

HOMEWORK/MAKEUP WORK**Homework**

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

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

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

Makeup Work

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

(cf. 5113 - Absences and Excuses)

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

(cf. 5144 - Discipline)

HOMEWORK/MAKEUP WORK

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

INDIVIDUALIZED EDUCATION PROGRAM

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

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

(cf. 6164.4 – Child Find)

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

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

(cf. 6143 – Courses of Study)

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

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

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

(cf. 3541.2 – Transportation)

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

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

Legal Reference (see next page):

INDIVIDUALIZED EDUCATION PROGRAM (continued)

Legal Reference:

ALASKA STATUTES

14.30.180 - .350 Education for Exceptional Children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010 – 52.990 Education for Children With Disabilities

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

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

CODE OF FEDERAL REGULATIONS, TITLE 34

34 C.F.R. 300.1 – 300.818 Individuals with Disabilities Education Act

YAKUTAT SCHOOL DISTRICT
Adopted: September 10, 2001
Revised: September 6, 2005
Revised: April 17, 2006
Revised: May 5, 2008
Revised: June 29, 2010

INDIVIDUALIZED EDUCATION PROGRAM

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

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

MEMBERS OF THE IEP TEAM

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

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

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

7. Whenever appropriate, the student with a disability.

Instruction

AR 6159(b)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

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

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

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

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

Note: The following optional section lists additional individuals who may also be invited to participate.

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (continued)

IEP MEETINGS

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

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (continued)

CONTENTS OF THE IEP

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

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

2. A statement of measurable annual goals, including both academic and functional goals and short-term objectives or benchmarks related to:
 - a. Meeting the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general curriculum.

For a preschool child, as appropriate, meeting the child's needs that result from his/her disability to enable the child to participate in appropriate activities.
 - b. Meeting each of the student's other educational needs that result from the student's disability.

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

(cf. 6145 – Extracurricular and Cocurricular Activities)

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

(cf. 3541.2 – Transportation of Exceptional Children)

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

INDIVIDUALIZED EDUCATION PROGRAM (continued)

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

5. A statement of any individual accommodations in the administration of state or districtwide assessments that are necessary to measure academic achievement and functional performance in such assessment.
 - a. If the IEP team determines that the student will take an alternate districtwide assessment of student achievement (or part of such an assessment), a statement of:
 - (1) why the student cannot participate in the regular assessment; and
 - (2) identify the particular alternate assessment selected and why it is appropriate for the student.
6. The projected date for the beginning of the services and modifications described in item #3 above and the anticipated frequency, location and duration of those services and modifications.
7. A statement of secondary transition service needs, as follows:
 - a. Beginning at 16, and annually thereafter, a statement of appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.
 - b. The transition services (including courses of study) needed to assist the student in reaching those goals.
 - c. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to IDEA that will transfer to the student upon reaching age 18.
8. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved.
 - a. How the student's progress toward the annual goals described in item #2 above will be measured.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

- b. When the student's parents/guardians will be regularly informed (by such means as periodic reports on progress), at least as often as parent/guardians of students without disabilities, of:
 - (1) Their child's progress towards the annual goals described in item #2 above.
 - (2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.
- 9. A statement of special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student and a statement of the program modifications or supports for school personnel that will be provided for the student.

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

Where appropriate, the IEP shall also include:

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

The IEP shall include descriptions of activities intended to:

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

(cf. 6178 – Vocational Education)

(cf. 6181 – Charter Schools)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

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

DEVELOPMENT, REVIEW AND REVISION OF THE IEP

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

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

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

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

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

Instruction

AR 6159(h)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

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

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

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

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

PARENT/GUARDIAN NOTICE

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

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

Note: The following sample regulation reflects requirements found in the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400 – 1487); the 2006 amendments to the implementing regulations (34 C.F.R. 300.1 – 300.756); and the 2007 changes to DEED's regulations (4 AAC 52.010-52.900).

YAKUTAT SCHOOL DISTRICT
Adopted: September 10, 2001
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Revised: June 29, 2010

**PROCEDURAL SAFEGUARDS AND COMPLAINTS
FOR SPECIAL EDUCATION**

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

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

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

(cf. 6150 – Individualized Education Program)

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

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

Legal Reference:

UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
1400 - 1491 Individuals with Disabilities Act

UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS, TITLE 34
99.10 – 99.22 Inspection, review and procedures for amending education records
104.36 Procedural safeguards
300.500 – 300.517 Due process procedures for parents and children

ALASKA STATUTES
14.30.180 – 14.30.350, Education for Exceptional Children

ALASKA ADMINISTRATIVE CODE
4 AAC 52.010 – 52.990, Education for Exceptional Children

Revised 2/08

YAKUTAT SCHOOL DISTRICT
Adopted: July 1, 1997
Revised: May 6, 2002
Revised: May 5, 2008

**PROCEDURAL SAFEGUARDS AND COMPLAINTS
FOR SPECIAL EDUCATION**

Due Process Hearing Procedures

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

Due process hearing procedures are available when:

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

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

Hearing Request

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

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

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

1. The child's name.
2. The child's address, or in the case of a homeless child, available contact information for the child.
3. The name of the school the child attends.

Instruction

AR 6159.1(b)

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

4. A description of the issue, including the related facts.
5. A proposed resolution to the problem to the extent known and available to the party at the time.

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

Note: Parties are to send signed, written requests to:
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Special Education Dispute Resolution
Alaska Department of Education & Early Development
Teaching and Learning Support, Special Education
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

Or fax to: (907) 465-2806
Attention: Special Education Dispute Resolution

Response to Request

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

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

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

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

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

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

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

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

Setting the Hearing

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

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

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

Due Process Rights

Due process rights include:

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

(cf. 5125 – Student Records)

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

(cf. 6159 – Individualized Education Program)

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

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

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

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

Prior Written Notice

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

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

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

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

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

Note: 20 USC 1415(b) mandates that districts adopt procedures to ensure that the parent/guardian notice is in the native language of the parent/guardian, unless it is clearly not feasible to do so. Pursuant to 34 CFR 300.503 and 300.504, the notice must be in an "understandable language" as specified below.
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Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible.

Procedural Safeguard Notice

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

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

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

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

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

NOTICE REGARDING LEGAL AND OTHER SERVICES

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

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

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

YAKUTAT SCHOOL DISTRICT
Adopted: September 10, 2001
Revised: May 6, 2002
Revised: April 17, 2006
Revised: May 5, 2008
Revised: June 29, 2010

Selection and Evaluation of Instructional Materials

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

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

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

(cf. 6141 - Curriculum Development and Evaluation)

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

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

(cf. 3315 - Relations with Vendors)
(cf. 9270 - Conflict of Interest)

Selection and Evaluation of Instructional Materials

(continued)

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

(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

Legal Reference:

ALASKA STATUTES

11.56.100-11.56.130 Bribery and related offenses

14.07.050 Selection of textbooks

14.07.057 Transmittal of textbook selections

14.08.111 Duties

14.14.110 Cooperation with other districts

14.18.060 Discrimination in textbooks and instructional materials prohibited

ALASKA ADMINISTRATIVE CODE

4 AAC 06.550 Review of instructional materials

4 AAC 06.600 Definitions

Revised 1/04

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: September 6, 2005

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

General Criteria for Selection and Evaluation

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

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

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

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

(continued)

Library books and reference materials do not require committee recommendation or Board approval. The librarian at each school shall select these materials in consultation with administration and teachers.

(cf. 6163.1 - Libraries/Media Centers)

Conflict of Interest

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

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

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

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

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

(continued)

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

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

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

When selecting supplementary materials for classroom use, teachers should carefully review them and provide appropriate introductory and follow-up activities. Supplementary materials should not supplant the use of basic texts or teaching activities. Films must be used within legal copyright limits. Videos rated "G" or "PG-13" may be shown.

(cf. 6162.6 - Use of Copyrighted Materials)

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

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6144 - Controversial Issues)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 57.910 Fees (State Farm Library)

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997

DAMAGED OR LOST INSTRUCTIONAL MATERIALS

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

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

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

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

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

(cf. 5125.3- Withholding Grades, Diploma or Transcripts)
(cf. 5131.5 - Vandalism, Theft and Graffiti)

Instruction

INTERNET

BP 6161.4(a)

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

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

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

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

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

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

Authority

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

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

Instruction

INTERNET (continued)

BP 6161.4(b)

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

(cf. 5131.43 Harassment, Intimidation and Bullying)

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

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

Internet Safety

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

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

Instruction

INTERNET (continued)

BP 6161.4(c)

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

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

Use Guidelines

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

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

Instruction

INTERNET (continued)

BP 6161.4(d)

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

Instruction

INTERNET (continued)

BP 6161.4(e)

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

(cf. 6161.5 - Web Sites/Pages)

(cf. 6184 - Virtual/Online Courses)

Education

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

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

(cf. 5131.43 Harassment, Intimidation and Bullying)

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

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

Instruction

INTERNET (continued)

BP 6161.4(f)

Policy Review

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

Legal Reference:

UNITED STATES CODE

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

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

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

CODE OF FEDERAL REGULATIONS

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

YAKUTAT SCHOOL DISTRICT
ADOPTED: December 7, 1998
Revised: May 6, 2002
Revised: September 6, 2005
Revised: February 21, 2011
Revised: April 4, 2011
Revised: May 7, 2012

Instruction

SECURITY OF INTERNET SYSTEM

AR 6161.4

Note: The following procedures governing use of the Internet system should be revised as necessary to reflect local district practice.

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

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

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

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

Safety

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

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

Complaints

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

YAKUTAT SCHOOL DISTRICT
Adopted: December 7, 1998
Revised: September 6, 2005
Revised: February 21, 2011
Revised: May 7, 2012

Instruction

STUDENT INTERNET USER AGREEMENT

E 6161.4(a)

Note: The following Student Internet User Agreement was developed by the Anchorage School District.

Dear Parent or Guardian,

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

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

District Internet and E-mail Rights and Responsibilities

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

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

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

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

The following are not permitted:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Violating copyright laws
- Trespassing in another's folders, work or files
- Employing the network for commercial purposes
- Deliberate damage to hardware or software
- Use of District computers for illegal activities
- Using another's password

Instruction

STUDENT INTERNET USER AGREEMENT

E 6161.4(b)

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

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

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

Student Information:

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

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

Parent/Guardian Information:

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

Instruction

ELECTRONIC COMMUNICATION AND DATA MANAGEMENT

E6161.4(c)

AGREEMENT FOR ACCEPTABLE USE OF THE INTERNET BY A NONSCHOOL USER

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

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

RULES FOR APPROPRIATE USE

You may be assigned an individual account, and you are responsible for not sharing the password for that account with others.

You will be held responsible at all times for the proper use of your account, and the district may suspend or revoke your access if you violate the rules.

Remember that people who receive e-mail from you with a school address might think your message represents the school's point of view.

INAPPROPRIATE USES

Using the system for any illegal purpose.

Borrowing someone's account without permission.

Downloading or using copyrighted information without permission from the copyright holder.

Posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

Wasting school resources through improper use of the computer system.

ELECTRONIC COMMUNICATION AND DATA MANAGEMENT (continued)

Gaining unauthorized access to restricted information or resources.

CONSEQUENCES FOR INAPPROPRIATE USE

Suspension of access to the system;

Revocation of the computer system account; or

Other legal action, in accordance with applicable laws.

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

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

Signature _____

Home address _____

Date _____ Home phone number _____

YAKUTAT SCHOOL DISTRICT
Adopted: DECEMBER 7, 1998
Revised: APRIL 17, 2000
Revised: February 21, 2011
Revised: May 7, 2012

Instruction

INTERNET

YSD Guidelines for Acceptable Internet User Agreement for Staff

As a user of the Yakutat School District computer network, I hereby agree to comply with the rules regarding communications over the network, while honoring the school board policies and federal, state and local statutes and regulations.

The Yakutat School District is not liable for any harm or injury that a user may suffer as a consequence of any inaccurate information the user may obtain through the Internet and Electronic Mail Services. By entering into this Use Agreement, the user agrees to be bound by this release of liability and waives any and all rights to asset claims which may arise due to use of these electronic services.

Printed Name of Staff Member: _____

Staff Signature: _____

Telephone Number: _____

Date: _____

Please check one:

_____ I currently have a district e-mail account.

_____ I do not have a district e-mail account.

YAKUTAT SCHOOL DISTRICT
Adopted: December 7, 1998
Revised: April 17, 2000
Revised: February 21, 2011
Revised: May 7, 2012

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

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

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

Webmaster

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

Responsibilities:

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

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

District Webmaster

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

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

WEB SITES/PAGES

Sponsoring Teacher or Administrator

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

Responsibilities:

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

Student or District Employee

Student: any student currently enrolled in the District.

District Employee: any person currently employed by the District.

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

Web Page Publishing Guidelines

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

- "We have made every reasonable attempt to insure that our web pages are educationally sound and do not contain links to any questionable material or anything that can be deemed in violation of the Acceptable Use Policy."
- Material to be published must not display, access or link to sites deemed offensive by the District's Acceptable Use Policy. All published material must have educational value and/or support the District's guidelines, goals and policies.

WEB SITES/PAGES

- The only material to be published on the District web server must come from the designated school or department site Webmaster. All personnel defined in this document must have on file the signed signature page. This signature page will reside with the school or district department administrator.
- The web is a very dynamic resource. It is strongly recommended that links to pre-existing sites be checked regularly to insure that their links are not going to inappropriate sites.
- Student work should not be published on a web site unless both the student and the parent(s) or guardian(s) have signed the signature page. An exception would be if the work is part of an existing publication such as a newspaper or school newsletter.
- At no time should a student's personal e-mail address or phone number appear on a school or district web page. All e-mail should be directed to the school or site web master.
- Please pay particular attention to the copyright information found below.

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

Copyright Issues

Copyright law and district policy do not allow the re-publishing of text or graphics found on the Web on district Web sites or file servers without explicit written permission.
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- For each re-publishing (on a Web site or file server) of a graphic or a text file which was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. In many cases, that notice should also include the URL (Web address) of the original source.
- Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions to file before the Web pages are actually published. In the case of "public domain" documents, printed evidence must be provided to document the status of the materials.

