

Philosophy-Goals-Objectives and Comprehensive Plans

CONCEPTS AND ROLES

BP 0000

The Iditarod School Board recognizes that the success of our educational system relies heavily on educational planning and ongoing evaluation in order to adapt district programs and activities to the changing needs of society and the community. To guide these efforts, the Iditarod School Board adopts the following definitions for the development of sound and responsible educational policies:

1. "Philosophy" means a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the district are derived.
2. "Goal" means a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period.
3. "Objective" means a specific accomplishment to be achieved which can be measured within a given time and under specifiable conditions and which, if attained, advances the system toward a corresponding goal.

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 0500 - Review and Evaluation)

The Iditarod School Board believes that in order for education to succeed there must be an ongoing partnership between educators, parents/guardians, students, and the community. The Iditarod School Board encourages the participation of all segments of the community in order that an educational climate is created which promotes the positive and healthy development of each child.

Legal Reference:

ALASKA STATUTES

14.03.010 Establishment of school system

ALASKA ADMINISTRATIVE CODE

4 AAC 05.040 Establishment of local schools

**IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: December 2014**

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PHILOSOPHY

BP 0100

In accordance with state education policy, the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

The Iditarod Area School District exists to serve the educational needs of the children and students. The District, recognizing the distinctive nature of each child, will work toward providing individualized, comprehensive, sequential programs available to all children. Alternative approaches and methods for teaching will be available in an organized, effective and efficient school program.

The District recognizes that certain educational opportunities may be impossible to provide in each District school due to budget constraints. When the District is unable to provide certain educational opportunities at a school, the District will provide similar opportunities through alternative approaches. The District will work toward improving the educational opportunities available to each child in each District school.

The District will also work toward serving the broader community with a staff that is responsive to parental desires and community educational needs. The District will work toward the development of a District Board approved curriculum that is adapted to each community's needs. The District directs all professional employees to work toward increasing the degree of individualized instruction in the schools so that a more effective and efficient education may be provided to each student.

The District will encourage the development of an atmosphere in each school that reflects the best of the modern world while reflecting the cultural heritage of the community and region.

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

Legal Reference:

ALASKA STATUTES

14.03.015 State education policy

14.08.111 Duties

**IDITAROD AREA SCHOOL DISTRICT
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GOALS FOR THE SCHOOL DISTRICT

0200

Note: AS 14.07.165 requires the State Board of Education to adopt statewide goals and to require that each governing body adopt written goals consistent with local needs. AS 14.03.120 requires districts to annually file and make available to the public a report that establishes district goals and priorities and includes plans for achieving these goals and the means of measuring district achievement. Districts are required to encourage public participation in the preparation of this report.

The Iditarod School Board is committed to excellence and self-evaluation and believes that the public schools exist to meet the needs of students, parents/guardians and other community members. It is, therefore, important that citizens may express their expectations of the schools. The Iditarod School Board encourages students, parents, teachers, and other community members to participate in educational planning for the district.

(cf. 0420 - School-Based Management)

The Iditarod School Board shall adopt written goals for the school district which reflect local needs. These goals shall be consistent with Iditarod School Board policy and statewide goals adopted by the State Board of Education. The Superintendent or designee or designee shall develop objectives for meeting these goals. The development and adoption of the budget shall be consistent with district goals and objectives.

(cf. 0000 - Concepts and Roles)
(cf. 0100 - Philosophy)
(cf. 3100- Budget)

The Superintendent or designee or designee shall annually file with the Department of Education and Early Development and make available to the public a report which includes the adopted district goals and priorities, plans for achieving these goals and priorities, and the means of measuring the district's success in reaching its goals and priorities.

(cf. 0500 - Review and Evaluation)
(cf. 0510 - School District Report Card)

Legal Reference:

ALASKA STATUTES
14.03.120 Education planning; reports
14.07.165 Duties

ALASKA ADMINISTRATIVE CODE
4 AAC 06.800-.899 School and District Accountability
4 AAC Chapter 4 Statewide goals

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IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: April 2015

Philosophy-Goals-Objectives and Comprehensive Plans
GOALS FOR STUDENT LEARNING

BP 0210

The Iditarod School Board believes that a quality education provides an opportunity for each student to develop:

1. The concept of self-worth and the ability to exercise self-discipline.
2. A positive attitude toward responsible citizenship.
3. Mastery of the basic skills and a working knowledge of mathematics, technology, reading, language arts (including effective oral and written communication), the sciences, geography, history, government and citizenship, world languages and fine arts.
4. Skills and other competencies leading toward economic independence consistent with the individual's interests and basic potential.
5. Skills to think logically and critically.
6. An awareness and understanding of our country's history and ideals and its diverse ethnic, racial and cultural heritage.
7. An awareness and understanding of the heritage, ideals and contributions of other cultures, races and countries.
8. The opportunity to develop the capability of students to appreciate beauty in literature, art, music and nature, and to recognize value and use creativity.
9. A recognition of the importance of physical and mental health and an understanding of skills for a healthy life.
10. An ability to adapt and participate constructively in a changing society.
11. An understanding of the relationship of people and his/her environment.
12. Moral and ethical values based on the rights and responsibilities of individuals and their relationships to each other.

(cf. 6143 - Courses of Study)

Legal Reference (see next page):

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GOALS FOR STUDENT LEARNING (continued)

BP 210 (b)

Legal Reference:

ALASKA STATUTES

14.03.015 State education policy

ALASKA ADMINISTRATIVE CODE

4 AAC Chap. 4 Statewide goals

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Philosophy-Goals-Objectives and Comprehensive Plans

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES BP 0410 (a)

Note: District policies must assure equal opportunities and nondiscrimination as required by federal and state law. Discrimination in education programs and activities is prohibited by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, the Individuals with Disabilities Education Act and the Americans with Disabilities Act. The Office for Civil Rights of the U.S. Department of Education has authority to enforce these laws in all programs and activities that receive federal funds. AS 14.18.010-.100 prohibit discrimination on the basis of gender and race. AS 14.18.090 provides that the State Board shall withhold state funds from districts determined to be out of compliance with state nondiscrimination laws and measures ordered to remedy the situation have been ineffective.

The Iditarod School Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 5145.3 - Nondiscrimination)
(cf. 4161.4 – Family and Medical Leave)

District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities. The Superintendent or designee shall ensure that interested persons, including individuals with disabilities, can obtain information about the programs, facilities and activities available to them.

(cf. 0411 – Service Animals)
(cf. 6164.2 - Guidance Services)

Note: Federal regulations (45 CFR, Section 86.9) require federal aid recipients to take "continuing steps" to notify applicants for admission, students and parents that, in compliance with Title IX, they do not discriminate on the basis of gender in their educational programs or activities. Title VI mandates that prior to the beginning of each school year, recipients of federal funds advise students, parents and the general public that all vocational opportunities will be offered without regard to race, color, national origin, gender or disability. Pursuant to Title VI, if the district serves a community of limited-English speaking persons, the notification must also be published in the language of that community and include a statement that lack of English skills will not be a barrier to participation in vocational education programs.

The Superintendent or designee shall annually notify students and parents of the district's policy on nondiscrimination and related complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.6 - Notifications Required by Law)
(cf. 6178 - Vocational Education)

Legal Reference (see next page)

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Philosophy-Goals-Objectives and Comprehensive Plans

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (continued)

BP 0410 (b)

Legal Reference:

ALASKA STATUTES

14.18.010 - 14.18.100 Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

4 AAC 06.500 - 4 AAC 06.600 Prohibition of Gender or Race Discrimination

UNITED STATES CODE

Title VI, Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7

Title IX, Education Amendments of 1972, 20 U.S.C. §§ 1681-1688

Vocational Rehabilitation Act of 1973, Sections 503 and 504, 29 U.S.C. § 794

Individuals With Disabilities Education Act, 20 U.S.C. §§ 1401-1491

Americans With Disabilities Act, 42 U.S.C. §§ 12101-12213

Age Discrimination In Employment Act, 29 U.S.C. §§ 621-634

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NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES E 0410 (a)

NOTICE OF RIGHTS UNDER SECTION 504

The following rights are granted to students with disabilities, and their parents, by Section 504 of the Rehabilitation Act of 1973. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

As a parent of a student with disabilities, you have the right to:

- have your child take part in, and receive benefits from public education programs without discrimination because of his/her disabling condition. If you are identified as a disabled parent you also have the right to ask for reasonable accommodations so that you may participate in the planning of your child's educational program.
- have the school district advise you of your rights under federal law.
- receive notice with respect to identification, evaluation, or placement of your child.
- have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school related activities.
- have your child educated in facilities and receive services comparable to those provided non-disabled students.
- have your child receive special education and related services if she/he is found to be eligible under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.
- have evaluation, educational, and placement decisions made based on a variety of information sources, and by persons who know the student, the evaluation data, and placement options.
- have transportation provided to and from school if necessary to allow your child to take part in educational services.

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NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES E 0410 (b)

- have your child be provided an equal opportunity to participate in non-academic and extra-curricular activities offered by the district.
- examine relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
- obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
- a response from the school district to reasonable requests for explanations and interpretations of your child's records.
- request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child.
- request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement.
- You and the student may take part in the hearing and have an attorney represent you.
- file a local grievance.

