

INSTRUCTION

SCHOOL-SPONSORED TRIPS

BP 6153

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

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

All trips involving out-of-state travel shall require the prior approval of the Iditarod School Board. Other trips may be approved by the Superintendent or designee.

Principal/Principal-Teachers shall ensure that teachers develop plans which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other school employees and parents/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings.

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

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

Parents or guardians will be responsible to reimburse the district of non-refundable tickets purchased on behalf of a student after the student and parent commits to go on a school-sponsored trip.

The District will, provided funds are available, yearly organize and offer educationally appropriate Districtwide trips for the fourth grade.

Legal Reference:

ALASKA ADMINISTRATIVE CODE
4 AAC 06.520 Recreational and athletic activities

IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: December 2014

INSTRUCTION

SCHOOL-SPONSORED TRIPS

AR 6153 (a)

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

Safety and First Aid

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

Supervision

1. Students on approved trips are under the jurisdiction of the Board and subject to school rules and regulations.
2. Teachers or other adults shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities.
4. Chaperones shall be 21 years of age or older.
5. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities.
6. Teachers and chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
7. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor.
8. All students must wear full winter gear to travel on school sponsored activities.
9. Student related travel will be suspended at -35° Fahrenheit.

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

INSTRUCTION

HOMEWORK/MAKEUP WORK

BP 6154

Homework

The Iditarod 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 obligation 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 absence of less than ten (10) days and shall receive full credit if the work is turned in according to a reasonable makeup schedule.

(cf. 5113 - Absences and Excuses)
(cf. 5144 - Discipline)

IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: December 2014

INSTRUCTION

HOMEWORK/MAKEUP WORK

AR 6154

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

Homework for Elementary Grades

1. Kindergarten homework assignments should stimulate students to talk often with their parents/guardians. Parents/ guardians should be encouraged to read to their children.
2. Homework assignments in grades one through three should promote the development of skills and encourage family participation.
3. In grades four through six, homework should continue to reinforce skill development and encourage family participation. Assignments should help develop good personal study habits and may include occasional special projects. Teachers should instruct students on how to develop good study techniques and habits.

Homework for Grades Seven through Nine

1. Teachers of academic subjects should provide regular homework activities which promote the development of skills and provide students with the opportunity to grow academically.
2. The teaching staff should coordinate assignments so that students do not receive an overload of homework assignments one day and very little the next.

Homework for grades 10 through 12

1. To help students learn to use time effectively, homework assignments should emphasize independent research, reports, special reading, and problem solving activities.

INSTRUCTION

CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION BP 6155

Challenging Courses by Examination

Note: 4 AAC 06.065 requires that districts develop a written policy regarding the grading or evaluation of successfully challenged courses. It also requires that districts provide an opportunity for secondary students to challenge certain courses not later than July 1, 2015. A district is to develop standards regarding the degree of mastery necessary to successfully challenge a course.

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

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

Legal Reference:

ALASKA ADMINISTRATIVE CODE
4 AAC 06.065 Challenging courses

Added 3/2015

IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: April 2015

INSTRUCTION

CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION

AR 6155 (a)

Challenging Course by Examination

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

Procedures

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

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

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

Guidelines

1. During their enrollment in high school, students may earn through challenge, no more than 10 units of credit, which meet graduation requirements.
2. A student may challenge and attempt the competencies of a particular course only once. A student may not generally challenge a course in which he/she has previously received a failing grade, a course previously taken where credit was received, or any courses in subjects other than math, language arts, science, social studies or world languages.
3. A student may challenge a course in which the student is enrolled or any other approved course offering. A student may not attempt credit for a course below his/her ability or grade placement.

**IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: April 2015**

INSTRUCTION

CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION (continued)

AR 6155 (b)

Test Content and Administration

It shall be the responsibility of instructional department leaders to collaborate with teachers in the development of appropriate districtwide testing procedures and materials for the classes that may be challenged within their department. Departmentally developed performance objectives shall determine the content and the type of evaluation to be used. The examination must include a written assessment. The type of test administered should be dependent upon the course outline. It is further the responsibility of the department chairperson or designee to supervise the administration, correction and verification of tests in that subject area.

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

Note: The law permits districts to charge a fee to cover the costs of development and administration of the assessment, but does not provide further guidance on this issue. The following is optional language.