Instruction

WEB SITES/PAGES

- The failure of a site to display a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. If the materials have been improperly and illegally displayed by a Web site, the manager of that Web site may not be considered a source of permission.
- The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- Student work may only be published if there is written permission from both parent and student.

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

Privacy Issues

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

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

WEB SITES/PAGES

Suggested Content

School web sites could include the following types of content:

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

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

YAKUTAT SCHOOL DISTRICT

Adopted: January 21, 2002

Instruction

STANDARDIZED TESTING

BP6162.5(a)

Note: Alaska has a statewide student assessment system consisting of standards-based tests, work ready/college ready skills assessments, and the High School Graduation Qualifying Exam (HSGQE). The standards-based assessments are selected by the Commissioner of Education and are intended to measure each student's mastery of the academic performance standards for reading, writing, mathematics and science. The Alaska Department of Education and Early Development scores the tests and provides each district with results. A student's test results must be kept confidential by the district except that within 20 days of receiving the results, or before the end of the school year, whichever is earlier, the district must distribute the class and individual results to each teacher for that teacher's students, and the individual student results to each student's parents. If the district is unable to distribute results to teachers before the end of the school year, the district must distribute the results to teachers no later than the first day that school is in session in the next school year.

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

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

(cf. 6164.2 - Guidance Services)

Standardized tests are one component to measure student performance related to state standards and often measure only the most commonly tested skills. The results of these tests should not be overly emphasized nor limit curricular options and the richness of district programs. The School Board believes that major conclusions about students and district programs must always be based upon a variety of evaluation measures.

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

(cf. 6146.3 High School Graduation Qualifying Exam)

(cf. 6162.8 - Research)

Instructions

STANDARDIZED TESTING (continued)

BP 6162.5(b)

Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools

14.03.075 Secondary Pupil Competency Testing

14.07.020 Duties of the Department

ALASKA ADMINISTRATIVE CODE

4 AAC 05.080 School curriculum and personnel

4 AAC 06.700 - 4 AAC 06.790 Statewide student assessment

4 AAC 06.755 High School Graduation Qualifying Exam

4 AAC 06.758 High School Graduation Qualifying Examination Results

4 AAC 06.761 Test Administration

4 AAC 06.765 Test Security; Consequences of Breach

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

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: July 2, 2001

Revised: September 6, 2005

Revised: May 7, 2012

Revised: _____, 2014

STANDARDIZED TESTING/TEST ADMINISTRATION

AR 6162.5(a)

Instruction

Note: The following procedures are based on regulations adopted by the Alaska Department of Education and Early Development for the administration of the high school graduation qualifying exam (HSGQE), norm-referenced tests, standards-based tests, the English language proficiency assessment, and the college and work preparedness assessment. 4 AAC 06.755, 06.758, 06.765, 06.700 and 06.717. The Department has established uniform test administration requirements for all statewide assessments. 4 AAC 06.761. The Department will provide each test coordinator, associate test coordinator, proctor and test administrator a test security agreement which must be signed affirming that the testing procedures of the Department and the test publisher will be followed. The test security and test administration provisions are applicable to all exams, whether HSGQE, norm-referenced, or standards-based. A certificated employee who breaches test security is subject to investigation and adjudication by the Professional Teaching Practices Commission.

Test Center:

The Superintendent or designee shall identify a school test center(s) where all state required assessments shall be administered, as required by state regulation or the Department. The test center must be well lighted, secure, free of disruptions, and have an established seating arrangement. Only designated district test coordinators, associate coordinators, proctors or test administrators may be in the test center rooms during student testing.

District Test Coordinator and Testing Personnel:

The Superintendent or designee shall designate a certificated employee of the district to be the test coordinator. If more than one test center is required, an on-site associate test coordinator will also be designated for each test center. The test coordinator or associate coordinator is responsible for assigning as many test administrators or test proctors to each test center as necessary to ensure adequate supervision or monitoring of students. Test proctors must hold an Alaska teacher certificate. No teacher may be assigned to proctor the exam if the teacher's classroom students are taking the exam. Enough proctors must be assigned to ensure adequate supervision of the testing process with a minimum of one test proctor for each 30 examinees.

District personnel responsible for test administration shall:

1. Annually execute a test security agreement prepared by the Department affirming the employee's obligation to follow required procedures for test security and administration;
2. Provide training in test procedures to all district staff involved in testing as directed by the Department, and ensure staff completes the training; and
3. Ensure that all district staff involved in testing read and follow testing procedures and manuals published by the test publisher.

STANDARDIZED TESTING/TEST ADMINISTRATION

AR 6162.5(b)

Test Security:

Each test booklet and test administration manual must be accounted for from the time the materials arrive at the district until the time the materials are returned to the test publisher. All district staff shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure.

In ensuring test security, the Superintendent or designee shall:

1. Inventory and track the test materials;
2. Securely store the materials before and after their distribution to school test centers;
3. Control the distribution of the tests to and from the test centers;
4. Control the storage, distribution, administration, and collection of tests at the test center;
5. Ensure that no student or other individual receives a copy of the test, or learns of a specific test question or item, before the time and date of testing, unless knowledge of the question or item is necessary for delivery of accommodations; and
6. Ensure that no test or test question is copied in any manner, whether on paper or by electronic means.

Test Administration

The following measures shall be taken before and during test administration by the Superintendent or designee and by those individuals supervising the testing process:

1. Prior to administering the tests, code the tests according to test administration directions;
2. Ensure that examinees use only those reference materials allowed by the test publisher's testing procedures;
3. Ensure that examinees do not exchange information during a test, except when specified by the test procedure;
4. Ensure that an examinee's answer is not altered after testing is completed;
5. Ensure that no test or test question is copied, reproduced, or paraphrased in any manner by an examinee or anyone else; and
6. Ensure that no examinee is assisted in responding to, or review of, specific test questions or items before, during, or after a test session.

Instruction

STANDARDIZED TESTING/TEST ADMINISTRATION (continued)

AR 6162.5(c)

Specific Rules for HSGQE Administration

The district shall start the administration of the HSGQE between 8:00 a.m. and 10:00 a.m. on the designated testing days. Except in exigent circumstances, the district will not permit a student to leave the test center during the first two hours of testing. Further, the district will not permit a student to enter the test after two hours of testing have elapsed.

Breach of Test Security

District personnel in charge of testing shall immediately report any breach of test security to the Department. A certificated employee who breaches test security is subject to investigation and action by the Professional Teaching Practices Commission.

Note: If a student's IEP requires a modification that violates test security, the modification will be provided only if it does not affect test security for other students. A modification that violates test security results in an invalid assessment. 4 AAC 06.765.

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 2001

Revised: May 7, 2012

Instruction

BP 6162.6

USE OF COPYRIGHTED MATERIALS

All district staff shall adhere to the provisions of the federal copyright law and maintain the highest ethical standards in using copyrighted materials. The district shall provide no legal support to any employee who violates the copyright law. Willful infringement of this law by students or staff may result in disciplinary action.

The School Board recognizes that computer software piracy contributes to higher costs and decreases commercial incentives for the development of quality educational computer software. In circumstances where the interpretation of the copyright law is ambiguous, the district shall determine appropriate use of computer software by referring to the license agreement and/or policy statements contained in the software packages used in the district. Computer-related instruction for students and staff shall address the ethical and practical problems caused by software piracy.

The Superintendent or designee shall maintain procedures to discourage violation of all copyright laws and prevent illegal copying activities.

Legal Reference:

UNITED STATES CODE, TITLE 17

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997

Instruction

AR 6162.6(a)

USE OF COPYRIGHTED MATERIALS

Each employee making a reproduction shall first determine whether the copying is permitted by law based on the guidelines below. If the copying is not permitted according to these guidelines, the principal/designee may request permission to reproduce the material from its copyright holders.

Requests for permission to use copyrighted materials shall include the following information:

1. Title, author(s), editor(s) or publisher, producer(s) or distributor.
2. Edition, copyright and/or production year.
3. Exact amount of material to be used (i.e., lines, pages, running time, etc.).
4. Nature of the use (i.e., how many times, when and with whom the material will be used).
5. Number of copies to be made.
6. How the material will be reproduced.
7. If an initial contact was made by phone, the request shall also include the name of the initial contact person.

The following guidelines differentiate between permitted and prohibited uses of printed material, sheet and recorded music, videotapes, films, filmstrips or slide programs, off-air taping (radio or television), and computer software.

Printed Materials

Permitted Use:

1. Single copies at the request of an individual teacher:
 - a. A chapter of a book.
 - b. An article from a magazine or newspaper.

USE OF COPYRIGHTED MATERIALS (continued)

- c. A short story, short essay or short poem, whether or not from a collective work.
- d. A chart, graph, diagram, drawing, cartoon or a picture from a book, magazine or newspaper.
2. Multiple copies at the request of an individual teacher for classroom use, not to exceed one copy per student in a course:
 - a. A complete poem if less than 250 words and if printed on not more than two pages.
 - b. An excerpt from a longer poem, not to exceed 250 words.
 - c. A complete article, story or essay of less than 2,500 words.
 - d. An excerpt from a larger prose work not to exceed ten percent of the whole or 1,000 words, whichever is less, but in any event a minimum of 500 words.
 - e. One chart, graph, diagram, cartoon or picture per book or magazine issue.

All preceding copies must bear the copyright notice. They may be made only at the discretion of the individual teacher on occasions when a delay to request permission would preclude their most effective instructional use.

Prohibited Uses:

1. Copying more than one work or two excerpts from a single author during one class term.
2. Copying more than three works from a collective work or periodical volume during one class term.
3. Copying materials for more than one course in the school where the copies are made.
4. More than nine sets of multiple copies for distribution to students in one class term.
5. Copying used to create, replace or substitute for anthologies or collective works.

USE OF COPYRIGHTED MATERIALS (continued)

6. Copying of "consumable" works such as workbooks, standardized tests, answer sheets, etc.
7. Copying that substitutes for the purchase of books, publishers' reprints or periodicals.
8. Repeated copying of the same item by the same teacher from term to term.

The above prohibitions do not apply to current news magazines and newspapers.

Sheet and Recorded Music

Permitted Uses:

1. Emergency copies for an imminent performance are permitted, provided they are replacing purchased copies and replacement is planned.
2. Multiple copies (one per student) of excerpts not constituting an entire performable unit or more than ten percent of the total work may be made for academic purposes other than performances.
3. Purchased sheet music may be edited or simplified provided the character of the work is not distorted or lyrics added or altered.
4. A single copy of a recorded performance by students may be retained by the district or individual teacher for evaluation or rehearsal purposes.
5. A single copy of recordings of copyrighted music owned by the district or individual teacher may be made and retained for the purpose of constructing exercises or examinations.
6. A single copy of an excerpt that constitutes an entire performable unit (i.e., a movement or aria) may be made, provided it is either:
 - a. Confirmed by the copyright proprietor to be out of print.
 - b. Unavailable except in a larger work. This may be done by or for a teacher only for scholarly research or in preparation for teaching a class.

USE OF COPYRIGHTED MATERIALS (continued)

7. A single copy of a portion of a sound recording may be made by or for a student, i.e., a song from a record, but not the entire recording. The copy may be used in the educational context in which it was made and may not be sold or performed for profit.

Prohibited Uses:

1. Copying to replace or substitute for anthologies or collections.
2. Copying from works intended to be "consumable."
3. Copying for purposes of performance except as noted in an emergency.
4. Copying to substitute for purchase of music.
5. Copying without inclusion of copyright notice on the copy.
6. Duplication of tapes, unless reproduction rights were given at time of purchase.
7. Reproduction of musical works or conversion to another format, e.g. record to tape.

Videotapes, Films, Filmstrips or Slide Programs

Permitted Uses:

1. A single copy of a portion of a copyrighted film or filmstrip may be made by a student for educational purposes if the material is owned by the school which the student attends.
2. A single copy of a small portion of a film or filmstrip may be made by or for a teacher for scholarly or teaching purposes.

USE OF COPYRIGHTED MATERIALS (continued)

3. Selected slides may be reproduced from a series if reproduction does not exceed ten percent of the total or excerpt the essence of the work.
4. A slide or overhead transparency series may be created from multiple sources as long as creation does not exceed ten percent of photographs in one source (book, magazine, filmstrip, etc.). This may not be done when the source forbids photographic reproduction.
5. A single overhead transparency may be created from a single page of a "consumable" workbook.
6. Sections of a film may be excerpted for a local videotape (not to be shown over cable) if they do not exceed ten percent of the total or excerpt the essence of the work. Extreme care must be exercised in copying a small portion of a film or filmstrip; small portions may contain the very essence of the material in question.

Prohibited Uses:

1. Reproduction of an audiovisual work in its entirety.
2. Conversion from one media format to another, e.g., film to videotape, unless permission is secured.
3. No one is permitted to copy any portion of a film or filmstrip sent to the school for preview or rented or owned by another school or institution without the express written permission of the copyright holder. The copyright of a film governs its performance (showing) as well as the copying of it. It is permissible to show a film to students using closed-circuit television if the system is confined to one building. Showing a film via closed-circuit television outside the building is not permitted.

Radio - Off-Air Taping

Permitted Uses:

1. A single copy of a small portion of a copyrighted radio program may be made by a student for educational purposes. Such a copy may not be sold or performed for profit.
2. Copies of broadcasts by national public radio may be made by district employees and retained for an indefinite period for educational purposes.

USE OF COPYRIGHTED MATERIALS (continued)

Prohibited Uses:

1. Copying broadcasts on commercial radio, except for copyrighted musical selections (see Sheet and Recorded Music), is governed by the same copyright laws that apply to off-air taping of commercial television; however, there is no special provision allowing libraries to tape radio news programs.

Television - Off-Air Taping

Permitted Uses:

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a period not to exceed 45 days. All off-air recordings shall be erased or destroyed at the end of the retention period. Broadcast programs are television programs transmitted for reception by the general public without charge.
2. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities and repeated once only when instructional reinforcement is necessary. These recordings may be shown in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten consecutive school days in the 45 calendar-day retention period.
3. Off-air recordings may be made only at the request of individual teachers, for use by those teachers. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
5. After the first ten consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for teacher evaluation purposes; i.e., to determine whether or not to include the broadcast program in the teaching curriculum; they may not be used for student exhibition or any other nonevaluation purpose without authorization.

