

Instruction

STANDARDIZED TESTING

BP 6162.5 (a)

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

A secondary student may not be issued a diploma unless he or she takes a college and career readiness assessment or receives a waiver from the School Board. *See AR 6146.3*. If a student fails to take a college and career readiness assessment (SAT, ACT or Work Keys) by the end of the student's final semester of attendance but has met all other graduation requirements, the school shall award a certificate of achievement to the student. 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 transitional plan of the student's IEP. Qualifying students with disabilities, who are on track to receive a certificate of achievement, may take alternative assessments instead of the required standardized testing. *See BP 6146.5. 4 AAC 06.775*

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

(cf. 6164.2 - Guidance Services)

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

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

(cf. 6146.3 College and Career Readiness Assessments)

(cf. 6162.8 - Research)

Legal Reference (see next page):

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

Instruction

STANDARDIZED TESTING (continued)

BP 6162.5 (b)

Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools

14.03.075 College and career readiness assessment

14.07.020 Duties of the Department

ALASKA ADMINISTRATIVE CODE

4 AAC 05.080 School curriculum and personnel

4 AAC 06.700 - 4 AAC 06.790 Statewide student assessments

4 AAC 06.761 Test Administration

4 AAC 06.765 Test Security; Consequences of Breach

Revised 3/2015

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

Instruction

STANDARDIZED TESTING/TEST ADMINISTRATION

AR 6162.5 (a)

Note: The following procedures are based on regulations adopted by the Alaska Department of Education and Early Development for the administration of the standards-based tests, the English language proficiency assessment, and the college and career readiness assessment. 06.765, 06.700 and 06.717. Additionally, each district must administer an approved early literacy screening assessment tool at least once each school year to: 1) all students in kindergarten, first and second grades; and 2) third grade students identified as experiencing delays in early literacy skills while in the second grade. 4 AAC 06.713. The Department has established uniform test administration requirements for all statewide assessments, including provisions for test security. 4 AAC 06.761, 06.765. The Department will provide each test coordinator, associate test coordinator, proctor and test administrator a test security agreement which must be signed affirming that the testing procedures of the Department and the test publisher will be followed. The test security and test administration provisions are applicable to all state required assessments. A certificated employee who breaches test security is subject to investigation and adjudication by the Professional Teaching Practices Commission.

Test Center:

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

District Test Coordinator and Testing Personnel:

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

District personnel responsible for test administration shall:

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

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

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STANDARDIZED TESTING/TEST ADMINISTRATION (continued) AR 6162.5 (b)

Test Security:

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

In ensuring test security, the Superintendent or designee shall:

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

Test Administration

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

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

Instruction

STANDARDIZED TESTING/TEST ADMINISTRATION (continued) AR 6162.5 (c)

Breach of Test Security

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

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

Revised 3/2015

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

Instruction

USE OF COPYRIGHTED MATERIALS

BP 6162.6

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

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

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

Legal Reference:

UNITED STATES CODE, TITLE 17

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

Instruction

USE OF COPYRIGHTED MATERIALS

AR 6162.6 (a)

Note: This regulation contains a legally permissible procedure for reproducing copyrighted instructional materials. Specific guidelines deal with printed materials.

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

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

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

The following guidelines differentiate between permitted and prohibited uses of printed material. Staff should consult with the Principal/Principal-Teacher/designee regarding appropriate use of sheet and recorded music, videotapes, films, filmstrips or slide programs, off-air taping (radio or television), and computer software.

Printed Materials

Permitted Use:

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

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

Instruction

USE OF COPYRIGHTED MATERIALS (continued)

AR 6162.6 (b)

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

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

Prohibited Uses:

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

**IDITAROD AREA SCHOOL DISTRICT
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USE OF COPYRIGHTED MATERIALS (continued)

AR 6162.6 (c)

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

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

Instruction

RESEARCH

BP 6162.8

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

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

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

(cf. 5145.15 – Student and Family Privacy Rights)

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

(cf. 5125 – Student Records)

Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools

UNITED STATES CODE

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

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

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

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

Instruction

LIBRARIES/MEDIA CENTERS

BP 6163.1 (a)

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

Materials that support and enrich the curriculum, taking into consideration students' varied interests, abilities, maturity levels and learning styles.

Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.

Information that will support students' personal needs and enable them to make intelligent judgments in their daily lives.

Materials that present opposing sides of controversial issues, so that students may learn, with guidance, how to analyze and think critically about what they read.

Materials which realistically depict our pluralistic society and reflect the contributions of its various religious, ethnic and cultural groups.

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

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

(cf. 1312.2 – Complaints Concerning Instructional Materials)

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

(cf. 6144 – Controversial Issues)

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

(cf. 6161.11 – Supplementary Instructional Materials)

Legal Reference: (See next page)

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

Instruction

LIBRARIES/MEDIA CENTERS (continued)

BP 6163.1 (b)

Legal Reference:

ALASKA STATUTES

AS 14.56.300-.340 Library assistance grants

ALASKA ADMINISTRATIVE CODE

4 AAC 57.020 Annual report of library operations

4 AAC 57.050 - .099 Library assistance grants

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

4 AAC 57.990 Definitions

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

Instruction

ANIMALS IN SCHOOL

AR 6163.2

Animals in the classroom, whether resident class pets or short-term visitors, provide a positive experience on many levels. They may stimulate interest in and appreciation of nature, help develop observational skills, help develop responsibility and caring, and just be a lot of fun. It is also important to recognize that some animals are not suitable for the classroom, either by temperament, or because of the high risk from disease they may carry.

Parents/guardians will request permission of the Principal/Principal-Teacher for an animal to be brought into the classroom or onto school grounds.

The teacher, prior to the animal being brought into the classroom, will notify parents/guardians.

Accommodations will be made for students and staff who are allergic to animals. Small “furry” pets (including mice, guinea pigs, rabbits and other such animals) are permitted in the classroom as long as they do not cause an allergy to a child. If a child develops an allergy, the pet must be immediately removed from the school.

To avoid potential salmonella infection, only small animals such as rabbits and guinea pigs in cages, or baby chicks kept in cages, or reptiles kept in glass cages with no touching allowed will be permitted.

Working guide dogs will be allowed per state and federal guidelines. Their presence must not interfere with the orderly operations of the building.

The following animals will not be allowed in school buildings, but will be allowed on school grounds with appropriate supervision: farm animals, dogs, cats, ferrets, horses, cattle and sheep.

Proper evidence of rabies immunization must be provided for any animal brought onto school grounds or into buildings when state regulations require such immunization for the class of animals.

All students and staff must wash their hands before and after contact with any animal.

*Animals listed as “**Not allowed**” are considered unsafe under 18 AAC 30.370.

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

Instruction

SCHOOL GARDENS, GREENHOUSES, AND FARMS

BP 6163.4

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

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

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

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

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

Revised 3/2015

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

Instruction

STUDENT MENTAL HEALTH – MEDICATION AND SERVICES

BP 6164.3 (a)

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

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

Psychotropic Medication

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

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

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

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

Psychological or Psychiatric Evaluation and Treatment

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

(cf. 6164.2 – Guidance and Counseling Services)

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

Instruction

STUDENT MENTAL HEALTH – MEDICATION AND SERVICES (continued)

BP 6164.3 (b)

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

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

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

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

(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))

Classroom Observations

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

(cf. 5141 Health Care and Emergencies)

Compliance with Policy and Law

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

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

(cf. 4118 – Suspension/Disciplinary Action)
(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

Legal Reference (see next page)

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

Instruction

STUDENT MENTAL HEALTH – MEDICATION AND SERVICES (continued)

BP 6164.3 (c)

(c)Legal Reference:

ALASKA STATUTES

14.30.045 Grounds for suspension or denial of admission

14.30.047 Admission or readmission when cause no longer exists

14.33.110-.140 Required school disciplinary and safety program

14.30.171 Prohibited actions

14.30.172 Communications not prohibited

14.30.174 Compliance with federal education law

14.30.176 List of community resources

14.30.177 Violations

UNITED STATES CODE

20 U.S.C. §§ 1400-1487, Individuals with Disabilities Education Act

20 U.S.C. §§7101-7143 Safe and Drug-Free Schools and Communities Act of 1994

Added 01/07

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

Instruction

CHILD FIND

BP 6164.4 (a)

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

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

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

Child Find Coordinator

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

Annual Public Notice

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

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

Instruction

CHILD FIND (continued)

BP 6164.4 (b)

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

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

Referral

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

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

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

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

(cf. 6172 - Special Education)

Legal Reference:

ALASKA STATUTES

14.30.191 Educational evaluation and placement

14.30.274 Identification of exceptional children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.100 Child find

4 AAC 52.120 Evaluation

4 AAC 52.125 Eligibility

4 AAC 52.130 Criteria for determination of eligibility

4 AAC 52.190 Written notice to parent

4 AAC 52.200 Parental consent

4 AAC 52.540 Parental right to independent evaluation

4 AAC 52.580 Placement of child during proceedings

Legal Reference continued on next page

**IDITAROD AREA SCHOOL DISTRICT
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CHILD FIND

BP 6164.4 (c)

Legal Reference continued:

UNITED STATES CODE, TITLE 20

*1232g Family Educational Rights and Privacy Act of 1974
1400 et seq. Individuals with Disabilities Education Act*

UNITED STATES CODE, TITLE 29

701 et seq. Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 34,

*99.10-99.22 Inspection, review and procedures for amending education records
300. et seq. IDEA Regulations*

Revised 2/2010

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

Instruction

STUDENT STUDY TEAMS

BP 6164.5

Note: Districts are cautioned that student study teams may not fulfill the role of the Individualized Education Program Team in assessing and developing an appropriate educational program and placement for students with disabilities.

The Iditarod School Board encourages the cooperation of the parent/guardian, classroom teacher, resource personnel and administrators in studying the needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may resolve or alleviate these difficulties.

The Superintendent or designee may establish student study teams that address the needs of individual students by investigating the problems of disruptive students and developing plans to modify their behavior. The Iditarod School Board expects that student study teams will improve communications within the school and support teachers in working with the student.

Student study teams may recommend transferring the student to another school only when the study team's investigation indicates that a different placement would result in more cooperative behavior without endangering employees or other students.

(cf. 5144 – Discipline)

Revised 9/97

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

Instruction

STUDENT STUDY TEAMS

AR 6164.5 (a)

The Principal/Principal-Teacher or designee at each school shall:

1. Select a coordinator who will set student study meeting times and procedures.
2. Establish a process by which teachers, other staff members or parents/guardians may initiate a student referral.
3. Design provisions for:
 - a. Contacting parents/guardians.
 - b. Observing the student in the problem setting.
 - c. Collecting background information.
 - d. Helping the student and parent/guardian prepare for the meeting.
 - e. Bringing in other school or district resource personnel.

Members of individual student study teams may include:

1. The Principal/Principal-Teacher or designee.
2. Resource teachers or specialists: psychologists, nurses, school counselors, bilingual staff, categorically funded staff, department chairpersons, speech and language specialists.
3. One or more of the student's teachers or previous teachers.
4. The student's parents or guardians, and the student if appropriate.
5. Representatives of community or law enforcement agencies, if appropriate.

Team Meetings

Because a positive solution to a student's difficulties often grows out of the student's strengths and potential, the initial study team meeting shall always begin by discussing the student's strengths. His/her problems shall be described as precisely as possible, and a plan for resolving these problems shall be developed.

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

Instruction

STUDENT STUDY TEAMS (continued)

AR 6164.5 (b)

Strategies and interventions may include, but are not limited to:

1. Program changes involving different classes, a different level and/or variety of instructional materials, and/or more time for completing assignments.
2. Contracts for task completion and/or behavior modification.
3. Daily progress reports.
4. Use of after-school tutoring, peer tutoring, cross-age or cross-grade tutoring or buddy system.
5. Reinforcement and modifications at home.
6. Special instructional strategies for students of limited English proficiency.
7. Strategies for improving social skills and peer relationships.
8. Special school projects or programs.
9. Modified day.
10. Period-by-period attendance.
11. In school suspension.
12. Detention.
13. Saturday school or work program.
14. Leave of absence.
15. Work experience education.
16. Referral to district resource staff for academic assessment.
17. Referral for health examination.
18. Referral to school psychologist.
19. Referral to community agency or other community resource.
20. Referral of family to community agency.

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

Instruction

STUDENT STUDY TEAMS (continued)

AR 6164.5 (c)

A follow-up meeting shall be scheduled to evaluate the effectiveness of the plan and the extent to which the recommended strategies have been implemented. The plan shall be modified as needed. Subsequent review meetings may be held to monitor the student's progress and reinforce the fact that real change for students takes sustained effort over time.

Instruction

TITLE I PROGRAMS

BP 6171 (a)

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

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

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

(cf. 6190 - Evaluation of the Instructional Program)

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

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

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

Instruction

TITLE I PROGRAMS (continued)

BP 6171 (b)

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

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

(cf. 6000 - Concepts and Roles)

Legal Reference:

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

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

Instruction

TITLE I PROGRAMS

AR 6171 (a)

Parent Involvement in Title I Programs

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

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

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

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

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

Instruction

TITLE I Programs (continued)

AR 6171 (b)

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

In facilitating effective parental involvement, the Principal/Principal-Teacher may:

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

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

Instruction

TITLE I PROGRAMS (continued)

AR 6171 (c)

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

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

Revised 1/03

Instruction

TITLE I PROGRAMS

E 6171 (a)

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

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

Improving Basic Programs Operated by Local Educational Agencies

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

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

Instruction

TITLE I PROGRAMS (continued)

E 6171 (b)

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

Limited English Proficient Students

1. As required by NCLB §1112(g)(1)(A) and (g)(2), and §3302(a): Districts must inform a parent of a limited English proficient child identified for participation, or participating in, such a program of the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.
2. As required by NCLB §1112(g)(1)(B), and §3302(b): Each district using funds provided under this part to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation in such a program, or participating in such program, of such failure not later than 30 days after such failure occurs.
3. As required by NCLB §1112(g)(4) and §3302(e): Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

Academic Assessment and Local Education Agency and School Improvement

1. As required by NCLB §1116(b)(6): Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i).
 - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency;
 - b. The reasons for the identification;

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

Instruction

TITLE I PROGRAMS (continued)

E 6171 (c)

NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT OF 2001 **(continued)**

- c. An explanation of what the school identified for school improvement is doing to address the problem;
 - d. An explanation of what the district or State educational agency is doing to help the school address the achievement problem;
 - e. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
 - f. An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child, in accordance with subsection (e).
2. As required by NCLB §1116(b)(8)(c): Whenever the school fails to make adequate yearly progress and/or is restructured, the district shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan.
 3. As required by NCLB §1116(e)(2)(A): The district shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under §1116(b)(1)(E)(i), for corrective action under §1116(b)(7)(C)(i), or for restructuring under §1116(b)(8)(A)(i):
 - a. The availability of supplemental education services;
 - b. The identity of approved providers that are within the district or whose services are reasonably available in neighboring districts; and
 - c. A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

Parental Involvement

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

IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: December 2014

Instruction

TITLE I PROGRAMS (continued)

E 6171 (d)

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

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

Voluntary Public School Choice Program

Note: This notice requirement applies to those districts or schools receiving a federal grant to fund a voluntary school choice program.

1. As required by NCLB §5245(a): The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:
 - a. The existence of the program;
 - b. The program's availability; and
 - c. A clear explanation of how the program will operate.

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DATE OF ADOPTION: December 2014

Instruction

TITLE I PROGRAMS (continued)

E 6171 (e)

NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT OF 2001 **(continued)**

Education of Homeless Children and Youths

1. As required by NCLB §722(e)(3)(C): The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
 - a. Shall be signed by the parent or guardian;
 - b. Sets the general rights provided under this subtitle;
 - c. Specifically states:

The choice of schools homeless children and youths are eligible to attend,
That no homeless child or youth is required to attend a separate school for homeless children or youths,
That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs; and
That homeless children and youths should not be stigmatized by school personnel; and,
 - d. Includes contact information for the local liaison for homeless children and youths.
2. As required by NCLB §722(g)(2)(B)(iii): In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. As required by NCLB §722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: December 2014

Instruction

TITLE I PROGRAMS

E 6171 (f)

NOTICE TO PARENTS REQUIRED BY NO CHILD LEFT BEHIND ACT OF 2001 **(continued)**

Student Privacy

1. As required by NCLB §1061(c)(2)(A): The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
 - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
 - b. Offer an opportunity for the parent to opt the student out of the activity.
2. As required by NCLB §1061(c)(2): All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g. “The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. *(Copies of those policies are available on request.)*”

IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: DECEMBER 2014

Instruction

SPECIAL EDUCATION

BP 6172 (a)

Note: The following policy addresses education provided under the Individuals with Disabilities Education Act, formerly known as Education for All Handicapped Children Act and should be revised as appropriate.

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

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

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

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

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

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

(cf. 3541.2 - Transportation for Special Education Students)

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

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

(cf. 6164.4 - Child Find)

Legal Reference: (See next page)

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

Instruction

SPECIAL EDUCATION (continued)

BP 6172 (b)

Legal Reference:

ALASKA STATUTES

14.30.180-14.30.350 Education for children with disabilities

ALASKA ADMINISTRATIVE CODE

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

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400 et seq. Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

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

300.340-349 Individualized education programs

300.500-300.514 Due process procedures for parents and children

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

Revised 3/13

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

Instruction

ADVENTURE-BASED EDUCATION

BP 6173

The Board recognizes the benefit of providing students with experience designed to enhance self-esteem and social awareness and endorses adventure-based education for students experiencing school failure or in danger of dropping out of school.

(cf. 5141.51 - At Risk Youths)

(cf. 5147 - Dropout Prevention)

(cf. 6164.5 - Student Study Teams)

Legal Reference:

ALASKA STATUTES

14.30.500 Adventure-based education

47.21.010-47.21.020 Adventure-based education

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

Instruction

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY

BP 6174 (a)

Note: Under the federal No Child Left Behind and Bilingual Education Acts, districts have specific obligations towards limited-English proficient students and their families. School districts must develop programs for limited-English proficient (LEP) students that emphasize English language instruction, and that have a primary goal of mainstreaming LEP students into regular classroom settings, increasing English proficiency and academic achievement; and providing high-quality professional development to LEP classroom teachers.

Note: AS 14.30.400 mandates districts to provide in accordance with state regulations a bilingual-bicultural education program for each school with eight or more students of limited English-speaking ability whose primary language is other than English. 4 AAC 34.055 requires each district enrolling limited-English-proficient students to take appropriate steps to develop their English skills and to provide meaningful participation in the academic program. For districts enrolling eight or more LEP students in a single school, the district must submit to the Department of Education and Early Development an annual plan of service for LEP pupils. The following sample policy may be revised to reflect district philosophy and needs. The plan should be filed by April 15 and the district should implement the plan of service the year following its submission. The district may designate the effective dates of the plan, which can encompass up to five school years. Any changes to an existing plan of service must be filed with EED before implementing the changes.

Limited English Proficiency Program and Plan of Service

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

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

1. A statement of the district's educational goals and instructional methodology;
2. The district's plan of identification of all students who are or who may be LEP students, including the use of a state-approved assessment for identification of English language proficiency;
3. The district's procedure for assessing the educational progress of LEP students;
4. The district's program of services and instructional model for LEP students;
5. An identification of instructional staff and educational resources;
6. The district's process for monitoring the academic progress of former LEP students for two years after they are no longer identified as LEP students;

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

Instruction

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY (continued)

BP 6174 (b)

7. The district's program evaluation that addresses the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification; and
8. Parent and community involvement.

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

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

(cf. 6141.3 - Multicultural Education)

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

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

Identification and Placement

Note: 4 AAC 34.055 requires the district's plan of service to provide the district's plan for the identification of pupils who are limited English proficient.
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**IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: April 2015**

Instruction

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY (continued)

BP 6174 (c)

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

The Superintendent or designee shall maintain procedures which provide for the careful identification, assessment and placement of students of limited English proficiency in accordance with state regulations and the district's service plan. On an annual basis, the district shall administer a state-approved assessment for identification of English language proficiency to all students who may have limited English proficiency, but who have not already been identified as LEP students.

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

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

Standardized Assessment

Note: 4 AAC 06.776 requires the participation of all LEP students in the statewide student assessment system. This includes standard norm-referenced testing, standards-based testing, and a college and career readiness assessment. Under federal law, all LEP students served by programs funded under Title III must be assessed annually. Further, states may not exempt LEP students from any portion of an annual LEP assessment, nor “bank” the proficient scores of LEP students in particular domains in any given year until such time as a student is proficient in all domains.

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

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

Instruction

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY (continued)

BP 6174 (d)

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

Reassignment

Note: Pursuant to 4 AAC 34.055, the district's service plan must identify the procedure for assessing the educational progress of LEP pupils. Additionally, a student's parent/guardian may request placement in a regular school program. The regulation provides an objective standard for when LEP services are no longer required. A student will remain eligible for services until the student obtains on tier B or tier C of the approved annual assessment a: 1) composite score of 5.0 or higher; and 2) score of 4.0 or higher in each of the tested domains of reading, writing, speaking and listening.

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

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

Parent/Guardian and Community Involvement

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

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

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

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

Instruction

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY (continued)

BP 6174 (e)

Notification should include: (1) an explanation of why their child has been placed in the program; (2) a description of the program their child is in, as well as a description of all other types of available language programs; (3) notice of a parent's right to choose among instructional programs if more than one is available; (4) an explanation of how the current program will help their child to develop academically, learn English, and achieve the standards necessary for grade promotion and graduation; (5) the specific exit requirements for the program, the expected rate of transition to non-LEP programs and the expected secondary graduation rate for the program; (6) in the case of a child with a disability, how the program meets the objectives in the child's IEP; and (7) notice of a parent's right to have his or her child moved from an LEP program to a regular program if they so desire. School districts must provide required parent notifications in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by families. A sample parental notification is provided at E 6174.

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

(cf. 1220 - Citizens Advisory Committees)

Program Evaluation

Note: 4 AAC 34.055 requires a district's plan of service to establish procedures for an annual evaluation which addresses the effectiveness of the program in meeting the English-language development needs of LEP students and achieving student academic progress goals; and, reflecting any identified need for program modification. Additionally, districts must have a process for monitoring the success and academic progress of exited LEP students for two years after the student is no longer identified as a LEP student.

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

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

Instruction

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY (continued)

BP 6174 (f)

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

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

Legal Reference:

ALASKA STATUTES

14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.775 Assessment of a student with limited English proficiency

4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE

20 U.S.C. §§ 1702-03

Bilingual Education Act, 20 U.S.C. §§ 7401 et seq. as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act, Title III, §§ 3001-3304 of HR1

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

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

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

Revised 3/2015

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

Instruction

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY

E 6174 (a)

Bilingual-Bicultural Education/Limited English Proficiency Programs
(Parental Notification for Children Identified as Limited English Proficient)

Your child, _____, has been identified as needing additional instruction to achieve English proficiency. The basis for this identification is _____

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

Your child was identified at *(describe level of proficiency)* _____

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

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

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

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

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

Instruction

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY

E 6174 (a)

Bilingual-Bicultural Education/Limited English Proficiency Programs
(Parental Notification for Children Identified as Limited English Proficient)

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

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

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

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

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

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

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

Revised 3/2015

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN

BP 6174.1 (a)

Community and Parental Involvement

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

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

1. At a meeting of the Advisory School Board called for that specific purpose, the Principal/Principal-Teacher will present a detailed description of that school's education program including curriculum (course description, scope and sequence) and program evaluation procedures as well as the cocurricular program provided. At least two weeks prior to that meeting public notice will be given through newspapers, public posting, and radio announcements, where appropriate, stating the agenda and purpose of the meeting. To further insure community involvement a written invitation will be sent to the IRA and/or Traditional Council.
2. During the planning and development of local education programs all parents and community members including IRA or Traditional Councils, will be actively consulted in the following manner:
 - a. At each Advisory School Board meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
 - b. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
 - a. All members of the public will have an opportunity to make recommendations concerning the needs of their children.

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DATE OF ADOPTION: December 2014**

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

BP 6174.1 (b)

- e. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

(cf. 6020 - Parent Involvement)

Nondiscrimination

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

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

Educational Program

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

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

1. A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.
2. An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students and optimum staff utilization demands an organizational plan based upon statement performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.
3. A staff utilization procedure which establishes specific personnel needs based upon the programs requirements. All persons, directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.

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Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

BP 6174.1 (c)

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

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DATE OF ADOPTION: December 2014**

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

BP 6174.1 (d)

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

Legal Reference:

*UNITED STATES CODE, TITLE 20
236-244 Financial Assistance to Local Educational Agencies (PL 81-874)*

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

Revised 3/2012

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

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN

AR 6174.1 (a)

Note: A stated purpose of the No Child Left Behind Act is to authorize the development of supplemental educational programs to benefit Alaska Natives, and to supplement existing programs and authorities in the area of education to further the purpose of the Act.

Modification of Educational Program to Allow Equal Participation in Programs by Native Students

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

Parent and Tribal Involvement in Review of Impact Aid Applications

Each fall at the appropriate time, Impact Aid information will be returned to the district office where the formal Impact Aid application will be completed. Copies of the completed document will be sent to each school to be discussed at an Advisory School Board meeting and will be available for parent review. Additionally, a copy of the completed document will be sent to the appropriate tribal officials including IRA or village councils.

Dissemination of Program Plans for New Educational Programs

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

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

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

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

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

AR 6174.1 (b)

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

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

Revised 3/2015

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

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN INDIAN POLICIES AND PROCEDURES FOR PUBLIC LAW 81-874

E 6174.1 (a)

- A. Tribal officials and parents of Alaskan Native/American Indian children will have the opportunity to comment on the participant of Alaskan Native/American Indian children on an equal basis in the educational program.
- (1) The Advisory School Board (ASB) of each school in the District functions as a local Native Education Committee, except in those communities in which there is not a majority Alaskan Natives or American Indians. In those communities, a separate Native Education Committee (NEC) is elected by parents of Alaskan Native/American Indian children. No later than October of each year, the NEC of each community schedules a meeting that allows time to discuss programs in which Alaskan Native/American Indian children participate.
 - (2) Comments or suggestions on these programs are forwarded to the District Instructional Support Staff, which will incorporate recommendations into current grant programs.
 - (3) The Tribal Councils and parents of Alaska Native/American Indian children will be notified of the locations and times of meetings by the Iditarod Area School District Support Staff in a timely manner.
 - (4) The Iditarod Area School District will gather information concerning the Alaska Native/American Indian community's views on education issues and the meeting information including; frequency of meetings, locations, and times of the meetings.
- B. The Iditarod Area School District will assess the extent to which Alaskan Native/American Indian children participate on an equal basis in educational programs.
- C. The Iditarod Area School District will modify, if necessary, its educational program to ensure that Alaskan Native/American Indian children participate on an equal basis with non-Alaskan Native/American Indian children served by the district.
- D. Dissemination of the program information and a request for their views, including PL874 directed by policy SCF (1.2) shall be made by the Instructional Support Staff to tribal leaders via mail and by the site principals to parents by mail or through public meeting in a timely manner before action is required.

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

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN INDIAN POLICIES AND PROCEDURES FOR PUBLIC LAW 81-874 (continued)

E 6174.1 (b)

- (1) Information related to the educational programs of the district will be disseminated to tribal leaders and the public in sufficient time to allow the tribes and parents of Alaska Native/American Indian children an opportunity to review the information and/or materials and make recommendations on the needs of the Alaska Native/American Indian children and how the district may help those children realize the benefits of the district's education programs and activities.

E. The Iditarod Area School District will gather information concerning the Alaska Native/American Indian community.

The District Instructional Support Staff will assess the meaningfulness of input from Alaskan Native/American Indian parents and tribal leaders by having the local NEC's recommend changes to policy and procedures if data and information received from student accounting and from Alaskan Native/American Indian families through the parent/teacher task forces indicate the necessity of change. If policy or procedures need to be originated, amended or cancelled, the Local Native Education Committees and District Instructional Support Staff will so recommend to the District Board of Education, who will then act.

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

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN BYLAWS OF THE NATIVE EDUCATION COMMITTEE

E 6174.2 (a)

BYLAWS IDITAROD AREA SCHOOL DISTRICT NATIVE EDUCATION COMMITTEE Adopted May 1995 with Amendments May 2014

ARTICLE I: DESIGNATIONS

- Section 1.** It shall be the responsibility of the grantee of federal supplemental education programs to establish, initial and operate a parent committee that will manage itself according to the respective federal regulations and approved reasonable bylaws.
- Section 2.** The name of the committee shall be “Iditarod Area School District Native Education Committee” and “Local Area Native Education Committee” as applicable.
- Section 3.** There shall be one general “Iditarod Area School District Native Education Committee” and one “Local Area Native Education Committee” for each community’s school. The Local Area Native Education Committee (LANEC) shall represent the interests of the Native students of each school in their particular community, which will appear as specific local objectives in the overall program. The general IASD Native Education Committee (IASD NEC) shall represent the overall interests of the District in consortium mode.

ARTICLE II: LOCAL AND DISTRICT NATIVE EDUCATION COMMITTEES

1. To insure equal educational opportunity and participate in the development, operation and evaluation of supplemental education programs for ensuring the use of the best available talents and resources, including Native persons from the local communities, for the purpose of significantly increasing educational opportunities for the eligible Native children throughout the IASD.
2. To seek involvement of the parents of Native children in the planning, development, monitoring, and evaluation of programs and services funded under the Johnson-O’Malley Act (JOM), the Indian Education Act (Title IX – Indian, Native Hawaiian and Alaska Native Education Part A, PL 103-382) and the Cultural Heritage and Bilingual programs.

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Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN

E 6174.2 (b)

BYLAWS OF THE NATIVE EDUCATION COMMITTEE (continued)

3. To act as parent representatives and as communicators between the programs and the communities, concerning all information and provisions pursuant to the regulations and grant stipulations for the JOM, IEA, Cultural Heritage and Bilingual Programs.
4. To support and monitor the Iditarod Area School District as contractor, grantee or administrator for said programs, with all the powers consistent with the various program's regulations, not superseding those of the policymaking body for "free public education," that is, the Iditarod School Board.
5. To coordinate all such supplemental programs and projects with input from the local advisory school board, to make recommendations to the grantee Iditarod Area School District and to approve the funding proposals for each such program, pursuant to the powers consigned to the respective codes of federal regulations.
6. To monitor program operations in such a way as to verify compliance with the applicable federal regulations, the terms of the granted contract of award, especially the assurance made by the grantee to the grantor, including but not limited to "supplementing, not supplanting," the IASD provision of a "free public education," and that the grantee will comply with section 7(b) of Public Law 93-638, the Indian Self Determination and Education Assistance Act. That section requires that, to the greatest extent feasible, a grantee shall give Indians preferences and opportunities for training and employment in connection with the administration of a grant.
7. To approve or disapprove in writing, the grant application and program modification presented by the grantee for its review before submitting to the grantor. However, a policymaker for supplemental education program within and under the legal policies of the IASD, NEC's shall have no administration function, which rests with the grantee in the persons of its delegated employees.

ARTICLE III: DUTIES

1. The Native Education Committee will represent the Native community's educational needs and cooperate with the coordinators of the stated programs to insure that an assessment and prioritization of such educational needs of the Native children of each community is done annually, pursuant to the applicable federal regulations.

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EDUCATION OF NATIVE/INDIAN CHILDREN

E 6174.2 (c)

BYLAWS OF THE NATIVE EDUCATION COMMITTEE (continued)

2. Work with the coordinators of such programs to plan, design, monitor and evaluate the programs, including educational programming (goal and objectives setting) and ensuring that this supplemental federal funding will significantly increase the educational opportunities for Native children.
3. Participate in the evaluation of these programs' effectiveness (at least annually) and in the preparation of the evaluation report to the federal government.
4. Be available to hear complaints of parents and students involved in the supplemental programs only when and if the regular school system fails to provide solutions adequate and acceptable to the Native parents or guardians in last instance mode.
5. Confer with program administrative staff in reporting mode at the regularly scheduled (local or general) committee meetings.

ARTICLE IV: LIMITATIONS

1. All committee work shall be of the representative, volunteer type, for free.
2. All out of town meeting costs shall be met by the Iditarod Area School District, in accordance with IASD policies and per availability of funds in either the district's own fund or the supplemental program funds, as budgeted.
3. The committee will have full access to all records maintained in the administration of the stated Native supplemental education programs except where federal regulations and the statutes of the Privacy Act impose restrictions. Where such access is allowed, especially if individual student records are involved, confidentiality will be expected of all committees and respective memberships under presage of elimination from the committee.

ARTICLE V: MEMBERSHIP

1. The Iditarod Area School District Board functions as the District Native Education Committee (IASDNEC) when meeting on matters pertaining to

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EDUCATION OF NATIVE/INDIAN CHILDREN BYLAWS OF THE NATIVE EDUCATION COMMITTEE (continued)

E 6174.2 (d)

Indian education. When a majority of the members of the board are not Alaska Natives or American Indians, the IASD Board shall appoint as many additional eligible Native members to the IASDNEC as shall be necessary to maintain a majority of Native members. The local Advisory School Board shall in a likewise manner, function as the LANEC when a majority of its membership is Native.

Note: In April 2014, the IASDNEC was expanded to meet this requirement. This needs to be reviewed annually.

2. The IASDNEC will consist of nine members, a majority of whom are Alaska Native or American Indian, which includes an appointed teacher and appointed eligible secondary student.
 - a. Special attention shall be given to membership requirements of the Indian Education Act and Johnson O'Malley program regulations, which are summarized as follows:

The following are eligible to select and serve on a parent committee:

1. Parents of Indian children who will participate in the proposed project.
2. Teachers, including guidance counselors, except members of the project staff.
3. Eligible Indian secondary students, if appropriate, attending secondary schools.
4. The membership of which is at least more than one-half parents of children who are certified members of a federally-recognized Indian tribe are eligible to serve as are persons who act or are acting in loco parentis, (in place of parent), such as parents of adopted children or legal guardian. Decisions affecting clarity will be made by the IASD JOM Manager. Per Part 273 JOM regulations, a school board with majority of Indian membership has the authority to direct the district superintendent to contract with the Bureau of Indian Affairs (BIA) to operate Johnson O'Malley supplemental programs for all eligible Indian students in the school

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Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN

E 6174.2 (e)

BYLAWS OF THE NATIVE EDUCATION COMMITTEE (continued)

district. The IASD Board in like manner may function as the District NEC for purposes of JOM and IEA Indian Education Committee. In essence, the school board is acting as the JOM and IEA Indian Education Committee.

5. The committee must include at least one teacher, and where applicable, at least one secondary student to be served by the program for which assistance is sought.
6. The persons listed as parent committee members shall select the members of the committee. An individual may continue to be a member of the committee only so long as he or she is eligible under the parent committee membership.
 - a. No committee member shall be an IASD Indian Education or JOM staff member.
 - b. Both the IASDNEC and LANEC membership shall be constituted at the time of the IEA statutory public hearing according to procedures publicized by the IASD consigned into these bylaws.
 - c. The teacher representative of the committee shall be nominated by the Superintendent and appointed by the IASD Board (or local ASB/NEC in the case of the LANEC) and shall have status and voting rights equal to any other member on the committee.
 - d. The student representative(s) shall be a Native secondary school student(s) eligible to receive services under the IEA and JOM programs, shall have voting status equal to any other member of the committee, and shall be recommended by the IASD Superintendent or Principal in the case of the LANEC and appointed by the LANEC or IASDNEC as appropriate.
 - e. The total IASDNEC will be nine parent/guardian members, other board members, one teacher, one student, of whom a majority are eligible Native members. The total membership for any given LANEC shall be three to five parent/guardian

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EDUCATION OF NATIVE/INDIAN CHILDREN BYLAWS OF THE NATIVE EDUCATION COMMITTEE (continued)

E 6174.2 (f)

members, and at least one teacher, regardless of origin and one Native student. The number of parent/guardian members on any given LANEC will equal the number of ASB members in that local community.

Section 3: TERMS OF OFFICE

The term of office for committee members, with the exception of the teacher and student representatives, shall be the same as terms of office for the IASD Board in regards to IASDNEC and the local ASB in regards to the LANEC. The terms of office for the teacher and student shall be one year.

Section 4: VOTING RIGHTS

Each member shall have one vote in any matter submitted to the committee for a vote. Proxy voting and absentee ballots shall not be permitted. A member must abstain from voting on matters which will directly involve his/her own spouse's employment. Within the program voting on all matters will be done by a hand show at full committee meetings or by voice vote at audio conference meetings. If any one member of the committee requests it, a roll call vote or secret ballot shall be taken.

Section 5: TERMINATION OF MEMBERSHIP

- a. A member will be automatically excluded from the committee upon missing three consecutive regular full meetings, including audio conferences, for which he/she has not provided a legitimate excuse. The excuse shall be made known to the committee chairperson prior to the scheduled meeting and the alternate from that community shall be requested to attend. The procedures shall be recorded in the minutes.
- b. A member will be automatically excluded from the committee any time it is proven that matters clearly labeled confidential are relayed to the public. The exclusion determination shall be made by simple majority of the quorum of the IASDNEC and of the LANEC if applicable.

Section 6: RESIGNATION

Any member may resign by filing a writing resignation with the committee secretary, at least two weeks prior to a regular meeting.

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Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN BYLAWS OF THE NATIVE EDUCATION COMMITTEE (continued)

E 6174.2 (g)

Section 7: VACANCY

- a. Any vacancy caused by resignation or termination of membership shall be filled by the alternate for the remainder of the unexpired term.
- b. When a parent member from among the greater than 50% mandatory parent-of-served-student quota is no longer eligible to serve because of graduation or other termination of eligible status of their Native children, the vacancy shall be filled through the normal selection/election procedure.

ARTICLE VI: OFFICERS

- Section 1.** The officers of the Committee shall be a chairperson, a vice-chairperson and a secretary elected by the committee.
- Section 2.** No candidate to NEC membership shall run for an officer position at the same time as for membership in the NEC. However, the election of officers shall occur among the membership and if possible, in executive session following the refurbishing of the total membership.
- Section 3.** The term of office for the officers shall be for one year. The election of officers will happen during the first meeting of each new school year.
- Section 4.** Any officer elected by the committee may be removed for cause or ineligibility at a duly constituted meeting (including audio conferences) by a vote of simple majority out of a quorum of 70% of the total membership.
- Section 5.** If the office of chairperson becomes vacant, the vice chairperson shall automatically become chairperson and a new vice chairperson shall be elected by the membership to fill the unexpired term. A vacancy of vice chairperson or secretary shall thus be filled by electing someone from the committee to serve the unexpired terms.
- Section 6.** The chairperson shall preside at all meetings of the committee, and may sign all letters, reports, grant paperwork and other communications that reflect the documented majority opinion of the quorum of the committee. In addition, she/he will perform all liaison duties and other incidentals to the office of the chairperson and other such duties as may be assigned by the committee.
- Section 7.** The duties of the vice chairperson shall be to represent the chairperson as assigned by the chair or in the absence of the chair.

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

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN BYLAWS OF THE NATIVE EDUCATION COMMITTEE (continued)

E 6174.2 (h)

ARTICLE VII: MEETINGS

Section 1. Duties of the secretary shall be to record the proceedings of all meetings, inform the grantee of all acts of the committee, to inform the public of the committee's meeting schedule and to watch for the security of any committee consigned program documentation.

Section 2. The IASDNEC and the LANEC shall meet at least annually to review and approve Indian education programs sponsored by the school district. Meetings may be by audio conference.

The IASDNEC and LANEC shall meet at least quarterly during the school year according to an annual plan prepared and approved in advance of the July 1st USD Department of Education fiscal year starting date. Meetings may be by audio conference.

Section 3. Special meetings may be called by the chairperson or by a majority vote of the NECs.

Section 4. Purpose, agenda, time and place of meetings shall be designated by the chairperson pursuant to a majority vote of the committee membership, at the end of the regular meeting, or by telephone polling for special meetings.

Section 5. All NEC meetings shall be open to the general public except that the majority of the quorum may determine executive sessions when reasons of confidentiality and Privacy Act requirements so mandate or recommend.

Section 6. As far as possible, all NEC meetings shall occur in the grantee's facilities where safety and security are guaranteed to all participants. However, the NEC officer at an official meeting shall have the responsibility to establish good order and follow accepted procedure (for example, the Robert's Rules of Order) and call for District assistance to provide the security and safety of all participants as needed.

Section 7. Public Hearing – FR49.144 – JN784.23764

- a. Before preparing an application for a new or continuation award, an applicant shall hold one or more hearings open to the general public.
- b. At the public hearing or hearings, the applicant shall provide to the parents of Indian children, including persons acting in loco parentis, teachers and

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

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN BYLAWS OF THE NATIVE EDUCATION COMMITTEE (continued)

E 6174.2 (i)

when applicable, secondary school students, a full opportunity to understand the project for which the applicant is seeking assistance and to offer recommendations on the project.

- c. In the case of an application for a continuation award, the grantee shall provide at the public hearing or hearings, an opportunity for full public decision of all aspects of the project to date and for the remainder of the project period.

Section 8. Notice of Meetings

- a. The secretary of the Native Education Committees will notify the coordinators of the stated Native education programs at least two weeks in advance of a scheduled meeting, giving purpose, time and location of the meeting so that proper arrangements be made. However, the NEC shall be free to make its own arrangements provided it informs the grantee's representative of the proceedings.
- b. The program coordinators of the affected Native education programs will, upon request, arrange to have notices of the time, date, location and tentative agenda of each meeting posted in each community at least five days before the meeting.
- c. Special meetings shall require at least five days advance notice of one day advance notice for audio conference to all committee members, by telephone or fax. However, such meetings shall not be held unless a quorum is present.
- d. Cancellation of meetings shall require at least one day prior notice by telephone to all committee members.

Section 9. Although regular NEC meetings may occur without full quorum and special meetings may not occur without full quorum, all decisions of the committee shall require a majority vote of a quorum of the membership, which quorum is determined to be 70% of the total membership.

Section 10. The vote of the simple majority of the present 70% of the membership shall constitute a necessary condition to carry the official business of the committee.

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

Instruction

EDUCATION OF NATIVE/INDIAN CHILDREN

E 6174.2 (j)

BYLAWS OF THE NATIVE EDUCATION COMMITTEE (continued)

- Section 11.** All regular and special meetings of the committee shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof (as in the case of audio conferences.)
- Section 12.** All regular and special meetings of the committee shall be open to the public at all times, with the exception of executive sessions whose transactions shall be confidential.

ARTICLE VIII. CONTENTIONS

In case of disagreement concerning the interpretation of application of these bylaws, the initial forum of resolution shall be an executive session between the NEC, the grantee's executive representative, the IASD Superintendent. In case of persistent disagreement, the contention shall be resolved between the general IASDNEC and the IASD Board. If the disagreement persists, the grantee's executive representative and the IASDNEC shall cosign a request for a technical consultation from the Alaska Indian Education Technical Assistance Center and/or from the Office of Indian Education staff (or appropriate federal agency) in Washington, D.C. or BIA Juneau Area Office. In case the grantee refuses to co-sign the request, the IASDNEC shall request such on its own, with a copy to the grantee's executive representative. The federal agency's recommendation shall be binding upon all involved local parties.

Amended bylaws approved May 1995.

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

Instruction

MIGRANT CHILDREN PROGRAM

BP 6175

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

This program will include a means to:

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

Parent/Guardian Involvement in the Migrant Education Program

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

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

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

Legal Reference:

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

Revised 1/09

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

Instruction

VOCATIONAL EDUCATION

BP 6178 (a)

Note: Districts receiving state funds for vocational education programs must meet the program requirements of state regulations, including the development of a vocational education plan.

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

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

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

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

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

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

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

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

IDITAROD AREA SCHOOL DISTRICT
DATE OF ADOPTION: December 2014

Instruction

VOCATIONAL EDUCATION (continued)

BP 6178 (b)

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

(cf. 3440 - Inventories)

Legal Reference:

ALASKA STATUTES

14.18.030 Discrimination in counseling and guidance services prohibited

14.30.375 School gardens, greenhouses, and farms

14.35.010-14.35.030 Vocational education

ALASKA ADMINISTRATIVE CODE

4 AAC 51.200-4 AAC 51.390 Secondary vocational educational programs

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Public Law 98-524, 204

Revised 2/11

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

Instruction

VOCATIONAL EDUCATION

AR 6178 (a)

Handicapped and Disadvantaged Students

Note: The following regulation addresses requirements of the reauthorized Carl D. Perkins Vocational and Applied Technology Education Act. Federal funds allocated for disadvantaged students may be used for students of limited-English proficiency who are not succeeding in the vocational education program because of limited language ability. (Federal Register, Vol. 50, No. 159, 8/16/85, p. 3308) Students enrolled in a vocational education program who are from low income families and need financial assistance to succeed in the program may be classified as economically disadvantaged. Students enrolled in a vocational education program who require special services and help in order to enable them to succeed in the program may be classified as academically disadvantaged.

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

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

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

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

(cf. 5147 - Dropout Prevention)

When receiving funds through the federal Carl D. Perkins Vocational and Applied Technology Education Act, Title II, Part A Basic Grant, the district shall give priority to sites or programs that serve the highest concentrations of persons who are members of special populations.

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DATE OF ADOPTION: December 2014**

Instruction

VOCATIONAL EDUCATION (continued)

AR 6178 (b)

Notifications

Note: Federal regulations implementing Title VI require the notification below to be made by districts that receive federal funds and offer vocational education programs. (Federal Register, Vol. 45, No. 92, p. 30929)

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

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

Instruction

WORK EXPERIENCE EDUCATION

BP 6178.1

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

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

(cf. 6164.2 - Guidance and Counseling Services)

Legal Reference:

ALASKA STATUTES

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

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

Instruction

CHARTER SCHOOLS

BP 6181 (a)

Charter schools are schools established under AS 14.03.250 that operate within the public school district. Charter schools are established upon the approval by the Iditarod School Board and the State Board of Education of an application for a charter school. Charter schools shall operate under a written contract between the charter school and the Iditarod School Board.

Establishment of Charter Schools

The Iditarod School Board shall give appropriate consideration to any charter school petition, in light of its overall effect on the district's children and the proposed school's ability to function effectively and meet its goals. The Iditarod School Board desires to support innovations which improve student learning and views charter schools as an opportunity to implement school-level reform. In accordance with law, the proposed charter must include descriptions of the vision, mission and goals of the charter school, the governance structure which will be used, the educational outcomes to be attained by students, and the method by which progress in meeting these outcomes will be measured.

Applications for a charter school to operate during the next school year shall be submitted to the Iditarod School Board no later than December 15th of the current school year. A charter school shall begin operation as agreed with the Iditarod School Board, but no later than October 1st of the year approved for opening.

Charter schools shall comply with the following general requirements:

1. The charter school shall establish an Academic Policy Committee that will function according to the terms of law.
2. The charter school Academic Policy Committee shall report directly to the Iditarod School Board or a subcommittee of the Iditarod School Board unless mutually agreed otherwise.
3. The charter school shall operate in compliance with state and federal law and with School District policies unless mutually agreed otherwise.
4. The charter school shall comply with the requirements of the district accounting system.
5. The charter school shall comply with the requirements of the district purchasing system.

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

Instruction

CHARTER SCHOOLS (continued)

BP 6181 (b)

6. The charter school shall be designed to advance basic skills areas (mathematics, science, language arts, and social studies) appropriate to the age of students included in the program. The charter school disciplinary program shall enforce Alaska statutes, state and federal regulations, and district policies with respect to drugs, alcohol, weapons, tobacco, harassment, and violence.
7. The charter school shall participate in the district's report card process as required by Alaska statute.
8. The charter school shall participate in all tests and assessments required by either the State Department of Education and Early Development or the district unless the contract specifies otherwise.
9. The charter school shall not promote religious ideologies or philosophies.
10. The charter school shall operate in compliance with negotiated agreements established between employee groups and the Iditarod School Board.
11. A charter school operating as a correspondence program or a residential program shall comply with all requirements of Alaska statute and regulation.

Note: Charter schools operating correspondence programs must comply with the requirements for state approval and operation as set forth in 4 AAC 33.405 – 4 AAC 33.490. Charter schools operating residential programs must comply with the requirements set forth in AS 14.16.100 and 4 AAC 33.090.
--

Iditarod School Board Review of Charter School Application and Appeals

No later than 60 days after submission of a charter school application, the Iditarod School Board will issue a written decision approving or rejecting the charter school. The written decision will include all relevant findings of fact and conclusions of law.

If the Iditarod School Board approves an application, it shall forward the application to the State Board of Education for review and approval. If the Iditarod School Board denies an application for a charter school, the applicant may appeal the denial to the Commissioner of Education and Early Development within 60 days of the Iditarod School Board's denial. A decision of the Commissioner upholding the denial may be appealed by the charter school applicant within 30 days to the State Board of Education. If the Commissioner approves the application, her/she shall forward it to the State Board of Education for review and approval.

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

Instruction

CHARTER SCHOOLS (continued)

BP 6181 (c)

Review of the Charter School

Once approved by both the Iditarod School Board and the State Board of Education, the charter school will be subject to an annual review of its operations and finances by the Iditarod School Board. Annually, the charter school will submit a written report and make a presentation to the Iditarod School Board and the public. This report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the Iditarod School Board.

If academic performance targets for student achievement are not reached by the identified timelines specified in the contract, the Academic Policy Committee must submit a Plan for Improvement, outlining activities for remediation, a process for monitoring the progress of the Plan, and a process for reporting progress of the Plan to the Iditarod School Board.

If there is evidence of a breach of contract, the Iditarod School Board shall have a right to investigate and meet with the charter school to discuss possible remedies, including termination of the charter school contract.

The Department of Education and Early Development may audit the charter school's program and may take any action necessary to ensure compliance with federal and state law, including the withholding of funding.

Organization and Operation of a Charter School

A charter school operates as a school in the school district except that a charter school:

- is exempt from the school district's textbook, program, curriculum, and scheduling requirements.
- is exempt from AS 14.14.130(c) which states "If the district employs a chief school administrator, the administrator shall select, appoint, and otherwise control all school district employees who serve under the chief school administrator subject to the approval of the Iditarod School Board."
- operates under the charter school's annual program budget as set out in the contract between the Iditarod School Board and the charter school.
- shall designate a contact person for all communications between the charter school and the district administration.

A charter school must participate in all student assessments required by the Department of Education and Early Development.

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DATE OF ADOPTION: April 2015**

Instruction

CHARTER SCHOOLS (continued)

BP 6181 (d)

Operation of a Charter School

A charter school shall:

- keep financial records of the charter school;
- oversee the operation of the charter school to ensure that the terms of the contract are being met;
- meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
- meet with the Academic Policy Committee at least once each year to monitor progress in achieving the committee's policies and goals.

Amendment of Charter

A charter school may apply to the Iditarod School Board for an amendment to its charter during the term of its contract. If the Iditarod School Board approves the amendment, an amended contract must be executed to conform to the amended charter. The Iditarod School Board must forward an amended charter and amended contract to the Department of Education and Early Development. A charter school may make minor changes to its program without review by the Department, if they are approved by the district. A change of program that involves the addition of an elementary or secondary program must be approved by the Iditarod School Board and the State Board of Education and Early Development.

Definitions

“Employees” of charter schools are considered employees of the district with all rights guaranteed by their respective collective bargaining agreements unless specifically waived by mutual agreement between the appropriate bargaining unit and Iditarod School Board.

“Principal” means a person selected by the Academic Policy Committee to select, appoint, or otherwise supervise employees of the charter school. This person is not required to possess an Alaska Type B Administrative Certificate, but if a type B is not possessed, the individual may not conduct certificated employee evaluations. The school district assumes no responsibility for employing this person after the termination of the charter school contract unless the person is also employed as a teacher.

“Annual program budget” means the funding generated by students enrolled in the charter school as set forth in AS 14.03.260.

(cf. 3540 - Transportation)

Legal Reference (see next page):

**IDITAROD AREA SCHOOL DISTRICT
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Instruction

CHARTER SCHOOLS (continued)

BP 6181 (e)

Legal Reference:

Alaska Statutes

14.03.250-14.03.280 Charter Schools

AS 14.16.100 Application for residential school

Alaska Administrative Code

4 AAC 33.110-119 Charter Schools

4 AAC 33.405 - .490 Correspondence Study Programs

4 AAC 33.090 District-operated statewide and district-wide residential schools

Revised 3/2015

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

Instruction

CORRESPONDENCE STUDY PROGRAM

BP 6182

Note: Pursuant to AS 14.30.010, a student may be exempt from compulsory attendance if enrolled in a full-time state-approved correspondence study program. Effective July 2014, the legislature enacted AS 14.03.300-310, governing correspondence study programs. All districts enrolling non-resident students and part-time students in a correspondence study program are required to enter into cooperative arrangements with the district where the non-resident student resides, as required by AS 14.14.110. The cooperative arrangement begins with notice from the enrolling district to the district of residence, which shall include the name, address, social security number, and percentage of full-time equivalency for each student enrolled. Districts that enroll non-resident students who require special education and related services shall enroll each student through an individualized cooperation agreement with the resident district. This agreement shall include the plan of services to be provided to the child, the identification of IEP team members from all districts, if applicable, and a description of the manner in which the enrolling district teachers will participate as a member of the IEP team. The plan and cooperation agreement must include the identification of the child in a manner that complies with confidentiality requirements.

Note: The purpose of the policy is to recognize that students may enroll in a correspondence program. This policy does not establish authority for a district correspondence program. Districts desiring to offer a correspondence program, or to change an existing program already offered, must comply with the requirements of AS 14.03.300-310 and 4 AAC 33.405-.490. These laws cover all correspondence study programs offered by a school district, whether or not there is statewide enrollment, and require Department approval prior to beginning or changing a correspondence program. Unexpended annual allotments for correspondence students, as provided in AS 14.03.310, are not subject to the 10 percent limit on unreserved portions of its year-end fund balance in its school operating fund.

The Iditarod School Board recognizes that some students may benefit from an educational program other than the regular school program. The Superintendent or designee may approve participation in a correspondence study program when a student's needs can be best met outside of regular classroom instruction and an educational plan for such study is agreed upon and approved by the student's parent/guardian. If the student desires to enroll in a correspondence program offered by the state or another school district in Alaska, a cooperative arrangement will be entered into as required by law.

Legal Reference:

ALASKA STATUTES

14.03.300-.310 Correspondence study programs

14.14.110 Cooperation with other districts

14.17.041 Elementary and secondary instructional units

14.17.505 Fund balance in school operating fund

14.30.010 When attendance compulsory

ALASKA ADMINISTRATIVE CODE

4 AAC 33.430 Enrollment of students

4 AAC 33.432 Enrollment of special education students

4 AAC 33.405-.490 Correspondence study programs

4 AAC 09.040 Counting of correspondence students and part-time public school students

4 AAC 09.160 Fund balance

4 AAC 09.990 Definitions

Revised 3/2015

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

Instruction

SECONDARY BOARDING PROGRAM

BP 6183

Note: 4 AAC 09.050 requires districts to make available a secondary boarding program to students who cannot be reasonably transported to school on a daily basis.

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

(cf. 3541.5 - Alternative Transportation Arrangements)
(cf. Charter Schools)

Legal Reference:

ALASKA STATUTES

14.16.010 - 14.16.080 State boarding school

ALASKA ADMINISTRATIVE CODE

4 AAC 09.050 Secondary boarding programs

4 AAC 27.025 Establishment of other conveyance routes

4 AAC 33.080 Admission to state boarding school

Revised 9/97

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

Instruction

VIRTUAL/ONLINE COURSES

BP 6184

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

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

Students taking such courses must be enrolled in the district.

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

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

(cf. 6143 - Courses of Study)

(cf. 6146.1 – High School Graduation Requirements)

(cf. 6161.4 – Internet)

Added 9/01

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

Instruction

ALTERNATIVE CREDIT OPTIONS

E 6184

Student's Name _____
Last Name Middle Initial First Name

School _____ Grade in the upcoming school year _____

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

Course(s) requested: _____

Virtual/online Course

From what source _____

Total number of credits anticipated: _____

Reason for taking this course:

- Graduation with class Enrichment/Elective
- Course not available within the district Simultaneous high school/college credit
- Other; _____

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

Principal/Principal-Teacher/designee Signature *Date*

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

Student Signature *Date*

Number of credits earned _____ Date grade received _____

Principal/Principal-Teacher/designee Signature *Date*

Instruction

EVALUATION OF THE INSTRUCTIONAL PROGRAM

BP 6190

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

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

Legal Reference:

ALASKA STATUTES

14.03.120 Education planning; reports

ALASKA ADMINISTRATIVE CODE

4 AAC 04.140 Content Standards

4 AAC 06.885 School Recognition

Revised 4/14

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