

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 inservice education for certificated staff, the administration, and School Board members.

(cf. 4331 - Staff Development)
(cf. 9240 - School Board Development)

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

- 2728((c) Fiscal requirements/comparability of services*
- 2971 (b) Federal funds supplementary*

CODE OF FEDERAL REGULATIONS, TITLE 34

- 200.43 Comparability of services requirements, Chapter 1*
- 298.23 Comparability of services requirements, Chapter 2*

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: September 6, 2005
Revised: May 7, 2012

GOALS AND OBJECTIVES

Note: The following policy may be revised to reflect a local school board's goals and objectives for student achievement. However, Alaska Regulation 4 AAC 06.825 requires school districts to set target dates for a graduation rate of 90% or better, and an attendance rate of 95% or better. The target rates are applicable to each school and to each subgroup with at least five students. The subgroups are identified at 4 AAC 06.830 as follows: 1) students with limited English proficiency; 2) students with disabilities; 3) economically disadvantaged students; 4) African-Americans; 5) Alaska Native and American Indians; 6) students of two or more races; 7) Asians or Pacific Islanders; 8) Hispanics; and 9) whites.

Student Achievement

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

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 **2016** 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 **2016** to achieve a graduation rate of 90% or better for the district's schools and its students.

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

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

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

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

(cf. 0100 – Philosophy)

(cf. 0210 – Goals for Student Learning)

(cf. 0500 – Review and Evaluation)

(cf. 5000 – Concepts and Roles)

(cf. 6000 – Concepts and Roles)

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

Legal Reference (see next page):

Legal Reference:

ALASKA STATUTES

14.03.075 Highs school graduation requirements

ALASKA ADMINISTRATIVE CODE

4AAC 04.140 Content standards

4 AAC 06.825 Graduation and attendance rates

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 2000

Revised: September 6, 2005

Revised: July 14, 2014

PARENT INVOLVEMENT

Note: The following optional policy may be revised or deleted as desired. However, for those districts receiving Title I funds, a policy on parental involvement is mandatory. (See BP/AR 6171)

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

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

The 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 I Programs)*

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: September 6, 2005

PARENT INVOLVEMENT

Research indicates that parent and family involvement increases student achievement and success. Yakutat School District provides opportunities for parent involvement organized around the **six National PTA (Parent/ Teacher Association) standards for Parent Involvement).**

Regular, two-way meaningful communication between the home and school.

- + Parents and students meet with our counselor/advisor to discuss academic courses and scholarship opportunities. (College Planning course currently offered.)
- + Principal sends monthly newsletters to parents followed up by numerous informational phone calls.
- + Home visits made.
- + Teachers communicate with parents via phone, e-mail, weekly school notes, and letters.
- + Parents are invited to visit the classrooms.
- + Principal sends letters informing parents of HSGQE (High School Graduation Qualifying Examination), SBA (Standards Based Assessments) and other test dates.
- + Executive secretary makes phone calls home to inform parents of attendance concerns. Letters are sent home when these concerns arise, parent/student meetings occur.

Promotion and Support of Parenting Skills

- + A parent resource information center is located in the counselor/advisor's office.
- + Literature will be available regarding tips for parents.

Active Parent Participation in student learning.

- + A PTSA (Parent/Teacher/Student/Association) will be organized in 2010-2011 with bylaws and monthly meetings with an agenda and elected officers.
- + PowerSchool online program allows parents to stay informed of child's grades, assignments and attendance.
- + Parent/teacher conferences are held at the end of the first, second and third quarters.
- + Celebration of honor roll students and their parents, PTSA sponsored breakfast.

Parents as welcome volunteer partners in school.

- + Many parents have volunteered at after school programs and activities, school dances, clean-up at games, helping with concessions.
- + Parents are encouraged to volunteer during the academic day.

Parents as full partners in school decisions that affect children and families.

- + Parents volunteered on our District Improvement Plan, Strategic Plan, board policy committee meetings and activities handbook review and revisions.
- + Parent involvement at the PTSA level. Input on school handbook, class schedules, and school improvement plans.
- + Parents invited to roundtable discussions.

Outreach to the community for resources that strengthen schools.

- + Annual Schoolwide Career Fair.
- + Community Health Fair.
- + Group of community members working to secure additional mental health services.
- + Local planning committee working on safe school plan.
- + Big Brothers/Big Sisters Program.
- + Safety Summit.
- + Community Dinner.
- + Interagency meetings held monthly.

SCHOOL CALENDAR

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

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

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

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: September 6, 2005
Revised: June 29, 2010

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

14.03.040 Day in session

CRISIS RESPONSE PLAN

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

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

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

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

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

Note: The crisis response plan must include the following information. Districts should add to this list as appropriate.

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;

CRISIS RESPONSE PLAN (continued)

- 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.

Note: The following language may be revised to reflect district philosophy and needs.

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 Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community’s needs.

The 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

Revised 9/99

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: July 2, 2001

CRISIS RESPONSE PLAN

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

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

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

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

1. Principal

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

The principal shall:

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

CRISIS RESPONSE PLAN

- e. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.
- f. Inform the Superintendent or designee of all emergency actions taken as soon as possible.
- g. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.

2. Teachers

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

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

3. Custodian/Maintenance Personnel

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

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

CRISIS RESPONSE PLAN (continued)

4. **The school secretary** shall:
 - a. Report a fire or disaster to the appropriate authorities.
 - b. Assist the principal as needed.
 - c. Provide for the safety of essential school records and documents.
5. **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.
6. **The school nurse** shall:
 - a. Administer first aid.
 - b. Supervise the administration of first aid.
 - c. Organize first aid and medical supplies.

REVISED 9/99

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: July 2, 2001

FIRE DRILLS AND FIRES

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

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

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

(cf. 6114 – Crisis Response)

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

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

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

Legal Reference:

ALASKA STATUTES

14.03.140 Emergency drills

14.33.100 Required school crisis response planning

REVISED 9/99

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: July 2, 2001

BOMB THREATS

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

Receiving Threats

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

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

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

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

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

Procedures

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

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

BOMB THREATS (continued)

2. Immediately turn off any two-way radio equipment which is located in a threatened building.
3. Immediately inform law enforcement authorities, the fire department, and the Superintendent or designee.

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

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

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

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

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

Revised 9/99

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: July 2, 2001

EARTHQUAKE EMERGENCY PROCEDURES

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

Earthquake While Indoors at School

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

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

Earthquake While on School Grounds

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

1. The teacher or other person in authority shall direct the children to WALK away from buildings, trees, poles, or exposed wires.
2. The teacher shall implement the DROP action. Teachers and students shall cover as much skin surface as possible, close eyes, and cover ears.

EARTHQUAKE EMERGENCY PROCEDURES

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 driver shall set the brakes and turn off the ignition.
3. The bus driver shall wait until the earthquake is over before proceeding on the route.
4. The bus driver shall contact the director of transportation for instructions.
5. If the bus driver continues on, he/she shall watch for hazards created by earthquakes, such as fallen electrical wires, cracked roads, or fallen poles.

Subsequent Emergency Procedures

1. Teachers shall see that students avoid touching electrical wires that may have fallen.
2. Teachers or students shall not light any fires after the earthquake until the area is declared safe. Laboratory or shop teachers shall be watchful of students' relighting burners or stoves.
3. First aid shall be rendered if necessary.
4. Teachers shall take roll of their classes.
5. Guards shall be posted at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.

EARTHQUAKE EMERGENCY PROCEDURES

6. Custodian/maintenance personnel shall shut off all pilot lights on water heaters or furnaces, as well as stoves in homemaking classrooms.
7. Assistance shall be requested as needed, through appropriate channels, from the local civil defense office or fire and police departments.
8. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. The principal shall, if possible, contact the district office for further instructions.
10. The principal shall determine the advisability of closing the school, with the advice of the Building Inspector if possible.
11. Following the quake, the principal and custodian shall inspect all buildings for safety in accordance with inspection procedures below.
12. If the building is safe for use, the principal or designee shall clear debris in order to resume educational activities as soon as possible.
13. Until such time as the buildings are safe for use, the principal shall arrange for other facility use, if available, so that the educational program may be continued with as little interruption as possible.

General Procedures

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

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

EARTHQUAKE EMERGENCY PROCEDURES

Inspections After Earthquake

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

Check points: Large cracks affecting buildings
 Earth slippage affecting buildings
 Water leaks
 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.

2. The building principal shall inspect the facility. If the principal believes the school is damaged sufficiently to be a hazard, he/she shall notify the Superintendent or designee and ask the Building Inspector to check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.
3. The Building Inspector shall be responsible for determining if the structure is safe for occupancy. The Superintendent or designee shall expedite reconstruction and replacement of equipment.

Revised 9/99

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: July 2, 2001

Note: This optional policy may be revised or deleted.

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.