USE OF COPYRIGHTED MATERIALS (continued)

6. All copies of off-air recordings shall include the copyright notice on the broadcast programs as recorded.

Prohibited Uses:

1. Off-air recording in anticipation of teacher requests.
2. Using the recording for instruction after the ten-day use period.
3. Holding the recording for weeks or indefinitely because:
 - a. Units needing the program concepts are not taught within the ten-day use period.
 - b. An interruption or technical problems delayed its use.
 - c. Another teacher wishes to use it, or for any other supposedly "legitimate" educational reason.
4. On occasion a special notice is provided with some materials specifically prohibiting reproduction of any kind. Permission to use any part of such works must be secured in writing from the author or producer in accordance with this regulation.
5. Off-air recordings need not be used in their entirety, but the content of recorded programs may not be altered. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

Software Copyright

Permitted Uses:

Copies of district-owned software may be made only when:

1. The copy is needed as an essential step in using the computer program with a particular machine. This copy is to be used in no other way.

USE OF COPYRIGHTED MATERIALS (continued)

2. The copy is used for archival or "backup" purposes. This copy may be held only as a file copy and must be destroyed when the program is no longer rightfully owned by the district unless the copyright owner authorizes its sale, lease or transfer as part of the sale, lease or transfer of the original program. (United States Code, Title 17, Section 117).

Prohibited Uses:

1. Copies of copyrighted programs may not be made for any purpose other than the two permitted above.
2. When permission is obtained from the copyright holder to use software on a disk-sharing system, efforts will be made to secure software from copying.
3. Illegal copies of copyrighted programs shall not be made or used on school equipment.

Instruction

BP 6162.8

RESEARCH

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

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

Shows potential for improving instructional programs and strategies.

- Addresses a relevant educational problem.
- Avoids duplication of existing data or literature.
- Is designed so as to minimize interruptions and demands upon the time of students and staff.

The Superintendent or designee shall not permit the administration of any questionnaires or surveys regarding a student's private family affairs without first obtaining written parental permission. (AS 14.03.110)

(cf. 5145.15 – Student and Family Privacy Rights)

All instructional materials, including teacher's manuals, films, tapes, or other supplementary materials which will be used in connection with any survey, analysis, or evaluation of any applicable program shall be available for inspection by parents/guardians.

(cf. 5125 – Student Records)

Legal Reference:

ALASKA STATUTES

14.03.110 *Questionnaires and surveys administered in public schools*

UNITED STATES CODE

20 U.S.C. 1232(h) *(Hatch Amendments)*

No Child Left Behind Act, Title II, § 1061, P.L. 107-110 (2001), amending the Protection of Pupil Rights Act, 20 U.S.C. § 1232(h)

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

Revised 1/03

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

SCHOOL LIBRARIES COLLECTION DEVELOPMENT**Introduction**

This collection development policy is designed as a guide for the development of the media collections in the Yakutat School District libraries. It is also meant to inform administration, faculty, staff, students and community members of the goals and operations of the District libraries.

Philosophy

The library-media program exists as an integral part of the Yakutat School District. The program is in place to support curriculum goals and to directly support classroom instruction. In addition, the library program works to provide both students and faculty with materials to encourage independent investigation and thought, to stimulate curiosity and the desire to learn, and to provide for recreational reading.

Goals

To provide students and staff with access to information which will support and enrich the curriculum, taking into account the varied interests, abilities and maturity levels of those served. To provide students and staff with instruction in the effective use of information resources. To promote library media services as an integral part of the educational process. To place principle above personal opinion and reason above prejudice in the selection of quality materials in order to assure a balanced collection of available materials.

Those to be served

Yakutat School District serves all school age residents of the city and borough of Yakutat. The elementary school library serves K-6 grade students and the high school library serves 7-12 grade students. The school libraries exist primarily to serve the interests and needs of the students and staff of Yakutat Schools, It also serves the needs of the community in general when possible to do so without interrupting school use of library media materials.

Overview of the collection

The Yakutat School libraries collections emphasize, but are not limited to:

1. materials that support the district curriculum;
2. materials that focus on Tlingit Indians and issues related to Alaska and local history,
3. materials that reflect the interests of staff and students,
4. leisure reading materials, including current fiction.

SCHOOL LIBRARIES COLLECTION DEVELOPMENT (continued)**Cooperation**

The Yakutat school libraries participate in the Alaska Library Network and are able to supplement services through the use of interlibrary loan materials not found in the collection.

Development of the collection**Priorities in developing the collection**

When purchasing materials for the Yakutat School libraries, selection of items to purchase will be based on the following priorities:

1. Current and up-to-date non-fiction resources in all areas of the curriculum.
2. New and standard fiction to both supplement curriculum and reflect and broaden student reading interests.
3. Retrospective materials that are needed to support the curriculum.
4. Multiple copies are purchased only when determined necessary by high demand.

Responsibility for selection

The Yakutat School District Board of Education is legally responsible for all school district matters. The responsibility for supervising the selection of library materials rest with the library staff. While faculty members, students and parents are encouraged to be involved in the selection process, final authority for determining which materials will be purchased rests with the district librarian with administrative approval.

Selection of materials will involve consulting reviews in professional selection tools such as (but not limited to) School Library Journal, English Journal, the Senior High School Library Catalog, and Guide to Reference Books for School Media Centers.

Guidelines for selection

A positive effort will be made to collect library materials that are free of bias. Materials on controversial issues will only be included in the collection if both sides of the controversy are addressed.

In addition, the following general factors will be taken into account when selecting library materials:

- A. Curriculum support
- B. Significance of subject matter
- C. Accuracy of information
- D. Importance to collection of as whole
- E. Literary or artistic merit
- F. Appearance of item in standard bibliographies or selection tools
- G. Availability of materials on the subject
- H. Price

SCHOOL LIBRARIES COLLECTION DEVELOPMENT (continued)**Gifts**

Gifts are accepted by the libraries under the condition that they will be included in the collection only after evaluation by the library staff has determined them to be needed in the collection. The criteria for selection as outlined in this document should be applied to any gift materials. Gift materials not selected will be disposed of in an appropriate manner.

Reconsideration of materials

The Yakutat School District endorses the "Freedom to Read" statement (Appendix I) and the "School Library Bill of Rights" (Appendix II) and in doing so endorses the "Library Bill of Rights" (Appendix III).

Complaints about the inclusion of an item in the school library collection should be submitted to the Superintendent of Schools in writing using the "Request for Reconsideration of Instructional Materials" form (Appendix IV). Duplicate copies will be sent to the librarian. After a formal complaint is made, a review committee made up of at least one library staff member, one parent, one student and one teacher/administrator will be selected by the Superintendent to hear the complaint and determine what action should be taken. The review of questioned material shall be treated objectively and as important matter. Every opportunity will be afforded those persons questioning the materials to meet with the committee to express their opinions. Any other persons involved in the selection of the questioned materials will have the same opportunity. The best interests of the students, curriculum, school and community will be considered.

In examining a questioned material, committee members will study it thoroughly as well as available reviews. Passages or parts of a materials will not be viewed out of context. It should be noted that parents have the right to request the certain materials not be assigned to or made available to their own children, but not the right to prohibit other students access to those materials. In addition, library circulation records are considered confidential.

Appendix I**Freedom to Read Statement**

The freedom to read is essential to our democracy. It is under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or

SCHOOL LIBRARIES COLLECTION DEVELOPMENT (continued)

authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and repression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

We trust Americans to recognize propaganda, and to reject obscenity. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

SCHOOL LIBRARIES COLLECTION DEVELOPMENT (continued)

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men and will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers and librarians do not need to endorse every idea of presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as the sole standard for determining what books should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of the own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

SCHOOL LIBRARIES COLLECTION DEVELOPMENT (continued)

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book solely on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. The present laws dealing with obscenity should be vigorously enforced, there is no place in our society for extralegal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent serious artists from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated: nor can machinery be designed which will suit the demands of one group without limiting the freedom of others. We deplore the catering to the immature, the retarded or the maladjusted taste. But those concerned with freedom have the responsibility of seeing to it that each individual book or publication, whatever its contents, price or method of distribution, is dealt with in accordance with due process of law.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous. The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is inevitable in the give and take of the democratic process that the political, the moral, or their aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will

SCHOOL LIBRARIES COLLECTION DEVELOPMENT (continued)

recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

The freedom to read is of little consequence when expended on the trivial: it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the common belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

Adopted June 25, 1953, by the ALA Council.

Endorsed by:

AMERICAN LIBRARY ASSOCIATION, Council, June 25, 1953

AMERICAN BOOK PUBLISHERS COUNCIL, Board of Directors, June 18, 1953

Subsequently Endorsed by:

AMERICAN BOOKSELLERS ASSOCIATION, Board of Directors

BOOK MANUFACTURERS' INSTITUTE, Board of Directors

NATIONAL EDUCATION ASSOCIATION, Commission for the Defense of Democracy through Education

SCHOOL LIBRARIES COLLECTION DEVELOPMENT (continued)

Appendix II

School Library Bill of Rights - for School Library Media Center Programs

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop and intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

Approved by American Association of School Librarians, Board of Directors, Atlantic City, 1969.

Appendix III

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- 2.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibilities to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliation of individuals or groups requesting use.

Adopted June 18, 1948. Amended February 2, 1961, June 27, 1967, and January 23, 1980, by the ALA Council.

**YAKUTAT SCHOOL DISTRICT
REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL**

Location of Material

Type of Material

H.S. _____ Elem. _____

Book _____

Magazine _____

Video _____

Other(please specify) _____

Title of Material: _____

Author (if applicable) _____

Publisher or Producer _____

Person Requesting Review _____

Address _____

Telephone _____

Do you represent (please check one and complete)

Yourself _____

Organization _____

Group _____

(Name and/or members)

Please answer the following questions as completely and as specifically as possible.

A) To what in the material do you object: Please provide page(s) or location(s).

B) Did you read or view the entire material? _____ If not, which parts did you read or view? _____

C) What do you feel might be the result of a student using the material?

D) For what age group would you recommend this material? _____

E) Is there anything good or educationally beneficial about this material? (Please comment) _____

F) Are you aware of the judgment of this work by literary or professional critics? If so, please provide examples. _____

Appendix IV

E 6163(b)

G) Would you care to recommend another material of the same subject and format? _____

H) What would be your recommendation for action by the school district?

a) _____ Do not assign this material to my child/children.

b) _____ Have the material reevaluated by the professional staff
responsible

for selection.

c) _____ Other (please explain) _____

A comments you feel clarify or support your request:

Signature

Date

Instruction

BP6163.1(a)

LIBRARIES/MEDIA CENTERS

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

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

1. Materials that support and enrich the curriculum, taking into consideration students' varied interests, abilities, maturity levels and learning styles.
2. Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
3. Information that will support students' personal needs and enable them to make intelligent judgments in their daily lives.
4. Materials that present opposing sides of controversial issues, so that students may learn, with guidance, how to analyze and think critically about what they read.
5. Materials which realistically depict our pluralistic society and reflect the contributions of its various religious, ethnic and cultural groups.

The Board encourages students and staff to use their school libraries frequently and to request materials which they would like added to library collections.

Certificated library staff shall consult with teachers, administrators, students and community members when preparing its recommendations for purchasing, removing or replacing library books and materials. The Superintendent or designee shall bring these recommendations to the Board.

(cf. 1312.2 – Complaints Concerning Instructional Materials)

(cf. 1400 – Relations Between Other Governmental Agencies and the Schools)

(cf. 6144 – Controversial Issues)

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

(cf. 6161.11 – Supplementary Instructional Materials)

Legal Reference: (See next page)

Instruction

BP 6163.1(b)

LIBRARIES/MEDIA CENTERS (continued)

Legal Reference:

ALASKA STATUTES

AS 14.56.300-.340 Library assistance grants

ALASKA ADMINISTRATIVE CODE

4 AAC 57.020 Annual report of library operations

4 AAC 57.050 - .099 Library assistance grants

4 AAC 57.410 - .490 Public School Library Collection Development Grants

4 AAC 57.990 Definitions

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: June 29, 2010

Instruction
SCHOOL GARDENS, GREENHOUSES, AND FARMS

Note: This optional policy reflects AS 14.30.375 authorizing school districts to operate school gardens, greenhouses, and/or farms.

The Board recognizes the lifelong benefit to students in developing skills in the safe production of nutritious foods. To support this goal, the Board authorizes the establishment and operation of school gardens, greenhouses, or farms. Gardens, greenhouses or farms are to be utilized for instructional purposes, including educating students about agricultural practices using both organic and conventional growing methods.

School gardens, greenhouses, or farms may produce fruits and vegetables. This produce must be made available for student consumption through the district's meal and snack programs. To the extent production exceeds the needs of students, the excess produce may be sold and the profits utilized to support continuation of this program.

(cf. 3550 – Food Service)
(cf. 3554 – Other Food Sales)
(cf. 5040 – Student Nutrition and Physical Activity)

Students will be provided the opportunity to be involved in the operation of school gardens, greenhouses, or farms. Opportunities may include courses, vocational programs, extracurricular activities, and volunteer opportunities available to student organizations and individual students.

(cf. 6142.5 – Environmental Education)
(cf. 6145 – Extracurricular and Cocurricular Activities)
(cf. 6178 – Vocational Education)

Legal References:

ALASKA STATUTES
03.20.100 Farm-to-school program
14.30.375 School gardens, greenhouses, and farms

YAKUTAT SCHOOL DISTRICT
Adopted: April 4, 2011

Instruction

BP 6164.2(a)

GUIDANCE AND COUNSELING SERVICES

Note: The following sample policy may be revised as appropriate to reflect district philosophy and needs. 4 AAC 51.330 requires districts to establish procedures for career and vocational guidance services, including dissemination of information about vocational programs and access to information regarding advance training, employment or placement.

The School Board shall provide a counseling program to enhance academic achievement and emotional security. The Board recognizes that some students are in greater need of guidance than others. The counseling program shall serve students' diverse needs and shall encourage productive learning experiences.

Counselors shall make every effort to respect student confidentiality as appropriate and shall consult with the Superintendent or designee or with the district's legal counsel whenever unsure of how to respond to a student's personal problem. Parental consultation and consent for counseling shall be obtained as appropriate.

