOCATIONAL EDUCATION (continued)**Notifications**

Note: Federal regulations implementing Title VI require the notification below to be made by districts that receive federal funds and offer vocational education programs. (Federal Register, Vol. 45, No. 92, p. 30929)
--

Before the beginning of each school year, the district shall publicly announce that its vocational programs and courses will be offered without regard to race, color, national origin, sex or handicap. This announcement shall be made through media that reach the general public, minorities, women and handicapped persons and shall include a brief summary of program offerings and admission criteria, as well as the name, address and telephone number of the district's nondiscrimination coordinator. If the district contains a community of national origin minority persons with limited English skills, the announcement will be disseminated to that community in its language and state that lack of English language skills will not be a barrier to admission and participation in vocational education programs.

WORK EXPERIENCE EDUCATION

The School Board believes that work experience education programs can provide students with valuable instruction in the skills, attitudes and understandings they need in order to be successfully employed and that a proper balance between work experience and academic instruction should be maintained.

Students in work experience programs shall receive related classroom instruction or counseling.

(cf. 6164.2 - Guidance and Counseling Services)

Legal Reference:

ALASKA STATUTES

23.30.237 High school students in work-study programs as employees of the state

Instruction

CHARTER SCHOOLS

BP 6181(a)

Charter schools are schools established under AS 14.03.250 that operate within the public school district. Charter schools are established upon the approval by the School Board and the State Board of Education of an application for a charter school. Charter schools shall operate under a written contract between the charter school and the School Board.

Establishment of Charter Schools

The School Board shall give appropriate consideration to any charter school petition, in light of its overall effect on the district's children and the proposed school's ability to function effectively and meet its goals. The School Board desires to support innovations which improve student learning and views charter schools as an opportunity to implement school-level reform. In accordance with law, the proposed charter must include descriptions of the vision, mission and goals of the charter school, the governance structure which will be used, the educational outcomes to be attained by students, and the method by which progress in meeting these outcomes will be measured.

Applications for a charter school to operate during the next school year shall be submitted to the School Board no later than January 7th of the current school year. A charter school shall begin operation as agreed with the School Board, but no later than October 1st of the year approved for opening.

Charter schools shall comply with the following general requirements:

1. The charter school shall establish an Academic Policy Committee that will function according to the terms of law.
2. The charter school Academic Policy Committee shall report directly to the School Board or a subcommittee of the School Board unless mutually agreed otherwise.
3. The charter school shall operate in compliance with state and federal law, and with School District policies unless mutually agreed otherwise.
4. The charter school shall comply with the requirements of the district accounting system.
5. The charter school shall comply with the requirements of the district purchasing system.

Instruction

CHARTER SCHOOLS (continued)

BP 6181(b)

6. The charter school shall be designed to advance basic skills areas (mathematics, science, language arts, and social studies) appropriate to the age of students included in the program. The charter school disciplinary program shall enforce Alaska statutes, state and federal regulations, and district policies with respect to drugs, alcohol, weapons, tobacco, harassment, and violence.
7. The charter school shall participate in the district's report card process as required by Alaska statute.
8. The charter school shall participate in all tests and assessments required by either the State Department of Education and Early Development or the district unless the contract specifies otherwise.
9. The charter school shall not promote religious ideologies or philosophies.
10. The charter school shall operate in compliance with negotiated agreements established between employee groups and the School Board.
11. A charter school operating as a correspondence program or a residential program shall comply with all requirements of Alaska statute and regulation.

Note: Charter schools operating correspondence programs must comply with the requirements for state approval and operation as set forth in 4 AAC 33.405 – 4 AAC 33.490. Charter schools operating residential programs must comply with the requirements set forth in AS 14.16.100 and 4 AAC 33.090.
--

School Board Review of Charter School Application and Appeals

No later than 60 days after submission of a charter school application, the School Board will issue a written decision approving or rejecting the charter school. The written decision will include all relevant findings of fact and conclusions of law.

If the School Board approves an application, it shall forward the application to the State Board of Education for review and approval. If the School Board denies an application for a charter school, the applicant may appeal the denial to the Commissioner of Education and Early Development within 60 days of the School Board's denial. A decision of the Commissioner upholding the denial may be appealed by the charter school applicant within 30 days to the State Board of Education. If the Commissioner approves the application, her/she shall forward it to the State Board of Education for review and approval.

