

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7553
 Phone (907) 714-8888 Fax (907) 262-9132
www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title:	Board Policy Worksession		
Date:	August 30, 2013	Item Number:	Worksession
Administrator:	Dave Jones, Assistant Superintendent <i>Dave Jones</i> Sean Dusek, Assistant Superintendent <i>Sean Dusek</i>		
Attachments:	<i>BP 5128 Alaska Performance Scholarship 1</i> <i>AR 5128 Alaska Performance Scholarship. 3</i> <i>BP 5141.3 Health Examinations 9</i> <i>BP 5142.3 Restraint and Seclusion (New). 10</i> <i>BP 6145 Cocurricular Activities 14</i> <i>BP 6145.22 Concussion in Student Athletes. 18</i> <i>AR 6145.22 Concussion in Student Athletes 20</i>		

Action Needed
 For Discussion
 Information
 Other: _____

BACKGROUND INFORMATION

The following were reviewed at the August 5, 2013 Policy Committee meeting. They are presented here for Worksession review.

- *BP 5128 and AR 5128 Alaska Performance Scholarship Program*
 - AASB recommended changes
 - Deleted past years curriculum requirements
 - Changes made to the way testing scores are considered.

- *BP 5141.3 Health Examinations*
 - Exhibit 5141.3 Growth Screening Opt Out Form is in the Information Packet for review this time.
 - As a result of the above exhibit being added, we have made changes in the corresponding BP.

- *BP 5142.3 Restraint and Seclusion (NEW)*
 - New policy from AASB.
 - This policy allows restraint in emergency situations, i.e., extreme emotional issues
 - Seclusion is putting a child in a room where they can't get out—we do not do this. We have a calming room.
 - Restraint situation do require forms to be completed which are monitored by Clayton Holland, Pupil Services Director.

- *BP 6145 Cocurricular Activities*
 - New section on Participation added to BP from AASB recommendations. AS 14.30.365 mandates that a high school student enrolled full-time in an alternative education program is eligible to participate in extracurricular activities in the student's district of residence.
 - The District has consulted with Borough Legal regarding questions on the home school law and student insurance. As a result, the KPSAA forms were modified to clearly represent this.
 - Additional issues are requirements for immunizations
 - A Non KPBSD Student Athlete Eligibility Check form has been created to assure that the

non-KPBSD student is eligible to join the team. We need to confirm eligibility.

- *BP and AR 6145.22 Concussion in Student Athletics and Student Activities*
 - AASB recommended changes.
 - Legislature now allows athletic trainer to determine when a student comes back to competition after a concussion. We do not have certified trainers. We require a physician's release to return to play even if just a suspicion of a concussion.
- *E 5141.3 Growth Screening Opt Out Form* – in Info Packet
 - This will allow parents to opt out from having their student participate in growth screening.
- *E 5125(c) Release of Health Information* – in Info Packet
 - Due to confidentiality concerns, the distribution has been limited to the school nurse.

ADMINISTRATIVE RECOMMENDATION

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

Note: Effective July 1, 2011, school districts must take certain steps to implement the Alaska ~~Merit-Performance~~ Scholarship Program, ~~also referred to as the Alaska Performance Scholarship Program~~. This Program provides scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state. School districts must determine scholarship eligibility for each graduating senior and record the eligibility level on the student’s permanent record. The record must then be forwarded to the Department of Education and Early Development.

The Board supports and encourages all students to obtain higher education through enrollment in college or career and technical programs upon graduation. The Board believes that institutions within the State of Alaska provide strong and varied opportunities to meet the needs and interests of graduating students and further believes that state school attendance helps support a skilled, local workforce. The district supports student participation in the Alaska Performance Scholarship Program so that students may have maximum opportunity to obtain higher education within the State of Alaska.

Students and parents/guardians will be notified at least annually of the opportunities available through the Alaska Performance Scholarship Program. This notice should include information about scholarship eligibility levels; coursework, testing, and grade point average (“GPA”) requirements; residency requirements; and the participating colleges and career and technical programs.

The Superintendent shall determine scholarship eligibility for graduating students and will record the appropriate eligibility level on each student’s permanent academic record. Students will be provided an opportunity to challenge an error in the eligibility determination. The academic record of graduating students will be transmitted to the Alaska Department of Education and Early Development to facilitate the award of scholarships.