(cf. 5141 – Healthcare and Emergencies)

(cf. 6164.3 – Student Mental Health – Medication and Services)

Academic counseling shall help students establish immediate and long-range educational plans consistent with their individual needs, abilities, interests and aptitudes without regard to sex. Insofar as possible, parents/guardians shall be included when making these plans, and student placement shall not be limited by past grades and test scores. Minority, disadvantaged, low-income and other students shall not be automatically or systematically channeled into vocational or special education.

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

Note: Under the No Child Left Behind Act of 2001, districts receiving federal funds must provide military recruiters the same access to students as is provided generally to post-secondary educational institutions and prospective employers.

Counseling staff shall help secondary students to plan for the future, become aware of their career potential, understand the business world and develop realistic perceptions of work. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships. Post-secondary institutions, prospective employers, and military recruiters may be granted access to students as deemed appropriate by counseling staff and the building administrator.

Note: 4 AAC 06.530 requires districts to establish written procedures for the biennial training of guidance and counseling personnel in the recognition of sex bias in counseling materials in techniques for overcoming the effects of sex bias.

GUIDANCE AND COUNSELING SERVICES (continued)

As required by law, the Superintendent or designee shall provide biennial training for guidance and counseling staff in recognizing and overcoming sex bias.

(cf. 5125 - Student Records)
(cf. 5141.4 - Child Abuse and Neglect)
(cf. 5141.52 - Suicide Prevention)
(cf. 6164.5 - Student Study Teams)

Legal Reference:

Elementary and Secondary Education Act, 20 U.S.C. §9528, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

ALASKA STATUTES

14.18.030 Discrimination in counseling and guidance services prohibited
14.18.050 Discrimination in course offerings prohibited
14.30.171 Prohibited actions
14.30.172 Communications not prohibited
14.30.176 List of community resources

ALASKA ADMINISTRATIVE CODE

4 AAC 06.530 Guidance and counseling services
4 AAC 51.330 Vocational guidance and placement

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: September 6, 2005
Revised: April 2, 2007

STUDENT MENTAL HEALTH – MEDICATION AND SERVICES

Note: The following policy implements SB 48 (2006), a bill “relating to recommending or refusing psychotropic drugs or certain types of evaluations or treatments for children.” This bill enacted new statutes at AS 14.30.171-14.30.179. The requirements of these statutes are incorporated in the policy below, as well as in a separate policy, BP/AR 5141, Health Care and Emergencies.

The District shall work closely with parents in serving students with behavioral or mental health needs. The Superintendent/Chief School Administrator shall oversee the delivery of appropriate educational services in line with this policy and applicable laws.

Psychotropic Medication

Unless authorized, school personnel may not recommend to a parent or guardian that a student take, or continue to take, psychotropic medication designed to affect emotions, mood, or behavior. Employees possessing a special services type C certificate may make recommendations regarding whether such medication may assist the child in school, but only if such recommendations are consistent with the individual’s training and job duties.

A determination as to whether or not psychotropic medication is beneficial for a student should be made by parents and the student’s medical provider. With limited exceptions, absent parental consent, students may not be required to take psychotropic medication as a condition of attending school. However, such medication may be required if, in the opinion of the student’s medical provider, the medication is necessary for the student’s mental health or the student poses a risk of harm to the student or others without the medication.

Students and their parents/guardians will be afforded due process rights to which they are entitled by law, board policy or administrative regulations.

(cf. 5030 - School Discipline and Safety)
(cf. 5112.2 - Exclusions from Attendance)
(cf. 5144.1 – Suspension/Expulsion)

Psychological or Psychiatric Evaluation and Treatment

Unless authorized, school personnel may not recommend to parents that their student receive psychiatric or psychological evaluation or treatment. School personnel who possess a special services type C certificate, or other behavioral or mental health professionals working in the schools, may make recommendations regarding evaluation and treatment, so long as such recommendations are consistent with the individual’s training and job duties.

(cf. 6164.2 – Guidance and Counseling Services)

Nothing in this policy is intended to prevent referrals and evaluations of students for special education and related services.

(cf. 6164.4 – Child Find)
(cf. 6172 – Special Education)

STUDENT MENTAL HEALTH – MEDICATION AND SERVICES (continued)

Note: Despite the limitations on psychological and psychiatric evaluations and treatment set forth above, districts may continue to require evaluation and/or treatment as a condition of readmission for students who have been suspended or expelled. AS 14.30.172(2).

The limitations on evaluation and treatment are not applicable to reasonable readmission criteria for students who have been suspended or expelled. In the interest of safety and security, the district may impose requirements for evaluation and/or treatment as a condition of readmission.

(cf. 5144 – Discipline)

(cf. 5144.1 – Suspension and Expulsion)

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

Classroom Observations

School personnel may consult with parents and share classroom and school-based observations regarding a student’s behavior and academic and functional performance. Such consultations can include discussion regarding referral for special education evaluation. In consulting with parents, school personnel must be cautious not to engage in prohibited discussions as set forth above.

(cf. 5141 Health Care and Emergencies)

Compliance with Policy and Law

Note: Included within SB 48, at AS 14.30.177, is a requirement that “each school board shall adopt a policy that provides that an employee violating AS 14.30.171-14.30.176 may be subject to disciplinary action.” In all cases of alleged employee misconduct, a determination of appropriate discipline should be made only after completion of a full and fair investigation.

This policy is based on required school laws of the State of Alaska. Violations of this policy may subject school personnel to disciplinary action.

(cf. 4118 – Suspension/Disciplinary Action)

(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

Legal Reference (see next page)

BP 6164.3(c)

STUDENT MENTAL HEALTH – MEDICATION AND SERVICES (continued)

Legal Reference:

ALASKA STATUTES

14.30.045 Grounds for suspension or denial of admission
14.30.047 Admission or readmission when cause no longer exists
14.33.110-.140 Required school disciplinary and safety program
14.30.171 Prohibited actions
14.30.172 Communications not prohibited
14.30.174 Compliance with federal education law
14.30.176 List of community resources
14.30.177 Violations

UNITED STATES CODE

20 U.S.C. §§ 1400-1487, Individuals with Disabilities Education Act
20 U.S.C. §§7101-7143 Safe and Drug-Free Schools and Communities Act of 1994

Revised 2/08

YAKUTAT SCHOOL DISTRICT
Adopted: April 2, 2007
Revised: May 5, 2008

CHILD FIND

Note: AS 14.30.274 and 4 AAC 52.100 require districts to establish written procedures to ensure children with disabilities are identified for assessment purposes. 4 AAC 52.110 requires written procedures for receiving referrals. The Individuals with Disabilities Education Act (IDEA), 20 USC 1412(a)(3) and 34 CFR 300.111 and 300.131, requires that this “child find” identification system include identification of students with disabilities attending private schools, including religious-school children residing within the district, and highly mobile children with disabilities, such as migrant and homeless children. In order to carry out this requirement, a practical method must be developed to determine which children with disabilities are currently receiving needed special education and related services. Services for a private school student, in accordance with an individualized education program (IEP), must be provided at no cost to the parent/guardian, unless the private school makes a free and appropriate public education available to the student and the parent/guardian chooses to enroll the student in that private school. If the public school is providing services to the student, these services may be provided on the premises of the private school, including parochial schools, to the extent consistent with other provisions of law.

The School Board recognizes the responsibility of the district to identify children residing in the district who need special education and related services. As required by law, the Superintendent or designee shall establish written procedures for locating children with exceptional needs in order to provide a free appropriate public education to all eligible children. The Board encourages all members of the community to assist the district in its effort to identify the need for special education and related services within the community.

The Superintendent or designee shall establish and implement an ongoing system to identify and locate children, age 3 through 21 years of age, suspected of having a disability who reside within the district, regardless of the severity of the disability. The components and procedures of this system will be detailed in a written Child Find Plan. The Plan shall identify a Child Find Coordinator, address coordination of child find activities, provide for annual public notice, referrals, and screening.

Child Find Coordinator

The Superintendent shall appoint a Child Find Coordinator who coordinates the development, revision, implementation, and documentation of the District’s child find system.

Annual Public Notice

The Superintendent or designee shall annually inform the community about the right to, and availability of, educational services for children with disabilities. This notice shall inform parents/guardians in writing of the types of qualifying disabilities, the educational needs of children with disabilities, the rights of children to a free appropriate public education, the services available to these children, confidentiality protections, and the district’s procedures for initiating a referral for assessment to identify individuals who need special education services.

Instruction

BP 6164.4(b)

CHILD FIND (continued)

Note: The following contains optional language for those districts with a statewide correspondence program.

The notice must be calculated to reach all persons within the District, [including all persons responsible for children who are enrolled in the District's statewide correspondence program.]

Referral

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

The Superintendent or designee shall implement a procedure to receive referrals of children suspected to having a disability. Referrals will be acted on without undue delay.

The school district shall obtain the informed written consent of a child's parent before conducting an initial evaluation, and before placing the student in a special education program in the district. If consent is not given for an initial evaluation, and the district believes it should proceed with the assessment, it may initiate due process hearing procedures in accordance with law to determine whether the district can proceed with an evaluation.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6172 - Special Education)

Legal Reference:

ALASKA STATUTES

14.30.191 Educational evaluation and placement

14.30.274 Identification of exceptional children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.100 Child find

4 AAC 52.120 Evaluation

4 AAC 52.125 Eligibility

4 AAC 52.130 Criteria for determination of eligibility

4 AAC 52.190 Written notice to parent

4 AAC 52.200 Parental consent

4 AAC 52.540 Parental right to independent evaluation

4 AAC 52.580 Placement of child during proceedings

Legal Reference continued on next page

Instruction

BP 6164.4(c)

CHILD FIND

Legal Reference continued:

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400 et seq. Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

701 et seq. Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 34,

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

300. et seq. IDEA Regulations

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: July 2, 2001

Revised: May 5, 2008

Revised: June 29, 2010

Annual Public Notice
CHILD FIND

Special Education Services, Eligibility for Special Education Services

Two federal laws protect children with disabilities, the Individuals with Disabilities Education Act (IDEA 97) and Section 504 of the Vocational Rehabilitation Act of 1973. Children experiencing disabilities are guaranteed a free appropriate public education (FAPE) under IDEA 97 and Alaska State Regulations. Under IDEA 97, a child with a disability is one who has a physical or mental disability as defined in one of 14 eligibility categories, the disability adversely affects the educational performance of the child and because of the disability the child is in need of special education and related services. The areas of eligibility are: autism, deafness, deaf blindness, early childhood developmental delay, emotional disturbance, hearing impairment, specific learning disability, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, speech or language impairment, traumatic brain injury, and visual impairment. Section 504 defines disabled as "any person who has a physical or mental disability which substantially limits a major life activity or has a record of such a disability or is regarded as having such a disability". For information about whether your child may qualify for services under IDEA 97 or Section 504, contact the administrator at your child's school.

Rights of Children with Disabilities

IDEA 97 provides for a FAPE to all children experiencing disabilities in the least restrictive environment. This means services without charge to the parent, in conformity with an appropriately developed Individualized Education Program (IEP), provided at public expense under public supervision, and which meet the education standards and administrative policies and procedures of the state Education Agency. IDEA 97 requires school districts to provide parents with opportunities to become involved in their child's educational program and to document that involvement. These rights place responsibility on the parent to become actively involved. Rights to which parents are entitled under IDEA 97 are referred to as procedural safeguards. A copy of the procedural safeguards is available at the district office.

Educational Needs of Children with Disabilities

Special education means the specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. Specially designed instruction means adapting content, methodology, or delivery of instruction to address the unique needs of the child and to ensure access of the child to the general curriculum. Special education is a service, not a place.

Services Available to Children with Disabilities

The Yakutat School District provides comprehensive educational services through the Special Education Department to all children who experience disabilities and have additional needs beyond those which can generally be met by the regular classroom program. Special education services are provided in all Yakutat School District schools. Services are designed by an IEP team in the least restrictive environment, including the parent as a contributing member. IDEA 97 requires that a continuum of special education placements is available which includes: support in the regular classroom supervised by special education personnel, direct service by special education personnel in the regular classroom, pull-out time from the regular classroom with service from special education personnel, self-contained special education classrooms, a special school, home or hospital instruction or instruction in an institution. Since all components of the continuum cannot be provided in our schools, the IEP team makes every effort to provide the appropriate services for a student in a setting as close to his/her normal classroom as possible. In addition to providing the necessary special education services, the IEP team may determine a need for related services. Related services may include speech therapy, occupational therapy, physical therapy, psychological evaluation, counseling, specialized nursing services, audiology services, and transportation.

Confidentiality Protections

The Yakutat School District maintains the confidentiality of information relating to students with disabilities. The district must obtain written consent before disclosing personally identifiable information to any person other than a school employee who has a legitimate educational interest, employees of the school in which the child is enrolled, or a representative of the United States Department of Education or the Alaska Department of Education and Early Development.

Contact Information

The Special Education Department employs specialists, administrators and teachers with specialized expertise, certification and/or license to design, implement and supervise special education services of the district. The Special Education Parent Resource Center provides a variety of services, information and training for parents of special education students. For more information regarding special education services, please contact one of the following at 907-784-3317 Rod Schug, Superintendent; Stephanie Latzel, Special Education Teacher.

Instruction

TITLE I PROGRAMS

Note: This policy is mandatory for any district that receives or desires to receive Title I funds. Title I is part of the Elementary and Secondary Education Act (20 U.S.C. § 6301 *et seq.*), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110). Title I recipients must have a policy on parental participation and a policy ensuring equal provision of staff and materials among schools.

Title I programs shall provide identified students with supplementary services designed to instruct them in the district's core curriculum and improve their achievement in basic and advanced skills. The district shall provide these services, including remediation in reading, language and/or mathematics, on the basis of individual student needs identified annually and assessed with objective educational criteria.

When evaluating the effectiveness of Title I programs, staff shall assess individual student achievements and determine whether these students' improved performance has continued over a period of more than 12 months. Services shall be modified for students who do not make substantial progress.

(cf. 6190 - Evaluation of the Instructional Program)

Note: NCLB requires each district receiving Title I funds to “develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.” No Child Left Behind Act § 1118(a)(2). Additionally, each school served under Title I must work with parents to develop a written parent involvement policy for that school.