Instruction

CHARTER SCHOOLS (continued)

BP 6181(c)

Review of the Charter School

Once approved by both the School Board and the State Board of Education, the charter school will be subject to an annual review of its operations and finances by the School Board. Annually, the charter school will submit a written report and make a presentation to the School Board and the public. This report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the School Board.

If academic performance targets for student achievement are not reached by the identified timelines specified in the contract, the Academic Policy Committee must submit a Plan for Improvement, outlining activities for remediation, a process for monitoring the progress of the Plan, and a process for reporting progress of the Plan to the School Board.

If there is evidence of a breach of contract, the School Board shall have a right to investigate and meet with the charter school to discuss possible remedies, including termination of the charter school contract.

The Department of Education and Early Development may audit the charter school's program and may take any action necessary to ensure compliance with federal and state law, including the withholding of funding.

Organization and Operation of a Charter School

A charter school operates as a school in the school district except that a charter school:

- is exempt from the school district's textbook, program, curriculum, and scheduling requirements.
- is exempt from AS 14.14.130(c) which states "If the district employs a chief school administrator, the administrator shall select, appoint, and otherwise control all school district employees who serve under the chief school administrator subject to the approval of the school board."
- operates under the charter school's annual program budget as set out in the contract between the School Board and the charter school.
- shall designate a contact person for all communications between the charter school and the district administration.

A charter school must participate in all student assessments required by the Department of Education and Early Development.

Instructions

CHARTER SCHOOLS (continued)

BP 6181(d)

Operation of a Charter School

A charter school shall:

- keep financial records of the charter school;
- oversee the operation of the charter school to ensure that the terms of the contract are being met;
- meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
- meet with the Academic Policy Committee at least once each year to monitor progress in achieving the committee's policies and goals.

Amendment of Charter

A charter school may apply to the School Board for an amendment to its charter during the term of its contract. If the School Board approves the amendment, an amended contract must be executed to conform to the amended charter. The School Board must forward an amended charter and amended contract to the Department of Education and Early Development. A charter school may make minor changes to its program without review by the Department, if they are approved by the district. A change of program that involves the addition of an elementary or secondary program must be approved by the School Board and the State Board of Education and Early Development.

Definitions

“Employees” of charter schools are considered employees of the district with all rights guaranteed by their respective collective bargaining agreements unless specifically waived by mutual agreement between the appropriate bargaining unit and School Board.

“Principal” means a person selected by the Academic Policy Committee to select, appoint, or otherwise supervise employees of the charter school. This person is not required to possess an Alaska Type B Administrative Certificate, but if a type B is not possessed, the individual may not conduct certificated employee evaluations. The school district assumes no responsibility for employing this person after the termination of the charter school contract unless the person is also employed as a teacher.

“Annual program budget” means the funding generated by students enrolled in the charter school as set forth in AS 14.03.260.

(cf. 3540 - Transportation)

Legal Reference (see next page):

Instruction

CHARTER SCHOOLS (continued)

BP 6181(e)

Legal Reference:

Alaska Statutes

14.03.250-14.03.280 Charter Schools

AS 14.16.100 Application for residential school

Alaska Administrative Code

4 AAC 33.110-119 Charter Schools

4 AAC 33.405 - .490 Correspondence Study Programs

4 AAC 33.090 District-operated statewide and district-wide residential schools

Revised: 06-03-16

APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL

The following steps shall be followed in making application for the establishment of a charter school in the school district.

Administrative Meeting

Any person(s) wishing to establish a charter school shall notify the Superintendent or designee of their intention at their earliest convenience. The Superintendent or designee shall establish an administrative committee to meet with the charter school representatives to review the application procedures, discuss the requirements of the application form and the contract between the charter school and the School Board, and to answer any questions the charter school representatives may have.

Following the initial meeting with the administrative committee, the charter school representatives shall prepare the information required on the application form, and shall prepare a proposed contract between the charter school and the School Board. The required provisions of the contract are the same as the elements required in the application form set forth in this policy. These documents shall be submitted to the School Board no later than January 7th of the school year prior to the school year in which the charter school begins operation. Applications received after the January 7th deadline shall not be considered for opening for the next school year.

School Board Work Session

Following the timely receipt of the complete application form and all supporting documents, the School Board shall hold a public work session with the charter school representatives. During this work session, the charter school representatives shall present their proposal for a charter school to the School Board. The School Board and the charter school representatives may negotiate revisions to the charter school application during this meeting. The charter school applicants will be responsible for incorporating any amendments to the application and for providing an amended application to the Superintendent or designee.