Pandemic/Epidemic Emergencies (continued)

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

Infection Control

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

Continuance of Education

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

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

Legal Reference:

ALASKA STATUTES

14.03.02 School Year

14.30.045 (4) Grounds for suspension or denial of admission

ALASKA ADMINISTRATIVE CODE

4 AAC 05.090

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Added 10/09

CEREMONIES AND OBSERVANCES

Patriotic Exercises

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

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

Note: Federal courts have held that individuals may not be compelled to salute the flag or even to stand during the salute.

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

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

Special Days and Events

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

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

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

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

(cf. 6111 - School Calendar)

Legal Reference (see next page):

CEREMONIES AND OBSERVANCES (continued)

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

REVISED 9/2000

REVISED 9/01

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: July 2, 2001

Revised: May 6, 2002

CLASSROOM INTERRUPTIONS

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

CLASSROOM INTERRUPTIONS

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

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

CURRICULUM DEVELOPMENT AND EVALUATION

Note: 4 AAC 05.080 mandates that the School Board formally adopt at a regular meeting a curriculum, as specified, describing what will be taught. The following sample policy may be revised to reflect district philosophy and needs.

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)

Note: 4 AAC 05.080 requires that the adopted curriculum include a statement that the curriculum is a guide for planning instructional strategies, a statement of goals the curriculum is expected to accomplish, the content designed to accomplish the goals, and a description of the means of evaluating the effectiveness of the curriculum.

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

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

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

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

(cf. 6190 - Evaluation of Instructional Program)

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

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: September 6, 2005

Revised: April 17, 2006

Revised: May 7, 2012

Revised: June 2, 2014

Instruction

Curriculum Development and EVALUATION

AR 6141

The Yakutat School District has developed with school district staff input the following curriculum review cycle K-12th grade.

2009-2010	Health and Physical Education; Art and Music
2010-2011	Social Studies and History
2011-2012	Math
2012-2013	Language Arts
2013-2014	Science
2014-2015	Vocational Education/Career and Technical Education

YAKUTAT SCHOOL DISTRICT
Adopted: September 21, 2009
Revised: November 2, 2009

Recognition of Religious Beliefs and Customs

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

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

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

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

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

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

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

Note: The following optional paragraph recognizes that holidays often raise concerns regarding religion in the schools. The following language prohibits the use of religious symbols during holidays and may be revised or deleted in light of community standards and practices.

Recognition of Religious Beliefs and Customs (continued)

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

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

Revised 1/04

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: September 6, 2005

MULTICULTURAL EDUCATION

Note: A.S. 14.20.020 requires multicultural training for issuance of teaching certificates. A.S. 14.20.035 gives preference in hiring persons with training or experience in cultures represented in the student population.

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

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5137 - Positive School Climate)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6174 - Bilingual-Bicultural Education)

Legal Reference:

ALASKA STATUTES

14.20.020 Requirements for issuance of certificate
14.20.035 Evaluation of training and experience

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997

FAMILY LIFE/SEX EDUCATION

Note: The following optional policy may be revised or deleted based on district philosophy and needs.

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

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

(cf. 6141 - Curriculum Development and Evaluation)

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

The [Superintendent/Chief School Administrator] 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.

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.

FAMILY LIFE/SEX EDUCATION (continued)

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

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

REVISED 1/03

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: September 6, 2005

AIDS INSTRUCTION

Note: The following optional policy should be revised or deleted to reflect district philosophy and needs.

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

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

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

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

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

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

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6141 - Curriculum Development and Design)

AIDS INSTRUCTION (continued)

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

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

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

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

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

(cf. 1312.2 - Complaints concerning Instructional Material)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:

ALASKA STATUTES

14.30.360 Curriculum

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

REVISED 1/03

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: September 6, 2005

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 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)

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997

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 Board believes that volunteer service can help students gain self-esteem, reinforce skills, discover career options and learn the value of volunteer work. Community service motivates students to learn by relating the curriculum to the needs of the community at large.

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

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

(cf. 1240 - Volunteers)

COMMUNITY SERVICE

Program Description

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

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

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

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

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

Program Supervision

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

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

Grading

Community service classes shall be offered on a "credit/no credit" basis.

COMMUNITY SERVICE (continued)

Student Responsibilities

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

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

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

ENVIRONMENTAL EDUCATION

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

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

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

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

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

(cf. 6141 - Curriculum Development and Evaluation)

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: April 4, 2011

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 Board believes that a comprehensive arts education program should be an integral part of the basic education offered to all students.

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

Courses of Study

Note: The following sample policy may be revised to reflect district philosophy and needs.

Elementary Schools

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

Secondary Schools

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

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6184 - Virtual/Online Courses)

Legal Reference:

ALASKA ADMINISTRATIVE CODE
05.080 School Curriculum and personnel
4 AAC 06.075 High school graduation requirements

Revised 9/00
Revised 9/01
Revised 1/04

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: July 2, 2001
Revised: May 6, 2002
Revised: September 6, 2005

Controversial Issues

Note: The following sample policy may be revised or deleted as desired.

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 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 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/Chief School Administrator and 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.

Legal Reference (See next page)

Controversial Issues

(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

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: September 6, 2005

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.

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997

Note: The following sample policy may be revised or deleted to reflect district philosophy and needs.

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

Note: The following optional policy establishes academic eligibility requirements for student participation in extracurricular and cocurricular activities in grades 7-12.

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 do not meet eligibility requirements. **For school sponsored travel eligibility, students with any "D" grades do not meet travel 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.

Instruction

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued) BP 6145(b)

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

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

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

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

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

Instruction

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued) BP 6145(c)

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

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: April 2, 2007

Revised: June 29, 2010

Revised: June 3, 2013

Revised: June 2, 2014

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)

ELIGIBILITY RULES FOR EXTRA-CURRICULAR ACTIVITIES**Enrollment Rules:**

A student is eligible to participate in the interscholastic activities of only one ASAA member school per year, except as provided under the ASAA Transfer/Residency Rule. That school shall be considered the School of Academic Eligibility Rules. A student who is simultaneously enrolled at more than one member school and who wishes to be eligible to participate in the interscholastic activities of one of those schools, must designate that school as the School of Eligibility. The School of Eligibility must ensure that the student meets all eligibility requirements before being permitted to participate.

To be eligible during a school semester for participation in interscholastic activities, a student must meet these criteria:

- A. Meet any and all applicable rules and requirements of ASAA.
- B. Be properly registered in a 9-12 or 10-12 high school program or any combination thereof, in the member school where the student will participate or where authorized by a member district, be enrolled in the member district's non-member charter school, alternative school or program (including district correspondence), when such district is paying the student surcharge for that student.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

C. Or be properly registered in a 9-12 or 10-12 member statewide correspondence program where the student will participate. Students enrolled full time in member statewide correspondence schools may not participate on another member school's team.

D. Not be a graduated senior, 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.

E. All first semester freshmen are immediately eligible for the first semester. After the first semester of the freshman year, all students must meet the following criteria to remain eligible for interscholastic competition (Any credited course listed on a student's transcript may be counted toward the semester units needed for eligibility).

F. For all second semester freshman, sophomores and juniors, as well as seniors who are not on track to graduate and/or who have not passed all parts of the High School Graduation Qualifying Exam (HSGQE), must be enrolled in a minimum of five (5) semester units of credit, or the equivalent,***at the School of Eligibility or supervised by the School of Eligibility or its school district, that lead to granting of credit toward graduation from the school district or the School of Eligibility. In addition, these students must have passed at least five (5) semester units of credit or, the equivalent, toward graduation, during the previous semester.

G. Seniors who are on track to graduate and who have passed all parts of the HSGQE must be enrolled in a minimum of four (4) semester units of credit, or the equivalent, *** at the school of Eligibility or supervised by the School of Eligibility or its school district that lead to granting of credit toward graduation from the school district or the School of Eligibility. Full time seniors who are not required to take the HSGQE, and who are on track to graduate, must be enrolled in a minimum of four (4) semester units of credit, or the equivalent, *** at their school of Eligibility. In addition, all second semester seniors who are on track to graduate and who have passed all parts of the HSGQE exam when it is required, must have passed at least four (4) semester units of credit, or the equivalent, toward graduation, during the previous semester. In addition, all first semester seniors must have passed at least five (5) semester units of credit, or the equivalent, toward graduation, during the previous semester in order to be eligible anytime during the semester. *** (Semester units may be earned through university courses or school district operated or approved correspondence programs.)

H. Students must have maintained at least an overall 2.0 GPA (with no "F" grade) for the previous semester and must maintain at least an overall 2.0 GPA during the current semester to remain eligible. Students may regain eligibility during the current semester by achieving and maintaining an overall 2.0 GPA within the school's grading system and consistent with this policy. A grade of incomplete, "I" is considered an "F" until the work is made up. If after ten school days the work is not made up the "I" becomes a grade of "F."

