

BP 6000 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 professional development for certificated staff, the administration, and School Board members.

(cf. 4331 - Staff Development)

(cf. 9240 - School Board Development)

The district shall provide comparable educational opportunities for all students. The Superintendent or designee 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.

The School Board

1. Articulates the district's educational philosophy and goals through School 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 School 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

20 U.S.C. §6321 Fiscal Requirements

Revised 3/2016

9/92

Adopted 10/23

BP 6010 GOALS AND OBJECTIVES

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 [insert year] 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 [insert year] 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:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4 AAC 04.140 Content standards

4 AAC 06.825 Graduation and attendance rates Revised 3/2016

9/92

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BP 6020 PARENT INVOLVEMENT

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.

In exercising their roles in the education of their students, parents/guardians have the following specific rights:

1. The right to object to and withdraw their student from a standards-based assessment or test required by the State of Alaska.
2. The right to object to and withdraw their student from an activity, class or program.
3. The right to be notified at least two weeks before any activity, class, or program is provided to their student that includes content involving human reproduction or sexual matters, except this right does not extend to training provided to students on awareness and prevention of sexual abuse, sexual assault, and dating violence and abuse.
4. The right to withdraw their student from an activity, class, program, or standards-based assessment or test required by the State of Alaska for a religious holiday, as defined by the parent/guardian.
5. The right to review the content of an activity, class, performance standard or program.

In exercising the rights above, parents/guardians must object each time the parent/guardian wishes to withdraw their student from an activity, class, program, or standards-based assessment or test required by the State of Alaska. Categorical objections and withdrawals from all activities, classes, programs, or assessments are not permitted.

Students will not be penalized when withdrawn by parents/guardians from an activity, class, program, or standards-based assessment or test. Absences based on parent objection and withdrawal will be excused and, as appropriate, alternative work assigned.

(cf. 5141.41 - Sexual Abuse, Sexual Assault and Dating Violence and Prevention)

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

(cf. 6142.1 - Family Life/Sex Education) (cf. 6142.2 - AIDS Instruction)

(cf. 6162.5 - Standardized Testing)

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)

Legal Reference:

ALASKA STATUTES

14.03.016 A parent's right to direct the education of the parent's child

14.30.361 Sex education, human reproductive education, and human sexuality education

14.30.355 Sexual abuse and sexual assault awareness and prevention

14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices

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BP 6111 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.

The school calendar shall show the beginning and ending school dates, legal and local holidays, orientation and teacher inservice 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 2/2010

9/92

Adopted 10/23

BP 6112 SCHOOL DAY

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

9/92

Adopted 10/23

BP 6114 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 certificated 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 in crisis response, including evacuation and lock down drills. New employees shall complete the training within their first two years of employment. 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.

(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 inservice 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

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AR 6114 CRISIS RESPONSE PLAN

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.

(cf. 4131 - Staff Development)

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:

1. 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.
2. Arrange for transfer of students when their safety is threatened by floods or approaching fires.
3. Issue orders to teachers if children are to assemble in preselected safer areas within the school.
4. Schedule monthly/periodical fire drills and keep appropriate records.
5. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.
6. Inform the Superintendent or designee of all emergency actions taken as soon as possible.
7. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.

Teachers

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

Teachers shall:

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

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:

1. Survey and report damage to the principal.
2. Direct rescue operations as required.
3. Direct firefighting efforts until regular firefighting personnel take over.
4. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines.
5. Disburse supplies and equipment as needed.
6. Conserve usable water supplies.

Secretarial Staff

The secretarial staff shall man telephones, monitor radio emergency broadcasts, assist the school nurse as needed, and act as messengers and carriers when so directed.

The school secretary shall:

1. Report a fire or disaster to the appropriate authorities.
2. Assist the principal as needed.
3. Provide for the safety of essential school records and documents.

School Nurse

The school nurse shall:

1. Administer first aid.
2. Supervise the administration of first aid.
3. Organize first aid and medical supplies.

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AR 6114.1 FIRE DRILLS AND FIRES

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

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AR 6114.2 BOMB THREATS

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.
2. Students and staff shall follow standard fire drill procedures.
3. Teachers shall take roll at their assigned areas and immediately report any absences to the principal or designee.
4. Teachers shall remain with their classes, well away from the school buildings, until relieved.
5. Immediately turn off any two-way radio equipment which is located in a threatened building.
6. 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 buildings 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)

Revised 9/99

9/92

Adopted 10/23

AR 6114.3 EARTHQUAKE EMERGENCY PROCEDURES

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.
2. Each student shall:
3. Get under equipment (desk, table, etc.) where available. Otherwise get next to an inside wall or under an inside doorway.
4. Drop to knees with back to the windows and knees together.
5. Clasp both hands firmly behind the head, covering the neck.
6. Bury face in arms, protecting the head. Close the eyes tightly.
7. 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.
8. As soon as possible, teachers shall move the children away from windows and out from under heavy suspended light fixtures.
9. 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 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 bus 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, he/she shall watch for hazards created by earthquakes, such as fallen electrical wires, cracked roads, or fallen poles.

Subsequent Emergency Procedures

- Teachers shall see that students avoid touching electrical wires that may have fallen.
- 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.
- First aid shall be rendered if necessary.
- Teachers shall take roll of their classes.
- 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.
- Custodian/maintenance personnel shall shut off all pilot lights on water heaters or furnaces, as well as stoves in homemaking classrooms.
- Assistance shall be requested as needed, through appropriate channels, from the local civil defense office or fire and police departments.
- 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.
- The principal shall, if possible, contact the district office for further instructions.
- The principal shall determine the advisability of closing the school, with the advice of the Building Inspector if possible.
- Following the quake, the principal and custodian shall inspect all buildings for safety in accordance with inspection procedures below.
- If the building is safe for use, the principal or designee shall clear debris in order to resume educational activities as soon as possible.

- 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

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

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.

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.

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.

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BP 6114.4 PANDEMIC/EPIDEMIC EMERGENCIES

The 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 Board establishes this policy in the event the town/municipality and/or school 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. Parents/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.

In addition to powers already delegated, the School Board may delegate authority to the Superintendent to make emergency decisions in a pandemic/epidemic response which are consistent with federal, state, and local law and these Board Policies. Consistent with applicable law, the Superintendent may take action including, but not limited to, adopting a teleworking agreement for school staff and establishing remote education.

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.

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

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BP 6115 CEREMONIES AND OBSERVANCES

PATRIOTIC EXERCISES

The School Board encourages activities that instill pride in our country, state, borough, town or village. The Pledge of Allegiance shall be recited or patriotic exercises conducted each day. The Board encourages students and staff to recite the Pledge of Allegiance in their indigenous language if they desire.

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.

The School Board recognizes the potential importance and relevance of local ceremonies in addition to the Pledge of Allegiance. With Board approval, and provided that such ceremonies do not contravene state or federal law, the Board encourages such local ceremonies as a way of celebrating and recognizing place and local culture as an important part of the educational day.

(cf. 5145.2 – Freedom of Speech/Expression)

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

(cf. 6141.3 – Multicultural Education)

SPECIAL DAYS AND EVENTS

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

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 that fall on a Saturday shall be observed on the preceding Friday.

Furthermore, the (blank) Board of Education specifically recognizes the cultural and civic importance of the following people or events and encourages school leaders and students to incorporate celebrations or recognition within the school's activities and curriculum. These people or events for the (blank) School District to recognize are (add people or events as appropriate, i.e. Elizabeth Peratrovich Day, Native American Month, etc.).

(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*

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BP 6116 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.

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AR 6116 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.

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BP 6141 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 inservice 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.

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)

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 05.020 Definitions

4 AAC 05.080 School curriculum and personnel 4 AAC 06.885 School Recognition

4 AAC 51.310 Evaluation Revised 4/2014

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Adopted 10/23

BP 6141.2 RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

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 School 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 School 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.

The School Board recognizes the rights of parents/guardians to have their children observe religious holidays practiced by the family. Parents may excuse their children from an activity, class, program, school day, or standards-based assessment or test required by the State of Alaska in order to observe a religious holiday.

(cf. 6020 - Parent Involvement)

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.

The School Board respects the diversity and rich heritage of our community members. Classroom decorations and costumes during holidays may express seasonal themes which are not religious in nature.

(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

14.30.016 A parent's right to direct the education of the parent's child

UNITED STATES CODE

Elementary and Secondary Education Act,

20 U.S.C. § 7904, as amended by Every Student Succeeds Act (P.L. 114-95 December 10, 2015)

Revised 9/2016

9/92

Adopted 10/23

BP 6141.3 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 and are indigenous to these lands. Many regions of Alaska are still predominately composed of Alaska's indigenous peoples. Public schools are the most common shared experience for most Americans and Alaskans, and it is most appropriate that schools accurately reflect and respond to the needs and the contributions of all ethnic groups, which comprise the student body and staff

The School Board recognizes that a culturally responsive education that is effectively implemented through culturally proficient instruction can provide the maximum opportunity students to attain academic and social success. Culturally responsive teaching practices can assist educators in bridging differences in language, heritage, ethnicity, socio-economic status, trauma history and ability.