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SERVICE ANIMALS

BP 0411 (a)

Note: Federal regulations implementing Title II of the Americans with Disabilities Act were amended in 2010 to broaden the right of individuals with disabilities to be accompanied by their service animals on school property. The new regulations, which take effect March 15, 2011, include a clear requirement that individuals with disabilities be permitted to be accompanied by their service animals in all areas of a public entity's facilities where the public and school participants are allowed. Additionally, public entities are to modify existing policies, practices, and procedures to permit the use of service animals.

The following language was adapted from the Service Animal policy of the Anchorage School District.

The Board is committed to providing quality education to all students and ensuring full access to district programs, services and facilities by individuals with disabilities, including those requiring the use of a service animal. The district will comply with all applicable laws concerning the use of service animals on district property, in classrooms, at school functions, and in connection with district services.

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

(cf. 1312.3 – Public Complaints Concerning Discrimination)

(cf. 4030 – Nondiscrimination in Employment)

Individuals with disabilities may be accompanied by a working service animal individually trained to do work or perform tasks for the benefit of the individual. The Superintendent or designee or designee shall develop guidelines to implement this policy, including procedures for individuals to request the use of a service animal, proof of animal vaccination, and procedures for accommodating the use of the service animal when a student or staff member has a known allergy.

(cf. 1260 – Visits to the Schools)

It is the responsibility of the handler or the individual assisted by a service animal to ensure that the animal is identified as a service animal and to properly control and supervise the animal at all times while on district property. The district is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself. The care and supervision of service animals for young children unable to care for or supervise the animal should be addressed on a case-by-case basis in the discretion of the building administrator.

Owners of service animals are liable for any harm or physical injury caused by the animal to other students, staff, or visitors. Owners of service animals may be required to pay for property damage caused by the animal to the same extent any individual would be charged for such damage.

(cf. 3515.4 – Recovery for Property Loss or Damage)

(cf. 6161.2 – Damaged or Lost Instructional Materials)

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SERVICE ANIMALS (continued)

BP 0411 (b)

A Principal/Principal-Teacher may ask that an individual with a disability remove a service animal from a school building or school function if the animal is out of control and the animal's handler does not take effective action to control the animal, or if the animal is not housebroken. If the animal is properly excluded, the individual with a disability must still be permitted to participate in the service, program, or activity without the service animal.

No individual shall intentionally interfere with the use or assistance of a service animal by harassing or obstructing the service animal or its user.

Note: Under the ADA regulations, a service animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, is required to be permitted in schools as a "service animal."

"Service animal" includes those animals as identified in applicable state and federal laws and regulations. Service animal does not include an animal whose primary work or task is to provide emotional support, well-being, comfort, or companionship.

Note: District personnel should not make prohibited inquiries regarding the use of a service animal. Specifically, individuals should not be asked about the nature or extent of the disability and, as a general rule, documentation that the animal has been certified, trained, or licensed as a service animal, cannot be required. To determine whether an animal qualifies as a service animal, the person may be asked if the animal is required because of a disability and what work or task the animal has been trained to perform. If it is clearly observable that the animal is trained to do work or perform tasks for the person (such as a dog observed to be guiding a person with sight impairment or a dog pulling a wheelchair), then no further inquiry should be made regarding whether or not the animal qualifies as a service animal.

Legal Reference:

UNITED STATES CODE

42 U.S.C. 12101, *et seq.*, *Americans with Disabilities Act*

29 U.S.C. 794, *Section 504 of the Rehabilitation Act*

CODE OF FEDERAL REGULATIONS

28 C.F.R. Part 35, *Nondiscrimination on the Basis of Disability in State and Local Government Services*

28 C.F.R. Part 41, *Nondiscrimination on the Basis of Handicap in Federally Assisted Programs*

29 C.F.R. Part 1630, *Implementing the Equal Employment Provisions of the Americans with Disabilities Act*

ALASKA STATUTES

Title 18, Chapter 80, *Discriminatory Practices Prohibited*

AS 11.76.130, *Interference With Rights of Physically or Mentally Challenged Person*

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SCHOOL-BASED MANAGEMENT/ADVISORY SCHOOL BOARDS

BP 0420

The Iditarod School Board believes that shared decision making at the site level can improve school performance. The Iditarod School Board supports the involvement of staff, students, parents/guardians and the community in such decisionmaking and encourages the use of Advisory School Boards in developing policies and programs which respond to the unique needs of individual schools in accordance with district goals.

(cf. 0200 - Goals for the School District)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 0510 - School District Report Card)
(cf. 8000 - Advisory School Boards)

Legal Reference:

ALASKA STATUTES

14.03.120 Education planning

ALASKA ADMINISTRATIVE CODE

4 AAC 05.010 - 4 AAC 05.090 Local Education

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COMMUNITY SCHOOL PROGRAM

BP 0430

The Iditarod School Board recognizes the importance of extending the use of school facilities and equipment for purposes of providing educational, cultural, social, and recreational services to the citizens of the community. The Superintendent or designee or designee shall develop community school programs within the limits of available resources.