I. 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). For the purposes of this section, academic deficiencies may be made up through successful completion of correspondence courses or summer school approved by the administrator and following our school district credit recovery policy. A list of students meeting eligibility requirements will be made available to coaches at the close of each reporting period. Mid-quarter and quarter grades will be available on the following Wednesday at the end of these reporting periods after grades are posted.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES**Other Eligibility Rules**

1. Team members are required to report to practices and activities on time. Only three non-medical absences from practice are allowed; the fourth absence "may" be cause for ineligibility determined by the coach or activity sponsor and athletic director.
2. All student participants and their parent/guardian must watch the ASAA TAD (Tobacco/alcohol/Drugs) video and also watch (if available) the video on hazing and/or read the literature on hazing.
3. Students must be on time for school and in school all day in order to be eligible to participate and/or travel in extracurricular activities. The only exceptions are medical/dental appointments or a family emergency verified by the Athletic Director. Medical/dental appointments shall be communicated in advance of the appointment to the coach, activity sponsor or Athletic Director, unless an emergency arises. Circumstances that are beyond the control of the student/athlete are at the discretion of the coach, athletic director and superintendent.
4. Each coach/activity sponsor can set their own team/activity rules, which shall, be communicated to the students and parent/guardians in an organizational meeting with a signature page that the student and parent/guardian must review and sign. The coach or activity sponsor may remove a student from the team or activity if a student's behavior warrants such removal as a result of violating a rule. Any student/athlete that is removed from the team/activity for any reason due to unacceptable conduct and/or TAD violation will not receive any awards and/or letter for that sport or activity.
5. On school trips, which require students to miss more than one full day of classes, the coach and/or activity sponsor will hold a mandatory three-hour (per missed school day) study hall with all students attending. Teachers will provide homework for the students participating in the activity. It is the student's responsibility to collect and complete assignments.
6. A student will not be allowed to participate or practice if the student's parent/guardian has not attended the "MANDATORY" preseason meeting with the coach/activity sponsor. If such parent/guardian has not attended they will be required to have an individual meeting with the coach/sponsor with their child present to cover all information and sign required documents. When that meeting has been completed the student will then be allowed to participate or practice in the activity.
7. Before a student is allowed to participate in an activity, which includes practice, they must have the following current documents on file in the office. Please plan ahead and get all required information below completed before the start of the season and/or activity. All of the below documents can be picked up at the high school office or found in this activities handbook.
 - Current Physical.
 - \$75.00 participation fee for 9-12th graders (unless an activity fee hardship waiver is obtained). The student/athlete will not receive any amount of the activity fee refunded if they choose to quit the sport or activity and/or are removed from the team for any reason due to unacceptable conduct and/or TAD violation. Refer to Excused Option item#19.
 - ASAA Parent/Guardian Consent For Student Travel And Participation.
 - Authorization to Release Medical Information Relating To Student Health Review/Exam.
 - Play for Keeps Student, Parent/Guardian Acknowledgement Form, which includes watching the TAD (Tobacco, Alcohol and Controlled Substance) video.
 - Watch a hazing video or read and discuss literature on hazing if the video is not available. This literature will be determined by the athletic director. The parent/guardian and student are required to sign an acknowledgement form.
 - Signed coach/activity rules document if applicable.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

- Student Handbook Signature Page.
- Parent/Guardian Handbook Signature Page.

8. As required by ASAA, all players must have ten (10) separate days of physical practice in the same sport or activity prior to the 1st day of competition. When a student is practicing in a recognized high school sport activity or is participating in a nationally recognized activity in the same sport, which overlaps the beginning of another recognized sport season, the executive director may waive up to five (5) practices.

9. If a student has completed the required practices but has not competed or practiced for whatever reason for less than two weeks, no additional practices are required before returning to competition with the concurrence of the coach. If a student misses between two and four weeks of practice and competition, five additional days of practice and the concurrence of the coach are required before returning to competition. If more than four weeks have been missed, the student must have ten (10) additional days of practice before returning to competition.

10. All Yakutat School District rules and regulations concerning the use of tobacco, alcohol and or drugs to include prescription drugs will be enforced.

11. A student entering a drug or alcohol treatment facility who was not found to be in violation of this policy prior to entering the program will be allowed, with no penalty, to return to athletics or activities upon successful completion of the program.

12. Upon suspension from school (which includes in-school and/or out of school), a student will be considered ineligible for a period of ten (10) days from the time of his/her suspension has ended. Ineligible students will not practice with teams, travel, or participate in games, meets or any extracurricular activities. EXAMPLE: a student who has been suspended two (2) days will be ineligible to practice or participate for twelve (12) school days. The coach, activity sponsor, Athletic Director or Administrator may remove the student from the sport or activity for the season if behavior and the coaches/activity sponsors rules warrant such removal.

13. Penalty for Player Ejection: If a player is ejected from a match or game, the player must refrain from participation in any scheduled contest in the same activity (game suspension) until the completion of the next regularly scheduled contest at the same level. (i.e. JV, Varsity) This means that a varsity player may not participate in a JV game while waiting for the next varsity game in which he/she is suspended. Schools may not schedule additional contests to circumvent this provision. The player may sit on the bench but may not be dressed for the contest. Additional penalties may be imposed by the coach or activity sponsor.

14. Student participants in grades 9-12 will be required to pay \$75.00 for a one time yearly activity fee. Students in grades 5-8 will be required to pay \$25.00 for a one time yearly activity fee. Students will not be allowed to participate in the sport and/or activity until this fee has been paid in full. Students with a financial hardship may apply for an activity fee waiver.

15. Team members are responsible for their uniform and all replacement costs associated with the damage and/or loss. Students will not be allowed to participate in another activity until this cost is paid in full. Per school board policy BP 5125.3 the district may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made.

16. Students will not be allowed to leave their designated buildings (school, hotel, dorm etc.) during road trips unless approved by a coach and/or chaperone. Students must always travel with one teammate minimum.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

17. All rules for student conduct will be in affect during travel and staying in hotels, schools and on the ferry system or planes etc. Additionally, while on a school sponsored road trip, if a team members actions/behavior such as: shoplifting, damage to hotel room(s), insubordination, violation of curfew that team member may be returned to Yakutat at his or her parent or guardians expense. If the school district pays for this return trip, to include but not limited to hotel damage by the student, the parent or guardian will be billed for the full cost of travel + damages done by their child. The student will not be allowed to participate in another sport or activity until this cost has been paid in full.

18. As a Yakutat Team Member cooperation and participation in all team activities is essential and behavior not in the best interest of the team, as determined by the coach, activity sponsor, athletic director or administrator will result in disciplinary action which may include removal from the team or activity. The superintendent or designee may revoke a student's eligibility for participation in extra/co curricular activities when a student's poor citizenship is serious enough to warrant this loss of privilege. The student athlete will not receive any awards and/or letter for that sport or activity.

19. Quitting a team and/or Activity: If a student/athlete quits any ASAA sanctioned activity, that student will have a 1-3 week waiting period before he or she can participate in the next activity. The student and their parent/guardian will have to appear before the activities committee, which includes: Athletic director, coaches and activity sponsors. If a tie vote occurs the administrator will make the final determination on eligibility. The student/athlete will not receive any amount of the activity fee refunded if they choose to quit the sport or activity and/or are removed from the team for any reason due to unacceptable conduct and/or TAD violation. Excused option: If a student tries an activity and does not like it and wants to try another activity this would generally be allowed. However, this would not be allowed without a hearing under this provision.

20. Mandatory after school study hall: All student/athletes in all ASAA sanctioned activities and middle school activities (6th-12th grade) are required to attend after school study hall from 3:15-3:45 PM Monday-Thursday. This means you will be studying and/or reading a book. A sign-in sheet will be in the designated study area. The student will print and sign their name. All practices will not begin until 4:00 PM, Monday-Thursday. If a student chooses not to attend this study hall, disciplinary action may be administered by the coaching staff and/or athletic director. Students with a 3.0 GPA or higher are exempt from the mandatory after school study hall as well as student/athletes who have late practices. In addition, students with a legitimate reason verified by the coach and athletic director, such as (1) medical, (2) dental, and/or (3) family emergency, are exempt for the day or days under these three categories. Study Hall for cross-country running will begin when school is in session.

District Travel Eligibility:

In Order to meet District Travel Eligibility a student:

- A. Is required to complete all assigned practices.
- B. Must maintain a 2.0 GPA and have no failing or "F" grade in subjects as of five (5) days prior to scheduled departure. The responsibility for meeting this requirement is shared between the coach or activity sponsor and the student. Each student is expected to obtain a grade report form from the coach or activity sponsor, have it completed by each teacher and returned to the coach or activity sponsor five (5) days before departure.
- C. Is responsible for obtaining all assignments and making up all work missed due to travel.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

D. Must submit to the office any amount required to be paid by the student for travel. If a student does not pay their per diem daily rate they will not receive any per diem from the school district for that travel. The sole responsibility lies with the student and parent/guardian. The per diem daily rate required by the student will be as follows:

2010-2011 school year	\$10.00
2011-2012 school year	\$15.00
2012-2013 school year	\$0.00

E. Be on time and in school all day in order to be eligible to participate and/or travel in extracurricular activities. The only exceptions are medical/dental appointment or a family emergency verified by the Athletic Director. Medical/dental appointments shall be communicated in advance of the appointment to the coach, activity sponsor or Athletic Director. Circumstances that are beyond the control of the student/athlete are at the discretion of the coach, athletic director and superintendent.