School staff and students must learn to respect and work cooperatively with persons of all backgrounds. Culturally proficient and responsive instruction will promote student recognition of the value of individual differences as well as the human dignity and worth common to all people.

The Superintendent or designee shall develop guidance on how to best serve the needs of the student population. The cultural needs of student are an important consideration in policies on curriculum and materials, onboarding and orientation, school climate, language instruction, and access to cultural content.

(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

Revised 3/2019

9/92

Adopted 10/23

BP 6142.1 FAMILY LIFE/SEX EDUCATION

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. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.2 – AIDS Instruction)

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 preservice or inservice, in the subject area.

(cf. 5141.42 - Professional Boundaries for staff and students)

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)

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

UNITED STATES CODE

*Elementary and Secondary Education Act, 20 U.S.C. § 7906 as amended
by the Every Student Succeeds Act (P.L. 114-95 December 10, 2015)*

Revised 10/2021

9/92

Adopted 10/23

BP 6142.2 AIDS INSTRUCTION

The School Board recognizes that acquired immune deficiency syndrome (AIDS) and human immune deficiency virus (HIV) pose a health risk. An effective weapon against the spread of this deadly disease is public education.

The district's health education program will include factual information about the transmission of AIDS and HIV. Students will be informed of voluntary behaviors that can result in infection and will be encouraged to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence 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.

Parents/guardians and community members 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)

(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

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.

In cooperation with local health agencies, as appropriate, the Superintendent or designee shall provide a program of orientation and information about the AIDS Instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials. Staff providing the instruction shall receive training in accordance BP/AR 5141.42, Professional Boundaries for staff and students. Before students receive AIDS instruction, parents/guardians shall be notified. Alternative study arrangements will 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. 5141.42 - Professional Boundaries for staff and students)

(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:

ALASKA STATUTES

14.30.360 Curriculum

UNITED STATES CODE

*Elementary and Secondary Education Act, 20 U.S.C. § 7906 as amended
by the Every Student Succeeds Act (P.L. 114-95 December 10, 2015)*

Revised 10/2021

9/92

Adopted 10/23

BP 6142.3 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

Revised 9/97

9/92

Adopted 10/23

BP 6142.4 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 through volunteer service, students may gain a better understanding of local culture and will have the opportunity to reinforce cultural values that support community wellbeing. The School Board also believes that volunteer service can help students gain self-esteem, reinforce skills, discover career options and learn the value of volunteer work. Community service can motivate students to learn by relating the curriculum to the needs of the community at large and reinforcing community cultural values.

The Superintendent or designee may develop with staff, parents/guardians and community organizations a community service course that reinforces the student's educational curriculum and provides opportunities for student volunteers to meet community needs and understand the community cultural impacts. The Superintendent or designee may authorize community service credit that 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)

Revised 3/2019

9/92

Adopted 10/23

AR 6142.4 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.

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.

9/92

Adopted 10/23

BP 6142.5 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 also acknowledges that local communities may have intrinsic local knowledge of their immediate environment that is often contained and passed on through local cultural traditions and practices. Students can benefit greatly by understanding the link between local human culture, the environment, and ecosystems that have sustained their people.

Therefore, the 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. Additionally, schools may consider ways to incorporate cultural knowledge and practices that promote sound, responsible uses of natural resources. Culturally sensitive environmental husbandry may help to ensure the opportunity for future generations to exist with and utilize their environment appropriately.

(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 3/2019

9/92

Adopted 10/23

BP 6142.6 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 includes 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.

The Superintendent or designee may appoint an arts advisory committee to make recommendations for integrating community arts resources into the schools. Students shall have opportunities to attend musical and theatrical performances and to observe the work of accomplished artists.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 04.110 Arts Performance Standards

Revised 9/97

9/92

Adopted 10/23

BP 6143 COURSES OF STUDY

All Schools

The School Board recognizes that a student's cultural and personal identity are integral in engaging a student in effective and productive learning. The School Board supports and encourages the development of courses of study that provide an opportunity to combine place-based and culturally relevant learning while meeting the necessary state and district standards. All students must have relevant and engaging coursework that prepares them to be productive citizens and provides them with skills and opportunity for post-secondary college or career choices. The courses of study beginning in primary school through high school are recognized as a continuum, each building upon the former. Courses of study may be developed as "tracks" that take into account student interests such as Career and Technical Education (CTE) or college readiness.

Elementary Schools

The School Board shall adopt a course of study for elementary grades aligned with state performance and content standards, and which sufficiently prepares district students for the required high school course of study. The elementary course of study should include culturally responsive and place-based instruction and materials that incorporate strategies and frameworks for personalized, student-centered learning.

Secondary Schools

The School Board shall adopt courses of study designed to meet student needs and to satisfy district and state graduation requirements. Courses will also be adopted that meet the requirements for admission to post-secondary programs, whether Career Technical Education or college. Courses of study shall be integrated where appropriate and provide students the opportunity to attain skills for entry-level employment upon graduation from high school. The secondary school courses of study should include culturally responsive and place-based instruction and materials that incorporate strategies and frameworks for personalized, student-centered learning.

(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

Revised 3/2019

9/92

Adopted 10/23

BP 6144 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 or designee 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

9/92

Adopted 10/23

AR 6144 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.

9/92

Adopted 10/23

BP 6145 EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

The School Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students and shall annually adopt a plan for student participation in extra/cocurricular 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/cocurricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in meeting the requirements for graduation.

(cf. 6146.1 - High School Graduation Requirements)

The Superintendent or designee may exempt from eligibility requirements extra/cocurricular 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/cocurricular 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 or designee may grant ineligible students a probation period of not more than one semester. In implementing this policy, the Superintendent or designee shall help ineligible students regain eligibility.

The Superintendent or designee may revoke a student's eligibility for participation in extra/cocurricular 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 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.

(cf. 5119 - Children of Military Families)

Participation By Students Enrolled in Alternative Education Programs

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.

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 or designee 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 or designee. 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.

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 3/2013

9/92

Adopted 10/23

AR 6145 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 intrascholastic 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)

9/92

Adopted 10/23

BP 6145.2 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 School 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 3/2013

9/92

Adopted 10/23

AR 6145.2 INTERSCHOLASTIC COMPETITION

Alaska School Activities Association (ASAA) Eligibility Requirements

In order to participate in ASAA activities, the following conditions of eligibility must be met:

1. Students must properly register in a 9-12 high school program or any combination thereof, in the school where the student will participate (“School of Eligibility”).
2. Students may not be graduated seniors, with the exception that the eligibility of a senior graduating near the end of a regular school year shall extend through the conclusion of any current school athletic season in which he or she is participating.
3. All second semester freshmen, sophomores, and juniors, as well as seniors who are not on track to graduate must be enrolled in a minimum of 2.5 semester units of credits or equivalent at the School of Eligibility or its district, that lead to granting of credit toward graduation.
4. Students in grade 12 who are on track to graduate must be enrolled in a minimum of four semester units of credit at the School of Eligibility or its district.
5. Students must maintain at least an overall 2.0 GPA during the current semester. Students who do not maintain this GPA may regain eligibility during the current semester by achieving and maintaining an overall 2.0 GPA.
6. Students must be in regular attendance at school classes in which enrolled or for which credit is granted (or be enrolled in a district or member school correspondence program).
7. All second semester freshman, sophomores, and juniors, as well as seniors who are not on track to graduate must have passed at least five semester units of credit, or the equivalent, during the previous semester and maintained a 2.0 overall GPA.
8. Second semester seniors who are on track to graduate must have passed four semester units of credit, or the equivalent, during the previous semester and maintained a 2.0 overall GPA.
9. First semester seniors must have passed at least five semester units of credit, or the equivalent, during the previous semester in order to be eligible anytime during the current semester.
10. Students must meet additional district eligibility requirements, if any.
11. (cf. 6145 - Extracurricular activities)

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

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

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

Maximum Participation Rule

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

Eligibility Reporting

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

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

All-State Art Competition	All State Honor Music
Baseball	Basketball
Bowling	Cheerleading/Dance/Drill Team Competitive
Nordic Skiing	Cross Country Running
Football	Debate/Drama/Forensics
Flag Football	8-player Football

Ice Hockey (both boys and girls)	Gymnastics
Soccer	Rifle
Solo and Ensemble	Softball
Swimming and Diving	State Student Government Conferences
Track and Field	Tennis
Girls Volleyball and Mixed Six Volleyball	Wrestling World Language

Drug Free Environment

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

Revised 3/2017

9/92

Adopted 10/23

E 6145.2 INTERSCHOLASTIC COMPETITION

ASAA Citizenship Rule (Adoption 4/28/08)

ASAA Bylaw Article 12, Section 8, Citizenship Rule and Tobacco, Alcohol and Controlled Substance Policy Reference.

Citizenship Rule:

The determination by a member school that a student is ineligible based on poor citizenship or violation of the Tobacco, Alcohol and Controlled Substance Policy, is not appealable to the Association.

Expelled Student:

A student who is expelled from a member school will not be eligible in another member school for the duration of the period of expulsion.