School Board Action

Following the work session and receipt of the final amended charter school application, the School Board shall place the charter school proposal on the agenda for a regular School Board meeting. The Superintendent or designee shall prepare a written recommendation to the School Board, with proposed findings of fact and conclusions of law, that support approving or denying the charter school application. School Board action on the application should occur within 50 days of receipt of the final charter school application. The School Board will take action to approve or deny the request to establish the charter school.

No later than 10 business days following the School Board's action, the Board, through its designee, will issue a written confirmation of its decision. The written decision will include all relevant findings of fact and conclusions of law. The Board may adopt the Superintendent's proposed findings of fact and conclusions of law, in whole or in part.

**APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL
(continued)****Charter School Application Review and Appeal Process**

If the School Board approves a charter school application, within 30 days of issuing its written decision, it shall forward the application to the State Board of Education and Early Development (EED) for review and approval. In addition to the complete application and supporting documents, the School Board shall forward its written decision; all other materials considered in support or opposition to the application; and the minutes of the School Board meeting at which the charter school was approved.

Note: An approved application may not be submitted more than 12 months before the planned start-up date for the new school or expiration of the existing contract, if a renewal application. An approved application must be received by the Department at least 90 days before the next regularly scheduled meeting of the State Board. 4 AAC 33.110.

If the School Board denies the application, the applicant may appeal the denial to the Commissioner of EED within 60 days of the School Board issuing its written decision. The charter school applicant is responsible for meeting all requirements for an appeal as established by EED. If the Commissioner approves the application, it shall be forwarded to the State Board of EED for review. The State Board of EED shall exercise independent judgment in evaluating the application.

If the Commissioner upholds the denial, the applicant may appeal within 30 days to the State Board of EED. The charter school applicant is responsible for meeting all requirements for this appeal as established by EED. The State Board shall determine, based on the record, whether the Commissioner's findings are supported by substantial evidence and whether the decision is contrary to law. The State Board shall issue a written decision within 90 days of the appeal.

During the appeal process, the Superintendent and School Board will cooperate in any requests for additional information from the Commissioner or the State Board of EED.

If, after the School Board has denied a charter school application, both the Commissioner and State Board approve the charter school to operate, the district will operate the charter school.

Application Form

Note: The application must conform to the content areas and formatting standards set out at the Department's website at http://education.alaska.gov/Alaskan_Schools/Charter. The following application items reflect the requirements of 4 AAC 33.110.

An application must include the following and should attach documents and information needed to evaluate the proposed charter school:

- (1) A list of the members of the academic policy committee and their qualifications;
- (2) The name, address, and telephone number of a designated person authorized to act on behalf of the charter school;

APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL (continued)

- (3) The length of the term of the charter school contract;

Note: No charter school may exceed a ten (10) year contract. A charter school may reapply after the term of the contract has expired. AS 14.03.255(c)(11).

- (4) The charter school's bylaws;
- (5) A description of the education program to be offered at the charter school and mechanisms for student assessment to be utilized in addition to those required by state law;

Note: A charter school is exempt from the district's textbook, program, and curriculum requirements. AS 15.03.255(a).

- (6) A written instructional program that addresses state content standards under 4 AAC 04 and that aligns with the content on the statewide student assessment system under 4 AAC 06.710 – 4 AAC 06.790;
- (7) Written objectives for program achievement;
- (8) A description of and schedule for staff development activities;
- (9) A school schedule and calendar;

Note: A charter school is exempt from a school district's scheduling requirements. AS 14.03.255(a).

- (10) Plans for serving special education, vocational education, gifted, and bilingual students;
- (11) Written admissions policies and procedures;

Note: Charter schools may be designed to serve: students within a particular age group or grade level; students who will benefit from a particular teaching method or curriculum; or nonresident students, including providing a boarding program, if approved. AS 14.03.265

- (12) If the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
- (13) A written administrative policy manual;

Note: A charter school is subject to School Board policies and administrative regulations unless waivers are granted by mutual agreement between the charter school and the School Board. Any exemptions must be specified in the contract. To the extent permitted by Alaska laws and regulations, charter schools may waive state regulations except that a charter school must comply with all state and federal requirements for receipt and use of public money. Any waivers to state regulations must be included in the contract. Approval for waivers of state regulations will occur at the time the State Board of Education acts on the locally approved application. By law, waivers of state statutes are not permitted. AS 14.03.255

**APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL
(continued)**

- (14) A written budget summary and financial plan, including
- (A) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget; and
 - (B) the method by which the charter school will account for receipts and expenditures;

Note: A district shall provide a charter school with an annual program budget. AS 14.03.260. The budget shall not be less than the amount generated by the students enrolled in the charter school, less administrative costs, determined by applying the indirect cost rate approved by the Department up to 4%. The per pupil allocation includes funds generated by grants, appropriations, federal impact aid, the required local contribution, the local contribution under AS 14.17.410(c), special needs under AS 14.17.420(a)(1), and secondary school vocational and technical instruction under AS 14.17.420(a)(3). The school district shall direct state aid under AS 14.11 for the construction or major maintenance of a charter school facility to the charter school that generated the state aid, subject to the same terms and conditions that apply to other schools

Note: Charter schools established on or after July 1, 2014 may apply, not later than September 2015, for a one-time grant from the Department of Education and Early Development equal to the amount of \$500 for each student enrolled on October 1st of the first year in which the school applies for the grant. Applications must be on a form prescribed by the Department and conform to 4 AAC 33.117. The grant is subject to appropriations and, if received, is to be used for educational services, including curriculum development, program development and special education services. AS 14.03.264.

- (15) A written plan for the charter school's facility, including
- (A) acknowledgment that any facility used for a charter school must meet and maintain the federal and state building, fire, health, and safety requirements applicable to other public buildings or public schools in the district; and
 - (B) whether the charter school is requesting to use or lease available space within an existing district facility;

Note: If a school district has existing space available that it desires to lease, it must first offer to a charter school a right of first refusal for lease of the space. If the school district requires lease payments by a charter school, the district shall negotiate a lease agreement with the charter school for an amount that does not exceed the true operational costs calculated on a square foot basis for the space leased. AS 14.03.255(d).

- (16) A written plan that addresses the teacher-to-student ratio, including projected enrollment figures;

Note: A teacher may not be assigned to a charter school unless the teacher consents to the assignment. AS 14.03.270(a).

- (17) A written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;

**APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL
(continued)**

- (18) A requested or existing exemption for the charter school from a written collective bargaining contract;
- (19) A plan for pupil transportation and the district charter school transportation policy, if proposed or adopted;

(cf. 3540 – Transportation)

(cf. 3541 – Transportation Routes and Services)

- (20) A written termination clause to appear in the contract between the charter school and the School Board, providing that the contract may be terminated by the School Board for failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause.
- (21) Proof of compliance with applicable law;
- (22) The charter school contract with the School Board; and
- (23) Other documents or information the district needs to evaluate the proposed charter school.

Revised: 06-03-16

CORRESPONDENCE STUDY PROGRAM

Note: Pursuant to AS 14.30.010, a student may be exempt from compulsory attendance if enrolled in a full-time state-approved correspondence study program. Effective September 2008, the Alaska Department of Education and Early Development amended and expanded its regulations governing statewide correspondence study programs. All districts enrolling non-resident students and part-time students in a correspondence study program are required to enter into cooperative arrangements with the district where the non-resident student resides, as required by AS 14.14.110. The cooperative arrangement begins with notice from the enrolling district to the district of residence, which shall include the name, address, social security number, and percentage of full-time equivalency for each student enrolled. Districts that enroll non-resident students who require special education and related services shall enroll each student through an individualized cooperation agreement with the resident district. This agreement shall include the plan of services to be provided to the child, the identification of IEP team members from all districts, if applicable, and a description of the manner in which the enrolling district teachers will participate as a member of the IEP team. The plan and cooperation agreement must include the identification of the child in a manner that complies with confidentiality requirements.

Note: The following sample policy may be revised or deleted to reflect district philosophy and needs. The purpose of the policy is to recognize that students may enroll in a correspondence program. This policy does not establish authority for a District correspondence program. Districts desiring to offer a correspondence program, or to change an existing program already offered, must comply with the requirements of 4 AAC 33.405-.490. These regulations were amended in September 2008 and now cover all correspondence study programs offered by a school district, whether or not there is statewide enrollment, and require Department approval prior to beginning or changing a correspondence program.

The School Board recognizes that some students may benefit from an educational program other than the regular school program. The Superintendent or designee may approve participation in a correspondence study program when a student's needs can be best met outside of regular classroom instruction and an educational plan for such study is agreed upon and approved by the student's parent/guardian. If the student desires to enroll in a correspondence program offered by the state or another school district in Alaska, a cooperative arrangement will be entered into as required by law.

*Legal Reference:*ALASKA STATUTES*14.14.110 Cooperation with other districts**14.17.041 Elementary and secondary instructional units**14.30.010 When attendance compulsory*ALASKA ADMINISTRATIVE CODE*4 AAC 33.430 Enrollment of students**4 AAC 33.432 Enrollment of special education students**4 AAC 33.405-.490 Correspondence study programs**4 AAC 09.040 Counting of correspondence students and part-time public school students**4 AAC 09.990 Definitions*

SECONDARY BOARDING PROGRAM

Note: 4 AAC 09.050 requires districts to make available a secondary boarding program to students who cannot be reasonably transported to school on a daily basis.

The School Board recognizes that daily access to school may not be possible because of a student's geographic location. The Board shall make available to eligible secondary students a boarding program as required by law.

(cf. 3541.5 - Alternative Transportation Arrangements)

(cf. Charter Schools)

Legal Reference:

ALASKA STATUTES

14.16.010 - 14.16.080 State boarding school

ALASKA ADMINISTRATIVE CODE

4 AAC 09.050 Secondary boarding programs

4 AAC 27.025 Establishment of other conveyance routes

4 AAC 33.080 Admission to state boarding school

VIRTUAL/ONLINE COURSES

Students may earn units of academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the School Board. Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered at the school;
2. Although the course is offered at the school, the student will not be able to take it due to an unavoidable scheduling conflict;
3. The course will serve as a supplement to extended homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued; or
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

Students taking such courses must be enrolled in the District.

Students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the Principal/designee shall be obtained before a student enrolls in a virtual course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

Students taking virtual courses shall comply with all school rules, including student rights and responsibilities.

(cf. 6143 - Courses of Study)

(cf. 6146.1 – High School Graduation Requirements)

(cf. 6161.4 – Internet)

ALTERNATIVE CREDIT OPTIONS

Student's Name _____	_____	_____
<i>Last Name</i>	<i>First Name</i>	<i>Middle Initial</i>
Student's Address _____		
_____	_____	_____
<i>City</i>	<i>State</i>	<i>Zip Code</i>
School _____ Grade in the upcoming school year _____		

In accordance with policies 6182 and 6184, the above named student requests prior approval for taking the following correspondence or virtual course(s).

Course(s) requested: _____

Correspondence Course

Virtual/online Course

From what source _____

Total number of credits anticipated: _____

Reason for taking this course:

Graduation with class

Enrichment/Elective

Course not available within the District

Simultaneous high school/college credit

Other, _____

I recommend this student be permitted to take the requested course(s) for credit toward high school graduation.

Principal/designee's Signature

Date

I understand that it is my responsibility to submit an official transcript of my grade to the school by the date specified by the counselor in order to receive credit toward graduation.

Student's Signature

Date

Number of credits earned _____

Date grade received _____

Principal/designee's Signature

Date

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The School Board believes that the evaluation of curriculum and instruction is necessary in order to maintain and improve the quality of our district's educational program. Evaluations shall focus on student progress in relation to district philosophy, goals, and objectives as well as requirements related to state performance standards.

- (cf. 0200 - Goals for the School District)*
- (cf. 0500 - Review and Evaluation)*
- (cf. 0510 - School Accountability Report Card)*
- (cf. 1312 - Complaints Concerning the Schools)*
- (cf. 6141 - Curriculum Development and Evaluation)*
- (cf. 6161.1 Selection and Evaluation of Instructional Materials)*
- (cf. 6171 - Title I Programs)*
- (cf. 6174 - Bilingual-Bicultural Education)*
- (cf. 6178 - Vocational Education)*

Legal Reference:

- ALASKA STATUTES
- 14.03.120 Education planning; reports*
- ALASKA ADMINISTRATIVE CODE
- 4 AAC 04.140 Content Standards*
- 4 AAC 04.150 Performance Standards*
- 4 AAC 06.805 Adequate Yearly Progress*
- 4 AAC 06.885 School and District Recognition*

Revised: 08-24-12