Consequences for Rules Violations/Infractions

- ✓ The Yakutat School District has set the following standards in regards to rule violations.
- ✓ The sanction for breaking those specific rules are defined below. This will include students during the academic school year. In other words if a student violates this code in the sport off-season, during the academic year, this will be considered an offense in the policy as defined below. The policy is in effect from the 1st day of school until the last day of school in each student's high school career.
- ✓ This policy applies to each student participating in an ASAA sanctioned activity, or any activity sponsored by the Yakutat School District including but not limited to Academic Decathlon, Rose Urban Program or Jr. High Basketball/Wrestling. This policy encompasses grades 5-12.

Time period which this policy applies: This 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, including formal practices which precede interscholastic after the initial signing of the Student / Parent / Legal Guardian (TAD) Acknowledgment Form, and continuing until the student graduates from high school.

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

If a student is expelled from one ASAA school or other high school in the United States or around the world and then is approved by the school board of education to enroll in the Yakutat School District, this does not guarantee that the student will be allowed to participate in activities. All information and facts will be collected and determination made by the Athletic/Activities committee and school board approved. The student and parent or guardian will be required to appear before the school board and committee to present their information regarding expulsion from their previous school and why they believe their child should be allowed to participate and will display exemplary behavior. If approved to participate by the Athletic/Activities committee a clear and defined

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

contractual agreement will be in place developed by the administrator signed by the student, parent/guardian and coach activity sponsor.

If an outside third party alleges an activity rule violation the following verification procedures shall be followed. It is the purpose of this procedure to deal only with complaints of student participants who have demonstrated evidence of violating activity rules. Any signed complaint or statement regarding the eligibility of a student participant shall be sent to the Athletic Director for verification and clarification. It shall be the responsibility of the administrator in consultation with the Athletic Director, coach and/or activity sponsor to carefully consider all evidence and relative information in determining if an activity infraction has occurred.

1. The administrator shall proceed to verify if the complaint established evidence that a violation occurred.
2. The administrator shall notify the parent or guardian that a complaint has been submitted for verification.
3. The student will be given the opportunity to present his/her response to the administrator with the parent or guardian present.
4. A letter will be sent to the parent or guardian stating the administrator's decision.
5. The ASAA "Play for Keeps" policy 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. The Yakutat School District has adopted greater penalties for activity code violations. Please see below.
6. Truthfulness, integrity and honesty are characters exhibited at all times by our student/athletes and activity participants. If a student chooses to be in violation of this policy and does not tell the truth and it is later learned that the student did in fact violate this policy an additional five (5) school days shall be added on to the 1st and 2nd offense listed below, from the date the information has been confirmed and verified.

First Offense: The student will be suspended from interscholastic activities and practice for twenty (20) school days from the date the violation has been confirmed and verified.

✓ Please note that per ASAA Practice policy, if a student misses more than four (4) weeks, the student must have ten (10) additional days of practice and concurrence of the coach before returning to competition.

The following educational components are required before being allowed back on the team/activity for a 1st offense/rules violation.

✓ The student will be required to research and write a minimum two-page single spaced paper on the topic that he or she had a rules violation. The student will present this paper to the team/activity. A copy will be given to the athletic director and administrator. If the student chose not to tell the truth and it is later found out that a policy violation did in fact occur the student will write a one page paper on the value of honesty as a life skill and this will be also be presented to the team and a copy of the paper give to the athletic director and administrator. Solely the student, written in his or her own words, does the research for the paper. This will include an apology to the coach, activity sponsor and team or activity group.

✓ Ten (10) hours of community service verified by the athletic director and/or administrator.

✓ Watch the ASAA TAD (Tobacco, Alcohol and Drugs) video for violations of tobacco, alcohol and/or drugs.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Second Offense: The student will be suspended from interscholastic activities and practice for forty-five school days from the date the violation has been confirmed and verified.

✓ Please note that per ASAA Practice policy that if a student misses more than four (4) weeks, the student must have ten (10) additional days of practice and concurrence of the coach before returning to competition.

The following educational components are required before being allowed back on the team/activity for a 2nd offense/rules violation.

✓ The student will be required to research and write a minimum five page single spaced paper on the topic that he or she had a rules violation. The student will present this paper to the team/activity. A copy will be given to the athletic director and administrator. If the student chose not to tell the truth and it is later found out that a policy violation did in fact occur the student will write a one page paper on the value of honesty as a life skill and this will be also be presented to the team and a copy of the paper give to the athletic director and administrator. Solely the student, written in his or her own words, does the research for the paper. This will include a sincere apology to the coach, activity sponsor and team or activity group.

✓ Watch the ASAA TAD (Tobacco, Alcohol and Drugs) video for violations of tobacco, alcohol and/or drugs.

✓ Twenty (20) hours of community service verified by the athletic director and/or administrator.

Third Offense: The student will be suspended from interscholastic activities and practice for one (1) calendar year from the date the violation has been confirmed and verified.

The following educational components are required before being allowed back on the team/activity for a 3rd offense/rules violation.

1. Eighty (80) hours of community service verified by the athletic director and/or administrator.

2. The student will be required to research and write a minimum ten page single spaced paper. The topic will be selected by the athletic director. The student will present this paper to the team/activity. A copy will be given to the athletic director and administrator. If the student chose not to tell the truth and it is later found out that a policy violation did in fact occur the student will write a two page paper on the value of honesty as a life skill and this will also be presented to the team and a copy of the paper give to the athletic director and administrator. Solely the student, written in his or her own words, does the research for the paper. This will include a sincere apology to the coach, activity sponsor and team or activity group.

Fourth Offense: The student's privilege to participate in interscholastic activities and practice is revoked for the remainder of the student's high school years.

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: September 15, 1997

Revised: December 4, 2000

Revised: August 20, 2001

Revised: October 3, 2005

Revised: August 2010

Revised: May 23, 2011

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

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: April 17, 2006
Revised: April 2, 2007
Revised: September 21, 2009
Revised: June 3, 2013

INTERSCHOLASTIC COMPETITION

Alaska School Activities Association (ASAA) Eligibility Requirements

Note: The following ASAA rules are intended to be minimum requirements for student eligibility to participate in all sanctioned interscholastic activities. These rules do not preclude a school or district from imposing additional rules that are reasonable and not in conflict with those set forth below.

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

1. Be properly registered in a 9-12 high school program or any combination thereof, in the school where the student will participate (“School of Eligibility”).

Note: Students enrolled in statewide correspondence programs (who are ASAA members) must comply with the enrollment rules. If a student is enrolled full time in the statewide correspondence program, the student may not participate on another school’s team. ASAA rules should be consulted regarding eligibility for students attending non-member charter schools, alternative schools, or programs.

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

INTERSCHOLASTIC COMPETITION (continued)

8. Second semester seniors who are on track to graduate and have passed all parts of the HSGQE must have passed four semester units of credit, or the equivalent, during the previous semester and maintained a 2.0 overall GPA.

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

10. Meet district eligibility requirements, if any.

(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 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

Note: Beginning with the 2006-07 school year, no student will have more than eight consecutive semesters of ASAA eligibility.

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

INTERSCHOLASTIC COMPETITION (continued)

Eligibility Reporting

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

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

All-State Art Competition	All State Honor Music
Baseball	Basketball
Bowling	Cheerleading/Dance/Drill Team/Competitive
Cross Country Running	Nordic Skiing
Debate/Drama/Forensics	Football
8-player Football	Flag Football
Gymnastics	Ice Hockey (both boys and girls)
Rifle	Soccer
Softball	Solo and Ensemble
State Student Government Conferences	Swimming and Diving
Tennis	Track and Field
Girls Volleyball and Mixed Six Volleyball	World Language
Wrestling	

Drug Free Environment

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

Revised 2/08

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: February 1, 1999

Revised: April 17, 2006

Revised: May 5, 2008

INTERSCHOLASTIC COMPETITION

Note: The following Exhibit is ASAA's Citizenship Rule and Controlled Substance, Alcohol and Tobacco Policy. Effective with the beginning of the 2008-09 school year, all students who participate in any ASAA sanctioned activity which requires the submission of the Master Eligibility List (see AR 6145.2 for a list of those activities), will be subject to the rules below as a condition of eligibility. A participating student will be subject to these rules beginning with the first interscholastic competition in 2008-09 and will remain subject to the rules for the remainder of the student's high school years. Violations of the policy are cumulative throughout a student's high school years in Alaska, regardless of which school the student is attending. Schools, not ASAA, will determine whether a violation has occurred and must report violations to ASAA as specified below.

ASAA Citizenship Rule (Final Adoption)

April 28, 2008

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.

A. Controlled Substance, Alcohol and Tobacco 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 life style.

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 tobacco, alcohol and controlled substances 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 in resisting peer pressure which influences students to use tobacco, alcohol and controlled substances.