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

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

Added 3/2015

**IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: April 2015**

INSTRUCTION

INDIVIDUALIZED EDUCATION PROGRAM

BP 6159 (a)

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

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

(cf. 6164.4 – Child Find)

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

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

(cf. 6143 – Courses of Study)

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

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

Legal Reference (see next page):

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

INSTRUCTION

INDIVIDUALIZED EDUCATION PROGRAM (continued)

BP 6159 (b)

(cf. 1312.3 – Public Complaints Concerning Discrimination of Exceptional Children)
(cf. 3541.2 – Transportation)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))
(cf. 6146.5 – Different Graduation and Competency Standards for Individuals with Exceptional Needs)

Legal Reference:

ALASKA STATUTES

14.30.180 - .350 Education for Exceptional Children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010 – 52.990 Education for Children With Disabilities

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

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

CODE OF FEDERAL REGULATIONS, TITLE 34

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

IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: December 2014

INSTRUCTION

INDIVIDUALIZED EDUCATION PROGRAM

AR 6159 (a)

Note: The following 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.

IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: March 2015

INSTRUCTION

INDIVIDUALIZED EDUCATION PROGRAM (continued)

AR 6159 (b)

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

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

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

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

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

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

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

**IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: March 2015**

INSTRUCTION

INDIVIDUALIZED EDUCATION PROGRAM (continued)

AR 6159 (c)

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.

**IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: March 2015**

INSTRUCTION

INDIVIDUALIZED EDUCATION PROGRAM (continued)

AR 6159 (d)

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.

**IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: March 2015**

INSTRUCTION

INDIVIDUALIZED EDUCATION PROGRAM (continued)

AR 6159 (e)

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

Note: When providing transition services, a school district's primary objective and preferred outcome is to help the child become gainfully employed in an integrated workplace where individuals with disabilities work with and alongside of individuals without disabilities, or become enrolled in postsecondary education. Gainfully employed means employed full time or part time within one year of leaving high school. AS 14.30.278 (b) and (c).

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) need 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.

IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: March 2015

INSTRUCTION

INDIVIDUALIZED EDUCATION PROGRAM (continued)

AR 6159 (f)

8. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved.
 - a. How the student's progress toward the annual goals described in item #2 above will be measured.
 - b. When the student's parents/guardians will be regularly informed (by such means as periodic reports on progress), at least as often as parent/guardians of students without disabilities, of:
 - (1) Their child's progress towards the annual goals described in item #2 above.
 - (2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.
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.

**IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: March 2015**

INSTRUCTION

INDIVIDUALIZED EDUCATION PROGRAM (continued)

AR 6159 (g)

(cf. 6178 – Vocational Education)

(cf. 6181 – Charter Schools)

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

DEVELOPMENT, REVIEW AND REVISION OF THE IEP

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)

IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: March 2015

INSTRUCTION

INDIVIDUALIZED EDUCATION PROGRAM (continued)

AR 6159 (h)

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

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

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

PARENT/GUARDIAN NOTICE

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

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

Revised 3/2015

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

INSTRUCTION

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

BP 6159.1

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*

IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: December 2014

INSTRUCTION

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

AR 6159.1 (a)

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)

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INSTRUCTION

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

AR 6159.1 (b)

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

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

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

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

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PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

AR 6169.1 (c)

4. a description of the other factors that are relevant to the agency's proposed or refused action.

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

Resolution Session

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

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

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

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

Setting the Hearing

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

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

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INSTRUCTION

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

AR 6159.1 (d)

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

Due Process Rights

Due process rights include:

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

(cf. 5125 – Student Records)

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

(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.

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INSTRUCTION

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

6159.1 (e)

12. The right to obtain written parental consent before the student is placed in a special education program.

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

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

Prior Written Notice

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

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INSTRUCTION

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

AR 6159.1 (f)

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

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

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

Procedural Safeguard Notice

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

1. Initial referral for evaluation.
1. Each notification of an IEP meeting.
2. Reevaluation of the student.
3. 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.

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INSTRUCTION

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

AR 6159.1 (g)

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)

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

INSTRUCTION

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

BP 6161.1 (a)

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 Iditarod 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 Iditarod School Board 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)

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

INSTRUCTION

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

BP 6161.1 (b)

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

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

Legal Reference:

ALASKA STATUTES

11.56.100-11.56.130 Bribery and related offenses

14.07.050 Selection of textbooks

14.07.057 Transmittal of textbook selections

14.08.111 Duties

14.14.110 Cooperation with other districts

14.18.060 Discrimination in textbooks and instructional materials prohibited

ALASKA ADMINISTRATIVE CODE

4 AAC 06.550 Review of instructional materials

4 AAC 06.600 Definitions

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

INSTRUCTION

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

AR 6161.1 (a)

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.
2. 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.
3. Fair and balanced portrayal of people with regard to race, creed, color, national origin, sex and handicap.
4. Provision a wide range of materials on all levels of difficulty, with appeal to students of varied interests, abilities and maturity levels.
5. Inclusion of materials which stimulate discussion of contemporary issues and improve students' thinking and decision-making skills.
6. Contribution to the proper articulation of instruction through grade levels.
7. Quality and durability of paper, binding etc.
8. Availability of corresponding versions in languages other than English.
9. Availability and quality of corresponding teacher's guides.
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.

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INSTRUCTION

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

AR 6161.1 (b)

Library books and reference materials do not require committee recommendation or Iditarod School Board approval. The librarian at each school shall select these materials in consultation with the Principal/Principal-Teacher, department chairpersons and teachers.

(cf. 6163.1 - Libraries/Media Centers)

Conflict of Interest

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

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

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DATE OF ADOPTION: December 2014**

INSTRUCTION

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

AR 6161.1 (c)

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

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DATE OF ADOPTION: DECEMBER 2014**

INSTRUCTION

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

BP 6161.11

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

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

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6144 - Controversial Issues)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 57.910 Fees (State Farm Library)

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

INSTRUCTION

DAMAGED OR LOST INSTRUCTIONAL MATERIALS

BP 6161.2

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

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

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

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

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

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)

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

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). A district in which one or more schools qualify for a discounted rate for Internet services under the federal universal services program may apply to the Department of Education and Early Development to receive funds for each school sufficient to bring the applicant's share to 10 megabits of download per second, in accord with AS 14.03.127 and 4AAC 33.600-.690.

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

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

INSTRUCTION

INTERNET (continued)

BP 6161.4 (b)

Authority

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

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

(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 designee.

**IDITAROD AREA SCHOOL DISTRICT
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INSTRUCTION

INTERNET (continued)

BP 6161.4 (c)

Internet Safety

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

1. Restricting student access to harmful or inappropriate matter on the Internet and World Wide Web;
2. Ensuring student safety and security of students and student information when using electronic communications;
3. Ensuring that students do not engage in unauthorized access, including “hacking,” and other unlawful activities; and
4. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

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.

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INSTRUCTION

INTERNET (continued)

BP 6161.4 (d)

4. Users are responsible for the ethical and educational use of their own Internet accounts. These accounts are to be used only by the authorized owner of the account for the authorized purpose. Users shall not intentionally seek information on, obtain copies of, or modify files, other data or passwords belonging to other users on the network. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
5. Users have the responsibility to respect the privacy of other Internet users. The illegal installation of copyrighted software for use on district computers is prohibited.
6. Users are expected to display proper “netiquette” (network etiquette) at all times.
7. Staff members shall supervise students while students are using district Internet access to ensure that the students abide by these procedures. Users must follow all rules and regulations posted in the computer lab or other room where computers are in use. Users must follow the directions of the adult in charge of the computer lab or other room where computers are in use.
8. Students and staff are expected to act in a responsible, ethical, and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:
 - 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.

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INSTRUCTION

INTERNET (continued)

BP 6161.4 (e)

- 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.
 - 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. Under Alaska law, it is a crime (harassment in the second degree) to repeatedly send or publish an electronic communication that insults, taunts, challenges or intimidates a person under 18 years of age in a manner that places the person in reasonable fear of physical injury, if done with intent to harass or annoy another person. AS 11.61.120(a).

**IDITAROD AREA SCHOOL DISTRICT
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INSTRUCTION

INTERNET (continued)

BP 6161.4 (f)

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 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.

Policy Review

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

Legal Reference:

ALASKA STATUTES

14.03.127 Funding for Internet Services

11.61.120 Harassment in the second degree

ALASKA ADMINISTRATIVE CODE

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

UNITED STATES CODE

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

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

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

CODE OF FEDERAL REGULATIONS

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

Revised 3/2015

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

INSTRUCTION

SECURITY OF INTERNET SYSTEM

AR 6161.4

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, students must use the email account that has been assigned by the district.

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.

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

INSTRUCTION

STUDENT INTERNET USER AGREEMENT

E 6161.4 (a)

NETWORKED INFORMATION RESOURCES ACCEPTABLE USE CONTRACT FOR STUDENT USERS

Network access to the Internet and e-mail is available to students and staff at our school who qualify as a result of participating in an orientation or training course about the responsibilities of using digital tools and network access. The IDITAROD AREA SCHOOL DISTRICT strongly believes in the educational value of Internet resources and e-mail. Our goal in providing this access is to support our curriculum and student learning by facilitating resource sharing, research, and communication.

With access to computers and people all over the world also comes the potential for access to material that is illegal, inaccurate, or offensive to some people. Iditarod Area School District has taken steps to restrict access to inappropriate resources and information on the network and to monitor student use of the network. However, on a global network it is impossible to effectively control all student access to material. Although our staff will do everything they can to guide students in the appropriate use of technology, the primary responsibility for access will rest with the student. We believe that the benefits to students from access to the Internet 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 networked information sources. To that end, the Iditarod School District supports and respects each family's right to decide whether or not to apply for independent access.

RETURN THIS SIGNED CONTRACT BY the next school day FOR INDEPENDENT ACCESS

Student User:

I have read the attached contract, understand my responsibilities while using the computer network, and will follow all rules in the Acceptable Use Contract, as well as school rules that may apply.

Student Name (please print) _____

Signature _____ Date _____

Students under the age of 18 must also have the signature of a parent or guardian who has read this contract in order to have independent access to network resources such as the Internet. Independent access means that the student may work on a project without a staff member sitting next to them and taking full responsibility and control of access to the network.

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

INSTRUCTION

STUDENT INTERNET USER AGREEMENT (continued)

6161.4 (b)

Parent or Guardian:

As the parent or guardian of the minor student signing above, I have read the attached contract and grant permission for my child to access networked computer services such as the Internet. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use - setting and conveying standards for my child to follow when selecting, sharing or exploring information and media. I hereby give my permission to allow independent network access for my child and certify that the information contained on this form is correct.

Parent or Guardian Name (please print) _____

Signature _____ Date _____

Sponsoring Teacher:

I have read this contract and agree to promote this agreement with the student. As the sponsoring teacher, I agree to instruct the student on acceptable use of the network and proper network etiquette. However, responsibility for acceptable use of the network rests with the student. I also agree to report any misuse of the network to the Technology Director. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described above.

Sponsoring Teacher's Name (please print) _____

Signature _____ Date _____

Please read this document carefully. When signed by you and, if appropriate, your guardian/parent, **it becomes a legally binding contract. We must have your signature and that of your guardian/parent before we can provide you with independent network access.** Listed below are the terms of this contract. If any user violates these, access to the information service may be denied and you may be subject to disciplinary and/or legal action.

Terms and Conditions of the Networked Information Resources Acceptable Use Contract

1. Personal Responsibility

I understand and take complete responsibility for using the computer network correctly. General school rules for behavior and communications apply. I will report activities on the computer network that I know are wrong or that make me feel uncomfortable to a teacher or administrator.

2. Acceptable Use

I will use all school computers for educational purposes and for completing classroom projects, research and assignments.

- I will not share private information about other students or staff.
- I will not send or display offensive messages or pictures.

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

INSTRUCTION

STUDENT INTERNET USER AGREEMENT (continued)

6161.4 (c)

- I will not use obscene language.
- I will not harass, insult or attack others.
- I will not damage or do things that might damage computers, computer systems, computer networks, or data (For example, loading a file that may introduce a virus).
- I will not load software downloaded from the Internet on campus computers without permission.
- I will follow copyright laws. I will cite my sources when using material gathered from the network in a project. I will not post or distribute copyrighted material. I will not redistribute material gathered from the network without permission of the author.
- I will not use others' passwords or share my password or anyone else's with others.
- I will not trespass in others' folders, work or files.
- I will not attempt unauthorized access to computer systems, networks, or data.

3. Safety

To protect myself and others I will follow the following safety rules:

- I will never give out my or anyone else's last name, address, telephone number, or school name to someone I meet online.
- I will not respond to any messages that make me feel uncomfortable. I will show such messages to a teacher or administrator.
- I will not send my or any other student's photo out online or put my or any other student's photo on the Internet. I will get written permission before I use an adult's photo in a project.
- I will use only my first name when posting my work on the Internet.
- I will complete a Cyberbullying and Internet Safety training according to Alaska state statute.

4. Network Etiquette and Privacy

I understand that e-mail and other information accessed or stored on the network are not guaranteed to be private. Network administrators may look at files and e-mail to make sure that the system is working properly and that users are using the system responsibly. In addition, files and e-mail are sometimes sent to the wrong place. Users of the network are part of a global community. I will follow generally accepted rules of network etiquette.

5. Privileges

The use of the network is a privilege, not a right. If I do not use it correctly, I will lose my access to the network. Teachers, librarians, technology support staff, and administrators will decide what is appropriate use of the computer; their decision is final. A teacher, librarian, technology support staff member, or administrator may request that network access be revoked, suspended or denied at any time.

IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: December 2014

INSTRUCTION

ELECTRONIC COMMUNICATION AND DATA MANAGEMENT

E 6161.4 (d)

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.

Gaining unauthorized access to restricted information or resources.

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

INSTRUCTION

**ELECTRONIC COMMUNICATION AND DATA MANAGEMENT
(continued)**

E 6161.4 (e)

**AGREEMENT FOR ACCEPTABLE USE OF THE INTERNET
BY A NONSCHOOL USER (continued)**

CONSEQUENCES FOR INAPPROPRIATE USE

Suspension of access to the system;

Revocation of the computer system account; or

Other legal action, in accordance with applicable laws.

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

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

Signature _____

Home address _____

Date _____ Home phone number _____

INSTRUCTION

WEB SITES/PAGES

BP 6161.5 (a)

Note: School district Web sites commonly convey basic information such as school board minutes, lunch menus, bus scheduled, sports schedules, meeting schedules, school news and policy information. Such sites are important in establishing communications with other schools and fostering collaboration between students and teachers around the world. The district's Web site also provides direct and instant communication with anyone having an interest in the school district at any time of the day. Immediate access, however, raises important policy questions. In order to realize the positive benefits schools can achieve from exhibiting staff and student creativity via publishing on the Internet, schools need to establish and maintain high standards for quality and content as well as for student safety and community values. Any school publication requires editorial standards and this type of publication is no different. Web sites should have clear goals and editorial purposes which help eliminate personal student home pages that are more likely to contain questionable material. This policy and accompanying regulations and guidelines spell out responsibilities in the area of publishing.

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

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

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

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

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

INSTRUCTION

WEB SITES/PAGES (continued)

BP 6161.5 (b)

Legal Reference:

UNITED STATES CODE

*Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g.
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et seq.*

CODE OF FEDERAL REGULATIONS

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

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

INSTRUCTION

WEB SITES/PAGES

AR 6161.5 (a)

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/Principal-Teacher 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.

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

INSTRUCTION

WEB SITES/PAGES (continued)

AR 6161.5 (b)

Sponsoring Teacher or Principal/Principal-Teacher

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

Responsibilities:

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

(Refer to guidelines below.)

Student or District Employee

Student: any student currently enrolled in the district.
District Employee: any person currently employed by the district.

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

Web Page Publishing Guidelines

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

“We have made every reasonable attempt to insure that our web pages are educationally sound and do not contain links to any questionable material or anything that can be deemed in violation of the Acceptable Use Policy.”

Material to be published must not display, access or link to sites deemed offensive by the District's Acceptable Use Policy. All published material must have educational value and/or support the district's guidelines, goals and policies.

The only material to be published on the district web server must come from the designated school or department 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.

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

INSTRUCTION

WEB SITES/PAGES (continued)

AR 6161.5 (c)

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

Copyright Issues

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

For each re-publishing (on a Web site or file server) of a graphic or a text file which was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. In many cases, that notice should also include the URL (Web address) of the original source.

Students and staff engaged in producing Web pages must provide site administrator with e-mailer hard copy permissions to file before the Web pages are actually published. In the case of "public domain" documents, printed evidence must be provided to document the status of the materials.

The failure of a site to display a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. If the materials have been improperly and illegally displayed by a Web site, the manager of that Web site may not be considered a source of permission.

The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

Student work may only be published if there is written permission from both parent and student.

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

INSTRUCTION

WEB SITES/PAGES (continued)

AR 6161.5 (d)

Staff members and students with questions regarding these guidelines are advised to check with the Principal/Principal-Teacher in their school 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.

Suggested Content

School web sites could include the following types of content:

Welcome	Curriculum	School Projects
Special Emphasis Program	Principal/Principal-Teacher's Message	School Map
School Handbook	Superintendent or designee'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 Iditarod Area School District.

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

INSTRUCTION

WEB SITES/PAGES

E 6161.5 (a)

Web Page Development Contract

Principal/Principal-Teacher/District Supervisor

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

Principal/Principal-Teacher/Site Supervisor _____
(please print)

Signature: _____

Date: _____

Webmaster

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

Webmaster Name: _____
(please print)

Signature: _____

Date: _____

Sponsoring Teacher

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

Sponsoring Teacher Name: _____
(please print)

Signature: _____

Date: _____

INSTRUCTION

WEB SITES/PAGES (continued)

E 6161.5 (b)

Web Page Development Contract (continued)

Student/District Employee

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

Student/District Employee Name: _____
(please print)

Signature: _____

Date: _____

Parent/Guardian

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

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

Parent or Guardian Name _____
(please print)

Signature _____

Name of Student _____

Date _____

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

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