Tobacco, Alcohol and Controlled Substance Position Statement:

ASAA and its member schools recognize that the use of tobacco, alcohol and controlled substances is a significant health problem for many students, resulting in negative effects on behavior, learning and their total development. The use of tobacco, alcohol and controlled substances by students affects academic development, personal growth, extracurricular activities participation and the development of related skills. Others affected by misuse and abuse are family members, teammates and other significant persons in their lives.

ASAA and its member schools believe that close contact of parents, coaches, advisors, students and communities in interscholastic activities and classrooms provides a unique opportunity to observe, confront and assist one another. It is the philosophy of ASAA and its member schools that students should be encouraged and supported in their efforts to develop and maintain a chemical-free lifestyle.

Participation in ASAA sanctioned sports and activities is a privilege which requires all participants to adhere to rules imposed by the member schools and/or member districts that students attend and represent. The policy described in this article is intended to further the following purposes:

1. To emphasize the health and safety of students while participating in activities, to recognize the long-term physical and emotional effects of tobacco, alcohol and controlled substance use on student health, and to minimize the potential for injury.
2. To promote a sense of order and discipline among students.
3. To recognize that a student's possession, distribution or use of controlled substances, alcohol, or tobacco during the school year or during interscholastic competition outside of the school year, even during times when the student is not actively participating in interscholastic activities, may nevertheless be detrimental to health, safety, order and discipline when the student is participating.

4. To assist schools in the establishment of policies that are consistent with ASAA standards of athletic and activity eligibility.
5. To support schools that have programs to assist students who desire to resist peer pressure which directs them toward the use of tobacco, alcohol and controlled substances.

Tobacco, Alcohol and Controlled Substance Policy:

The Board of Directors has implemented a statewide policy regarding the possession, distribution and use of controlled substances, alcohol and tobacco. This policy includes an educational component, minimum penalties which are cumulative and progressive, a time period in which the policy applies, an explanation of how violations are determined and reported, a required Student and Parent/Guardian Acknowledgment Form which must be signed prior to participation, and a definition of terms.

The complete Tobacco, Alcohol and Controlled Substances (TAD) Policy follows below.

Play for Keeps - Tobacco, Alcohol and Controlled Substances (TAD) Policy

In order to ensure adoption of consistent tobacco, alcohol and controlled substances policies by member schools and districts, ASAA requires that member schools and districts adopt the following policy for their enrolled and alternative education program students who are participating in interscholastic activities. This is intended to set forth minimum restrictions and penalties, subject to greater or additional restrictions or penalties which may be adopted by member schools or school districts.

Prohibited Conduct: The possession, distribution or use of any tobacco products, including “E” or electronic cigarettes, alcohol and controlled substances (as defined in number 11 of this policy) by a student-athlete or activity participant, whether it occurs on or off school property, is prohibited and shall result in the penalties set forth herein.

Time Period During Which Policy Applies: The policy in this section applies to any student who is participating or has participated in interscholastic activities starting from the student’s first participation in interscholastic activities, at any ASAA member school, and continuing until the student graduates from high school. This policy applies during “calendar days” as defined in this section. The policy first went into effect on July 28, 2008.

Annual Requirements: The Pre-Participation Orientation is required of each student participant and parent/guardian annually, at the beginning of the student’s first season of the school year, before the student is eligible to participate. This session is a short informative presentation designed to encourage students to maintain a chemical-free lifestyle, and to ensure that students and parents/guardians understand the policy and the consequences for violation. Upon completion of the Orientation, the student and parent/guardian must sign the Student/Parent/Legal Guardian TAD Acknowledgement Form for the student to gain eligibility. Schools will affirm that this has happened by marking the designated field on the School Activities Reporting System (SARS). In the event a student and parent do not view the PreParticipation Orientation and/or sign the

Student/Parent/Legal Guardian TAD Acknowledgement Form, the student is still subject to the policy.

Student and Parent/Guardian Acknowledgement: ASAA will provide access to the Student/Parent/ Legal Guardian TAD video and acknowledgement form to member schools and districts. The orientation video will explain the policies of this section and penalties for violations. Students and the student's parent or legal guardian, are required to view the orientation video annually, prior to signing the acknowledgement form. The form must be signed by the student and the student's parent or legal guardian and requires that the student and parent or legal guardian acknowledge that they have read and understand the terms of the policy, including the potential penalties for violations, and that it requires the school to report such violations to ASAA. The form will require that the student and parent or legal guardian agree to be bound by these terms. A copy of the signed form must be returned to the school before the student is permitted to participate. Member schools shall keep a copy of the signed forms on file.

Educational Component: The educational component is a critical part of the policy and is comprised of multiple parts; Pre-Participation Orientation, First Offense, Second Offense, and Subsequent Offenses. ASAA will provide the first three parts of this component to member schools.

Cumulative and Progressive Penalties: Violations of this policy will be cumulative and progressive, as described in the following paragraph, throughout a student's high school years. If a student transfers from one ASAA member school to another ASAA member school, the student's cumulative violations will accompany such transfer and shall be the basis for any additional penalties should further violations occur.

Minimum Penalties for Violation of this Policy: Minimum penalties for violations of this policy are:

First Offense – Students who have committed a First Offense under the rule;

- will be suspended from interscholastic competition and practice for five (5) calendar days (as defined in number 11).
- **must** complete the First Offense Educational Component.

Note: The student may return to practice when the student and parent/guardian complete the First Offense educational component. Prior to returning to competition the student must sit out all five (5) days and complete the Educational Component.

For tobacco use, if a student under the First Offense Penalty violates the Tobacco Rule within the ten (10) calendar day period of suspension, the student's period of suspension will start over again; the First Offense educational component will become mandatory, and no forgiveness will be granted. This process will continue until the student has demonstrated ten (10) calendar days without a subsequent tobacco violation. A student who has not completed a suspension or re-suspension under the first Offense Penalty for violation of the Tobacco Rule does not become subject to imposition of penalties under a Second, Third or Fourth Offense for violation of the Tobacco Rule, until the student has completed all suspensions and

re-suspensions under the First Offense Penalty for tobacco use. A student serving a First Offense Penalty under the Tobacco Rule is, however, subject to immediate imposition of a Second Offense Penalty to the extent this is based upon violation of the non-tobacco prohibitions under this Policy.

While under the period of suspension, the student may return to practice after completion of the educational component. A student may need additional days of practice before returning to competition (See Article 7, Section 7).

Second Offense – Students who have committed a Second Offense under the rule:

- Students will be suspended from interscholastic competition and practice for forty- five (45) calendar days and there will be no forgiveness of calendar days of the interscholastic competition suspension.
- Both the student and parent/guardian must complete the Second Offense educational component prior to the student's return to competition.
- In addition, the student must complete 20 hours of community service and write an essay on what they learned about this experience.

While under the period of suspension, the student may return to practice after completion of the educational component. A student may need additional days of practice before returning to competition (See Article 7, Section 7).

Third Offense - Students who violate this policy for a third time have a significant problem. Students who have committed a Third Offense under the rule and wish to regain their eligibility will complete the following:

- suspension from interscholastic competition and practice for six (6) months and there will be no forgiveness of calendar days of the interscholastic activities suspension.
- seek assessment and counseling/treatment from a local health care professional,
- successfully complete the recommendations of the care provider and submit a letter from the agency,
- demonstrate a commitment to remain substance free,
- make a presentation to the District School Board requesting reinstatement of interscholastic eligibility

While under the period of suspension, the student may return to practice after completion of the educational component. A student may need additional days of practice before returning to competition

(See Article 7, Section 7).

Fourth and Subsequent Offenses - Students who violate this policy for fourth or more time have a significant problem. Students who have committed a Fourth and Subsequent Offenses under the rule and wish to regain their eligibility will complete the following:

- suspension from interscholastic competition and practice for one year and there will be no forgiveness of calendar days of the interscholastic activities suspension.
- seek assessment and counseling/treatment from a local health care professional,
- successfully complete the recommendations of the care provider and submit a letter from the agency,
- demonstrate a commitment to remain substance free,
- make a presentation to the District School Board requesting reinstatement of interscholastic eligibility,
- make a presentation to the ASAA Board of Directors requesting reinstatement of interscholastic eligibility

While under the period of suspension, the student may return to practice after completion of the educational component. A student may need additional days of practice before returning to competition (See Article 7, Section 7).

These are minimum penalties which may be increased by the member school or member school district, based upon (1) the nature of the violation, (2) the extent to which it occurs on school property or during school activities, and (3) the extent to which it arises in the context of the student's participation in interscholastic activities. Penalties shall be imposed beginning on the first calendar day following a determination that a violation has occurred, except to the extent a school's appeals policy permits a student to continue to participate pending final determination of any appeal filed by the student under such policy. In such case, penalties shall be imposed on the first calendar day following a determination on appeal that a violation has occurred. A student shall be considered ineligible during each calendar day in which a penalty is imposed.