B. Policy Reference Regarding Possession, Distribution and Use of Tobacco, Alcohol and Controlled Substances:

The Board of Directors has adopted a statewide policy regarding the possession, distribution and use of tobacco, alcohol and controlled substances which will go into effect, beginning with the 2008-09 school year, or at the beginning of any sport or activity season which begins prior to the first day of school. This policy includes clear minimum guidelines and penalties which are cumulative and progressive, a time period in which the policy applies, various educational components, an explanation of how violations are determined and reported, a required *Student/Parent/Legal Guardian TAD Acknowledgement Form* which must be signed prior to participation, and a definition of terms.

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

Tobacco, Alcohol and Controlled Substances (TAD) Policy

In order to ensure adoption of tobacco, alcohol and controlled substances use policies by member schools and districts, ASAA requires that member schools and districts adopt the following policy. 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.

1. Prohibited Conduct: The possession, distribution or use of any tobacco, alcohol and controlled substances products 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.

2. 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, including formal practices which precede interscholastic competition after the initial signing of the *Student/Parent/Legal Guardian (TAD) Acknowledgement Form*, 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 goes into effect on July 28, 2008 for students playing football, tennis and cheerleading.

3. Educational Component: The educational component is a critical part of the policy and is comprised of four parts; Pre-Participation Orientation, First Offense, Second Offense, and Third Offense. ASAA will provide the first three parts of this component to member schools on DVD and through the ASAA website. An overview of each part is included under Section 10. Definitions.

4. 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.

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

First Offense

The student will be suspended from interscholastic activities and practice for 10 (ten) calendar days (as defined in Section 10). Fifty (50) percent of the suspension will be forgiven and the student may return to practice if the student and parent/guardian complete the First Offense educational component.

For tobacco use, if a student under the First Offense Penalty violates the Tobacco Rule within the 10 (ten) 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 10 (ten) 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.

- Second Offense** The student will be suspended from interscholastic activities and practice for forty-five (45) calendar days. Both the student and parent/guardian must complete the Second Offense educational component prior to the student's return to competition and there will be no forgiveness of calendar days of suspension. While under the period of suspension, the student may return to practice after completion of the Second Offense educational component. A student may need additional days of practice before returning to competition (See Article 7, Section 5).
- Third Offense** The student will be suspended from interscholastic activities and practice for one (1) calendar year. Both the student and parent/guardian must complete the Third Offense educational component prior to the student's return to competition and there will be no forgiveness of calendar days of suspension. While under the period of suspension, the student may return to practice after completion of the Third Offense educational component. A student may need additional days of practice before returning to competition (See Article 7, Section 5).
- Fourth Offense** The student's privilege to participate in interscholastic activities and practice is revoked for the remainder of the student's high school years.

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.

6. 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 a standardized form, 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.

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.

7. Violations Reported to ASAA and Confidentiality Requirement: After determining that a violation has occurred, the member school shall report the violation to ASAA on the required form. ASAA will provide a *School Report of Violation Form* to member schools and districts. Member schools and districts must report to ASAA a violation of this policy within 3 calendar days of determination that such violation has occurred. A report of violation must show all violations which occurred at the member school or district and the dates thereof, including the specific basis upon which a determination of violation was made. 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.

8. Student and Parent/Guardian Acknowledgement: ASAA will provide a *Student/Parent/Legal Guardian TAD Acknowledgement Form* to member schools and districts. The form will explain the policies of this section and penalties for violations. 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. 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 schools shall keep a copy of the signed forms on file.

9. Student Emancipated by Age or Marriage: The requirements in this policy that a parent or legal guardian sign the *Student/Parent/Legal Guardian TAD Acknowledgement 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).

10. Definitions: As used in this section, terms are defined as follows:

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 its internet website at www.deadiversion.usdoj.gov/schedules/schedules.htm. ASAA will, on at least an annual basis, provide member schools with an updated List of Controlled Substances; however, for purposes of ASAA’s policy, the current list maintained by the DEA is controlling.

Report to ASAA – Transmission of reporting form to ASAA by facsimile (fax) within the reporting period, or telephonic reporting of violation within reporting period followed by mailing of reporting form. ASAA may adopt an electronic reporting form.

Suspension – As defined in Article 5, Section 1 (A) (6) of ASAA bylaws.

Educational Component – A series of DVD’s, software and web based training programs and counseling ranging from a pre-participation orientation session to remedial programs for first through third time offenders. These are designed to keep students in school, teach them responsibility, educate them and their parents/guardians on new behaviors and lifestyles, instill accountability, exemplify teamwork, teach positive decision making skills, and keep students eligible for interscholastic activities.

An overview of each part follows:

Pre-Participation Orientation: The Orientation is required of all student participants prior to each season of participation, and of a parent/guardian annually, 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* 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.

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. There is no forgiveness of mandatory suspension. Students completing the Third Offense component may return to practice prior to the completion of the period of suspension.

Revised 5/08

SPORTSMANSHIP

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

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

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

(cf. 5131.4 - Campus Disturbances)

(cf. 5137 - Positive School Climate)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion)

SPORTSMANSHIP

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

Sportsmanship involves:

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

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

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

The following behavior is unacceptable at all school contests:

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

SPORTSMANSHIP (continued)

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

Prior to the contest, the Superintendent or designee 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 Superintendent or designees of competing schools shall discuss the upcoming event and strategies to promote a sportsmanlike environment for the contest.

The Superintendent or designee from each participating school shall:

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

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.

SPORTSMANSHIP (continued)

4. 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.

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

The 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

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

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

Coaches Training

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

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

Legal Reference:

ALASKA STATUTES

AS 14.30.142 Concussions in student athletes: prevention and reporting

AS 14.30.143 Concussions in student athletes: school district immunity

Revised 3/2013

YAKUTAT SCHOOL DISTRICT
Adopted: May 7, 2012
Revised: June 3, 2013

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

Note: ASAA describes the following three resources for online coaches education:

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

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

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

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

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

CONCUSSION IN STUDENT ATHLETES (continued)**PREVENTION**

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

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

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

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

CONCUSSION FACT SHEET FOR PARENTS AND ATHLETES

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

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

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

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

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

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

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

Identifying Concussion and Determining the Level of Medical Response

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

The following situations should result in immediate emergency care:

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

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

CONCUSSION IN STUDENT ATHLETES (continued)**Return-to-Play Clearance**

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

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

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

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

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

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

CONCUSSION IN STUDENT ATHLETES (continued)

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

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

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

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

CONCUSSION IN STUDENT ATHLETES (continued)

School/Medical Concussion Care Plan

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

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

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

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

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.

Revised 3/2013

CONCUSSION IN STUDENT ATHLETES

E 6145.22(1)

National Federation of State
High School Associations

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

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

Concussion Facts

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

What are the signs and symptoms of a concussion?

SIGNS OBSERVED BY PARENTS, FRIENDS, TEACHERS OR COACHES	SYMPTOMS REPORTED BY ATHLETE
Appears dazed or stunned	Headache
Is confused about what to do	Nausea
Forgets plays	Balance problems or dizziness
Is unsure of game, score, or opponent	Double or fuzzy vision
Moves clumsily	Sensitivity to light or noise
Answers questions slowly	Feeling sluggish
Loses consciousness	Feeling foggy or groggy
Shows behavior or personality changes	Concentration or memory problems
Can't recall events prior to hit	Confusion
Can't recall events after hit	

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

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

When in doubt, sit them out!

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

When can an athlete return to play following a concussion?

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

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

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

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

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

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

Step 4: Full contact practice or training.

Step 5: Game play.

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

How can a concussion affect schoolwork?

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

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

What can I do?

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

Other Frequently Asked Questions

Why is it so important that an athlete not return to play until they have completely recovered from a concussion?

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

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

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

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

The best treatment for a concussion is rest. There are no medications that can speed the recovery from a concussion. Exposure to loud noises, bright lights, computers, video games, television and phones (including text messaging) all may worsen the symptoms of a concussion. You should allow your child to rest as much as possible in the days following a concussion. As the symptoms

lessen, you can allow increased use of computers, phone, video games, etc., but the access must be lessened if symptoms worsen.

How long do the symptoms of a concussion usually last?

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

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

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

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

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

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

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

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

April 2010

ASAA Parent and Student Acknowledgement and Consent

The _____ School District requires that each athlete and each athlete's parent/guardian, receive a copy of its guide entitled "A Parents Guide to Concussion in Sports". This guide sets forth a description of the nature and risks of Concussion.

Parents and athletes should review the Guide, discuss it at home, and direct any questions to the coach, school nurse, or activities principal.

Parents and athletes need to annually acknowledge receipt of "A Parents Guide to Concussion in Sports", and understand its contents.

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

I acknowledge that I have received a copy of "A Parents Guide to Concussion in Sports", and understand its contents.