(cf. 5125.2 – Challenging Student Records)

Note: ~~The~~ In certain circumstances, the Commissioner may ~~grant a student a grace period to meet~~ waive the curriculum requirements for a scholarship. ~~The~~ during a grace period ~~gives a student one extra year of up to 24 additional months~~ after graduation, during which time the student can ~~to~~ complete curriculum requirements. A student may be awarded and utilize an Alaska Performance Scholarship during this period. A grace period may be granted to a student where the necessary curriculum was not reasonably available because the student attended a small and remote high school, or because of circumstances beyond the student’s control, such as illness or disability. If a student is granted a grace period and elects not to enroll in a qualifying college or post-secondary program during that ~~year~~ time, a school district may choose to “sponsor” the student. A sponsored student is allowed to enroll for the purpose of obtaining the missing curriculum requirement(s). A sponsored student may be included in the district’s count for funding purposes so long as the student is under age 20 at the time of enrollment. Funding will be provided based on each missing curriculum requirement. The following optional language is for those districts wishing to sponsor students.

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM (continued)

The Board approves the sponsorship of district graduates who have been granted a grace period by the Commissioner to meet curriculum requirements for the Alaska Performance Scholarship Program. Sponsored students will be permitted to enroll for the purpose of obtaining missing curriculum requirements, so long as the sponsored student is under the age of twenty (20) at the time of enrollment.

Legal Reference:

ALASKA STATUTES

14.03.113 District determination of scholarship eligibility

14.43.810-.849 Alaska ~~Merit Performance~~ Scholarship Program

ALASKA ADMINISTRATIVE CODE

4 AAC 43.010-.900 Alaska Performance Scholarship Program

Kenai Peninsula Borough School District
Adoption Date: 8/6/2012

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM

The Alaska Performance Scholarship Program provides scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the State of Alaska. The District is required to determine student eligibility for the three levels of scholarships available. The District must then notify the Alaska Department of Education and Early Development of each qualifying student’s eligibility.

Eligibility Determinations

The principal or designee of each high school shall determine scholarship eligibility for each graduating student by application of the following criteria.

A. Course Work Requirements

Note: The following curriculum requirements are in place for students graduating in ~~2012~~, 2013, and 2014. Qualifying units of credit shall include a student’s completion of a high school level course in an earlier grade if: 1) the course meets content standards for a grade 9-12 course; 2) is within a qualifying curriculum (math, science, language arts, etc.); and 3) appears on the student’s high school transcript.

~~Beginning with 2012 graduates,~~ The Alaska Performance Scholarship may be awarded based on a student’s completion of either a math and science curriculum track, or a social studies and language curriculum track.

1. ~~2012 Curriculum Requirements~~

A. ~~Achievement or Performance Opportunity Scholarships~~

~~To qualify for these scholarships, a student must meet the curriculum requirements in either math and science, or social studies and language:~~

~~Math and Science Curriculum:~~

- ~~1) Math and science courses:

 - ~~a. 4 units of math credit and 3 of science OR~~
 - ~~b. 3 units of math credit and 4 of science~~~~
- ~~2) Language arts — 4 units of credit~~
- ~~3) 1) Social studies — 4 units of credit, one of which may be a foreign or Alaska Native language, fine arts, or cultural heritage~~

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM (continued)

~~Social Studies and Language Curriculum:~~

- ~~1) Math – 3 units of credit~~
- ~~2) Science – 3 units of credit~~
- ~~3) Language arts – 4 units of credit~~
- ~~4) Social studies – 4 units of credit~~
- ~~5) Foreign, Alaska Native or American sign language – 1 unit of credit~~

~~B. Honors Scholarship~~

~~To qualify for the Honors Scholarship, the 2012 graduate must meet the 2013 curriculum requirements (below).~~

2. 2013 and 2014 Curriculum Requirements (and 2012 Honors Scholarship)

~~2013 and~~ 2014 graduates must meet the following curriculum requirements to qualify for all scholarship levels (Achievement, Performance, and Honors):

Math and Science Curriculum:

- 1) Math – 4 units of credit
- 2) Science – 4 units of credit
- 3) Language arts – 4 units of credit
- 4) Social studies – 4 units of credit, one of which may be a foreign or Alaska Native language, fine arts, or cultural heritage

Social Studies and Language Curriculum

- 1) Math – 3 units of credit
- 2) Science – 3 units of credit
- 3) Language arts – 4 units of credit
- 4) Social studies – 4 units of credit
- 5) Foreign, Alaska Native or American sign language – 2 units of credit

Note: A district that offers courses meeting the requirements for APS but that do not clearly fall within the course names found above may seek approval from the Department to have those courses approved for APS purposes. 4 AAC 43.030(j).

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM (continued)

B. Grade Point Average and Standardized Examination Scores

In addition to the curriculum requirements above, students must meet certain GPA and standardized examination score requirements. It is the student's responsibility to provide proof of results achieved on one of the standardized examinations required for scholarship eligibility. GPA and test scores determine a student's level of eligibility for each of the three scholarships set forth below:

1. Alaska Performance Honors Scholarship

Grade Point Average: 3.5 or higher

Test Scores: ACT composite score of 25 or higher; or
SAT combined score of 1680 or higher; or
A combined WorkKeys score of 5-13 or higher, with no single score lower than 4, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: the Alaska Performance Honors Scholarship has an award level of \$4,755

2. Alaska Performance Achievement Scholarship

Grade Point Average: 3.0 or higher

Test Scores: ACT composite score of 23 or higher; or
SAT combined score of 1560 or higher; or
WorkKeys score of 5-13 or higher, with no single score lower than 4, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: the Alaska Performance Achievement Scholarship has an award level of \$3,566.

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM (continued)

3. Alaska Performance Opportunity Scholarship

Grade Point Average: 2.5 or higher

Test Scores: ACT composite score of 21 or higher; or
SAT combined score of 1450 or higher; or
WorkKeys score of 5-13 or higher, with no single score lower than 4, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: the Alaska Performance Opportunity Scholarship has an award level of \$2,378.

Note: A student who qualifies for one of the above scholarships using the WorkKeys examination must use the scholarship award in a career and technical program that results in the award of a certificate. 4 AAC 43.020.

The principal or designee shall provide ~~written~~ notice to all parents/guardians, or to students if 18 or older, of the eligibility determination. The notice should also explain how a parent/guardian or eligible student may challenge this determination.

Permanent Record

Once eligibility levels are determined, the District will record the level of eligibility on each qualifying student’s permanent record. No notation should be made for those students who are not eligible for a scholarship award.

Annual Transmittal of Records

No later than July 15 of each year, the District will transmit an electronic version of each graduating student’s permanent record that describes the student’s eligibility for the Alaska Performance Scholarship Program. This is a mandatory reporting obligation and parents/students may not opt out of this disclosure.

Appeal Procedures

The District provides the following appeal process for students who believe an error has been made regarding a student’s eligibility for an Alaska Performance Scholarship. A student can request that the District review the determination of whether or not he or she is eligible or, if eligible, the level of scholarship available.

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM (continued)

A. Appeal Form

To request an appeal, a student must complete the Alaska Performance Scholarship Appeal Form for Public School Students. [E 5128] The form requires:

1. Name, mailing address, and contact information;
2. Eligibility information in the form of official examination scores and an official transcript indicating courses taken and GPA;
3. A statement explaining why the student believes the eligibility determination is in error; and
4. All documents, papers, or other materials that support a reversal or modification of the eligibility determination.

Students who have questions about the form or require assistance should contact a counselor or principal at the student's high school.

Students must complete the Appeal Form and provide supporting documents as soon as possible after receiving notice of his or her eligibility determination. No appeals will be considered unless submitted within thirty (30) days of receiving the District's eligibility determination, absent unusual circumstances that prevented a timely appeal.

B. Appeal Process

1. Student submits the completed Appeal Form and supporting documentation to the Assistant Superintendent of Instruction.
2. The District will designate a reviewer to review and decide the appeal.
3. The reviewer will consider all information submitted and issue a determination of whether or not the student meets scholarship eligibility, and if eligible, the student's level of eligibility.
4. The reviewer's determination is the final decision of the District.
5. Notice of the district's decision will be sent to the student no later than thirty (30) days after the student submits a timely appeal.
6. If the reviewer determines that scholarship eligibility was incorrect, the District will notify the Alaska Performance Scholarship Program of the correct eligibility determination and revise the student's transcript to correctly identify APS eligibility.

ALASKA PERFORMANCE SCHOLARSHIP PROGRAM (continued)

Waiver and Grace Period

The District should notify appropriate students about the availability of a waiver and grace period that may be granted by the Alaska Commissioner of Education. The Commissioner may grant a student a temporary waiver of the course work requirements and a grace period to meet ~~the curriculum~~those requirements ~~for a scholarship~~. The grace period gives a student ~~one extra year~~twenty-four months after graduation to complete the curriculum requirements. During ~~that year~~the grace period, the student is eligible for the scholarship.

To qualify for a waiver and grace period, a student must:

1. Apply using DEED’s form *no later than* 30 days following graduation;
- ~~2. Have graduated in 2012;~~
- ~~3.2.~~ Have attained the required assessment scores and GPA; and
- ~~4.3.~~ Be unable to complete the curriculum requirements because of “circumstances outside beyond the student’s control.” This includes the curriculum not being reasonably available because the student attended a small remote high school, but does not include attendance at a high school out of state. It also includes illness or disability.

Note: The following language is for those districts choosing to sponsor students who have been granted a grace period by the Commissioner. Districts are entitled to funding for sponsored students so long as they are under age 20 at the time of enrollment.

Student Sponsorship

If a District graduate has been granted a grace period and elects not to enroll in a qualifying college or post-secondary program during that year~~period~~, the school District may sponsor the student. A sponsored student will be allowed to enroll for the purpose of obtaining the missing curriculum requirements. A sponsored student will be included in the District’s count for funding purposes so long as the student is under age 20 at the time of enrollment.

Kenai Peninsula Borough School District
Adoption Date: 8/6/2012

STUDENTS

Health Examinations

The School Board recognizes the importance of periodic health examinations conducted according to state health regulations. To determine the health status of students, facilitate the removal of handicaps-barriers to learning, and determine whether special adaptations of the school program may be necessary, the Board shall require that physical examinations be conducted, including tests for vision and hearing upon entry into school or as soon as practical.

All personnel employed to examine students shall exercise proper care of each student being examined and shall ensure that the examination results are kept confidential.

The District will annually notify parents of physical exams or screenings of students, except for state mandated routine vision or hearing screenings. Parents will have an opportunity to opt out of state recommended growth screening, if desired.

(cf. 5112.2 - Exclusions from Attendance)
(cf. 5141.22 - Infectious Diseases)

Legal Reference:

ALASKA STATUTES

- 14.30.065 Supervision
- 14.30.070 Physical examination required
- 14.30.120 Certificate of physical examination
- 14.30.127 Vision and hearing screening examinations

ALASKA ADMINISTRATIVE CODE

- 4 AAC 06.055 Immunizations required

NO CHILD LEFT BEHIND ACT, Title II§ 1061, P.L. 107-110 (2002)

UNITED STATES CODE

- 42 U.S.C. §§ 12101 et seq. (1997)
- 20 U.S.C. 1232 § 1400 6301 et seq. (1997)
- 29 U.S.C. § 794(a) (1988)
- 28 C.F.R. 35
- 34 C.F.R. pt. 99, 104, 200, 300 et seq. (1999)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: 10/18/04 _____

NEW POLICY

Students

RESTRAINT AND SECLUSION

BP 5142.3(a)

Note: The following policy is based upon 2012 guidelines issued by the United States Department of Education in its *Restraint and Seclusion: Resource Document*. Those guidelines discourage the use of restraint and seclusion in the schools except as necessary for the immediate protection of student or staff safety.

The Board believes that a safe educational environment is necessary for learning and understands there are times when student behavior may impact on the safety of that student or others. To the maximum extent appropriate, the safety and welfare of students and staff should be secured through positive behavioral interventions. The use of physical restraint and seclusion is prohibited except in emergency situations as set forth below.

(cf. 5030 – School Discipline and Safety)
(cf. 5137 Positive School Climate)

Physical Restraint

Physical restraint means the use of any mechanical or physical restriction that immobilizes or reduces the free movement of all or a portion of a student's body. Physical restraint does not include briefly holding a student in order to calm or comfort or the use of contact that is reasonably necessary to safely escort a person from one area to another. Physical restraint also does not include the use of medical or therapeutic devices, including but not limited to, devices or protective gear designed to protect a student from injury due to falling, to achieve proper body position or balance, or to protect a student from self-injuring behavior if the use of that device or gear is documented in a student's Individualized Education Program (IEP) or 504 plan.

Physical restraint is prohibited unless needed as an emergency intervention. A district employee may use reasonable and necessary physical restraint only if necessary to ensure the immediate safety of the employee, the student, or others. This includes protecting the student or others from physical injury; to obtain possession of weapons or other dangerous objects, including a controlled substance upon or within the control of the student; or to protect property from serious damage or destruction. To the extent possible without compromising safety, other interventions should be attempted prior to the use of restraint. Restraint must be limited to that necessary to address the emergency and should be discontinued when the situation is controlled.

(cf. 4158 – Employee Security)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.7 – Weapons and Dangerous Instruments)

Students

RESTRAINT AND SECLUSION (continued)

BP 5142.3(b)

Restraint may not be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support. The use of emergency restraint under this policy does not constitute corporal punishment.

Physical restraint must be implemented in a manner that protects the health and safety of the student and others. Restraint may not prevent or restrict the student from breathing or speaking nor may it restrict circulation. Prone or supine restraint, which occurs when the student is placed on his or her stomach or back, is expressly prohibited. A student's well-being must be monitored during restraint through the use of continuous visual supervision.

Seclusion

Seclusion means the involuntary confinement of a student alone in a room or area in a manner that prevents the student from leaving. Seclusion does not include time-outs, a student's voluntary choice to enter a secluded environment, detention or in-school suspension rooms that are utilized for instructional purposes, and other environments where a student is not alone in the room or where the student is not prevented from leaving. "Time-outs" are behavior interventions to provide a student with an opportunity to regain self-control or engage in problem solving where the student is separated from other students for a limited period in a setting that is not locked and from which the student is not physically prevented from leaving. Time-out includes placing a student in an area of the classroom where the student observes classroom instruction but does not participate.

Seclusion of a student is prohibited unless needed as an emergency response to protect the employee, the student, or others from physical injury; to prevent the use of a weapon, other dangerous object, or controlled substance; or to protect property from serious damage or destruction.

(cf. 4158 – Employee Security)

(cf. 5131.41 – Violent and Aggressive Conduct)

(cf. 5131.7 – Weapons and Dangerous Instruments)

Seclusion should be employed only when less restrictive interventions have been determined to be ineffective or inappropriate for maintaining safety. Seclusion should last only as long as necessary to resolve the actual risk of danger or harm, to allow the student at risk to compose him or herself and return to the educational environment, or while awaiting the arrival of law enforcement or crisis intervention personnel. Seclusion should never be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support.

Students

RESTRAINT AND SECLUSION (continued)

BP 5142.3(c)

While in a seclusion setting, a student must be continuously observed by an adult both visually and aurally for the entire period. Students must be provided necessities such as restroom breaks and food and water as needed. Any signs of medical distress should be immediately addressed. Seclusion must be sensitive to any particular vulnerabilities of the student and to the student's developmental level.

Students with Disabilities

This policy does not prohibit the inclusion of safe restraint or seclusion in a student's Individualized Education Plan or behavioral intervention plan if determined appropriate by the IEP team after considering all less restrictive alternatives. However, in all instances, the use of physical restraint or seclusion must be in compliance with this policy.

(cf. 6159 – Individualized Education Program)

Reporting/Notification Requirements

The parent/guardian of a student who has been physically restrained or secluded shall be notified as soon as reasonably possible.

Instances of physical restraint or seclusion shall be documented, including the nature of the emergency necessitating such use and the length of time of the restraint or seclusion.

Training

The Superintendent or designee shall provide for appropriate training of staff members regarding this policy; the use of positive support interventions, classroom management techniques, and skills to de-escalate student behavior; the safe use of restraint or seclusion in emergency situations; and procedures for documentation and parent contact. The form of training may vary depending upon the staff member's role and the instructional setting.

Policy Not Applicable to Law Enforcement

This policy is applicable to District employees. It is not intended to limit the use or type of restraint or seclusion by law enforcement personnel who may need to utilize these methods while on District property.

(cf. 1410 – Interagency Cooperation for Student and Staff Safety)

Legal Reference (see next page)

Students

RESTRAINT AND SECLUSION (continued)

BP 5142.3(d)

Legal Reference:

UNITED STATES CODE

20 U.S.C. §§ 1400, et seq. Individuals with Disabilities Education Act

No Child Left Behind Act of 2001, 20 U.S.C. §§ 2361-2368 (P.L. 107-110)

ALASKA STATUTES

11.81.430 Justification, use of force, special relationships

11.81.900 Definitions

14.03.078 Report

14.30.180-.350 Education for Exceptional Children

14.33.120-.140 School disciplinary and safety program

ALASKA ADMINISTRATIVE CODE

4 AAC 06.172 Reporting of school disciplinary and safety programs

4 AAC 06.200-.270 Safe schools

4 AAC 06.250 Reporting

4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities

4 AAC 52.010-.990 Education for exceptional children

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Approved: _____

COCURRICULAR ACTIVITIES

The School Board recognizes that cocurricular activities enrich the educational and social development and experiences of students and shall maintain a program for student participation in extra/cocurricular activities which compliments the integrity and purpose of the educational program.

(cf. 6153 - School-sponsored Trips)

Activities, as defined in this policy, include but are not limited to academic, practical arts, fine arts, and physical sport competitions.

Activities shall be tailored to the academic, physical, mental, emotional and social maturity levels of the youth participating in them. We believe each student should have an opportunity to participate in a broad number of activities based on his/her own talents and interests. It is the intent of the District to encourage participation in activities. District sponsored activities shall be approved by the Board, administered according to the appropriate policies and procedures, and supervised by the building administrator.

Emphasis shall be given to the ideals of intellectual challenge, sportsmanship, fair play, and ethical conduct by students, coaches or advisors, and spectators.

Participation in activities is a privilege to be granted to those students who meet the minimum standards of eligibility adopted by the District and those additional standards established by each school for its own students.

The Board shall maintain general control over all aspects of interscholastic policies, programs and activities in the District, including eligibility, seasons, number of activities, personnel, and facilities. The Superintendent shall be responsible to the Board for District compliance with federal and state law.

Philosophy

Elementary: The primary goal of all elementary cocurricular programs shall be the involvement of the maximum numbers of participants. Individual involvement, intellectual challenge, the principles of sportsmanship, teamwork, and commitment shall be emphasized while developing skills relative to the programs offered. The concept of 'having fun' in a safe and healthy environment should be considered the first priority.

Activities will be primarily intramural in nature and travel for elementary activities will not be funded by the Kenai Peninsula Borough School District.

COCURRICULAR ACTIVITIES (continued)

Middle Level: The primary goal of the middle level cocurricular program is to encourage student participation and to afford individual students the opportunity to further develop the skills required to participate in their chosen activities.

Priority should be given to the development of individual abilities while emphasizing the concept of 'having fun' in a safe and healthy environment within the framework of furthering the principles of intellectual challenge, sportsmanship, teamwork, and commitment to a goal.

The District provides opportunities for students to participate in cocurricular activities with emphasis on intramural activities. Interscholastic programs will be conducted in conjunction with an intramural activity as appropriate.

High School: The primary goal of the high school cocurricular program is to involve students in District sponsored activities that serve their interests and talents. These programs should promote positive attitudes through active participation, individual improvement, healthy competition, and the involvement of the community.

High school cocurricular programs focus on interscholastic competition as appropriate. Emphasis shall be given to intellectual challenge, skill development, principles of sportsmanship, team work, commitment to a goal, and 'having fun' in a safe and healthy environment.

Interschool activity programs shall be conducted in accordance with law, policy, school handbooks and the:

Elementary Activities Handbook,
Junior High Activities Handbook, or
High School Activities Handbook

Activities handbooks shall be reviewed by the Kenai Peninsula Student Activities Association and approved annually by the Board.

(cf. 5144 - Discipline)

(cf. 6145.2 - Interscholastic Competition)

The Superintendent/Chief School Administrator shall facilitate the opportunity for transitioning military children's participation in cocurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

COCURRICULAR ACTIVITIES (continued)**Participation By Students Enrolled in Alternative Education Programs**

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

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

The alternative education program in which a student is enrolled must be located entirely in Alaska and must be a public secondary school that provides a nontraditional education program, including the Alaska Military Youth Academy; a public vocational, remedial, or theme-based program; an accredited home school program; a charter school; or a statewide correspondence school. The student must be immunized as required by Alaska State Law and a copy of their current record of immunizations to be provided to the school. Additionally, the student must have a sports physical examination by their health care provider.

(cf. 5141.31 Immunizations)

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

The Board recognizes that good cause may exist for a student to participate in district extracurricular activities even if the student's parent or guardian does not reside within the district. Students who attend an alternative education program full time and who otherwise meet the eligibility requirements for the extracurricular activity(ies) may apply to the district for participation despite the lack of residency. Such a request must be submitted to the superintendent or designee with a written explanation of the good cause that exists. Eligibility in this situation must be approved by the Board. Unless the parent or eligible

COCURRICULAR ACTIVITIES (continued)

student's presence is requested at a meeting of the Board, the Board's decision will be based upon the written request submitted, including any recommendation by the superintendent or designee. Board approval will be effective for the school year in which the student applies and may be renewed annually if the good cause continues to exist.

Legal Reference:

ALASKA STATUTE

14.30.010 Interstate Compact on Educational Opportunity for Military Children

14.30.365 Interscholastic activities; eligibility

ALASKA ADMINISTRATIVE CODE

4 AAC 06.520 Recreational and athletic activities

4 AAC 06.600 Definitions

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 06.520 Recreational and athletic activities

4 AAC 06.600 Definitions

4 AAC 51.320 Vocational student leadership organizations

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: 7/11/2011

CONCUSSION IN STUDENT ATHLETICS AND STUDENT ACTIVITIES

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

The Board recognizes that students who participate in sports and other recreational activities are at risk for concussion. The Board promotes student, parent, and staff awareness of the risks of concussion and directs appropriate concussion management procedures to improve the health and safety of student athletes.

A concussion is a traumatic brain injury resulting from a forceful blow to the head or body that results in rapid movement of the head, causing any change in behavior, thinking, or physical functioning. The likelihood of serious injury increases when a concussion is not properly identified, evaluated, and managed.

(cf. 6145 – Extra Curricular and Co-Curricular Activities)
(cf. 5141 – Health care and Emergencies)

Risk Awareness and Education

The Superintendent will develop appropriate concussion management procedures to help ensure a safe and healthy athletic experience. These procedures shall include guidelines and other information to educate coaches, student athletes, and their parents/guardians of the nature and risk of concussion, including the dangers associated with returning to play before a concussion is fully healed.

On an annual basis, the District will distribute a concussion fact sheet (*E 6145.22(1) A Parent’s Guide to Concussion in Sports*) to students participating in District-sponsored sports, and to their parents/guardians. The student and parent/guardian must return a signed, written acknowledgement (*E 6145.22(2) ASAA Parent and Student Acknowledgement and Consent*) indicating they have reviewed and understand the information. The *E 6145.22(2)* must be signed and received by the coach prior to the athlete’s participation in any District-sponsored practice or competition.

CONCUSSION IN STUDENT ATHLETICS AND STUDENT ACTIVITIES

(continued)

Removal and Return-To-Play

Note: AS 14.30.142(d) requires that an athlete be evaluated and cleared for participation “in writing by an athletic trainer or other qualified person who has received training ~~and is currently certified,~~ as verified in writing or electronically by the qualified person, in the evaluation and management of concussions.” ~~There is currently no recognized certification for the evaluation and management of concussions so districts should require that the qualified person be trained in the evaluation and management of concussions.~~ State law defines a “qualified person” as either a health care provider who is licensed in Alaska or exempt from licensure, or a person acting at the direction or under the supervision of a physician who is licensed in Alaska, or exempt from licensing under AS 08.64.370(1), (2), or (4).

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

Coaches Training

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

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

Legal Reference:

ALASKA STATUTES

AS 14.30.142 Concussions in student athletes: prevention and reporting

AS 14.30.143 Concussions in student athletes: school district immunity

CONCUSSION IN STUDENT ATHLETES AND STUDENT ACTIVITIES

GUIDELINES FOR CONCUSSION MANAGEMENT

Concussions are a serious concern for students participating in sports. A concussion is a traumatic brain injury. The effects of concussion can be mitigated by prompt recognition and appropriate response. These guidelines focus on concussion education, prevention, uniform concussion response, and safe and appropriate return-to-play.

Education of coaches, athletes, teachers, students and parents about the nature and risks of concussion is in the best interest of all students. A competitive athletic culture of playing through pain or “toughing it out” puts student-athletes at risk of brain injury, disability, and/or death as a result of concussion and repeat concussion injuries. Allowing a student-athlete to return to play before recovering from a concussion, or any injured student to return to full school activity, greatly increases the risk of serious and permanent injury.

TRAINING

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

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

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

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

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

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

PREVENTION

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

CONCUSSION IN STUDENT ATHLETES (continued)

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

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

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

CONCUSSION FACT SHEET FOR PARENTS AND ATHLETES

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

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

Each student who registers for a District-sponsored sport will receive a fact sheet on the nature and risks of concussions (*E 6145.22(1) A Parent’s Guide to Concussion in Sports*). The fact sheet will also be disseminated to each participant’s parent or guardian for athletes under the age of 18.

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

A student may not participate in school athletic activities unless the student and parent/guardian have signed *E 6145.22(2) ASAA Parent and Student Acknowledgement and Consent*. Schools shall keep a copy of the signed form on file. Only one verification is needed per school year, even if the student participates in more than one sport.

CONCUSSION IN STUDENT ATHLETES (continued)

RISKS AND STANDARDS FOR RETURN TO PLAY

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

Identifying Concussion and Determining the Level of Medical Response

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

The following situations should result in immediate emergency care:

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

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

CONCUSSION IN STUDENT ATHLETES (continued)

Return-to-Play Clearance

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

A student who has been removed from participation in a practice or game for suspicion of concussion will not return to play until the student has been evaluated and cleared for participation with a completed and signed *E 6145.22(3) ASAA Release for Student to Resume Participation Following a Concussion*. A student may be cleared in writing by an athletic trainer or other “qualified person” who has received training, as verified in writing or electronically by the qualified person, in the evaluation and management of concussions. Under Alaska law, a “qualified person” means either

- (a) a health care provider who is licensed in the state or exempt from licensure under state law; or
- (b) a person who is acting at the direction and under the supervision of a physician who is licensed in the state or exempt from licensure under AS 08.64.370(1) [medical providers in the Armed Services or the United States Public Health Service while in the discharge of their official duties], (2) [out-of-state physicians or osteopaths consulting with in-state doctors or osteopaths in the diagnosis or treatment of cases], or (3) [medical providers in the Armed Services or the United States Public Health Service volunteering services without pay to a medical facility].

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

The District will utilize a protocol of gradual RTP (*E 6145.22(4) ASAA School/Medical Concussion Care Plan*) to maximize student safety. Gradual RTP permits a greater assessment of student recovery and permits monitoring for the return of any signs or symptoms of concussion.

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

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

CONCUSSION IN STUDENT ATHLETES (continued)

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

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

Day 1 – 15 Minutes of Light Aerobic Activity (Walk, Exercise Bike, etc.)
– Trial half day of school. No homework. No testing.
– **If no return of symptoms, then:**

Day 2 – 30 Minutes of Light to Moderate Aerobic Activity (Walk, Exercise Bike, etc.)
– Trial full day of school. No Homework. No testing.
– **If no return of symptoms, then:**

Day 3 – 30 Minutes of Moderate to Heavy Aerobic Activity
– Full day of school. Regular homework assignments. No testing.
– **If no return of symptoms, then:**

Day 4 – 30 Minutes of Heavy Aerobic Activity and 15 Minutes of Resistance Exercise (Push-ups, Sit-ups, Weight Lifting).
– Full day of school. Regular homework. Regular testing.
– **If no return of symptoms, then:**

Day 5 – Return to Practice with NON CONTACT Limited Participation.
– **If no return of symptoms, then:**

Day 6 – Return to Full Practice WITH CONTACT

CONCUSSION IN STUDENT ATHLETES (continued)

School/Medical Concussion Care Plan

Note: E 6145.22(4) is ASAA’s “School/Medical Concussion Care Plan.”

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

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

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

Throughout the incremental return to school and exercise, the principal or designee should designate a staff member, preferably a school nurse if available, who meets with the athlete daily to determine the level of symptoms, to evaluate the response to increases in hours of school and intensity of exercise, to decide if the athlete will advance to the next increment of return, and to communicate daily status reports to the athlete, the parent, the health care provider supervising the concussion care, and senior school staff.

CONCUSSION IN SCHOOL (NON-INTRAMURAL OR COCURRICULAR)

Concussion awareness has become a critical need for school staff in general. KPBSD administrators, school nurses, PE teachers and school secretaries will be expected to complete concussion awareness training in order to provide clear guidelines for response to suspected/actual concussions, understand and utilize “return to play” procedures for all students with suspected head injury, and educate parents and students in concussion awareness, as appropriate.

To achieve this goal, all school administrators, school nurses, PE teachers and school secretaries will take the course: **CDC/NFHS Free online training for Coaches of High School Sports**. This course is applicable to students of all ages, whether in high school sports or simply playing on the playground during elementary school recess. Once the course is completed, the certificate of completion must be printed out before logging out of the website, and a copy of the certificate must be given to the site administrator. Administrators will send the completed certificates to Human Resources, where a District document will be maintained listing employees and coaches who have successfully completed the

CONCUSSION IN STUDENT ATHLETES (continued)

training. The training will be valid for a maximum of three years. Administrators will have access to view the document as well. The course can be found by going to the CDC page entitled “Heads Up: Concussion in School Sports” or at <http://www.nfhslearn.com/electiveDetail.spx?courseID=15000>.

- 1) This training applies to all activities including intramurals, recess and PE.
- 2) Regardless of age or if a sport-related injury, if concussion is suspected or confirmed, all students must follow the return to play guidelines set forth in the *E 6145.22(3) ASAA Release for Student to Resume Participation Following a Concussion* and *E 6145.22(4) ASAA School/Medical Concussion Care Plan*.
- 3) Anytime a concussion is suspected, it is recommended a student see his or her healthcare provider. If concussion is confirmed, the student should not return to school until symptom free for 24 hours.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: 8/6/2012