Determination of Violations: In implementing this policy, it will be the member school's responsibility to determine the nature and extent of a violation, to impose and enforce any penalty, to report each violation to ASAA on the School Activities Reporting System (SARS), and to maintain records of all violations by each student occurring after the student's first participation in interscholastic activities. A member school's determination that a violation has occurred, and its imposition of penalty may not be appealed to ASAA. If a member school or member school district reverses a determination of violation, it shall promptly notify ASAA of such reversal. Alleged failure of a member school or district to enforce this policy may not be the basis for either a report of rules violation to the Executive Director or of a member school's protest against another school, under the ASAA Bylaws.

Violations and penalties are to be based upon noncompliance with the policy by the student participant, by the student's parents/legal guardians, or both, provided however, that where a violation is based solely upon action or inaction of the parent or legal guardian and not of the student participant, under circumstances completely beyond the control of the student and where it would be manifestly unfair to disqualify the student on this ground, the member school may, at its discretion, withhold imposition of a penalty against the student.

Violations Reported to ASAA and Confidentiality Requirement: After determining that an enrolled student, or an alternative education program student who has been granted eligibility at a member school, has committed a violation, the member school shall report the violation to ASAA via the School Activities Reporting System (SARS). Member schools and districts must report to ASAA a violation of this policy within three (3) calendar days of determination that such violation has occurred. Violations should be reported as follows;

- For violations occurring from an incident from a prior school year, the violation should be recorded at the date of the violation.
- For violations occurring during the current school year the violation should be recorded on the date the school's investigation is concluded.

It is ASAA's intention to maintain the confidentiality of all such reports. As such, information concerning a student's previous violations will be disclosed by ASAA only to an administrator of the member school which the student is attending. A school administrator to whom such information has been disclosed may exercise discretion to provide such confidential information as is appropriate to the student's coach or other activity administrator, but only to the extent that such information is provided in a good faith effort to prevent violations and to assist the student in maintaining a lifestyle free of tobacco, alcohol and controlled substance use, and to maintain eligibility to participate in interscholastic activities. An administrator who provides any confidential information to a student's coach or other activity supervisor shall assure that such person will use the information only in communications with the student and shall otherwise maintain strict confidentiality of the information. ASAA's records of violation shall be made available to the student and/or the student's parent or legal guardian upon written request.

Student and Parent/Guardian Acknowledgement: ASAA will provide access to the Student/Parent/ Legal Guardian TAD video and acknowledgement form to member schools and districts. The orientation video will explain the policies of this section and penalties for violations. Students and the student's parent or legal guardian, are required to view the orientation video annually, prior to signing the acknowledgement form. The form must be signed by the student and the student's parent or legal guardian and requires that the student and parent or legal guardian acknowledge that they have read and understand the terms of the policy, including the potential penalties for violations, and that it requires the school to report such violations to ASAA. The form will require that the student and parent or legal guardian agree to be bound by these terms. A copy of the signed form must be returned to the school

before the student is permitted to participate. Member schools shall keep a copy of the signed forms on file.

Students Emancipated by Age or Marriage: The requirements in this policy that a parent or legal guardian sign the Student/Parent/Legal Guardian TAD Acknowledgment Form and that require that a student's parent or guardian participate in the Pre-participation Orientation or in mandatory education arising from an offense do not apply to a student who has obtained the age of 18 (eighteen) years, or who becomes married if the student has reached the age of 16 (sixteen).

Definitions: As used in this section, terms are amended as follows:

Electronic "E" Cigarettes – any electronic oral device, such as one composed of a heating element, battery, and/or electronic circuit, which provides a vapor of nicotine or any other substance, and the use or inhalation of which simulates smoking. The term shall include any such device whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, or under any other product name or descriptor.

Calendar Days – Each day, including weekends and holidays, during the member school's school year. Additionally, if a student participates in any interscholastic activity, including practice, outside of the school year, then the entire period of such participation, including intervening weekends and holidays, counts as calendar days for such student.

Controlled Substance – Any substance appearing on the list of Controlled Substances identified by the federal Office of the Drug Enforcement Administration or as set forth in 21 U.S.C. Section 812, unless the student's usage of such substance is consistent with a physician's prescription for the student's usage.

The DEA list of Controlled Substances appears on this website:

https://www.deadiversion.usdoj.gov/schedules/orangebook/c_cs_alpha.pdf

For purposes of ASAA's policy, the current list maintained by the DEA is controlling. In addition, any substance listed as illegal or restricted by Alaska statute or regulation, or classified as a "designer drug" by the federal Office of the Drug Enforcement Administration or by Alaska statute or regulation, shall be considered a controlled substance for the purposes of this policy.

Suspension – As defined in Article 5, Section 1 A6 of ASAA bylaws.

An overview of each part follows:

Pre-Participation Orientation: The Orientation is required of all student participants and parent/guardian annually, at the beginning of the student's first season of the school year, before the student is eligible to participate. This session is a short informative presentation designed to encourage students and parents/guardians to understand the policy and the consequences for violation. Upon completion of the Orientation, the student and parent/guardian must sign the Student/Parent/Legal Guardian TAD Acknowledgement Form as stated in B. 2. above for the student to gain

eligibility. Schools will affirm that this has happened by marking the designated field on the Master Eligibility List.

(Note added for clarification purposes - The board did not change the following provision). "Prior to each season in which a student participates in interscholastic activities, a copy of the signed form must be returned to the school before the student is permitted to participate. Member school shall keep a copy of the signed forms on file." (This means that although a student will be required to view the orientation video only once per year, the signed acknowledgment form must be turned into the office prior to each season of participation).

First Offense: This optional session for students who have committed a First Offense is designed to educate students and their parents/legal guardians on how to make positive decisions that will instill accountability and new behaviors in the students.

Upon successful completion of this part by both the student and parent/guardian, 50% of a student's suspension from activities will be forgiven. Students completing the First Offense component may return to practice prior to the completion of the period of suspension.

Repeat violations of the Tobacco Rule during the 10 (ten) calendar days of suspension will result in mandatory participation in the First Offense educational component prior to returning to competition. For repeat violations of the Tobacco Rule only, the Second Offense penalties, if based on violations of the Tobacco Rule, will not be imposed unless there is a repeat violation of the Tobacco Rule after the student has completed all suspensions and re-suspensions under the First Offense.

Second Offense: This required session for students who have committed a Second Offense as well as their parents/guardians, must be completed before a student regains eligibility. It is more in-depth than is presented in First Offense. Students completing the Second Offense component may return to practice prior to the completion of the period of suspension. There is no forgiveness of mandatory suspension and students returning to play after this offense may need additional days of practice prior to competition.

Third Offense: Students who violate this policy for a third time have a significant problem. This required session for students who have committed a Third Offense under the rule and wish to regain their eligibility, will target the specific at-risk behaviors and may involve multiple agencies. A Student under the Third Offense educational component must:

- seek assessment and counseling/treatment from a local health care professional,
- successfully complete the recommendations of the care provider and submit a letter from the agency,
- demonstrate a commitment to remain substance free,

- make a presentation to the District School Board requesting reinstatement of interscholastic eligibility,
- notify ASAA through the school administration that all conditions have been successfully completed, and request reinstatement by ASAA.

Students completing the Third Offense component may return to practice prior to the completion of the period of suspension.

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9/92

Adopted 10/23

BP 6145.21 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)

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Adopted 10/23

AR 6145.21 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. Painted faces.
6. 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:

Meet with the site manager 30 minutes before game time and establish where he/she will be throughout the event.

1. Enforce the highest standards of sportsmanship within his/her own student body.
2. Cooperate with the principal or designee of the opponent's school whenever any violations of sportsmanship occur.

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.

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BP 6145.22 CONCUSSION IN STUDENT ATHLETES

The 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 parents/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

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

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

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AR 6145.22 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 student-athletes 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

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.

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

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.

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.

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

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

1. a health care provider who is licensed in the state or exempt from licensure under state law; or
2. 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.

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.

Day 1

15 Minutes of Light Aerobic Activity (Walk, Exercise Bike, etc.)

Trial half day of school. No homework. No testing.

If no return of 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 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 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

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.

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.

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**E 6145.22(1) ASAA PARENTS GUIDE TO CONCUSSIONS IN SPORTS
(REVISED 4/14)**

[View or print ASAA PARENT'S GUIDE TO CONCUSSIONS IN SPORTS \(REVISED 4/14\).](#)

**E 6145.22(2) ASAA PARENT AND STUDENT VERIFICATION
OF RECEIPT OF INFORMATION CONCERNING
CONCUSSIONS**

[View or print ASAA PARENT AND STUDENT VERIFICATION OF RECEIPT OF
INFORMATION CONCERNING CONCUSSIONS.](#)

E 6145.22(3) ASAA HEALTHCARE PROVIDER RELEASE AND RETURN TO PLAY PROTOCOL (RTP)

[View or print ASAA HEALTHCARE PROVIDER RELEASE AND RETURN TO PLAY PROTOCOL \(RTP\).](#)

E 6145.22(4) ASAA SCHOOL/MEDICAL CONCUSSION CARE PLAN

View or print ASAA SCHOOL/MEDICAL CONCUSSION CARE PLAN.

(Pending availability)

BP 6145.3 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. Kuhlmier, 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

9/92

Adopted 10/23

BP 6145.5 STUDENT ORGANIZATIONS AND EQUAL ACCESS

Limited Open Forum

The School Board believes that curriculum and noncurriculum-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

TITLE VI - THE EQUAL ACCESS ACT, 20 U.S.C.A. Section 4071 et seq., as amended by the Every Student Succeeds Act, P.L. 114-95

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)

Revised 4/2022

9/92

Adopted 10/23

AR 6145.5 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 School 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

The Superintendent or designee shall not deny any student-initiated group access to school facilities during noninstructional 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 noninstructional time so that any such meetings do not interfere with regular school 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.

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 School 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)

(cf. 1330 - Use of School Facilities)

Revised 4/2022

9/92

Adopted 10/23

E 6145.5 SUBCHAPTER VIII - THE EQUAL ACCESS ACT

4071. Denial of Equal Access Prohibited

1. 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.

2. "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 noncurriculum related student groups to meet on school premises during noninstructional time.

3. 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 -

4. the meeting is voluntary and student-initiated;
 5. there is no sponsorship of the meeting by the school, the government, or its agents or employees;
 6. employees or agents of the school or government are present at religious meetings only in a nonparticipatory capacity;
 7. meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
 8. nonschool persons may not direct, conduct, control or regularly attend activities of student groups.
9. 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 --

10. to influence the form or content of any prayer or religious activity;
11. to require any person to participate in prayer or other religious activity;
12. to expend public funds beyond the incidental cost of providing the space for student- initiated meetings;

13. 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;
14. to sanction meetings that are otherwise unlawful;
15. to limit the rights of groups of students which are not of a specified numerical size; or
16. to abridge the constitutional rights of any person.
17. 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.

18. 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 -

The term "**secondary school**" means a public school which provides secondary education as determined by State law.

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.

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.

The term "**noninstructional 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.

9/92

Adopted 10/23

BP 6146.1 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. Unless otherwise stated in a student's IEP, the district shall require all students in grade 11, and all students in grade 12 who have not previously done so to take a college and career readiness assessment described in 4 AAC 06.717. However failure to take one of these assessments shall not be grounds for withholding a diploma from an otherwise qualified student. At the request of a student the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the previously required High School Graduation Qualifying Exam and instead received a certificate of achievement □ provided the person takes a college and career readiness assessment. AS 14.03.075. A person may satisfy the assessment pursuant to the regulations in 4 AAC 06.718. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student's last known address.

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

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

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

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6164.2 - Guidance and Counseling Services)

(cf. 6146.3 - Competency Testing)

(cf. 6184 - Virtual/Online Courses)

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

4 AAC 06.717 College and career readiness assessments

4 AAC 06.718 College and career readiness assessment after student received a certificate of achievement

4 AAC 06.721 College and career readiness assessment waivers

4 AAC 06.755-790 State wide assessment program for students with disabilities

Revised 3/2017

9/92

Adopted 10/23

BP 6146.2 HIGH SCHOOL EQUIVALENCY TEST

The School Board recognizes that individuals may obtain an Alaska high school diploma by successfully completing the Alaska General Educational Development Test. However, the School 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

Revised 1/04

9/92

Adopted 10/23

BP 6146.3 COLLEGE AND CAREER READINESS ASSESSMENTS

The School Board shall provide for students to take college and career readiness assessments, as required by law and regulation. The exams shall be administered in accordance with state law and regulations. The taking of an assessment is not a requirement for a diploma.

(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)

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 06.718 College and career readiness assessment after student receives a certificate of achievement

4 AAC 06.765 Test Security; Consequences of Breach

4 AAC 06.790 Definitions

Revised 3/2021

9/92

Adopted 10/23

AR 6146.3 COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS

Students are required to take a college and career readiness assessment, unless a waiver is approved. “Taking” this assessment means the student has received a valid score as reported by the assessment vendor. 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.

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;
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.

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. 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 or legal guardian 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. 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.
4. A significant and uncorrectable system error, including one or more of the following:
5. Completed exams are lost in transit between the school district and the testing vendor.
6. The student's school or district failed to administer the assessment on a scheduled administration date.
7. The student was unable to take an assessment or received an invalid score because of a technology failure.

8. The student received an invalid score because the assessment was improperly administered, or test security requirements were violated.

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.

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 3/2017

9/92

Adopted 10/23

E 6146.3 APPLICATION FOR A WAIVER FROM TAKING A COLLEGE OR CAREER READINESS ASSESSMENT DUE TO LATE ARRIVAL INTO THE ALASKA PUBLIC SCHOOL SYSTEM

View or print APPLICATION FOR A WAIVER FROM TAKING A COLLEGE OR CAREER READINESS ASSESSMENT DUE TO LATE ARRIVAL INTO THE ALASKA PUBLIC SCHOOL SYSTEM.

(pending)

BP 6146.4 RECIPROCITY ON GRADUATION REQUIREMENTS

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.

(cf. 5118 - Transfers; Withdrawals)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements Revised 3/2015

9/92

Adopted 10/23

BP 6146.5 DIFFERENTIAL REQUIREMENTS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS

Course Requirements

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

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.

College and Career Readiness Assessment

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; retroactive issuance of diploma

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 3/2016

9/92

Adopted 10/23

BP 6146.6 ELEMENTARY SCHOOL DEVELOPMENTAL PROFILE

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 or designee, 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

Added 9/2000

9/92

Adopted 10/23

BP 6153 SCHOOL-SPONSORED TRIPS

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

(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

9/92

Adopted 10/23

BP 6154 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)

9/92

Adopted 10/23

AR 6154 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.

9/92

Adopted 10/23

BP 6155 CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION

Challenging Courses by Examination

The School Board recognizes that students have unique and varied backgrounds and may already possess the skills and knowledge covered by a particular course. Students in grades 9 through 12 will be provided the opportunity to challenge approved courses by examination. Course challenges are available for courses offered by the district in math, language arts, science, social studies and world language. The district will give full credit for a course to a student who successfully challenges the course by demonstrating mastery of the subject.

The Superintendent or designee shall establish an assessment tool and standards for demonstrating course mastery; as well as procedures for course challenges.

Legal Reference:

ALASKA STATUTES

14.03.073

ALASKA ADMINISTRATIVE CODE

4 AAC 06.065 Challenging courses

Revised 3/2016

9/92

Adopted 10/23

AR 6155 CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION

Challenging Course by Examination

Students in grades nine through twelve will be permitted to challenge a course by examination under the procedures set forth below. Course objectives and procedures for challenging courses will be a part of student orientation and outlined in secondary school handbooks.

Procedures

Prior to challenging a course, students must file a request with the principal or designee for approval. Currently enrolled students may challenge courses prior to enrollment or within the first two weeks of the semester. Entering ninth grade students and new enrollees must file a request and take the examination within two weeks of the time of initial entry to high school classes. If enrolled in the class to be challenged, the student will inform the course instructor of his/her intent to challenge the course and obtain a recommendation from the teacher.

The request shall include, but not be limited to, the following:

1. Grades in courses in the same subject area as the course being challenged;
2. Recommendations from the teacher;
3. Substitute courses to be taken by the student; and
4. Student's rationale or reasons for wishing to challenge a specific course.

Guidelines

During their enrollment in high school, students may earn through challenge, no more than 10 units of credit, which meet graduation requirements.

A student may challenge and attempt the competencies of a particular course only once. A student may not generally challenge a course in which he/she has previously received a failing grade, a course previously taken where credit was received, or any courses in subjects other than math, language arts, science, social studies or world languages.

A student may challenge a course in which the student is enrolled or any other approved course offering. A student may not attempt credit for a course below his/her ability or grade placement.

Test Content and Administration

It shall be the responsibility of instructional department leaders to collaborate with teachers in the development of appropriate districtwide testing procedures and materials for the classes that may be challenged within their department.

Departmentally developed performance objectives shall determine the content and the type of evaluation to be used. The examination must include a written assessment. The type of test administered should be dependent upon the course outline. It is further the responsibility of the department chairperson or designee to supervise the administration, correction and verification of tests in that subject area.

The student must pass the test with at least 80% to receive credit and a grade. The grade entered on the student's record will be in accordance with her/her achievement level. The student may decline to accept the grade and its inclusion on his/her permanent record. If not accepted, no credit will be awarded for the course. If accepted, the course credit and grade will be inserted into the student's permanent record.

The district may charge a fee to students who challenge a course by examination. The fee is to cover the costs of development and administration of the assessment. If the district charges a fee, it will not exceed \$50 per student, per course challenged.

If a student wishes to challenge a course and cannot afford the fee, he or she may apply to the district for a fee waiver.

Added 3/2015

9/92

Adopted 10/23

BP 6159 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)

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)

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:

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 C.F.R. 300.1 - 300.818 Individuals with Disabilities Education Act
Revised 2/2010*

9/92

Adopted 10/23

AR 6159 INDIVIDUALIZED EDUCATION PROGRAM

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.
7. Whenever appropriate, the student with a disability.
8. Transition service participants, to include:
9. 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.
10. 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.
11. 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.

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:
5. Review the student's progress and to determine whether the student's annual goals are being achieved.
6. Review the IEP and the appropriateness of placement.
7. Make any necessary revisions to the IEP.
8. To review or create an assessment plan to develop a behavior intervention plan in discipline matters related to suspensions or expulsions.
9. 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)

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:

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.

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:
2. How the student's disability affects his/her involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students).
3. How the student will be involved and progress in the general education curriculum.
4. For the preschool child, as appropriate, how the disability affects his/her participation in appropriate activities.
5. A statement of **measurable annual goals***, including both academic and functional goals and short-term objectives or benchmarks related to:
6. 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.
7. 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.
8. Meeting each of the student's other educational needs that result from the student's disability.
9. 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:
10. Advance appropriately towards attaining the annual goals.
11. 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)

12. Be educated and participate with other students, with and without disabilities, in the activities in this item. (cf. 3541.2 - Transportation of Exceptional Children)
13. 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.
14. 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.
15. 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:
16. why the student cannot participate in the regular assessment; and
17. identify the particular alternate assessment selected and why it is appropriate for the student.
18. 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.
19. A statement of secondary transition service needs, as follows:
20. 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.
21. The transition services (including courses of study) need to assist the student in reaching those goals.
22. 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.
23. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the **measurable annual goals***, are being achieved.
24. How the student's progress toward the **measurable annual goals***, will be measured.
25. 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:

26. Their child's progress towards the annual goals described in item #2 above.
27. The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.
28. 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.
29. (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.
5. The IEP shall include descriptions of activities intended to:
6. 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.
7. Support the transition of the student from the special education program into the regular education program.

(cf. 6178 - Vocational Education) (cf. 6181 - Charter Schools)

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

Development, Review and Revision Of The IEP

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

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.
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)

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.

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:
5. Indicate that the purpose of the meeting is the consideration of needed transition services for the student.
6. Indicate that the district will invite the student to the IEP meeting.
7. Identify any other agency that will be invited to send a representative, assuming the parent or eligible student consents.

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BP 6159.1 PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

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)

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 Revised 2/08

9/92

Adopted 10/23

AR 6159.1 PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

Due Process Hearing Procedures

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.

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.

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.

Note: Parties are to send signed, written requests to:

Special Education Dispute Resolution

Alaska Department of Education & Early Development Teaching and Learning Support, Special Education

P.O. Box 110500

Juneau, Alaska 99811-0500

Or fax to: (907) 465-2806

Attention: Special Education Dispute Resolution

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.

Setting the Hearing

Parties requesting a due process hearing shall file their request with the Superintendent or designee 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))

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.
5. (cf. 5125 - Student Records)
6. 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.
7. The right to have the student who is the subject of the hearing present at the hearing.
8. The right to open the hearing to the public.
9. The right to initiate referral of a child for special education.
10. The right to obtain an independent educational evaluation.

11. 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.
12. (cf. 6159 - Individualized Education Program)
13. 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.
14. 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

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.
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.

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).

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

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BP 6161.1 SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

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)

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 Revised 1/04

9/92

Adopted 10/23

AR 6161.1 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:
4. Accurate, up-to-date and well-documented information.
5. Objective presentation of diverse viewpoints.
6. Clear, concise writing and appropriate vocabulary.
7. Thorough treatment of subject.
8. Fair and balanced portrayal of people with regard to race, creed, color, national origin, sex and handicap.
9. Provision a wide range of materials on all levels of difficulty, with appeal to students of varied interests, abilities and maturity levels.
10. Inclusion of materials which stimulate discussion of contemporary issues and improve students' thinking and decision-making skills.
11. Contribution to the proper articulation of instruction through grade levels.
12. Quality and durability of paper, binding etc.
13. Availability of corresponding versions in languages other than English.
14. 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 School Board approval. The librarian at each school shall select these materials in consultation with the principal, department chairpersons and teachers.

(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.
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 School 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 School Board finds the interest remote enough to permit the individual's participation.

9/92

Adopted 10/23

BP 6161.11 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)

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)

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Adopted 10/23

BP 6161.2 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)

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BP 6161.4 INTERNET

The Board recognizes the educational and communication opportunities that exposure to the Internet and other computer networks can provide students and staff. The 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 Board has established the Internet acceptable use policy to ensure appropriate use of this resource.

Authority

The Superintendent or designee shall notify students and parents/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.
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.
5. (cf. 5131.43 Harassment, Intimidation and Bullying)
6. 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;
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.

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.
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:
 9. Use of the network to facilitate illegal activity.
 10. Use of the network for commercial or for-profit purposes.
 11. Use of the network for non-work or non-school related work.
 12. Use of the network for product advertisement or political lobbying.
 13. Use of the network for hate mail, discriminatory remarks, offensive or inflammatory communication, harassment, or bullying.
 14. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
 15. Use of the network to access obscene or pornographic material.
 16. Use of inappropriate language or profanity on the network.
 17. Use of the network to transmit material likely to be offensive or objectionable to recipients.
 18. Use of the network for hacking or intentionally obtaining, accessing, or modifying files, passwords, and data belonging to other users.
 19. Impersonation of another user, anonymity, and pseudonyms.
 20. Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws.

21. Loading or use of unauthorized games, programs, files, or other electronic media.
22. Use of the network to disrupt the work of other users.
23. Destruction, modification, or abuse of network hardware and software.
24. Quoting personal communications in a public forum without the original author's prior consent.
25. Invading the privacy of individuals, this includes the unauthorized disclosure,
26. dissemination, and use of information about anyone that is of a personal nature.
27. 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.
28. Loss of access and other disciplinary actions shall be consequences for inappropriate use. When appropriate, law enforcement agencies may be involved.
29. (cf. 6161.5 - Web Sites/Pages) (cf. 6184 - Virtual/Online Courses)
Education

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)

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.

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:

ALASKA STATUTES

14.03.127 Funding for Internet Services

11.61.120 Harassment in the second degree

ALASKA ADMINISTRATIVE CODE

4 AAC 33.600-690 Funding for the Improvement of Internet Speed at Public Schools

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)

Every Student Succeeds Act, P.L. 114-95

CODE OF FEDERAL REGULATIONS

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

Revised 4/2022

9/92

Adopted 10/23

AR 6161.4 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.
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 3/2012

9/92

Adopted 10/23

E 6161.4 STUDENT INTERNET USER AGREEMENT

View or print [STUDENT INTERNET USER AGREEMENT](#).

(pending)

BP 6161.5 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 district. 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.*

Added 9/99

9/92

Adopted 10/23

AR 6161.5 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.

Ensure 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 ensure that backup files are present and updated.

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. Ensure that student work has educational value.

Screen student material to ensure 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 ensure 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.

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 of 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.

Privacy Issues

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

1. Student directory information may not be published if parents have requested that it be withheld.
2. Photographs of students or staff should be used only with permission from the parents or staff workers.
3. 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 education sites
School Club/Activities	Program Philosophy	Educational Resources

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

9/92

Adopted 10/23

E 6161.5 WEB SITES/PAGES

View or print WEB SITES/PAGES exhibit.

(Pending)

BP 6162.5 STANDARDIZED TESTING

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 are one component to measure student performance related to state standards and often measure only the most commonly tested skills. The results of these tests should not be overly emphasized nor limit curricular options and the richness of district programs. The School Board believes that major conclusions about students and district programs must always 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 College and Career Readiness Assessments)

(cf. 6162.8 - Research)

Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools

14.03.075 College and career readiness assessment; retroactive issuance of diploma

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 06.761 Test Administration

4 AAC 06.765 Test Security; Consequences of Breach 4 AAC 06.817 Change in assessments

Revised 3/2016

9/92

Adopted 10/23

AR 6162.5 STANDARDIZED TESTING/TEST ADMINISTRATION

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 or designee 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.

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.
7. Require that staff members administering tests supervise students during the testing period, and require that those staff members do not access electronic devices during the testing period except as necessary to administer the test.

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.

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.

Revised 4/2020

9/92

Adopted 10/23

BP 6162.6 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

9/92

Adopted 10/23

AR 6162.6 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.

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:

Single copies at the request of an individual teacher:

1. A chapter of a book.
2. An article from a magazine or newspaper.
3. A short story, short essay or short poem, whether or not from a collective work.
4. A chart, graph, diagram, drawing, cartoon or a picture from a book, magazine or newspaper.

Multiple copies at the request of an individual teacher for classroom use, not to exceed one copy per student in a course:

1. A complete poem if less than 250 words and if printed on not more than two pages.
2. An excerpt from a longer poem, not to exceed 250 words.

3. A complete article, story or essay of less than 2,500 words.
4. 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.
5. 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.

Revised 9/98

9/92

Adopted 10/23

BP 6162.8 RESEARCH

The Superintendent or designee may authorize requests to conduct educational research or student surveys if the request proposal:

1. Shows potential for improving instructional programs and strategies.
2. Addresses a relevant educational problem.
3. Avoids duplication of existing data or literature.
4. 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) Every Student Succeeds Act, P.L. 114-95

Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994)

Revised 4/2022

9/92

Adopted 10/23

BP 6163.1 LIBRARIES/MEDIA CENTERS

The School Board believes that school libraries have a responsibility to nurture intellectual growth and freedom by providing:

1. Materials that support and enrich the curriculum, taking into consideration students' varied interests, abilities, maturity levels and learning styles.
2. Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Information that will support students' personal needs and enable them to make intelligent judgments in their daily lives.
4. 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.
5. 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 material^{154s} which they would like added to library collections.

Certificated library staff 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 2/2010

9/92

Adopted 10/23

BP 6163.4 SCHOOL GARDENS, GREENHOUSES, AND FARMS

The Board recognizes the lifelong benefit to students in developing skills in the safe production of nutritious foods. To support this goal, the 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 may 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 Curricular Activities) (cf. 6178 - Vocational Education)

Revised 3/2015

9/92

Adopted 10/23

BP 6164.2 GUIDANCE AND COUNSELING SERVICES

The School Board shall provide a counseling program to enhance academic achievement and emotional security. The 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)

Administrative or 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.

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:

US CODE

*Elementary and Secondary Education Act, 20 U.S.C. §9528, as amended
by the Every Student Succeeds Act, P.L. 114-95*

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

Revised 4/2022

9/92

Adopted 10/23

BP 6164.3 STUDENT MENTAL HEALTH - MEDICATION AND SERVICES

The district shall work closely with parents in serving students with behavioral or mental health needs. The Superintendent or designee 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)

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

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 Added 01/07*

9/92

Adopted 10/23

BP 6164.4 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 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, 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

The Superintendent or designee shall implement a procedure to receive referrals of children suspected of having a disability for which special education and related services are needed. There shall be no discrimination on the basis of race, color, national origin or gender in referring students for evaluation. 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 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

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BP 6164.5 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)

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AR 6164.5 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:
4. Contacting parents/guardians.
5. Observing the student in the problem setting.
6. Collecting background information.
7. Helping the student and parent/guardian prepare for the meeting.
8. 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.

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. Inschool suspension.
12. Detention.
13. Saturday school or work program.
14. Leave of absence.
15. Work experience education.
16. Transfer to a different school.
17. Referral to district resource staff for academic assessment.
18. Referral for health examination.
19. Referral to school psychologist.
20. Referral to community agency or other community resource.
21. Referral of family to community agency.

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.

9/92

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BP 6171 TITLE I PROGRAMS

The Board recognizes the importance of a program of instruction that is well-rounded to meet the academic needs of all students. Instructional and other strategies intended to strengthen academic programs and improve conditions for learning will be identified and implemented.

Federal program funds shall be used to ensure that all students receive a high-quality education and to close the achievement gap between those students who meet, and those who do not meet, challenging academic standards. Students who may be at risk for academic failure will be identified. Title I programs shall provide additional educational assistance to individual students that need help in meeting academic standards. 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 monitor changes in student performance.

(cf. 6190 - Evaluation of the Instructional Program)

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 or designee shall develop procedures according to Title I requirements. These procedures shall contain: (1) the district's expectations for parent and family engagement, (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.

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:

UNITED STATES CODE

*Title I of the Elementary and Secondary Education Act, 20 U.S.C. §§
6301-6514, as amended by the Every Student Succeeds Act (P.L. 114-95
(December 10, 2015)*

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AR 6171 TITLE I PROGRAMS

Parent and Family Engagement in Title I Programs

A strong partnership between families, the schools, and the community will improve student outcomes. Each school shall support and encourage parent and family engagement opportunities, as identified in a school parent and family engagement 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 and families;
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, to explain what students will learn, the assessments used to measure student progress, the state's academic standards, and the proficiency levels students are expected to meet for their grade level;
- e. 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 and family engagement policy and activities;
9. The timely notice to parents of information about parent and family engagement programs;
10. Insofar as possible, the coordination and integration of parental involvement activities with community groups;

In facilitating effective parent and family engagement, 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.
6. Insofar as practical, parent and family engagement materials and information shall be provided in a language and format that parents understand.

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E 6171 TITLE I PROGRAMS

Notice To Parents Required By Every Student Succeeds Act

Improving Basic Programs Operated by Local Educational Agencies

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:

1. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status.
3. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
4. Whether paraprofessionals provide services to the student and, if so, their qualifications.
5. 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.

English Language Learners

1. As required by NCLB §1112(g)(l)(A) and (g)(2), and §3302(a): Districts must inform a parent of an English language learner 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)(4) and §3302(e): Each district shall implement an effective means of outreach to parents of English language learner 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

Districts shall provide parents notice of each school's ASPI designation, including:

1. 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; and
2. The reasons for the identification.

Notice to parents of each student enrolled in a school designated as a Priority or Focus school, including:

1. An explanation of what the school identified for school improvement is doing to address the problem;
2. An explanation of what the district or State educational agency is doing to help the school address the achievement problem; and
3. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified as a priority or focus school.

Parental Involvement

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.

As required by NCLB §1118(c): Each school shall:

1. 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;
2. Offer a flexible number of meetings;
3. 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 schoolwide program plan under §1114(b)(2);
4. Provide parents of participating children:
5. Timely information about programs under this part;

6. 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
7. 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.

Education of Homeless Children and Youths

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:

1. Shall be signed by the parent or guardian;
2. Sets the general rights provided under this subtitle;
3. Specifically states:
4. 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,
5. that homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs; and
6. that homeless children and youths should not be stigmatized by school personnel; and,
7. Includes contact information for the local liaison for homeless children and youths.

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.

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.

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:

2. 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
3. Offer an opportunity for the parent to opt the student out of the activity.
4. 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 School 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.)"

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BP 6172 SPECIAL EDUCATION

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.

All students, without regard to race, ethnicity, national origin or gender, shall have equitable access to general education interventions, to timely referral for an evaluation for disability, and to equitable treatment in the evaluation process, in the quality of special education and related services provided, and in the degree of restrictiveness of their educational environment.

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.

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:

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 201232g 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

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BP 6173 EDUCATION FOR GIFTED AND TALENTED STUDENTS

The School Board believes that all students deserve an education that challenges them to meet their fullest potential. The Board shall provide for the identification and education of gifted and talented students so that opportunities for learning are commensurate with their particular abilities and talents.

Programs for gifted and talented students may include a variety of evidence-based services, materials, and methods. This may include, but is not limited to, special day classes or part-time and cluster groupings which shall be planned and organized as an integrated, differentiated learning experience within the regular school day. Special day classes may include accelerated classes, honor classes, advanced placement classes and classes within an International Baccalaureate program.

These programs may be augmented or supplemented with other differentiated activities related to the core curriculum, using strategies such as independent study, postsecondary education, and enrichment. Where appropriate, gifted and talented instructional services, materials, and methods should be made available to or utilized for all students.

The Superintendent or designee may designate a Gifted and Talented Coordinator for the district to address gifted and talented educational programming and consult on and address challenges to student learning plans.

Student Identification and Eligibility

The Superintendent or designee shall establish procedures to identify students for the district's gifted and talented education program, including those students who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity or in specific academic subject areas, and who need services or activities not ordinarily provided by the school in order to fully develop these capabilities.

Eligibility determinations shall be made objectively and based on student data. In addition to the district's identification process, any parent may request in writing that his or her student be considered for the district's gifted and talented education program.

The Superintendent or designee shall ensure the full participation of eligible students regardless of their ethnic, cultural, linguistic, or economic background.

(cf. 5145.3 - Nondiscrimination)

Student Learning Plans and Review Process

The Superintendent or designee shall designate teachers to develop student learning plans with participation and input from the gifted student and his or her parent(s).

The parent(s) of a student may challenge the district's eligibility determination and/or the student learning plan by first contacting the responsible teacher. If the challenge is not resolved by the teacher, the parent may then contact either the district Gifted and

Talented Coordinator or the school principal. If a parent wishes to challenge the district's gifted and talented education program, the parent must file a challenge with the Superintendent or designee.

(cf. 0500 - Review and Evaluation

(cf. 1312 - Complaints Concerning the Schools (cf. 4115 - Personnel Evaluation

(cf. 6190 - Evaluation of the Instructional Program

Charter School and Correspondence Study Programs

Appropriate educational programming shall be provided by the district for gifted children enrolled in schools within the district. This includes students enrolled in charter schools and correspondence study programs, as those services are described in the charter or correspondence program description. Statewide correspondence programs that enroll students who reside outside of the district shall provide appropriate educational programs for all gifted students enrolled in the correspondence program.

(cf. 6181 - Charter Schools

(cf. 6182 - Correspondence Study Program

The Board shall regularly evaluate the effectiveness of the district's program in meeting the needs of gifted and talented students.

(cf. 6141 - Curriculum Development and Evaluation

(cf. 6161.1 Selection and Evaluation of Instructional Materials Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 52.800-890 Program Administration: Gifted Children

UNITED STATES CODE

20 U.S.C. § 7294, Supporting High-Ability Learners and Learning, the Jacob K. Javits Gifted and Talented Students Education Program, as amended by the Every Student Succeeds Act (P.L. 114-95 December 10, 2105)

Added 3/2016

9/92

Adopted 10/23

BP 6174 BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS

English Language Learners Program and Plan of Service

In accordance with the School Board's mission to provide a quality educational program to all students, students who are English language learners (ELL) ELL will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a second language instruction. In addition, 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 meet the same challenging academic standards that all students are expected to meet.

The district shall submit an annual plan of service if eight or more ELL students are enrolled in a single school. The plan of service shall provide:

5. A statement of the district's educational goals and instructional methodology;
6. The district's plan of identification of all students who are or who may be ELL students, including the use of a state-approved assessment for identification of English language proficiency;
7. The district's procedure for assessing the educational progress of ELL students;
8. The district's program of services and instructional model for ELL students;
9. An identification of instructional staff and educational resources;
10. The district's process for monitoring the academic progress of former ELL students for two years after they are no longer identified as ELL students;
11. The district's program evaluation that addresses the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification; and Parent and community involvement.

The Superintendent or designee shall implement and supervise an ELL program that ensures appropriate ELL 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)

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 ELL 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 ELL programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the School Board.

Identification and Placement

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 shall administer a state- approved assessment for identification of English language proficiency to all students who may have limited English proficiency, but who have not already been identified as ELL students.

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

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.

Reassignment

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 obtaining assessment scores as established by law.

The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.

Parent/Guardian and Community Involvement

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.

The district shall notify parents of students qualifying for ELL programs regarding the instructional program and parental options, as required by law. The notice should state the reasons for identifying the student as an English language learner, 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 ELL program's instructional methods and explain specific exit requirements and 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 Advisory Committees)

Program Evaluation

The Superintendent or designee shall establish procedures for the annual evaluation of bilingual- bicultural education programs in conformance with state and federal regulations.

When evaluating the adequacy of bilingual-bicultural education, the School 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, Denial of Educational Opportunity Prohibited

20 U.S.C. § 6811, et. seq., English Language Acquisition, Language Enhancement, and Academic Achievement Act, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

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 3/2017

9/92

Adopted 10/23

E 6174 BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNER PROGRAMS

View or print BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNER PROGRAMS exhibit.

(Pending)

BP 6174.1 EDUCATION OF NATIVE/INDIAN CHILDREN

Community and Parental Involvement

The School Board recognizes that all parents and community members, including IRA and Traditional Councils, have a special interest in the education programs and cocurricular 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 cocurricular 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 School Board. The policies must be drafted in accord with 20 USC 7704 and 34 CFR 222.94. In addition, the following procedures will be used:

1. At a meeting of a School Board Advisory Committee 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:
3. At each Advisory Committee meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
4. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
5. All members of the public will have an opportunity to make recommendations concerning the needs of their children.
6. 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.
7. (cf. 6020 - Parent Involvement)

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 School 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
5. bringing the student in direct contact with those educational experiences and resources which best meet short or long range needs.
6. 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.
7. 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.

8. 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.
9. 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.
10. 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.
11. 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 Advisory Committee 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.
12. 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:
13. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
14. Informing parents and teachers of specific objective of the program.
15. Establishment of parent-teacher conferences.
16. Providing materials, suggestions and training to enable parents to promote education at home.
17. Providing timely information concerning the program's plans and evaluations.
18. Soliciting parents and teacher suggestions in planning and operating the program.
19. Facilitating volunteer or paid participation by parents in school activities.
20. Establishing parent advisory committees.

Legal Reference:

UNITED STATES CODE

20 USC §§ 7541-7546, Alaska Native Educational Equity, Support, and Assistance Act 20 USC § 7704 Policies and procedures relating to children residing on Indian Lands

CODE OF FEDERAL REGULATIONS

34 CFR 222.94 What provisions must be included in a local educational agency's Indian policies and procedures?

Revised 4/2022

9/92

Adopted 10/23

AR 6174.1 EDUCATION OF NATIVE/INDIAN CHILDREN

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 be completed. Copies of the completed document will be sent to each school to be discussed at an Advisory Committee 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 School Board for action. In addition, new district wide programs will be discussed at an Advisory Committee 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 an Advisory School Board 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 School Board for action.

Procedures for Assessing the Meaningfulness of Alaska Native/American Indian Input on IPP Policies

Each year the School 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 School Board for action at its next regularly scheduled meeting.

Revised 3/2016

9/92

Adopted 10/23

E 6174.1 INDIAN POLICIES AND PROCEDURES

The Yukon Flats 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), 34 CFR 222.94, and to that end, the Governing Board has adopted as policy these Indian Policies and Procedures (IPPs). The IPPs by intent and by School Board action supersede all previous School Board action and are intended to bind the Governing Board, administration, and staff of the district.

Attestations

The Yukon Flats School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 24 Impact Aid application.

The Yukon Flats School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY24 Impact Aid application.

Policies And Procedures

The following Indian policies and procedures become effective upon school board approval.

The Yukon Flats School District will provide a copy of the IPPs annually to the affected tribe or tribes.

The District will annually provide a copy of the current Indian Policies and Procedures to each local tribe by mail or posting at tribal offices.

APPROVED BY: _____

Dated _____

Sign & Print Name: Tribal Official

Sign & Print Name: IPP Committee Rep Dated

Sign & Print Name: Superintendent Dated School District

Sign & Print Name: School Board President Dated School District

Revised 9/2017

9/92

Adopted 10/23

BP 6175 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 Every Student Succeeds Act, P.L. 114-95

34 C.F.R. §200.40 - 200.45.

Revised 4/2022

9/92

Adopted 10/23

BP 6178 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 shall appoint a vocational education advisory committee to assist the district with planning and evaluating vocational education programs. The committee shall include teachers and students representing each program area and employers and employees of the region served by the programs.

(cf. 3440 - Inventories) Legal Reference:

ALASKA STATUTES

14.18.030 Discrimination in counseling and guidance services prohibited

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 3/2017

9/92

Adopted 10/23

AR 6178 VOCATIONAL EDUCATION

Handicapped and Disadvantaged Students

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 I, 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.

Notifications

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.

9/92

Adopted 10/23

BP 6178.1 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

9/92

Adopted 10/23

BP 6179 CHILD CARE AND DEVELOPMENT PROGRAMS

The School Board wishes to provide a safe environment with competent, caring supervision for children whose parents/guardians are working, in training, seeking jobs, incapacitated, or in need of respite. Besides attempting to help children develop intellectually, socially, emotionally and physically, district child care and preschool programs should strengthen families by enhancing parenting skills and reducing the strain on parents.

The Superintendent or designee shall ensure that district child care and preschool programs comply with requirements of law.

A district must submit annual assurances to the department indicating that the district has adopted written policies that ensure compliance with the programmatic requirements of 4 AAC 60.170, the pre- elementary education regulation. The assurances must be signed by the superintendent for the district.

(cf. 5146 - Married/Pregnant/Parenting Students) (cf. 5148 - Child Care)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

*4 AAC 60.010-4 AAC 60.180 Pre-elementary (early childhood) school
Revised 3/2018*

9/92

Adopted 10/23

BP 6181 CHARTER SCHOOLS

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 November 1 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.
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.

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.

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:

1. is exempt from the school district's textbook, program, curriculum, and scheduling requirements.
2. 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."
3. operates under the charter school's annual program budget as set out in the contract between the School Board and the charter school.
4. 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.

Operation of a Charter School

A charter school shall:

1. keep financial records of the charter school;
2. oversee the operation of the charter school to ensure that the terms of the contract are being met;
3. meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
4. 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:

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

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Adopted 10/23

AR 6181 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 November 1 of the school year prior to the school year in which the charter school begins operation. Applications received after the January 31 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.

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.

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

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;
3. The length of the term of the charter school contract;
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;

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;
10. Plans for serving special education, vocational education, gifted, and bilingual students;
11. Written admissions policies and procedures;
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;
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;
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;
 - c. A written plan that addresses the teacher-to-student ratio, including projected enrollment figures;
 - d. A written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;
 - e. A requested or existing exemption for the charter school from a written collective bargaining contract;
 - f. 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)

- g. 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.
- h. Proof of compliance with applicable law;
- i. The charter school contract with the School Board; and
- j. Other documents or information the district needs to evaluate the proposed charter school.

Revised 3/2015

9/92

Adopted 10/23

BP 6182 CORRESPONDENCE STUDY 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

14.03.300-.310 Correspondence study programs

14.14.110 Cooperation with other districts

14.17.505 Fund balance in school operating fund

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 09.160 Fund balance

4 AAC 09.990 Definitions

Revised 3/2017

9/92

Adopted 10/23

BP 6183 SECONDARY BOARDING PROGRAM

The 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 Mount Edgecumbe High School Revised
3/2017*

9/92

Adopted 10/23

BP 6184 VIRTUAL/ONLINE COURSES

Students may earn a maximum of ten (10) 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.
6. 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)

Added 9/01

9/92

Adopted 10/23

E 6184 ALTERNATIVE CREDIT OPTIONS

View or print ALTERNATIVE CREDIT OPTIONS.

(Pending)

BP 6190 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 06.885 School recognition

Revised 4/2014

9/92

Adopted 10/23