Student Signature	Print Name
<input type="text"/>	<input type="text"/>

Date of Birth	Date
<input type="text"/>	<input type="text"/>

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

Parent/Guardian Signature	Print Name
<input type="text"/>	<input type="text"/>

Date

ASAA MEDICAL RELEASE FOR STUDENT ATHLETE WITH SUSPECTED OR ACTUAL CONCUSSION

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

Student Name	School Name
<input type="text"/>	<input type="text"/>
Date of Birth	Date of Injury
<input type="text"/>	<input type="text"/>

Important Note to Healthcare Professional:

Per AS 14.30.142, as amended, a student who has been removed from participation in a practice or game for suspicion of concussion may not return to play until the student has been evaluated and cleared for participation by an athletic trainer or other qualified person who verifies that he or she is trained in the evaluation and management of concussions. "Qualified person" means either: 1) a health care provider licensed in Alaska, or exempt from licensure under Alaska law (AS 08.64.370(1), (2), or (4)), or 2) a person acting at the direction and under the supervision of a physician licensed in Alaska, or exempt from licensure.

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

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

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

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

ASAA MEDICAL RELEASE FOR STUDENT ATHLETE WITH SUSPECTED OR ACTUAL CONCUSSION

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

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

SYMPTOMATIC STAGE:

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

Day 1

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

Day 2

- 30 min light-mod aerobic activity (jog, more intense walk, swim, stationary bike, no resistance training).
- **If no symptoms, then:**

Day 3

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

ASAA MEDICAL RELEASE FOR STUDENT ATHLETE WITH SUSPECTED OR ACTUAL CONCUSSION

Day 4

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

Day 5

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

Day 6

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

Day 7

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

SECTION 1: THE CONCUSSED ATHLETE

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

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

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

Please note any additional modifications to ASAA's Return to Play Protocol below [attach more pages if needed]:

ASAA MEDICAL RELEASE FOR STUDENT ATHLETE WITH SUSPECTED OR ACTUAL CONCUSSION

SECTION 2: THE NON-CONCUSSED ATHLETE

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

____ Student is cleared to return to full sports participation.

____ Student is cleared for limited participation with the following restrictions [attach more pages if needed]:

SECTION 3: HEALTHCARE PROFESSIONAL ATTESTATION

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

Healthcare Professional Signature

Healthcare Professional Printed Name

Alaska License Number

Date

SECTION 4: ATHLETE AND PARENT CONSENT

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

Student Athlete Signature

Parent Signature

Date

Student Athlete's Printed Name

Parent's Printed Name

ALASKA SCHOOL ACTIVITIES ASSOCIATION, INC.

4048 Laurel Street, Suite 203 • Anchorage, AK 99508 • (907) 563-3723 • Fax 561-0720 • www.asaa.org

ASAA School/Medical Concussion Care Plan

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

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

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

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

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

ASAA School/Medical Concussion Care Plan Continued

RETURNING TO DAILY ACTIVITIES

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

RETURNING TO SPORTS

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

The following are recommended at the present time:

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

ASAA School/Medical Concussion Care Plan Continued

GRADUAL RETURN TO PLAY PLAN

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

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

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

- Trial half day school. No homework. Not tests.

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

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

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

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

Day 3 - 30 Minutes of Moderate to Heavy Aerobic Activity

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

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

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

- Full day school. Regular homework. Regular testing.

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

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

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

Day 6 - Return to Full Practice WITH CONTACT.

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

Day 7 - Return to Competition

This referral plan is based on today's evaluation:

___ Return to this office. Date/Time_____

___ Refer to: Neurosurgery___ Neurology___ Sports Medicine___ Physiatrist___ Other_____

___ Refer for neuropsychological testing

___ Other_____

ASAA School/Medical Concussion Care Plan completed by:

Signature_____ Print Name_____ Date_____

Added 3/2012

AASB POLICY REFERENCE MANUAL
3/12

YAKUTAT SCHOOL DISTRICT
Adopted: May 7, 2012
Revised: June 3, 2013

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*
- 14.18.090 Enforcement by board of education*

- Bethel School District v. Fraser, 478 U.S. 675 (1986)*
- Hazelwood School District v. Kuhlmer, 484 U.S. 260 (1988)*

ALASKA ADMINISTRATIVE CODE

- 4 AAC 06.520 Recreational and athletic activities*
- 4 AAC 06.530 Guidance and counseling services*
- 4 AAC 06.540 Course offerings*
- 4 AAC 06.600 Definitions*
- 4 AAC 51.270 Equal opportunities*

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997

Student Organizations and Equal Access

Note: If a public secondary school allows one or more noncurriculum-related groups to meet on school premises during noninstructional time, the federal Equal Access Act (Title VII, Public Law 98-377) states that any other student-initiated group also must be allowed to meet in a "limited open forum" without regard to its religious, political or philosophical views. As amended by the No Child Left Behind Act of 2001, after adopting a facility use policy, districts must ensure that the policy is applied equitably to all groups, including the Boy Scouts and other affiliated groups. Option #1 below may be used by districts that have a limited open forum. Option #2 is for districts that have established a "closed forum," permitting access only to student organizations that are tied directly to the curriculum. In that elementary schools are not addressed by the Equal Access Act, elementary districts may use and/or modify language from either option without regard to establishing open or closed forum.

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: (See next page)

STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)

Legal Reference:

ALASKA STATUTES

14.03.060 Elementary, junior high, and secondary schools

14.30.510 Alaska student leadership development fund

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

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

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

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

Revised 1/03

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: September 6, 2005

STUDENT ORGANIZATIONS AND EQUAL ACCESS

School-sponsored Organizations

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

OPTION 1: Limited Open Forum

Note: The following option is largely based upon the provisions of the federal Equal Access Act. Once a high school district allows any noncurriculum-related student group to meet on school premises, it is deemed to have a limited open forum under this law, even if the Board has not officially established such a forum.

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

The Superintendent or designee shall not deny any student-initiated group access to school facilities during 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.

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

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

STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)

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 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 1/03

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: September 6, 2005

SUBCHAPTER VIII - THE EQUAL ACCESS ACT

4071. Denial of Equal Access Prohibited

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

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

(b) "Limited open forum" defined

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

(c) Fair opportunity criteria

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

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

(d) Construction of subchapter with respect to certain rights

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

- (1) to influence the form or content of any prayer or religious activity;
- (2) to require any person to participate in prayer or other religious activity;
- (3) to expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
- (4) 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;
- (5) to sanction meetings that are otherwise unlawful;
- (6) to limit the rights of groups of students which are not of a specified numerical size; or
- (7) to abridge the constitutional rights of any person.

(e) Federal financial assistance to schools unaffected

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

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

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

4072. Definitions

As used in this title --

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

(2) 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.

(3) 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.

(4) 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.

HIGH SCHOOL GRADUATION REQUIREMENTS

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

Note: The following sample policy reflects the minimum graduation requirements specified in 4 AAC 06.075 and should be revised to reflect district philosophy and needs. Effective February 1, 2004, no secondary student may be issued a diploma unless he or she has passed a competency examination in the areas of reading, English, and mathematics (High School Graduation Qualifying Exam). AS 14.03.075.

The Superintendent or designee shall prepare for Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation requirements, as well as successful completion of any required high school competency examination:

<u>Subject</u>	<u>Units of Credit</u>
Language Arts	4
Social Studies	3*
Mathematics	3
Science	3
Health	1
Physical Education	1
Electives	<u>7</u>
Total:	22

*Note: Beginning January 1, 2009, the three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student’s second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.

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

Legal Reference (see next page)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Legal Reference:

ALASKA STATUTES

14.03.075 Secondary pupil competency testing

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

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

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: June 3, 2002

Revised: May 3, 2004

Revised: September 6, 2005

Revised: May 5, 2008

HIGH SCHOOL GRADUATION REQUIREMENTS

PHYSICAL EDUCATION (PE) WAIVER

Please Note: This does not award any credit to students; it only waives partial (1/2 credit) or the required (1) credit of Physical Education graduation requirements. A student can have 1/2 credit or up to (1) credit of PE waived. Completing (2) sport seasons is the equivalent of waiving a 1/2 credit and completing (4) sports seasons is the equivalent of waiving the required (1) credit of PE. The student is required to attain (22) credits for graduation. This form must be submitted to the school administrator.

Examples:

1. Student played Basketball in the 9th and 10th grade. Student can apply to have 1/2 credit of PE waived.
2. Student ran Cross-Country in the 9th and 10th grade and played Basketball in the 9th and 10th grade. Student can apply to have the required (1) credit of PE waived.

Theory/reason behind PE waiver: To allow students to take other classes, that will help them towards the governor’s scholarship, prepare for ACT/SAT exams, college and/or the trades. In addition, student has been active in sports resulting in extensive involvement in exercise and an understanding of a healthy life style.

This section completed by the student.

Student Name: _____

Current Grade: _____

Date: _____

Sports Season(s) completed in good standing and year: _____

The above named student participated **in good standing for the complete season** in the sport(s) named above. Each coach of each sport is required to complete signature page. If the coach is no longer employed in the district the athletic director and/or administrator can verify that the student/athlete completed that sport season in good standing.