The parents/guardians of children enrolled in Title I programs shall be involved in planning, designing and implementing these programs in a systematic, ongoing, informed and timely fashion. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs. All such recommendations shall receive timely responses. The Superintendent/Chief School Administrator shall develop procedures according to Title I requirements. These procedures shall contain: (1) the district's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, (3) methods to be used by building administrators with Title I programs to ensure parental involvement at that school, and (4) other provisions as required by federal law. The Superintendent or designee shall ensure that the procedures are distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

TITLE I PROGRAMS (continued)

Through consultation with parents/guardians, the district shall annually assess the effectiveness of parental involvement programs and determine what action needs to be taken, if any, to increase parental participation.

Note: The following paragraph is mandatory for each district receiving Title I funds.

The Superintendent or designee shall establish procedures which ensure that the district provides all district schools, regardless of whether they receive Title I funds, with services that, taken as a whole, are substantially comparable. This includes the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers and auxiliary staff shall vary as little as possible from school to school. The Superintendent or designee shall maintain annual records to document this ratio and to indicate the quantity and quality of books and equipment at each school.

(cf. 6000 - Concepts and Roles)

Legal Reference:

Title I of the Elementary and Secondary Education Act, 20 U.S.C. §§ 6301–6514, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Revised 1/03

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

TITLE I PROGRAMS

Parent Involvement in Title I Programs

Note: The No Child Left Behind Act of 2001 continues the federal requirement that districts receiving Title I funds have a policy on parental involvement. Minor changes to this requirement were implemented with NCLB. Districts are no longer required to assist parents in understanding the national education goals. On the other hand, districts may now establish a district-wide parent advisory council to provide advice on all matters related to parent involvement in Title I programs. Districts must provide full opportunities for the participation of parents of migratory students, to the extent practicable. General requirements continuing from previous years include the mandate that districts conduct, with parental input, an annual evaluation of the content and effectiveness of the parent involvement policy. Additionally, each of the district's schools with a Title I program must have its own parental involvement policy created with input from parents of students attending that school. Finally, parents must be notified of the parent involvement policy.

These procedures meet the requirements of No Child Left Behind, except that they were not created with input from parents in your district. Each Board and individual school site should obtain parental input, as required by NCLB.

Each school shall support and encourage parental involvement opportunities, as identified in a school parent involvement policy. The policy must be developed in cooperation with parents and should include the following:

1. A plan for effective two-way communication between parents and the school regarding the school's policies and rules, and an individual child's progress;
2. A commitment from the school that information related to school and parent programs, meetings, and other activities will be sent to parents in a timely manner;
3. A description of the school's responsibilities to provide high-quality curriculum and instruction in a supportive and effective learning environment;
4. A description of the parents' responsibilities for supporting their children's learning such as monitoring attendance and homework completion; volunteering in their child's classroom; and participating in decisions relating to the education of their children and positive use of extracurricular time.
5. A description of how the school will promote to teachers and other personnel the value and utility of the contributions and involvement by parents;

TITLE I PROGRAMS (continued)

6. The availability of assistance to parents in understanding the State's academic achievement and assessment standards;
7. The availability of materials and training to help parents work with their children to improve their children's achievement;
8. The importance of communication between teachers and parents on an ongoing basis through, at a minimum –
 - a. frequent reports to the parents on their children's progress;
 - b. parent-teacher conferences to discuss the child's progress and placement and to describe the methods used to complement the student's instruction;
 - c. reasonable access to teachers and other educators, including the opportunity to observe program activities;
 - d. an annual meeting, at a time convenient for parent attendance, where all parents shall be invited and encouraged to attend, to discuss and review the content and effectiveness of the school parent involvement policy;
9. The timely notice to parents of information about parental involvement programs;
10. Insofar as possible, the coordination and integration of parental involvement activities with community groups;

In facilitating effective parental involvement, the Principal/Site Administrator may:

- a. Provide regular meetings, at parent request, where parents may formulate suggestions and participate in decision-making about the education of their children;
- b. Ensure, insofar as possible, that opportunities for full participation are given to parents who lack literacy skills or whose native language is not English;
- c. Involve parents in the development and training of teachers, principals, and other educators in order to improve the effectiveness of such training;

TITLE I PROGRAMS (continued)

- d. Adopt and implement model approaches to improving parental involvement;
- e. Establish a parent advisory council to provide advice on all matters related to parental involvement activities and programs.

Insofar as practical, parental involvement materials and information shall be provided in a language and format that parents understand.

Revised 1/03

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

NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT OF 2001

This list of parental notice requirements is designed to help districts meet the many notice requirements of NCLB. NCLB makes it clear that schools receiving federal funds must ensure that parents are actively involved and knowledgeable about their schools and their child's education. The law requires schools to give parents many different kinds of information and notices in a uniform and understandable format and to the extent practicable, in a language that parents understand. The only notices applying to districts that do **not** receive Title I funds are those regarding student privacy. The notices described in this example are summarized; please see the specific NCLB section cited for the exact requirements.

Improving Basic Programs Operated by Local Educational Agencies

1. Teacher Qualifications. As required by NCLB §1111(h)(6)(A): At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. Whether the teacher is teaching under emergency or other provisional status.
 - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
 - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
2. Individual Achievement on State Assessment. As required by NCLB §1111(h)(6)(B)(i): Districts must provide to parents information on the level of achievement of the parent's child in each of the State academic assessments.
3. Teacher Not Highly Qualified. As required by NCLB §1111(h)(6)(B)(ii): Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

Limited English Proficient Students

1. As required by NCLB §1112(g)(1)(A) and (g)(2), and §3302(a): Districts must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.

2. As required by NCLB §1112(g)(1)(B), and §3302(b): Each district using funds provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.

3. As required by NCLB §1112(g)(4) and §3302(e): Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

Academic Assessment and Local Education Agency and School Improvement

1. As required by NCLB §1116(b)(6): Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i).

a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;

b. The reasons for the identification;

- c. An explanation of what the school identified for school improvement is doing to address the problem;
- d. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
- e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- f. An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).

2. As required by NCLB §1116(b)(8)(c): Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan.

3. As required by NCLB §1116(e)(2)(A): The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i):

- a. The availability of supplemental education services;
- b. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
- c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

Parental Involvement

1. As required by NCLB §1118(b): Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

2. As required by NCLB §1118(c): Each school shall:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
 - b. Offer a flexible number of meetings;
 - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the schoolwide program plan under §1114(b)(2);
 - d. Provide parents of participating children:
 - Timely information about programs under this part;
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Voluntary Public School Choice Program

Note: This notice requirement applies to those districts or schools receiving a federal grant to fund a voluntary school choice program.
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1. As required by NCLB §5245(a): The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:
 - a. The existence of the program;
 - b. The program's availability; and
 - c. A clear explanation of how the program will operate.

Education of Homeless Children and Youths

1. As required by NCLB §722(e)(3)(C): The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:

- a. Shall be signed by the parent or guardian;
- b. Sets the general rights provided under this subtitle;
- c. Specifically states:
 - The choice of schools homeless children and youths are eligible to attend,
 - That no homeless child or youth is required to attend a separate school for homeless children or youths,
 - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs; and
 - That homeless children and youths should not be stigmatized by school personnel; and,
- d. Includes contact information for the local liaison for homeless children and youths.

2. As required by NCLB §722(g)(2)(B)(iii): In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

3. As required by NCLB §722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

Student Privacy

1. As required by NCLB §1061(c)(2)(A): The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:

a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and

b. Offer an opportunity for the parent to opt the student out of the activity.

2. As required by NCLB §1061(c)(2): All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g. “The Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. *(Copies of those policies are available on request.)*”

Added 1/03

YAKUTAT SCHOOL DISTRICT
Adopted: September 6, 2005

Instructions

SPECIAL EDUCATION

BP 6172(a)

Note: The following sample policy addresses education provided under the Individuals with Disabilities Education Act.

The School Board desires children with and without disabilities to share an interactive educational environment which nurtures understanding, cooperation and mutual respect.

A student's IEP team shall determine the content of the student's individualized educational program (IEP) and make placement decisions for the least restrictive environment that is educationally appropriate.

Note: 4 AAC 52.590 requires districts to establish written procedures for the identification of children in need of a surrogate parent and for the appointment and removal of surrogate parents. AS 14.30.272 requires the district to inform parents/guardians of children with disabilities of the procedural safeguards provided by law. 4 AAC 52.190 requires written notice before initiating or changing a child's identification, evaluation or placement and when refusing a parent's request to initiate or change a child's identification, evaluation or placement.

The Superintendent or designee shall establish written procedures required by law and shall ensure district compliance with procedural safeguards, including appropriate notices to parents/guardians established by state and federal laws and regulations.

Note: 4 AAC 52.115 requires evaluation and placement within 90 calendar days of obtaining parental consent for evaluation. However, completion of an individualized education plan must occur within 30 days after determining a child's eligibility.

Services will be provided in accordance with a student's IEP once parental consent or administrative or judicial proceedings authorize the provision of special education and related services.

(cf. 3541.2 - Transportation for Special Education Students)

(cf. 5144.2 - Suspension and Expulsion (Individuals with Exceptional Needs))

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

(cf. 6164.4 - Child Find)

Legal Reference: (See next page)

Instructions

SPECIAL EDUCATION (continued)

BP6172(b)

Legal Reference:

ALASKA STATUTES

14.30.180-14.30.350 Education for children with disabilities

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010-4 AAC 52.990 Education for children with disabilities

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400 et seq. Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

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

300.340-349 Individualized education programs

300.500-300.514 Due process procedures for parents and children

300.550-300.553 Least restrictive environment; alternative placements; placement; nonacademic settings

Revised 3/2013

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: May 5, 2008
Revised: September 21, 2009
Revised: June 3, 2013

INSTRUCTION

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY

BP 6174(a)

Note: Under the federal No Child Left Behind and Bilingual Education Acts, districts have specific obligations towards limited-English proficient students and their families. School districts must develop programs for limited-English proficient (LEP) students that emphasize English language instruction, and that have a primary goal of mainstreaming LEP students into regular classroom settings. School districts are required to notify the families of students placed in an LEP program as soon as this occurs. Notification should include: (1) an explanation of why their child has been placed in the program; (2) a description of the program their child is in, as well as a description of all other types of available language programs; (3) notice of a parent's right to choose among instructional programs if more than one is available; (4) an explanation of how the current program will help their child to develop academically, learn English, and achieve the standards necessary for grade promotion and graduation; and (5) notice of a parent's right to have his or her child moved from an LEP program to a regular program if they so desire. School districts must provide required parent notifications in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by families.

Note: AS 14.30.400 mandates districts to provide in accordance with state regulations a bilingual-bicultural education program for each school with eight or more students of limited English-speaking ability whose primary language is other than English. 4 AAC 34.055 requires each district enrolling limited-English-proficient students to take appropriate steps to develop their English skills and to provide meaningful participation in the academic program. For districts enrolling eight or more LEP students in a single school, the district must submit to the Department of Education and Early Development an annual plan of service for LEP pupils. The following sample policy may be revised to reflect district philosophy and needs.

In accordance with the School Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can attain the academic standards adopted by the School Board and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or designee shall implement and supervise an LEP program that ensures appropriate LEP instruction and complies with federal and state laws and regulations. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

Students in limited-English proficiency programs shall receive instruction in the core curriculum through their primary language when possible and appropriate in order to sustain academic progress. Academic instruction provided in English shall, whenever necessary, be specially designed and presented so as to facilitate complete understanding of the total academic content. Students shall also receive instruction which promotes positive self-concepts and crosscultural understanding.

(cf. 6141.3 - Multicultural Education)

Instruction

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY (continued)

BP6174(b)

Students who are taught core academic subjects in non-English-speaking classes shall spend as much time as possible in classrooms with students who speak fluent English.

The LEP program shall be designed to provide instruction that meets each student's individual needs, based on assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the School Board.

Identification and Placement

Note: 4 AAC 34.055 requires the district's plan of service to provide the district's plan for the identification of pupils who are limited-English-proficient.

Note: Under 4 AAC 34.090, "limited English proficient" or "LEP" means an individual who (a) is between 3 and 21 years old; (b) is enrolled or preparing to enroll in an elementary school or secondary school; (c) falls into one or more of the following categories of individuals: (i) an individual not born in the United States or whose native language is a language other than English, or (ii) is an American Indian, Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and (d) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the: (i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the subtests in reading and writing under 4 AAC 06.730 or 4 AAC 06.737; (ii) ability to obtain a passing score on the subtests in reading and language arts under 4 AAC 06.775; (iii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iv) the opportunity to participate fully in society.

The Superintendent or designee shall maintain procedures which provide for the careful identification, assessment and placement of students of limited-English proficiency in accordance with state regulations and the district's service plan. On an annual basis, the district will administer an assessment of English proficiency to students who are or may be eligible for services.

An individual student's participation in the bilingual/bicultural program is voluntary on the part of the parent/guardian.

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

**BILINGUAL-BICULTURAL EDUCATION/LIMITED
ENGLISH PROFICIENCY (continued)**

BP6174(c)

Standardized Assessment

Note: 4 AAC 06.776, adopted by the Department of Education and Early Development in 2003, requires the participation of all LEP students in the statewide student assessment system. This includes standard norm-referenced testing, standards-based testing, and the high school graduation qualifying exam. The Secretary's final interpretations, effective November 17, 2008, confirm that all LEP students served by programs funded under Title III must be assessed annually. Further, states may not exempt LEP students from any portion of an annual LEP assessment, nor "bank" the proficient scores of LEP students in particular domains in any given year until such time as a student is proficient in all domains.

Students identified as limited English proficient shall participate, either with or without an accommodation, in statewide student assessments. The Superintendent or designee shall appoint a team that includes, if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency. "Accommodations" include a change in the matter in which a test included in the statewide student assessment system is given to a student, and that does not alter what is measured by the assessment. The team will document the accommodation decision.

Note: Accommodations are to be determined under DEED's Participation Guidelines for Alaska Students in State Assessments. "Modifications" may not be provided by the team. "Modifications" means a change to either the content or the administration of a test included in the statewide student assessment system, if the change alters what is measured by that test. 4 AAC 06.776.

Reassignment

Note: Pursuant to 4 AAC 34.055, the district's service plan must identify the procedure for assessing the educational progress of LEP pupils. Additionally, a student's parent/guardian may request placement in a regular school program. In 2003, the regulation was amended to provide an objective standard for when LEP services are no longer required.

Students of limited-English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. A student will remain eligible for services until the student:

1. is not assessed as an LEP student for two consecutive annual assessments of English proficiency; and
2. in the statewide assessment system, obtains a proficiency level of proficient or advanced on the subtests in reading and writing, or reading and language arts.

Instruction

**BILINGUAL-BICULTURAL EDUCATION/LIMITED
ENGLISH PROFICIENCY** (continued)

BP6174(d)

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

Parent/Guardian and Community Involvement

Note: 4 AAC 34.055 requires the district's plan of service to provide for the involvement of parents/guardians and community members in the bilingual-bicultural educational program.

The School Board recognizes the need to involve parents/guardians and community members in the development, evaluation and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

Note: Under the No Child Left Behind Act, notice provisions are very specific as to content of the notice and when it must be given. Students placed in, or identified for, an LEP program before the beginning of the school year must receive notice no later than 30 days after school starts. For students newly identified after the beginning of the school year, parental notice is due within two weeks after the student's placement in the program.

The district shall notify parents of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. The notice should state the reasons for identifying the student as limited English proficient, including the student's level of proficiency and how the district determined that level. The student's overall academic achievement should also be included in the notice. The notice must describe the LEP program's instructional methods and explain how the student will transition from the program. Finally, the notice shall advise parents of their right to remove the child from the program, to choose an alternative program if available, and to obtain assistance in choosing a program. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

(cf. 1220 - Citizens Advisory Committees)

Program Evaluation

Note: 4 AAC 34.055 requires a district's plan of service to establish procedures for an annual evaluation which addresses the effectiveness of the program in meeting the English-language development needs of LEP students and achieving student academic progress goals; and, reflecting any identified need for program modification. Additionally, districts must have a process for monitoring the success and academic progress of exited LEP students.

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

Instruction

**BILINGUAL-BICULTURAL EDUCATION/LIMITED
ENGLISH PROFICIENCY (continued)**

BP 6174(e)

Note: Federal Law (20 U.S. Code section 1703 (f)) prohibits districts from discriminating against a student on the basis of race, color, sex or national origin by failing to take appropriate action to overcome language barriers that impede bilingual-bicultural students' equal participation in instructional programs. Federal courts have approved bilingual-bicultural programs which (1) are based on sound educational theory, (2) use methods reasonably calculated to effectively implement such theory, and (3) "produce results indicating that language barriers confronting students are actually being overcome."

When evaluating the adequacy of bilingual-bicultural education, the School Board shall consider data which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

Legal Reference:

ALASKA STATUTES

14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.775 Assessment of a student with limited English proficiency

4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE

20 U.S.C. §§ 1702-03

Bilingual Education Act, 20 U.S.C. §§ 7401 et seq. as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act, Title III, §§ 3001-3304 of HRI

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

Castenda v. Pickard 648 F.2d 989 (5th Cir. 1981)

Teresa P. et al v. Berkeley Unified School District et al, 724 F.Supp. 698 (N.D. Cal. 1989)

Revised 3/2012

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: July 2, 2001

Revised: September 6, 2005

Revised: September 21, 2009

Revised: May 7, 2012

Bilingual-Bicultural Education/Limited English Proficiency Programs

(Parental Notification for Children Identified as Limited English Proficient)

Your child, _____, has been identified as needing additional instruction to achieve English proficiency.

The basis for this identification is _____

Using *(list assessment instruments and methods here)* _____

Your child was identified at (describe level of proficiency)

Additionally, your child's current academic achievement is *(describe GPA, standardized test scores, reading level, etc.)* _____

The _____ School District uses the following method(s) of language instruction *(list and explain the methods offered and how they compare with each other)*

We have chosen to place your child in a program using a _____ method. We believe this is the best method for improving your child's English proficiency because _____

This/Those method(s) will benefit your child academically and will help your child achieve at an age-appropriate level because/by _____

Your child will be exited from this program upon *(state exit criteria such as test scores, reading level, verbal ability, etc.)* _____

We anticipate that your child will transition from this course of study by *(describe anticipated time line)* _____

You have the right to remove your child from the program.

You have the right to choose among the various program offered by the District. *(Only include if more than one option is available.)*

You have the right to assistance by a District representative. The District representative will assist you in choosing a program and monitoring your child's progress within the program.

Bilingual-Bicultural Education/Limited English Proficiency Programs

(Parental Notification for Children Identified as Limited English Proficient)

(If the child is also on an IEP) this program will assist you child in meeting the following IEP objectives (list objective and way in which the program will assist in meeting that objective) _____

If you should have questions or require other assistance, contact:

- a.Name:
- b.Building Location
- c.Other Contact Information

Community and Parental Involvement

Note: Title 20 of the United States code mandates that school districts receiving Impact Aid funds have a policy ensuring all parents and community members, including IRA and traditional councils, have the opportunity to submit their views and active consultation relating to the district's education and cocurricular programs. Under the No Child Left Behind Act, it is the law's intent to encourage the maximum participation by Alaska Natives in the planning and management of Alaska Native education programs.

The School Board recognizes that all parents and community members, including IRA and Traditional Councils, have a special interest in the education programs and cocurricular programs provided their children. To provide an opportunity for them to be meaningfully involved in the development, implementation, and evaluation of each school's educational and cocurricular program, all interested parties will mutually enter into Indian Policies and Procedures (IPP's), which are incorporated into and adopted as the policy of the School Board. In addition, the following procedures will be used:

Note: Where "Advisory Committee" appears, the board may wish to specify/designate what body will be responsible for implementing this policy based on the needs of your district.

1. At a meeting of a School Board Advisory Committee called for that specific purpose, the principal will present a detailed description of that school's education program including curriculum (course description, scope and sequence) and program evaluation procedures as well as the co-curricular program provided. At least two weeks prior to that meeting public notice will be given through newspapers, public posting, and radio announcements, where appropriate, stating the agenda and purpose of the meeting. To further insure community involvement a written invitation will be sent to the Yakutat Tlingit Tribe Council.
2. During the planning and development of local education programs all parents and community members including the Yakutat Tlingit Tribe Council, will be actively consulted in the following manner:
 - a. At each Advisory Committee meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
 - b. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
 - c. All members of the public will have an opportunity to make recommendations concerning the needs of their children.
 - d. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN (continued) BP 6174.1(b) **Nondiscrimination**

The School District certifies that all children participate in the school program on an equal basis regardless of age, sex, race, age, creed, color, national origin, or ethnic background and shall not be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity of the district consistent with Title IX of the Education amendments of 1972 and Title VI of the Civil Rights Act of 1964.

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

Educational Program

Note: Under the No Child Left Behind Act, the Federal Government is dedicated to the development of curriculum materials that reflect the cultural diversity of Alaska Natives, instructional programs that make use of Native Alaskan languages, and programs and materials designed to address the needs of rural Alaska schools. This includes supporting the unique educational needs of rural school children by incorporating qualified Alaska Native elders and seniors.

The primary purpose of the educational program is to provide experiences by which individuals will learn within the context of their needs as well as the broader needs for which the district shares a responsibility. Under this assumption, the school is viewed as a link between the individual and learning resources and experiences available to meet both short and long range needs. To encourage the strongest and most viable linkage, the School Board recommends:

1. A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.
2. An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students and optimum staff utilization demands an organizational plan based upon statement performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.
3. A staff utilization procedure which establishes specific personnel needs based upon the programs requirements. All persons, directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.
4. A guidance and individual program planning effort which assures the widest choice of alternatives to individual students over their period of formal education. Emphasis will be upon bringing the student in direct contact with those educational experiences and resources which best meet short or long range needs.

5. An assessment program which uses both subjective and objective measures in determining student performance and the effectiveness of the school program in achieving learning objectives. This program is an integral part of the guidance function and requires both the involvement and understanding of students and parents in its development.
6. A wide range of learning materials and techniques which will meet the needs of students and of those responsible for instructional or learning activities. Special consideration must be given to unique cultural and language requirements. Audio and video materials, as well as print materials, are particularly important to the concepts- of individualization and maximum learning options.
7. A program for bringing students, schools and communities together in various educational, cultural, and recreational activities. The Alaska High School Activities Association (AHSAA) is recognized as the authority for all high school interscholastic activities. The district accepts as binding all AHSAA rules and regulations for membership and competition. All activities will be made available to students on a nondiscriminatory basis.
8. Maximum use of community resources as an integral part of the curriculum. Budgetary and administrative procedures should promote this utilization with standards established at the district and community level.
9. A continuous program of curriculum development at the community and district level. In this way the program will remain dynamic from both a content and organizational standpoint. Innovative or pilot efforts should be encouraged within whatever constraints must be applied to afford protection of students from potentially harmful experimentation.
10. That in those areas which may be viewed as controversial, instructional procedures will be confined to a body of factual information with acceptance or interpretation left to the student. Religion is recognized as an important historic element but specific religion responsibility rests with the home and church. The Advisory Committee and parents should play a major role in determining how controversial issues will be handled **BEFORE SPECIFIC CONTROVERSIES OR ISSUES ARISE**. Areas often found as the source of controversy are sex education, alcohol, and drug education.

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

BP6174.1(d)

11. Special programs, such as Title 1, Migrant Education, and Indian Education be designed, implemented and evaluated with input from parents and teachers of involved students. Specific activities may include but are not limited to:
 - a. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
 - b. Informing parents and teachers of specific objective of the program.
 - c. Establishment of parent-teacher conferences.
 - e. Providing materials, suggestions and training to enable parents to promote education at home.
 - f. Providing timely information concerning the program's plans and evaluations.
 - g. Soliciting parents and teacher suggestions in planning and operating the program.
 - h. Facilitating volunteer or paid participation by parents in school activities.
 - i. Establishing parent advisory committees.

Legal Reference:

UNITED STATES CODE, TITLE 20

236-244 Financial Assistance to Local Educational Agencies (PL 81-874)

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

Revised 3/2012

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: October 5, 2009

Revised: May 7, 2012

Note: A stated purpose of the No Child Left Behind Act is to authorize the development of supplemental educational programs to benefit Alaska Natives, and to supplement existing programs and authorities in the area of education to further the purpose of the Act.
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Modification of Educational Program to Allow Equal Participation in Programs by Native Students

When it becomes apparent that Native students do not have the opportunity to participate in an educational program on an equal basis with non-Native students, and the situation cannot be remedied by an administrative order, a task force comprised of teachers, students (if applicable), and parents will be created and charged with the specific duty of modifying the program to allow such equal opportunity to participation.

Parent and Tribal Involvement in Review of Impact Aid Applications

Each fall at the appropriate time, Impact Aid application cards will be distributed to the students at each school to be brought home and filled out by the parent/guardian. Upon return of the cards, they will be submitted to the Student Records office in the District Office where the formal Impact Aid application will be completed. Copies of the completed document will be sent to each school to be discussed at an Advisory Committee meeting, and sent home with students or mailed directly to the parents. Additionally, a copy of the completed document will be sent to the appropriate tribal officials, IRA Councils, Traditional Councils, and the Association of Village Council Presidents.

Dissemination of Program Plans for New Educational Programs

District wide education programs to be initiated by the district will be reviewed by the Curriculum Review Committee for approval prior to being submitted to the district School Board for action. In addition, new district wide programs will be discussed at an Advisory Committee meeting at each site called for the reason of discussing the program. Parents, community members, and appropriate tribal officials will be invited to the meeting. Information on the program will be sent home with students or mailed to parents. Appropriate tribal officials will be mailed information on the program.

When an individual site initiates a new program, it will be discussed at an Advisory School Board meeting called for the specific reason of discussing the program. Parents, community members, and appropriate tribal officials will be invited to the meeting and information on the program will be either sent home with students or mailed to parents. Appropriate tribal officials will be mailed information on the program.

Site initiated programs must be forwarded to the Curriculum Office for review and approval by the Curriculum Review Committee prior to submittal to the district School Board for action.

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

AR 6174.1(b)

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

Each year the School Board will appoint a committee to assess the meaningfulness of community input on IPP policies. This committee will review the Alaska Native/American Indian input on, opportunity for input on, and the district's response to such input on the district's IPP policies. Should the committee determine that the district's policies and procedures require modification as a result of comments submitted by tribal officials and parents, its recommendations will be presented to the School Board at its next regularly scheduled meeting for action.

Revised 3/2012

**YAKUTAT SCHOOL DISTRICT
YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997
Revised: October 5, 2009
Revised: May 7, 2012
Adopted: July 2, 1997**

INDIAN POLICIES AND PROCEDURES

YAKUTAT SCHOOL DISTRICT STATEMENT OF ASSURANCES PL 874 INDIAN POLICIES AND PROCEDURES FOR COMPLIANCE WITH 34 CFR 223

The Yakutat School District's goal under the Indian Policies and Procedures [IPP] is to ensure that all American Indian children of school age have equal access to all programs, services, and activities provided by the school district.

The District will establish policies and procedures to ensure that children residing on Indian lands participate in programs and activities supported by impact aid funds on an equal basis with all other children. Parents of these children will be afforded an opportunity to present their views on these programs and activities, including the opportunity to make recommendations on the needs of those children and how the District may help these children realize the benefits of these programs and activities. Parents and Tribal officials of the Yakutat Tlingit Tribe and Yak-tat Kwaan, Inc. will be consulted and involved in the planning and development of these programs and activities and the relevant applications, evaluations, and program plans will be disseminated to the parents and the Indian Tribe.

It is the intent of the District to fully comply with all requirements of Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act of 1965 (formerly Public Law 81-874, amended 8/2/02), and to that end, the Governing Board has adopted as policy these Indian Policies and Procedures (IPPs). The IPPs by intent and by Board action supersede all previous Board action and are intended to bind the Governing Board, administration, and staff of the District.

1.POLICY

Tribal officials of the Yakutat Tlingit Tribe and Yak-tat Kwaan, Inc., and parents of Indian children shall be provided an opportunity to comment on the participation of Indian children on an equal basis with non Indian children in all education programs and activities offered by the Yakutat School District. [34 CFR 222.94 (a)(1)]

PROCEDURES

1.1 The Yakutat School District Superintendent and/or designee and the Board of Education will meet annually with Tribal officials of the Yakutat Tlingit Tribe and Yak-tat Kwaan, Inc., parents of Indian children, Indian Education Parent Committee members and staff. The purpose of the meeting shall be to inform and to address comments and concerns regarding Indian children's equal participation in the educational programs of the District and to review the Title VIII (Impact Aid) Indian policies and procedures.

2.POLICY

The District will annually assess the extent to which Indian students are participating on an equal basis with non-Indian children in the educational programs and activities of the District. [34 CFR 222.94(a)(2)]

PROCEDURES

2.1 The Superintendent and/or principal, and the Board of Education, will review school data and comments with the Tribal officials, Indian Education Parent Committee members, Indian community, and staff regarding the assessment and extent of Indian student's participation and progress in the educational programs and services of the District.

3.POLICY

The District shall seek input from the Indian Education Parent Committee and Board of Education and if necessary, modify its educational programs and services to ensure equal participation for Indian students. [34 CFR 222.94(a)(3)]

PROCEDURES

3.1 When assessment data indicate Indian students do not participate on an equal basis with non-Indian students, or make appropriate progress, the Indian Education Parent Committee will be asked to recommend a plan or suggestions to modify the educational programs or services in order to attain equal participation or appropriate progress. Recommendations will be presented to the District for Board action.

4.POLICY

The following materials will be disseminated annually to Tribal officials of the Yakutat Tlingit Tribe and Yak-tat Kwaan, Inc. and the parents of Indian students via the district website and/or print:

- Title VIII Application [Impact Aid]
- Evaluation of programs assisted with Title VIII funds
- Program plans and information related to the education programs of the District
- Assessment data for Indian students and non-Indian students in the District

Adequate time and opportunity will be provided Tribal officials of the Yakutat Tlingit Tribe and Yak-tat Kwaan, Inc. and Indian parents to present comments and recommendations regarding the disseminated documents and ways in which the District may help those children realize the benefits of the District's education programs and activities. [34 CFR 222.94(a)(4)]

PROCEDURES

4.1 The complete Title VIII application will be available upon request to Tribal officials and a summary prepared for all Indian parents in conjunction with the January Title VIII public hearing.

4.2 Review of new or continuing programs is an on-going process of the Board of Education. Agendas will be regularly forwarded to the Yakutat Tlingit Tribe and Yak-tat Kwaan, Inc. for posting. An annual summary will be provided at the January Title VIII public hearing.

4.3 Additional information is available upon request.

4.4 An annual Board meeting will be held in January for the discussion of the disseminated material as part of a regular Board of Education agenda. Tribal officials of the Yakutat Tlingit Tribe and Yak-tat Kwaan, Inc. and Indian parents and staff will be notified at least five (5) days prior to the meeting. Notice will be posted in the District Office, School Offices, and will be sent to the Yakutat Tlingit Tribe and Yak-tat Kwaan, Inc. for posting.

5. POLICY

The District shall solicit information from Tribal officials and parents of Indian students on Indian views, including those regarding the frequency, location, and time of meetings. [34 CFR 222.94(a)(5)]

PROCEDURES

5.1 At any Board meeting members of the Indian/Native community will be afforded the opportunity to discuss their views, including any suggestion they may have regarding the times, locations, and frequency of regularly scheduled meetings. Members of the Indian/Native community may also submit their comments or suggestions in the following ways:

- At the annual public hearing on Title VIII (Impact Aid) during the January meeting of the Board of Education
- To the principal of the school at a scheduled time
- To the superintendent and/or designee at a scheduled time

6. POLICY

The District shall notify Tribal officials of the Yakutat Tlingit Tribe and Yak-tat Kwaan, Inc. and Indian parents of the locations and times of meetings.

PROCEDURES

6.1 Tribal officials of the Yakutat Tlingit Tribe and Yak-tat Kwaan, Inc., parents of Indian students, the Board of Education and other staff will be notified as to the location and times of meetings in the same manner as that provided for the January Board meeting. Notice will be posted in the District office, at School Offices, and will also be sent to the Tribal officials of the Yakutat Tlingit Tribe and Yak-tat Kwaan, Inc., for posting.

7. POLICY

The District shall actively consult and regularly involve the Board of Education as well as interested Tribal officials and Indian parents, in the planning and development of the District's educational programs and activities. [34 CFR 222.94(a)(7)]

PROCEDURES

7.1 The complete Title VIII application will be made available for review by the Board of Education and other interested members of the Indian community prior to the public meeting generally held in January with sufficient time to adequately review the materials prior to the meeting.

7.2 Interested Indian parents and Tribal officials will review assessment data to develop or modify educational programs or services to ensure participation of Indian students on an equal basis. These findings and recommendations will be presented to the Board of Education in October, or as required by Federal guidelines.

7.3 Members of the Indian community, Tribal officials, Board of Education and staff will be notified of modifications to programs or services as stipulated in Procedure 4.1.

8. POLICY

The District shall provide specific procedures for assessing the effectiveness of the Indian community input regarding the participation of Indian children in the District's education programs and activities and the development and implementation of the IPPs, and for modifying the District's IPPs based on this input. [34 CFR (a)(8) and (b), if necessary.]

PROCEDURES

8.1 Board of Education and District staff will review parent and student input and surveys prior to the preparation of the Title VIII Impact Aid program grant. Information regarding this input will be discussed at the public hearing for the new Title VIII grant and/or at the public hearing in January regarding Title VIII Impact Aid.

APPROVED BY:

Rodny Schug
Printed & Signed Name: Superintendent
Yakutat School District

Cecilia Ryman
Printed & Signed Name: Board President
Yakutat Board of Education

MIGRANT CHILDREN PROGRAM

Note: This policy is mandatory for districts that receive Title I funds.

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Parent/Guardian Involvement in the Migrant Education Program

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Note: Final regulations, effective August 28, 2008 (1) adjust the base amounts of the grant allocations for fiscal year 2006 and subsequent years; (2) establish requirements to strengthen the process used by school districts to determine and document the eligibility of migratory children; and (3) clarify procedures school districts use to develop a comprehensive statewide needs assessment and service delivery plan.

Legal Reference:

Elementary and Secondary Education Act, 20 U.S.C. § 6391, et seq., as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)
34 C.F.R. §200.40 - 200.45.

YAKUTAT SCHOOL DISTRICT
Adopted: September 6, 2005
Revised: October 5, 2009

VOCATIONAL EDUCATION

Note: Districts receiving state funds for vocational education programs must meet the program requirements of state regulations, including the development of a vocational education plan. The following sample policy may be revised or deleted to reflect district philosophy and needs.

The School Board affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job hunting strategies.

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

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board especially desires that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions.

(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6141 - Curriculum Development and Evaluation)

Equal opportunities shall be provided to all students in recruitment, enrollment, and placement activities, without regard to sex or disability.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6164.2 - Guidance and Counseling Services)

Note: The following optional provision provides for an advisory committee to assist in planning and evaluating vocational education programs.

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

Vocational Education (continued)

Note: 4 AAC 51.300 requires districts establish written procedures for the maintenance, repair and replacement of vocational education equipment. Vocational equipment and facilities must be maintained to meet state and federal health and safety standards.

(cf. 3440 - Inventories)

Legal Reference:

ALASKA STATUTES

14.18.030 Discrimination in counseling and guidance services prohibited

14.30.375 School gardens, greenhouses, and farms

14.35.010-14.35.030 Vocational education

ALASKA ADMINISTRATIVE CODE

4 AAC 51.200-4 AAC 51.390 Secondary vocational educational programs

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY
EDUCATION ACT

Public Law 98-524, 204

VOCATIONAL EDUCATION**Handicapped and Disadvantaged Students**

Vocational programs and activities for handicapped persons shall be provided in the least restrictive environment and planned in coordination with appropriate representatives of vocational education and special education staffs. (Public Law 98-524, 204)

By the beginning of the ninth grade, information shall be provided to handicapped and disadvantaged students and to their parents/guardians concerning the opportunities available in vocational education programs and the requirements for eligibility to enroll. (Public Law 98-524, 204)

Individual student records shall identify the category of disadvantage or handicap which warrants any special services which are provided. Each handicapped or disadvantaged student who enrolls in a vocational education program shall receive:

1. Assessment of his/her interests, abilities and special needs with respect to successfully completing the vocational education program.
2. Special services designed to meet identified needs, including adaptation of curriculum, instructional equipment and facilities.
3. Guidance, counseling and career development activities conducted by appropriately trained counselors.
4. Counseling services designed to facilitate the transition from school to post-school employment/career opportunities. (Public Law 98-524, 204)

(cf. 5147 - Dropout Prevention)

VOCATIONAL EDUCATION (continued)

Notifications

Before the beginning of each school year, the district shall publicly announce that its vocational programs and courses will be offered without regard to race, color, national origin, sex or handicap. This announcement shall be made through media that reach the general public, minorities, women and handicapped persons and shall include a brief summary of program offerings and admission criteria, as well as the name, address and telephone number of the district's nondiscrimination coordinator. If the district contains a community of national origin minority persons with limited English skills, the announcement will be disseminated to that community in its language and state that lack of English language skills will not be a barrier to admission and participation in vocational education programs.

WORK EXPERIENCE EDUCATION

The School Board believes that work experience education programs can provide students with valuable instruction in the skills, attitudes and understandings they need in order to be successfully employed and that a proper balance between work experience and academic instruction should be maintained.

Students in work experience programs shall receive related classroom instruction or counseling.

(cf. 6164.2 - Guidance and Counseling Services)

Legal Reference:

ALASKA STATUTES

23.30.237 High school students in work-study programs as employees of the state

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997

CORRESPONDENCE STUDY PROGRAM

Note: Pursuant to AS 14.30.010, a student may be exempt from compulsory attendance if enrolled in a full-time state-approved correspondence study program. Effective September 2008, the Alaska Department of Education and Early Development amended and expanded its regulations governing statewide correspondence study programs. All districts enrolling non-resident students and part-time students in a correspondence study program are required to enter into cooperative arrangements with the district where the non-resident student resides, as required by AS 14.14.110. The cooperative arrangement begins with notice from the enrolling district to the district of residence, which shall include the name, address, social security number, and percentage of full-time equivalency for each student enrolled. Districts that enroll non-resident students who require special education and related services shall enroll each student through an individualized cooperation agreement with the resident district. This agreement shall include the plan of services to be provided to the child, the identification of IEP team members from all districts, if applicable, and a description of the manner in which the enrolling district teachers will participate as a member of the IEP team. The plan and cooperation agreement must include the identification of the child in a manner that complies with confidentiality requirements.

Note: The following sample policy may be revised or deleted to reflect district philosophy and needs. The purpose of the policy is to recognize that students may enroll in a correspondence program. This policy does not establish authority for a District correspondence program. Districts desiring to offer a correspondence program, or to change an existing program already offered, must comply with the requirements of 4 AAC 33.405-.490. These regulations were amended in September 2008 and now cover all correspondence study programs offered by a school district, whether or not there is statewide enrollment, and require Department approval prior to beginning or changing a correspondence program.

The board recognizes that students 9th through 12th grade may benefit from enrichment from an educational program other than the regular school program. The Superintendent or designee may approve participation in a correspondence study program when a student's needs for elective credits can be best met outside of regular classroom instruction and an educational plan for such study is agreed upon and approved by the student's parent/guardian. Academic course work required for graduation may be completed through the regular course offerings. If the student desires to enroll in a correspondence program offered by the state or another school district in Alaska, a cooperative arrangement will be entered into as required by law.

Correspondence courses may count toward required or elective credits. Credit deficient students may count correspondence course as a required class.

*Legal Reference:*ALASKA STATUTES*14.14.110 Cooperation with other districts**14.17.041 Elementary and secondary instructional units**14.30.010 When attendance compulsory*ALASKA ADMINISTRATIVE CODE*4 AAC 33.430 Enrollment of students**4 AAC 33.432 Enrollment of special education students**4 AAC 33.405-.490 Correspondence study programs**4 AAC 33.410-.490 Statewide correspondence study programs**4 AAC 09.040 Counting of correspondence students and part-time public school students**4 AAC 09.990 Definitions***YAKUTAT SCHOOL DISTRICT****Adopted: July 2, 1997****Revised: July 2, 2001****Revised: October 5, 2009****Revised: June 4, 2012**

YAKUTAT HOMESCHOOL PROGRAM

The Yakutat Homeschool Program combines the structure of Yakutat School District, an accredited institution, with the homeschool philosophy of individualized learning. The intent of the Yakutat homeschool program is to provide an opportunity for a partnership between homeschooling parents and the Yakutat School District in order to give students a tailored yet flexible academic experience. This provides an opportunity for students to have some, or all of their education provided by a parent in the home, by certified teachers, by private tutors or instructors, and/or through a number of other learning options. The establishment of the homeschool program represents the Yakutat School District's commitment to serve all students who reside in Yakutat.

Individual Learning Plan

Parents of students enrolled in the Yakutat Homeschool program will work with an education specialist to formulate an Individual Learning Plan (ILP). (See attached example)

Parent Choice in Curriculum

The Yakutat Homeschool Program features parent choice in curriculum from vendors approved by the Alaska Department of Education & Early Development (see attached list) and parent designed classes as approved by the Superintendent.

Parent Designed Classes

Parents may design their own classes with the assistance of their assigned education specialist. These classes will list what the child is expected to learn and be aligned with the State Standards. The course must include the text and materials that will be used for the course. Parent Designed Courses (PDC) and the text and materials used must also be reviewed and approved by the education specialist and the superintendent before credit will be assigned. For both Standards Based Courses and Parent Designed Courses, assessments will be required as determined appropriate by the education specialist. Students may opt to create portfolios, photo journals, or final projects. Students may also keep a calendar or journal for documentation for non-core courses; your advising teacher will contact you periodically to collect information like time spent on your student classes. Framework templates to create SBC/PDC courses aligned to grade level expectations may be found at:

<http://www.eed.state.ak.us/tls/Frameworks2/home.shtml>.

Extra curricular Activities

Students in the Yakutat Homeschool Program must be enrolled in a minimum of five (5) classes to be eligible to participate in any Yakutat School District programs which are ASAA sanctioned activities and according to Yakutat School Board policies and regulations, the Yakutat School District Student/Parent/Guardian Handbook, and Yakutat School District Activities Handbook. Students in the Yakutat Homeschool Program who are enrolled in fewer than five (5) classes are eligible to participate in non-ASAA sanctioned extracurricular and co-curricular activities according to Yakutat School Board policies, procedures and regulations, the Yakutat School District Student/Parent/Guardian Handbook, and Yakutat School District Activities Handbook.

Yakutat Homeschool Program

Yakutat School Board policies, procedures and regulations

All Yakutat School Board policies, procedures and regulations, the Yakutat School District Student/Parent/Guardian Handbook, and Yakutat School District Activities Handbook apply to all students enrolled in the Yakutat Homeschool program.

Funding Accounts and Expenditures

Student allotments must be used for instructional expenses for the student enrolled in our program. **All expenses must be directly related to the Individual Learning Plan (ILP) and reviewed and approved by the certified teacher and administration.** Some items or services may require pre-approval. As per regulations, limitations and restrictions may also apply.

Approved Curriculum Purchases

Yakutat Homeschool utilizes a variety of approved curriculums to meet the academic needs of our students. To ensure curriculum purchases are approved, parents may choose from the list of pre-approved curriculum, or work with their education specialist to determine if curriculums align to state standards, are at appropriate grade level and meet all other requirements of our program.

Purchases for Supplies and Materials

All supplies and materials must be educationally appropriate and related to courses listed on the ILP. Automatic pre-approved purchases might include:

General school supplies (paper, crayons, colored pencils, scissors, staplers, etc.)

Purchase of general art supplies may be allowed, but will be limited for general project use.

Reading materials, books, magazines, etc. (magazine subscriptions are reimbursed only)

Tutoring and Lessons

All tutoring and lessons being paid for out of a student's account must be pre-approved. The vendor for the tutoring and lessons must also be approved. Per regulation 4 AAC 33.421 (l), certain qualifications must be met to contract with a private individual for tutoring or lessons. Yakutat Homeschool has determined tutors to be highly qualified if:

- hold a current AK teaching certificate in the subject area of study, or
- are employed under a business license for in kind services
- are granted approval through submitting a letter of request with documentation supporting their qualifications (transcripts, letters etc.)

Yakutat Homeschool Program**Pre-Approval Process**

Planned expenditures for the student's instructional needs must be documented in the student's ILP and associated with a particular course. (i.e.: if the student is receiving tutoring for a math class the ILP must indicate tutoring for math, three hours per week.) Upon completion, the payment for services should be for actual services; an individualized vendor invoice should document the student's name, course tutored and actual dates and session times for tutoring. This level of documentation in the ILP and corresponding source documents are required for any form of reimbursement. Additional needed items that do not fall into the general group above should be pre-approved to protect you. Submit your request on a Pre-Approved for Reimbursement Form. Items such as sewing machines, eReaders, cameras, and printers may be necessary to deliver education to students; however, these purchases may be limited per family as determined by prior purchases. These items may not be purchased for replacement each year. Items damaged or lost will not be eligible for replacement. Purchasing guidelines for computers may be applied. To ensure your purchase will be covered by Yakutat Homeschool, please seek pre-approval of these and related items.

Purchase Limitations

No item may be purchased for more than \$199.99. The district considers any purchase from \$199.99 or under to be consumable and not subject to return after the student is finished with the equipment, material or product. Upon pre-approval, special purchases can be made and then remain property of Yakutat Homeschool. Items such as televisions, stereos, CD players, DVD players are generally considered personal items and are not allowed for purchase or reimbursement.

Keeping Materials

Textbooks and other curriculum materials purchased with state funds are property of the district. Materials that are not consumables, including text books, must be returned to the district when the student exits the program or graduates. (4AAC 33.422 and .426 (h) (1))

The legal definition of "curriculum materials" includes textbooks, software, multi-media materials, and other materials for which the primary purpose is for an instructional activity.

When a family withdraws from the Yakutat Homeschool program, we reserve the right to retrieve any item Yakutat Homeschool has purchased.

The family has the option of reimbursing Yakutat Homeschool for these items.

Yakutat Homeschool Program**Items NOT Approved for Purchase or Reimbursement**

Whether purchased by the district or reimbursed, all expenses for your student must have an educational purpose related to their Individual Learning Plan as written or amended. Your requests must reflect the student goals and the purchases must be reasonable. We always compare our reimbursements to the ILP and what would be a reasonable purchase in a local school for the same class. We cannot pay for materials that will be used for personal or business use. The pre-approval process is in place to ensure that families do not make purchases they would not generally make without reimbursement. As per regulation 4 AAC 33.421 (k), a statewide correspondence study program may **not** pay for or provide money for:

- (1) family travel, including transportation, food, or lodging; or for expenses during, or for any out of state travel unless a governing body or superintendent of the district approves expenses incurred in the out-of-state travel that are associated with direct instructional activities; in this paragraph, "family travel" does not include travel in which a student is accompanied by the student's family for assessments or other required activities initiated by the district;*
- (2) annual passes or family memberships to a sports or recreational facility; however, an annual pass or membership for the student may be purchased for entry into sports or recreational facility in which the student is provided lessons under the student's Individual Learning Plan, if the cost of the pass or membership is prorated to include only the cost of the student's instructional time;*
- (3) fees that allow entrance to a facility in which no instruction directly connected to a student's Individual Learning Plan under (e)(1) of this section is given;*
- (4) religious, partisan, sectarian, or denominational textbooks or other curriculum materials;*
- (5) services provided to a student by a family member; in this paragraph, "family member" means the student's spouse, guardian, parent, step-parent, sibling, step-sibling, grandparent, step-grandparent, child, uncle, or aunt;*
- (6) clothing, uniforms, physical education equipment, or personal items;*
- (7) pets and other animals; (no "animals or related equipment" ie. bees, eggs that will grow into animals, reptiles or insects, ant farms, etc. will be allowed.)*
- (8) furniture;*
- (9) taxes, testing other than educational assessments required by the district, or parking fees;*
- (10) entertainment;*
- (11) permanent items that adhere to or enhance the value of a non-school facility; or*
- (12) items that are considered excessive by the school administrator.*

All purchases and reimbursements will be reviewed individually. It is best to receive a signed Pre-Approved Purchases Form when in doubt. The Superintendent has the right to disapprove any purchase if deemed to violate district, state, or federal policy, rules or regulations.

Yakutat Homeschool Program

Yakutat School District provides curriculum allotments depending on the level of student enrollment.

Fulltime enrolled students will receive an allotment in the following amount:

Grade	Full-time	3/4 time	1/2 time	1/4 time
K-2	\$1580.00	\$1185.00	\$790.00	\$395.00
3-8	\$1780.00	\$1335.00	890.00	\$445.00
9-12	\$2180.00	\$1635.00	\$1090.00	\$545.00

Examples of Denied Purchases - State of Alaska Denied

PE

§ Yearly, monthly, or seasonal membership to a sports or recreational facility (i.e., health club or ski resort);

§ Recital and Martial Art testing fees.

§ Ski lift tickets

§ Physical education equipment;

§ Clothing, uniforms or other personal items;

§ Physical examinations;

Travel

§ Travel expenses, gas, food, lodging;

§ Admission to sporting events (including pro games);

§ All parking fees for events, including but not limited to field trips, parks;

§ Souvenirs, rental cars, tips;

§ Entertainment, including theme park admissions or fees that allow entrance to a facility in which no instruction is directly connected to the PER;

§ Activities or travel related to post-secondary education, including scouting for colleges.

§ Registrations for YMCA Camp, Boy Scout Camp, Girl Scout Camp or other charity-sponsored summer residential camps;

Toys/Household Items

§ Furniture (including desks, chairs, bookcases, and filing cabinets);

§ Permanent items that adhere to or enhance the value of a non-school facility;

§ Toys, sleeping bags and other materials or activities with no obvious educational value;

Misc.

§ Animals, horseshoes, pet supplies, etc., (including aquariums, food, fish);

§ Girl/Boy Scout badges or dues;

§ Taxes, testing other than educational assessments required by the district;

§ SAT, ACT, testing fees and any scholarship application expenses;

§ Fees for teaching/tutoring/training by a parent or close relative of student;

4AAC 33.421(k)(5)

If you would like a waiver or dispute any items on this page please

contact the State Correspondence Program Manager Alaska Department of Education & Early Development 801 W. 10th Street, Suite 200 Post Office Box 110500, Juneau, AK 99811

YAKUTAT SCHOOL DISTRICT

Adopted: June 4, 2012

Revised: August 20, 2012

CORRESPONDENCE STUDY PROGRAM

Correspondence Course Administrative Guidelines

1. Participation in correspondence study program may be approved for credit when:
 - A. A student needs an elective credit and the requirement can best be met outside of the regular instructional offerings. This educational plan must be approved and agreed upon between the student, parent/guardian, and administrator.
 - B. Correspondence courses will be approved, only if other suitable electives are not available in the schedule.
 - C. Academic course work required for graduation must be completed through the regular course offerings unless amended by waiver of the School Board (BP6182).
 - D. Students/Parents will purchase correspondence materials and registration of approved course work. Once course is completed and grade is recorded, the student/parent will be reimbursed up to \$300 per course (including all charges: materials, processing, etc.)
 - E. Students who are using correspondence courses to establish eligibility for activities, are responsible for providing evidence of passing grades the day eligibility is established for all other students. The inability to provide documentation of passing grades and to show appropriate progress in the course will cause the grade to be considered failing. Appropriate progress would be interpreted as a percentage of course completed in correlation with the percentage of the calendar semester completed (school days completed/90).
 - F. Correspondence courses not approved by the administration will not be reimbursed by the district. (Eligibility and other activities may be affected).
 - G. Students who for scheduling reasons, job commitments, etc., who elect not to attend school during the day when suitable classes are offered, will not be reimbursed for courses taken.
 - H. Students will be assigned to a classroom teacher as supervisor for correspondence classes. An effort will be made to match the student with a teacher that is familiar with the subject matter .
 - I. Students are expected to be engaged and in an assigned classroom when on campus. Loitering is not allowed on campus.
 - J. Final grades for all course work to be considered for eligibility for graduation must be submitted two weeks prior to the graduation date, if the student wishes to participate in graduation ceremonies.
 - K. Current approved correspondence programs are: American School Correspondence Studies (www.americanschoolofcorr.com) and North Dakota Division of Independent Study (www.NDISonline.org).
 - L. It is recommended that students, who take correspondence for the first time, take one course, due to the demand of self directed study.

CORRESPONDENCE STUDY PROGRAM

Contract for Correspondence Classes

Name:

Course:

Credits:

Institution:

I/We have read the Administrative Regulation regarding Correspondence Study and agree to the conditions outlined in the AR.

Student Approval: _____ Date:

Parent Approval: _____ Date:

Principal Approval: _____ Date:

____ Elective Credit to be counted toward graduation requirement due to other suitable electives not available in schedule.

____ Correspondence reimbursement upon completed course and recorded grade, according to AR.

____ Required attendance in assigned classroom when on campus.

____ Final grades due according to AR.

____ Approved Correspondence Program.

____ AR provided to student and parents.

Instruction

BP 6183

SECONDARY BOARDING PROGRAM

The Board recognizes that daily access to school may not be possible because of a student's geographic location. The Board shall make available to eligible secondary students a boarding program as required by law.

(cf. 3541.5 - Alternative Transportation Arrangements)

Legal Reference:

ALASKA STATUTES

14.16.010 - 14.16.080 State boarding school

ALASKA ADMINISTRATIVE CODE

4 AAC 09.050 Secondary boarding programs

4 AAC 27.025 Establishment of other conveyance routes

4 AAC 33.080 Admission to state boarding school

YAKUTAT SCHOOL DISTRICT
Adopted: July 2, 1997

VIRTUAL/ONLINE COURSES

Note: The following optional policy is for use by districts that authorize virtual/online courses as an alternative credit option.

Students may earn academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the Board. Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered at the school;
2. Although the course is offered at the school, the student will not be able to take it due to an unavoidable scheduling conflict;
3. The course will serve as a supplement to extended homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued; or
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

Students taking such courses must be enrolled in the District.

Students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the Principal/designee shall be obtained before a student enrolls in a virtual course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

Students taking virtual courses shall comply with all school rules, including student rights and responsibilities.

(cf. 6143 - Courses of Study)

(cf. 6146.1 – High School Graduation Requirements)

(cf. 6161.4 – Internet)

YAKUTAT SCHOOL DISTRICT

Adopted: June 3, 2002

Revised: October 7, 2013

ALTERNATIVE CREDIT OPTIONS

Student's Name Student's Address School

In accordance with policies 6182 and 6184, the above named student requests prior approval for taking the following correspondence or virtual course(s).

Course(s) requested: _____

Correspondence Course

Virtual/online Course

From what source _____

Total number of credits anticipated: _____

Reason for taking this course:

Graduation with class

Enrichment/Elective

Course not available within the District

Simultaneous high school/college credit

Other

I recommend this student be permitted to take the requested course(s) for credit toward high school graduation.

Principal/designee's Signature & Date

I understand that it is my responsibility to submit an official transcript of my grade to the school by the date specified by the counselor in order to receive credit toward graduation.

Student's Signature & Date

Number of credits earned _____

Principal/designee's Signature & Date

Instruction

EVALUATION OF THE INSTRUCTIONAL PROGRAM BP6190

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

The School Board believes that the evaluation of curriculum and instruction is necessary in order to maintain and improve the quality of our district's educational program. Evaluations shall focus on student progress in relation to district philosophy, goals, and objectives as well as requirements related to state performance standards.

- (cf. 0200 - Goals for the School District)*
- (cf. 0500 - Review and Evaluation)*
- (cf. 0510 - School Accountability Report Card)*
- (cf. 1312 - Complaints Concerning the Schools)*
- (cf. 6141 - Curriculum Development and Evaluation)*
- (cf. 6161.1 Selection and Evaluation of Instructional Materials)*
- (cf. 6171 - Title I Programs)*
- (cf. 6174 - Bilingual-Bicultural Education)*
- (cf. 6178 - Vocational Education)*

Legal Reference:

ALASKA STATUTES

14.03.120 Education planning: reports

ALASKA ADMINISTRATIVE CODE

4 AAC 04.140 Content standards

4 AAC 06.885 School recognition

YAKUTAT SCHOOL DISTRICT

Adopted: July 2, 1997

Revised: September 6, 2005

Revised: April 17, 2006

Revised: May 7, 2012

Revised: June 2, 2014