(cf. 1330 - Use of School Facilities)

(cf. 1325 - Advertising and Promotion)

(cf. 3100 - Budget)

(cf. 3515 - Equipment)

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COMMUNITY SCHOOL PROGRAM

AR 0430

Note: Pursuant to A.S. 14.36.040, applications for community school grants must include the following requirements. 4 AAC 32.010 requires the district to submit a three-year plan of service and an annual plan which contains short-term goals and objectives for the second and third years of the three-year plan.

In accordance with requirements for state funding of the community school program, the Superintendent or designee or designee shall:

1. each Advisory School Board shall serve as each site's community school's advisory council.
2. develop a comprehensive plan for the community school program, which addresses before and after school activities for children and adults, continued education programs for children and adults, and cultural enrichment and recreational activities
3. assign responsibility for the direction and coordination of the community school program; and
4. establish procedures to ensure the program is reasonably available to residents of all communities within the district

The comprehensive plan shall provide a three-year plan of service. The district shall develop an annual plan which includes short-term goals and objectives for the second and third years of the comprehensive plan.

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REVIEW AND EVALUATION

BP 0500

The Iditarod School Board recognizes that ongoing review and evaluation of district policies and programs are necessary if the Iditarod School Board is to be held accountable for the governance of the district. The Iditarod School Board accepts that being accountable includes a duty to explain to the public how district responsibilities are being met and will provide for such review and evaluation.

(cf. 0510 - School District Report Card)
(cf. 1312 - Complaints Concerning the Schools)
(cf. 4115 - Personnel Evaluation)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9300 - Governance)
(cf. 9400 - School Board Self-Evaluation)

Legal References:

ALASKA STATUTES
14.03.120 Education planning; reports

ALASKA ADMINISTRATIVE CODE
4 AAC 04.140 Content Standards
4 AAC 06.812 Alaska School Performance Index
4 AAC 06.885 School Recognition

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SCHOOL DISTRICT REPORT CARD

BP 0510

Note: Under the federal No Child Left Behind Act, school districts must prepare and disseminate an annual district report card to parents, schools and the general public that summarizes the academic performance of district schools and students. In 2008, NCLB final regulations became effective and now require local school districts to report the state NAEP (National Assessment of Educational Progress) date on their report cards. Additionally, districts must include participation rates for students with disabilities and LEP students. Under Alaska law, AS 14.03.120, all schools and districts must prepare annual school and district reports on school and student performance. Also required is reporting of student discipline data. AS 14.33.120, AS 14.33.210, 4 AAC 06.172 and 4 AAC 06.250. See AR 5030 – School Discipline and Safety. The Alaska Department of Education and Early Development has established criteria for preparing school report cards. Each school and district should consult the applicable statutes and regulations as it begins preparation of the annual report.

In accordance with law, each school and the district shall annually assess school and student performance and prepare reports to the public on these assessments. These reports will help ensure that parents are actively involved and knowledgeable about their schools and their child's education. In addition to the components required by law, the Superintendent or designee or designee may include in the report additional indicators, both qualitative descriptions and quantitative measurements, of school and student performance. In determining the indicators which assess school and student performance, the Superintendent or designee or designee shall solicit suggestions from the school staff and community.

The Iditarod School Board desires that performance reports be reviewed and discussed within the framework of desired outcomes, the context in which education takes place, and the educational policies and practices of the district. The Iditarod School Board desires that this assessment be viewed as an opportunity to communicate with the public, review achievements, identify areas for improvement, enlist local support, enhance internal operations, build consensus, and establish a vision for the future.

The Iditarod School Board expects that existing evaluation processes and resources will be used to develop performance report cards and that the usefulness of these reports will improve with each future assessment.

(cf. 0420 - School-Based Management/School Advisory Boards)
(cf. 6190 - Evaluation of the Instructional Program)

Legal References:

ALASKA STATUTES

14.03.120 Education planning

NO CHILD LEFT BEHIND ACT, 20 USC §§ 6311, 6312 and 6316

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SCHOOL DISTRICT REPORT CARD

AR 0510 (a)

Note: Under the federal No Child Left Behind Act, school districts must prepare and disseminate an annual district report card to parents, schools and the general public that summarizes the academic performance of district schools and students; includes the state NAEP (National Assessment of Educational Progress) date; and includes participation rates for students with disabilities and LEP students. Under Alaska law, AS 14.03.120, and 4 AAC 06.895, all schools and districts must prepare annual school and district reports on school and student performance. Also required is reporting of student discipline data. AS 14.33.210, 4 AAC 06.172 and 4 AAC 06.250. See AR 5030 – School Discipline and Safety. Effective October 2014, school districts must annually report incidents of restraint and seclusion. AS 14.33.125. See BP 5030 – School Discipline and Safety, and BP 5142.3 – Restraint and Seclusion. The Alaska Department of Education and Early Development has established criteria for preparing school report cards. Each school and district should consult the applicable statutes and regulations as it begins preparation of the annual report.

In accordance with law, each school and the district shall annually assess school and student performance and prepare reports to the public on these assessments. These reports will help ensure that parents are actively involved and knowledgeable about their schools and their child's education. In addition to the components required by law, the Superintendent or designee may include in the report additional indicators, both qualitative descriptions and quantitative measurements, of school and student performance. In determining the indicators which assess school and student performance, the Superintendent or designee shall solicit suggestions from the school staff and community.

The Iditarod School Board desires that performance reports be reviewed and discussed within the framework of desired outcomes, the context in which education takes place, and the educational policies and practices of the district. The School Board desires that this assessment be viewed as an opportunity to communicate with the public, review achievements, identify areas for improvement, enlist local support, enhance internal operations, build consensus, and establish a vision for the future.

The Iditarod School Board expects that existing evaluation processes and resources will be used to develop performance report cards and that the usefulness of these reports will improve with each future assessment.

(cf. 0420 - School-Based Management/School Advisory Boards)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference (see next page):

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SCHOOL DISTRICT REPORT CARD

BP 0510 (b)

Legal References:

ALASKA STATUTES

14.03.120 Education planning; reports

14.33.210 Reporting of Incidents of harassment, intimidation and bullying

14.33.125 Student restraint or seclusion; limitations

UNITED STATES CODE

NO CHILD LEFT BEHIND ACT, 20 USC §§ 6311, 6312 and 6316

ALASKA ADMINISTRATIVE CODE

4 AAC 06.895 Report card to the public

4 AAC 06.172 Reporting of school disciplinary and safety programs

4 AAC 06.250 Reporting

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SCHOOL DISTRICT REPORT CARD

AR 0510 (a)

Note: Pursuant to AS 14.03.120 and 4 AAC 06.895, the "School District Report Card to the Public" must include the items specified below.

Annually, the Principal/Principal-Teacher or designee shall prepare a report on his/her school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By July 1 of each year, the Superintendent or designee shall provide to the Department of Education and Early Development, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the Department of Education and Early Development and shall include:

1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded;
2. the number and percent of district students that achieved advanced, proficient, below proficient, or far below proficient on state assessments.;
3. the number and percent of district students that achieved advanced, proficient, below proficient or far below proficient on state assessments, disaggregated by subgroups:
 - Economically disadvantaged students
 - Students with limited English proficiency
 - Students with disabilities
 - African-Americans
 - Alaska Natives and American Indians
 - Students of two or more races
 - Asians or Pacific Islanders
 - Hispanics
 - Whites
 - Males
 - Females
 - Migrants
 - Not migrant students
4. a comparison between the performance score for the school or district and the school's or district's annual measurable objectives for that year as determined under 4 AAC 06.815;

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SCHOOL DISTRICT REPORT CARD (continued)

AR 0510 (b)

5. a comparison between the performance score of students in each subgroup and the subgroup's annual measurable objectives for that year as determined under 4 AAC 06.815;
6. a comparison between the performance score for the district and the performance score for the state as a whole;
7. the number and percentage of students not tested;
8. the number and percentage of students in each subgroup not tested;
9. the most recent two-year trend in student performance in each subject area for each grade level;
10. a description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;
11. attendance, retention, dropout, and graduation rates as determined under 4 AAC 06.895(i);
12. the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;
13. the performance star rating designation assigned the school under AS 14.03.123 and AAC 06.895(f) and the methodology used to assign the performance designation, including the measures used and the relative weights other indicators, and teacher qualifications;
14. a summary of student, parent, and community member comments on the school's performance, including the number of persons commenting;
15. if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;
16. the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematics assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with limited English proficiency.

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SCHOOL DISTRICT REPORT CARD (continued)

AR 0510 (c)

17. other indicators of school performance selected by the district or required by state regulation; and
18. information on the number, attendance, and performance of students enrolled in the school whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.

Note: The district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.
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SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

BP 0520 (a)

Note: In May 2013, Alaska received a waiver of certain ESEA/NCLB requirements, including school accountability. The following policy reflects the Alaska Accountability System which measures both school performance and school progress and results in a school designation of Priority, Focus, or Reward. The school rating may result in required interventions as well as specific supports.

The Iditarod School Board is committed to the successful performance of the district and its schools. Successful performance is indicated through student academic achievement, student progress over prior year performance, strong attendance and graduation rates, and participation and achievement in college and career readiness exams. The Superintendent shall implement requirements for school and district accountability as determined by the Department of Education and Early Development.

Note: The Alaska School Performance Index measures schools by a combination of data: student achievement on SBAs in reading, writing and math; growth in the school's student body in those assessments from the prior year; and attendance. Schools with high school students are also measured by graduation rates; and student performance on college-readiness assessments, including SAT, ACT, and WorkKeys. ASPI points will result in a Star Rating for a school from 1-5 stars, the higher number representing stronger school performance.

If any district school receives a star rating of one, two, or three stars, the Superintendent or designee shall develop and implement a school improvement plan in accordance with state law. School improvement plans shall be presented to the Iditarod School Board for approval. If the plan is for a school that receives one or two stars, the plan will be submitted to the Department. If the school has been designated as a priority or focus school, the plan will be prepared in consultation with the Department and subject to Department approval.

The Superintendent or designee shall develop and implement a school improvement plan for schools receiving a four or five star rating when necessitated due to failure to meet annual measurable objectives, a decline in the school's growth and proficiency, a decline in graduation rate, or insufficient participation in standards-based assessments.

The Superintendent or designee shall develop and implement a district improvement plan when required due to the number of one- or two-star schools; the number of students who attend one- or two-star schools; deficiencies in curriculum, assessment practices, instruction, learning environment, professional development, or leadership; or lack of progress by a subgroup towards annual measurable objectives. The District improvement plan shall be approved by the Iditarod School Board and submitted to the Department.

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School Interventions

The Superintendent or designee shall implement comprehensive interventions for any school identified as a priority school by the Department. The comprehensive interventions will use turnaround principles that accomplish the following: provide strong leadership; ensure effective teachers; redesign the school calendar to include additional time for student learning and teacher collaboration; improve the instructional program; use student data to inform instruction; establish a school environment that improves safety and discipline; and provide mechanisms for family and community involvement.

Targeted interventions will be implemented to meet the specific needs of schools identified by the Department as focus schools. A plan and timeline to implement the targeted interventions shall be created by the Superintendent or designee. Interventions should consider each of the turnaround principles for priority schools, some or all of which may be appropriate for the school or targeted subgroups. Decisions should be data-driven.

The district will utilize state provided supports in implementing comprehensive or targeted interventions.

School Success

The Iditarod School Board believes that all of its schools can be high performing and high progress schools. The district will annually recognize those schools identified as reward schools by the Department.

Parent Notification

The Superintendent or designee shall communicate with the parents of children attending schools designated as one- or two-star schools. The information should be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Parents should be promptly advised of:

1. What the star designation means, and how the school compares in terms of academic achievement to other schools in the district and state;
2. The reasons for the designation;
3. Information about how the parents can become involved in addressing the academic issues that led to the designation; and

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4. Any action taken to address the problems that led to the designation, including: an explanation of what the school is doing to address low achievement; an explanation of what the district and Department are doing to help; and a description of interventions being taken by the district.

The information in item 4 above shall also be disseminated to the public. Information provided to parents will be sent through direct means such as mail or email. Communications must respect the privacy of students and their families.

Legal Reference:

ALASKA STATUTE

14.03.123 School and District Accountability

ALASKA ADMINISTRATIVE CODE

4 AAC 06.800 - .899 School and District Accountability

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 6316, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Revised 3/2015

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SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued) AR 0520 (a)

School Improvement Plan – Development, Approval and Implementation

Note: All schools in a district designated as one-, two-, or three-stars by the Department of Education and Early Development are required to develop, issue, and implement a school improvement plan. A school improvement plan is required even if the school does not receive Title I funds. The following procedures for development of the plan are consistent with the requirements of 4 AAC 06.845, School Improvement Plan, and 4 AAC 06.852, Technical Assistance.

The Superintendent shall designate the individual responsible to oversee development of school improvement plans. Required plans must be developed by November 1 of each school year.

A. Schools Requiring A Plan

The following schools require a school improvement plan:

1. Any school designated with a rating of one, two, or three stars;
2. Any school identified by the Department as a priority or focus school; and
3. Any school designated with a rating of four or five stars if the school:
 - a. Has failed to meet its annual measurable objectives for two consecutive years for the school as a whole or any subgroup;
 - b. Has experienced a decline in the school's graduation rate on the whole or for any subgroup (high schools only); or
 - c. Has a participation rate of less than 95% on state standards-based assessments.

B. State Involvement

If the school is identified by the Department of Education and Early Development as a priority or focus school, the school improvement plan will be prepared in consultation with the Department and is subject to Department approval.

If the school has received a one- or two-star rating, the school improvement plan must be submitted to the Department.

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C. Plan Preparation

Note: State regulation, 4 AAC 06.845, requires as a general rule that school improvement plans be developed using the Department's computerized self-assessment and improvement program. An alternative process may be utilized by a district in limited instances if approved by the Department. Department approval is limited to: 1) schools that are implementing an effective school improvement plan through an accreditation process; 2) schools that are rated as four- or five-star and the plan is specific to a particular identifiable deficiency; or 3) the district can show by a preponderance of the evidence that the school has a planning process for development of an improvement plan that will address as effectively or more effectively than the Department's program each of the 6 domains and each specific deficiency at the school.

The school improvement plan will be prepared utilizing a computerized self-assessment and improvement program selected by the Department. The self-assessment program will address the following six domains: 1) curriculum; 2) assessment policy and practice; 3) instruction; 4) school learning environment; 5) professional development policy and practices; and 6) leadership.

D. Plan Contents For Priority Schools

The Plan must provide for a system of comprehensive intervention using all required turnaround principles. The district will consult with and obtain the approval of the Department to address deficiencies in each of the six domains, as identified in the computerized self-assessment or in a desk or instructional audit.

Comprehensive turnaround principles to be implemented at the school must include:

1. **School Calendar Adjustments.** The school day, week, and year, will provide more time for student learning and teacher collaboration. This includes the following minimum requirements:
 - a. dedicated time block each week for teacher collaboration;
 - b. 90 minutes daily of core reading instruction for all students grades K-6;
 - c. 30 additional minutes of intervention daily for K-6 students below grade level in reading;
 - d. dedicated time block daily for structured reading interventions for students grades 7-12 who are below grade level in reading;
 - e. 60 minutes daily of core math instruction for all students grades K-6; and
 - f. dedicated time block daily for structured math intervention for students grades 7-12 who are below grade level in math.

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2. **Teacher Effectiveness.** The district's policies and actions will ensure that all teachers at the school are effective teachers. This includes the following actions:
 - a. each teacher's effectiveness is reviewed by the district and Principal/Principal-Teacher, including a review of student learning data;
 - b. replacement or improvement of ineffective teachers;
 - c. requiring teachers transferring to the school to be proven effective; and
 - d. providing job-embedded professional development that targets the specific needs of teacher and students.

3. **Instructional Program.** The instructional program will be strengthened through the following methods:
 - a. adoption and use of research-based curricula that are aligned with state standards;
 - b. implementation of reading curricula that addresses the essential elements of reading;
 - c. implementation of reading and math support programs for students behind grade level;
 - d. using data to inform instruction, including:
 - at least three times per year, utilize a universal screening tool approved by the Department for all students, grades K-8;
 - utilize a diagnostic assessment to determine the specific reading or math deficiencies for all students one or more years below grade level; and
 - base instruction and interventions on the specific needs of the student as identified by screenings or assessments.
 - e. establishing a school environment that improves school safety and discipline, including implementation of a school-wide behavior plan, and that addresses the social, emotional, and health needs of students;
 - f. providing for family engagement in the school, including cultural awareness and understanding of cultural values; and
 - g. providing strong leadership, including:
 - reviewing the performance of the Principal/Principal-Teacher, including a review of student learning data;
 - retention of the existing Principal/Principal-Teacher or hire of a new Principal/Principal-Teacher based upon the existing Principal/Principal-Teacher's performance on indicators in the leadership domain; and
 - providing the Principal/Principal-Teacher with flexibility in areas that should be tailored to the needs of the school such as scheduling, staff, or budget.

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SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued) AR 0520 (d)

E. Plan Contents for Focus Schools

The school improvement plan for a focus school will identify targeted interventions that consider each of the comprehensive turnaround principles. Interventions will be targeted for any subgroup that is performing below grade level. In addition, appropriate interventions will be targeted to any deficiencies revealed through data analysis or the results of an instructional or desk audit.

In preparing the school improvement plan, the district will consult with the Department.

F. Plan Implementation

The school shall implement the plan immediately upon district approval. Should the Department determine that changes in the plan will improve the performance or progress of students, the school will implement the changes required by the Department.

The district will ensure appropriate technical assistance to the school during development of the plan and throughout the plan's duration. Technical assistance may be provided by the district, the Department, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

Technical assistance must be based on research and may include:

1. assistance in analyzing assessment data and other examples of student work in order to identify and develop solutions to problems in instruction, parental involvement and professional development, and plan implementation, including district- and school-level responsibilities under the plan;
2. assistance in identifying and implementing professional development and instructional strategies and methods that have proven effective, through research, in addressing the specific instructional issues that caused the school's rating of one, two, or three stars; and/or
3. assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement.

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SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued) AR 0520 (e)

District Improvement Plan – Development and Contents

Note: A school district must have a district improvement plan if: 1) at least 25% of its schools are designated as one or two stars; 2) at least 25% of the district's students attend a school designated as one or two stars; 3) an instructional or desk audit demonstrates significant deficiencies in the domains of: curriculum, assessment policy and practice, instruction, school learning environment, professional development policy and practices, and leadership; or 4) an instructional or desk audit shows that one or more subgroups in the district is not making progress toward the subgroup's annual measurable objectives. The following plan contents comply with the requirements set forth at 4 AAC 06.850, District improvement plan.

A district improvement plan will be prepared by Superintendent and submitted to the Department in the following circumstances:

1. At least 25% of the district's schools have been designated as one- or two-star schools;
2. At least 25% of the district's students attend a one or two-star designated school;
3. An instructional or desk audit at the district, or its schools, demonstrates significant deficiencies in the following domains of successful schools: curriculum, assessment policy and practice, instruction, school learning environment, professional development policy and practices, and leadership; or
4. An instructional or desk audit shows that one or more subgroups in the district is not making progress toward the subgroup's annual measurable objectives.

The district improvement plan will be developed in the same manner as school improvement plans.

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DISCONTINUATION OR CLOSURE OF SCHOOLS

BP 0530 (a)

The Iditarod School Board strives to maintain schools in local communities but recognizes that low student enrollment or other factors may necessitate temporary or permanent closure of a school. Iditarod School Board action to close a school will only occur after written notice to the affected families which will be provided at least 10 days prior to school closure, absent emergency circumstances that do not permit such notice.

Absent emergency circumstances, no school closure will occur until development and approval of a closure plan. The plan must provide for the continued educational services to all eligible students, including students with disabilities. The plan must address pupil transportation services, if applicable. Additionally, the plan should contain a schedule for providing compensatory services that may be required under state and federal laws for the education of students with disabilities. Finally, the plan will provide for reimbursement to the State of money already paid for the period of closure, unless the school year is extended. If the closure is temporary, the plan will identify steps for reopening the school.

Note: The Department of Education and Early Development must approve all permanent and non-emergency temporary school closures. Permanent school closure plans will be considered approved if the Department of Education and Early Development does not disapprove the plan within 90 days. 4 AAC 05.090(b). Temporary school closure plans must be submitted to the Department of Education and Early Development for approval at least ten days before the planned closure. 4 AAC 05.090(c).

The plan will be reviewed and approved by the Iditarod School Board at a public meeting. Following Iditarod School Board approval, the plan will be submitted to the Department of Education and Early Development for approval. The plan will not be executed until Department of Education and Early Development approval.

Emergency Closure Days

The Superintendent or designee may order one or more emergency closure days if conditions exist posing a threat to the health or safety of students, staff, or the community. To the extent practicable, the Superintendent or designee shall consult with the Department of Education and Early Development and with federal and state health and safety agencies. In all cases of emergency closure, the Superintendent or designee shall notify the Iditarod School Board and the Department of Education and Early Development, in writing, within 24 hours.

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DISCONTINUATION OR CLOSURE OF SCHOOLS (continued)

BP 0530 (b)

Note: Under 4 AAC 05.090(h), a district may, on a form prescribed by the Department of Education and Early Development, apply to the Commissioner for approval to substitute an emergency closure day for a day in session or a day used for in-service training. The Commissioner may approve all, none, or some of the days the school was closed as emergency closure days, and require that the district replace the remaining days. In determining whether to approve, deny, or partially approve the request, the Commissioner will consider (1) the extent to which the district implemented a continuation of educational services plan during the closure; (2) the depth and quality of the educational services the district provided to students during the closure; (3) if the district had warning of the pending emergency, the extent to which the district used the warning to prepare for continuation of educational services specific to the pending emergency; (4) the communication with families of students to facilitate delivery of educational services during the emergency; (5) the nature and duration of the emergency; (6) whether teachers and administrators were in on-duty status working to deliver educational services during the emergency; (7) the academic needs of the students in the district; and (8) the public interest.

As soon as practicable after ordering an emergency closure, the Superintendent or designee shall submit a modified calendar to the Department of Education and Early Development. The calendar will be modified using one or more of the following options:

- (1) if the original calendar provided for more than 180 days, reduce the number of days in session or days used for in-service training for the school, so the combined number of days in session and days used for in-service training under the modified calendar remains in compliance with state law (AS 14.03.030);
- (2) designate emergency closure days in place of days in session or days used for in-service training if the emergency closure days have been approved by the Commissioner of Education;
- (3) designate additional days that the school must be in session to replace school closure days that were not reduced under (1) of this subsection or approved as emergency closure days by the Commissioner.

(cf. 6111 - School Calendar)

If a school is temporarily closed for disciplinary or safety reasons, the facility must remain closed for all purposes until the school is reopened.

Legal Reference:

ALASKA STATUTES

14.03.030 School Term

14.33.120 School Disciplinary and Safety Program

ALASKA ADMINISTRATIVE CODE

4 AAC 05.090 Discontinuation or closure of schools

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