Year of Sport Season: _____

Coach’s Signature: _____

Date Signed: _____

Year of Sport Season: _____

Coach’s Signature: _____

Date Signed: _____

Year of Sport Season: _____

Coach’s Signature: _____

Date Signed: _____

Year of Sport Season: _____

Coach’s Signature: _____

Date Signed: _____

HIGH SCHOOL GRADUATION REQUIREMENTS

Physical Education (PE) Waiver

I _____ (students name) and my parent/guardian have read and understand the terms and conditions stated above concerning the Physical Education Waiver. I agree with the decision made by the coach(s), athletic director and administrator. I have received a copy of this two page signed waiver form and understand a copy of this signed document will be part of my child's school district records.

Total PE Credits Waived: _____

Student Signature: _____

Date Signed: _____

Parent/Guardian Signature: _____

Date Signed: _____

Athletic Director Signature: _____

Date Signed: _____

Administrator Signature: _____

Date Signed: _____

School sponsored ASAA (Alaska School Activities Association) sanctioned 9-12th grade sports: Cross Country Running, Wrestling, Basketball and Track and Field.

Date approved by the Yakutat School Board: _____

High School Equivalency TEST

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

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

(cf. 5147 - Dropout Prevention)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

8 AAC 99.110 – 99.190 *High school equivalency test*

Revised 1/04

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: July 2, 2001
Revised: September 6, 2005

HIGH SCHOOL GRADUATION QUALIFYING EXAM

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

The Board shall provide for a high school graduation qualifying exam of all secondary students in the areas of reading, English, and mathematics. The exam shall be administered in accordance with state law and regulations. A student who successfully completes the district’s graduation requirements shall be issued a diploma upon successful completion of the competency examination or reexamination. A diploma may also be issued to students with an approved waiver of the qualifying exam, to students successfully completing an alternative assessment program in accordance with state law, or to students who have successfully passed another state’s competency exit exam.

(cf. 5127 Graduation Ceremonies and Activities)

(cf. 6146.1 High School Graduation Requirements)

(cf. 6146.3 High School Graduation Qualifying Exam)

(cf. 6146.4 Reciprocity on Graduation Requirements)

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

(cf. 6162.5 Standardized Testing)

Note: Effective December 21, 2007, districts are required to provide a remediation program for students who have not passed one or more subtests of the HSGQE after the fall administration of the exam in the student’s 11th grade year. Remediation services to a student must begin no later than the start of the second semester of the student’s 11th grade year and are to continue as necessary for the student to pass all subtests of the HSGQE. 4 AAC 06.759.

The Board is committed to providing support and remediation to assist students in successful completion of the high school graduation qualifying exam. Additional instruction and study that targets the skills tested on the exam shall be provided to all students who, following the fall administration of the exam in the student’s 11th grade year, have not passed one or more portions of the exam.

Legal Reference (see next page):

COMPETENCY TESTING – HIGH SCHOOL GRADUATION QUALIFYING EXAM
(continued)

Legal Reference:

ALASKA STATUTES

14.03.075 Secondary Pupil Competency Testing

ALASKA ADMINISTRATIVE CODE

4 AAC 06.755 High School Graduation Qualifying Exam

4 AAC 06.758 High School Graduation Qualifying Examination Results

4 AAC 06.759 High School Graduation Qualifying Examination Remediation

4 AAC 06.765 Test Security; Consequences of Breach

4 AAC 06.771 - .790 High School Graduation Qualifying Waivers and Appeals

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 2001

Revised: May 6, 2002

Revised: September 6, 2005

Revised: May 5, 2008

Revised: May 7, 2012

HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION WAIVERS

Note: The following AR complies with the high school graduation qualifying examination (“HSGQE”) waiver and appeal requirements established by the Department of Education and Early Development in 2003. Local districts are responsible for granting waivers to eligible students, subject to appeal to the Department.

A waiver of the High School Graduation Qualifying Examination (“HSGQE”) 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. Additionally, a student who has passed another state’s competency exit exam may request a waiver. Procedures for this form of waiver are found at BP/AR/E 6146.4.

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 HSGQE. A student must complete this form and include all necessary documentation that is required. The waiver request will be considered by the [Superintendent/Chief School Administrator], 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 Board may grant no waiver unless the student has demonstrated that all other state and District requirements for graduation will be met.

A. Waiver for Late Arrival Into the School System

A student arrives late into the state public school system if the student arrives in Alaska with two or fewer semesters remaining 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 with two or fewer semesters remaining in the student’s year of intended graduation is not eligible for a waiver.

A student who applies for a wavier must continue to take the HSGQE until the waiver is approved. The Board may not approve a waiver until a student’s final semester of attendance.

A student’s request for a waiver under this provision must be supported by the following information:

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

HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION WAIVERS (continued)

2. documentation from the out-of-state school district from which the student transferred which includes both the enrollment date and exit date; and

3. documentation that verifies the date of the student's physical presence in Alaska prior to enrollment in any of the schools in the state. Verification may include: records or receipts of airlines, the Alaska Marine Highway System, or other carriers; hotel receipts; or affidavits or certifications by persons acquainted with or related to the applicant who have personal knowledge of the applicant's physical presence in Alaska.

B. Waiver for Rare and Unusual Circumstances

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

A student who applies for a waiver must continue to take the HSGQE until the waiver is approved. The Board may not approve a waiver until a student's final semester of attendance.

A waiver may be granted only for the following circumstances:

1. the death of the student's parent occurring within the last semester of the student's senior year;

2. a serious and sudden illness or physical injury that prevents the student from taking the HSGQE and occurs in the last semester of the student's senior year; the waiver request must be supported by an affidavit or certification from the student's treating licensed medical professional that the diagnosed condition prevented the student from taking the HSGQE and was beyond the control of the student or parents;

3. a disability arising in the student's high school career that arises too late to develop a meaningful and valid alternative assessment under 4 AAC 06.775; 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; or

HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION WAIVERS (continued)

4. a significant and uncorrectable system error which is limited to the following:

a. a student's completed exam from the last administration of the HSGQE in the student's senior year is lost in transit between the school district and the Department; a waiver request must be supported by: 1) documentation from the district verifying that the test materials were mailed to the Department; and 2) documentation from the U.S. Postal Service, or other carrier, that the exam materials are lost;

b. the student's school or district failed to administer the exam at one of the scheduled administration dates during the student's senior year; or

c. during the 2002-03 school year, the student was in the 9th grade or higher and was a student with disabilities covered by the Individuals with Disabilities Education Act ("IDEA"); the student or the student's IEP team relied on advice from the Department that successful completion of an alternate assessment would lead to a diploma; and the student successfully completed the alternate assessment prescribed by the IEP team.

Board Action Approving or Denying A Waiver

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

HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION WAIVERS (continued)

Note: The following optional language can be used by the Board in its written notice to comply with the requirement that the student be notified of his or her right to appeal. 4 AAC 06.772 and 06.780. Any form of notification should include notice that the student only has thirty (30) days to appeal.

OPTIONAL: If the Board's decision denies a student's waiver request, the Board's written notice will include the following language: "This decision may be appealed by the student, or student's parent or legal guardian, to the State of Alaska Department of Education and Early Development. Enclosed is the required form that must be used for an appeal. This appeal form must be postmarked no later than thirty (30) days from your receipt of this decision. State law requires that an appeal request state the grounds for the appeal, including a brief summary of the nature of the original waiver request and an explanation of how the Board erred in denying the waiver. Also enclosed is a copy of 4 AAC 06.780 which further explains the appeal procedures."

Within twenty (20) days of an appeal being filed, the 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 Board's internal policy on waivers, if any; and
3. any other items that the Board relied upon when considering the student's waiver request.

Added 1/04



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

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

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

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

Waiver is: Approved: _____ Denied: _____

Signature of Local School Board Authority *Date*

For School Board Use Only

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

denial to the Department of Education & Early Development under 4 AAC 06.780.



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

<p>State of Alaska regulation 4 AAC 06.772 and .774 allow a student to request a waiver from passing the High School Graduation Qualifying Examination (HSGQE) if the student suffers a rare and unusual circumstance beyond the control of the student, the student’s parents, and the school, and the circumstance is such that no other recourse or remedy exists to address the circumstance before the student’s intended year of graduation. Complete all items and attach supporting documentation to ensure consideration of this waiver request by the regional school board.</p>	
Current School District	
Student’s Name	
Student Ten Digit State ID Number	
Student’s Grade Level	
Intended Year of Graduation	
Number of semesters remaining (not to exceed 2)	
Name of Current School	
Type of waiver and required documentation:	Select (✓)
<p>Death of the student’s parent if the death occurred within the last semester of the student’s year of intended graduation. The parent must be a biological parent or legal guardian only. Required documentation: <i>Provide documentation indicating the date of the death and that the parent was the natural parent or legal guardian</i></p>	<input type="checkbox"/>
<p>A serious or sudden illness that prevents the student from taking the HSGQE, if the illness occurred within the last semester of the student’s year of intended graduation. Required documentation: <i>Affidavit or certification from the student’s treating, licensed medical professional. The licensed professional must state the diagnosed medical condition prevented the student from taking the HSGQE and was beyond the control of the student or the student’s parents.</i></p>	<input type="checkbox"/>
<p>A serious physical injury that prevents the student from taking the HSGQE, if the injury occurred within the last semester of the student’s year of intended graduation. Required documentation: <i>Affidavit or certification from the student’s treating, licensed medical professional. The licensed professional must state the diagnosed medical condition prevented the student from taking the HSGQE and was beyond the control of the student or the student’s parents.</i></p>	<input type="checkbox"/>
<p>A disability arising in the student’s high school career and the disability arises too late to develop meaningful and valid assessments. The waiver is consistent with the student’s IEP team recommendations and the principal and superintendent support the waiver request. Required documentation: <i>Documentation must be provided from the student’s IEP team that verifies the date on which the disability was determined, information describing why no meaningful or valid alternative assessment could be used, and documentation of support from the school principal and district superintendent.</i></p>	<input type="checkbox"/>
<p>Page 1 of 2 – Please continue on to the next page.</p>	

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

FOR SCHOOL BOARD USE ONLY	
<p>Waiver is: (state reason)</p>	<p>Approved: _____ Denied: _____</p>
<p>_____</p> <p><i>Signature of Local School Board Authority</i></p>	<p>_____</p> <p><i>Date</i></p>

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

Instruction

E 6146.3(d)



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

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

Student Information:

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

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

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

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

Parent or Student Signature Required _____

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

**YAKUTAT SCHOOL DISTRICT
Adopted: September 6, 2005
Revised: May 5, 2008**

RECIPROCITY ON GRADUATION REQUIREMENTS

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

Credit Requirements

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

High School Graduation Qualifying Exam

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

(cf. 5118 - Transfers; Withdrawals)

Legal Reference:

ALASKA STATUTES

AS 14.03.075 Secondary Student Competency Testing

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

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

Revised 1/04

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: July 2, 2001
Revised: September 6, 2005

RECIPROCITY ON GRADUATION REQUIREMENTS

Note: These procedures comply with the requirements of AS 14.03.075(c)(2) and 4 AAC 06.777 for exempting a transfer student from taking the HSGQE if the student has passed a similar exam in the student's prior state of enrollment. The appeal procedures are mandatory and the district must ensure that the student is properly notified of the right to appeal in the event the Board denies the student's request for a diploma without taking the HSGQE.

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

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

In order to award a diploma, the Board must:

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

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

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

RECIPROCITY ON GRADUATION REQUIREMENTS

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

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

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

Added 1/04

**Application For A Waiver From Passing the HSGQE
Based on Results from Another State’s
Competency Exit Exam**

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

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

School District Student’s Name Student State ID Number Current School Grade
Level/Intended graduation date/Provided

() Student has successfully passed a competency exam in another state. The other state’s exam assessed Reading, Writing, and Math. **Required documentation:** *Attach supporting documents, including the student’s results on the other state’s competency exit exam or a transcript from the school where exam was taken if results are shown on the transcript.*

The competency exit exam from another state is a requirement to receive a high school diploma. **Attach supporting document or documents.**

Note: Student must meet all local school district graduation requirements in order to receive a high school diploma.

Waiver is: Approved: _____

Denied: _____

Signature of Local School Board Authority

Date

For School Board Use Only

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

Instruction

E 6146.4(b)

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

Student Information:

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

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

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

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

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

**YAKUTAT SCHOOL DISTRICT
Adopted: September 6, 2005**

Differential REQUIREMENTS for Individuals with Exceptional Needs**Course Requirements**

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

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

Standardized Assessment

Under 4 AAC 06.775, a school district must provide a program of statewide assessment for every student with a disability enrolled in the district or attendance area. The assessment program must include the availability of accommodations required in a student's IEP or section 504 plan for every required standards-based or norm-referenced test, and be consistent with the Department's Participation Guidelines for Alaska Students in State Assessments, 2001/2002 edition. In the following policy language, "accommodation" and "modification" are terms that have been defined by the Department of Education and Early Development as follows: "accommodation" means a change made to a testing situation to ensure that information obtained from a statewide assessment is an accurate reflection of what the assessment is intended to measure rather than a measure of a student's disability and that has been approved by the Department and recommended for use by the student's IEP team for the taking of a standardized test; and "modification" means a change to the setting, timing, presentation, or response format of a standardized test approved by the Department and recommended for a student by the student's IEP team that alters what a test measures.

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

Differential REQUIREMENTS for Individuals with Exceptional Needs (continued)

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.

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

High School Graduation Qualifying Exam

Note: Effective February 1, 2004, secondary students must pass the high school graduation qualifying exam as a condition to receiving a diploma. However, a special education student who does not achieve a passing score on the examination, with or without accommodation, is eligible for a diploma if the student successfully completes an optional assessment required by the IEP. The optional assessment must, to the maximum extent possible, conform to state performance standards established for the HSGQE. Importantly, an optional assessment may not be utilized for a student unless the student has taken and failed to pass the HSGQE, and the Department of Education and Early Development approves the optional assessment. AS 14.03.075(c); 4 AAC 06.775.

An optional assessment may be administered to students enrolled in the District if required by the student's IEP or Section 504 plan and upon approval by the Department prior to administration of the optional assessment.

A student with disabilities who has failed one or more subtests of the HSGQE may take an optional assessment or may take the test with modifications if required by the student's IEP team. A modification may not alter the passing score on a test and modifications must be approved by the Department. A student who passes any combination of subtests on the HSGQE and Department-approved optional assessments in reading, writing, and mathematics satisfies the competency exam requirement for graduation from high school.

Differential REQUIREMENTS for Individuals with Exceptional Needs (continued)

Note: A student or district may apply to the Department of Education and Early Development for approval of an optional assessment by submitting an application on a form approved by the Department no later than 60 days before the administration of the assessment. Within 30 days of receipt of an application for approval of an optional assessment, the department shall approve an optional assessment if the student qualifies under AS 14.03.075(c) and the assessment applies acceptable techniques and addresses deficiencies identified by the student's IEP team.

Legal Reference:

ALASKA STATUTES

14.03.075 Secondary Pupil Competency Testing

ALASKA ADMINISTRATIVE CODE

4 AAC 04.160 Alternative performance standards for students with significant cognitive disabilities

4 AAC 06.775 Statewide assessment program for students with disabilities

4 AAC 06.078 Alternative completion requirements; students with disabilities

Revised 1/04

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: July 2, 2001

Revised: May 6, 2002

Revised: September 6, 2005

ELEMENTARY SCHOOL DEVELOPMENTAL PROFILE

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

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

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

(cf. 6159 Individualized Education Program)

Legal Reference:

ALASKA STATUTES
14.07.020 Duties of the Department

ALASKA ADMINISTRATIVE CODE
4 AAC 06.710 Statewide Student Assessment System
4 AAC 06.712 Developmental Profile

SCHOOL-SPONSORED TRIPS

The School Board recognizes that school-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board believes that careful planning can greatly enhance the value and safety of such trips. In approving such travel by students, the district recognizes the value of services and activities provided to community residents as a result of fund raising efforts on the part of student groups in their effort to fund class travel.

(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 Board. Other trips may be approved by the Superintendent or designee.

The Superintendent or designee 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. The Superintendent or designees 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

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997

SCHOOL-SPONSORED TRIPS

Class trips will be approved following submission of a proposal which incorporates the following conditions:

National Close Up Foundation

1. National Close Up Foundation Program travel will receive priority approval. Class organizations will be expected to participate in funding Close Up travel before considering other travel activities or destinations.
2. The Close Up Program may be undertaken in the class's senior year.

Program-related Travel not included above

Travel relating to specific class offering (i.e. music, foreign language, etc.) will be considered on a case by case basis. Conceptual approval by the School Board will be required before any fund raising or planning activities begin.

All class travel utilizing funds raised through school-sponsored activities will be considered at all times as sponsored school activities. Students and chaperones will remain subject to school rules and regulations.

The school district will be responsible for approving and assigning fund raising activities fairly and in a manner consistent with its educational mission. The district will retain responsibility for assigning appropriate personnel to serve as chaperones. The district will also retain the right to reject travel proposals or some portion of a proposal. Fund raising activities undertaken to finance class travel will be such that they are consistent with general school rules and will be undertaken with the approval of the Superintendent or designee.

SCHOOL-SPONSORED TRIPS (CONTINUED)

Students must have written parental/guardian permission in order to participate in trips requiring transportation. The district shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

Safety and First Aid

1. While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available.
2. Before trips of more than one day, the principal or designee shall hold a meeting for chaperones, parents/guardians and students to discuss safety and the importance of safety-related rules and procedures for the trip.

Supervision of Individual Student Travel

When school-sponsored travel is approved for an individual (i.e. spelling bee), supervision by a parent may be authorized. School rules and regulations relating to school travel apply.

Supervision of Student Group Travel

1. Students on approved trips are under the jurisdiction of the Board and subject to school rules and regulations.
2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities.
4. Chaperones shall be 21 years of age or older.
5. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities.
6. Teachers and chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
7. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor.