

Kenai Peninsula Borough School District Board of Education Meeting Agenda

December 5, 2005 – 7:00 p.m.
Regular Meeting

Borough Administration Building
148 N. Binkley, Soldotna, Alaska

SCHOOL BOARD MEMBERS:

Mrs. Debra Mullins, President
Mrs. Sammy Crawford, Vice President
Ms. Sandra Wassilie, Clerk
Mr. Marty Anderson, Treasurer
Dr. Nels Anderson
Mrs. Debbie Brown
Mr. Bill Hatch
Mrs. Sunni Hilts
Ms. Liz Downing
Miss Kelly King, Student Representative

Worksessions

2:15 p.m. [School Calendars](#) - *Structure*
2:30 p.m. [Policy Manual Section 6000](#) - *Structure*
3:30 p.m. Website Update - *Structure*
4:15 p.m. [FY06 Budget](#) - *Structure*

A-G-E-N-D-A

1. **Executive Session – Negotiations** (*beginning at 5:00 p.m.*)
2. **Opening Activities**
 - a. Call to Order
 - b. Pledge of Allegiance/National Anthem/Alaska Flag Song
 - c. Roll Call
 - d. Approval of Agenda
 - e. Approval of Minutes/[November 21, 2005](#)
3. **Awards and Presentations** - *Advocacy*
 - a. Leana Stickler, Spirit of Youth Certificate
4. **School Reports Report** - *Accountability*
 - a. Nikiski North Star - Mrs. Lori Manion
5. **Public Presentations** (Items not on agenda, 3 minutes per speaker, 30 minutes aggregate)
6. **Hearing of Delegations**
7. **Communications and Petitions**
8. **Advisory Committee, Site Councils and/or P.T.A., K.P.A.A., K.P.E.A., K.P.E.S.A., Borough Assembly**
9. **Superintendent's Report** - *Accountability*
10. **Reports** - *Accountability*
 - a. Board Reports

11. Action Items

a.

Consent Agenda

- (1) Approval of [New Teacher Assignments](#) – *Structure*
- (2) Approval of [School Calendars](#) – *Structure*
- (3) Approval of [Six-Year Plan and School Construction Needs](#) – *Vision*

Finance

- b. Approval of [FY06 Budget Revision](#) – *Structure*

12. First Reading of Policy Revisions – *Structure*

- a. [Section 6000](#) – BP 6000, Concepts and Roles; BP 6020, Parent Involvement; BP 6111, School Calendar; BP 6112, School Day; BP 6115, Ceremonies and Observances; BP 6141, Curriculum Development and Evaluation; AR 6141, Curriculum Development and Evaluation; BP 6141.2, Recognition of Religious Beliefs and Customs; BP 6141.4, Assessment; AR 6141.4, Assessment; BP 6143, Elementary Schools; BP 6144, Controversial Issues; AR 6144, Controversial Issues; AR 6145, Cocurricular Activities; BP 6145, Cocurricular Activities; BP 6145.2, Interscholastic Competitions; BP 6145.3, Publications; BP 6145.5, Student Organizations and Equal Access; AR 6145.5, Student Organizations and Equal Access; BP 6146, Graduation Requirements and Standards of Proficiency; E 6146.1, Physical Education Waiver Request; BP 6146.1, High School Graduation Requirements; AR 6146.1, High School Graduation Requirements; AR 6146.11, Early Graduation; E 6146.11, Early Graduation Procedures; BP 6146.2, High School Equivalency Test; BP 6146.3, Reciprocity on Graduation Requirements; BP 6146.4, Differential Graduation and Competency Standard Requirements for Individuals with Exceptional Needs; AR 6146.4, Special Service Grading and Graduation Guidelines; AR 6146.7, Waivers to the High School Graduation Qualifying Examination; BP 6153, School Sponsored Trips; AR 6153, School Sponsored Trips; E 6153(a), Extended Field Trips (In-State); E 6153(b), Verification of School Trip Information; E 6153(c), KPBSD Field Trip Questionnaire; AR 6153.1, School-Sponsored Trips/Special Medical Needs; AR 6155, Guidelines for Challenging a High School Course; AR 6158(b), Health Curriculum Opt-Out Provisions; BP 6161.1, Selection and Evaluation of Instructional Materials; AR 6161.1, Selection and Evaluation of Instructional Materials; BP 6161.11, Supplementary Instructional Materials; AR 6161.11, Supplementary Instructional Materials; BP 6161.12, Gifts of Instructional Materials; BP 6161.13, Student Fees for Instructional Materials; AR 6161.13, Student Fees for Instructional Materials; BP 6161.2, Damaged for Lost Instructional Materials; BP 6162.6, Use of Copyrighted Materials; AR 6162.6, Use of Copyrighted Materials; BP 6162.71, Internet Use; E 6162.71, Internet Use Agreement; BP 6162.8, Research; BP 6164.2, Guidance and Counseling Services; BP 6164.4, Identification of Individuals with Exceptional Needs; AR 6164.4, Identification of Individuals with Exceptional Needs; BP 6164.41, Time Out Room; E 6164.41, Time Out Room; BP 6164.5, Intervention Teams; AR 6164.5, Intervention Teams; E 6165.5, Student Accommodation Plan; AR 6171, Title I Programs; BP 6171, Title I Programs; BP 6172, Special Education; BP 6174, Limited English Proficiency; BP 6174.1, Education of Alaska Native/Native American Children; AR 6174.1, Education of Alaska Native/Native American Children; BP 6177, Summer School; BP 6178, School-To-Work AR 6178, School-To-Work; BP 6180, Dual Credit Guidelines; AR 6180, Dual Credit Guidelines.; BP 6181, Correspondence Study Program; AR 6181, Correspondence Study Program; BP 6182, Secondary Boarding Program; AR 6183, Alternative High School Programs; BP 6184, Secondary Program Adaptation; BP 6185, Homebound Instruction; BP 6186, Independent Study Program; and BP 6187, Charter School Policy

13. Public Presentations/Comments (Individuals are limited to three minutes each on the topic(s) listed below or on any topic.)

14. Board Comments**15. Executive Session****16. Adjourn**

* * * * *



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Sam Stewart, Assistant Superintendent
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8858 Fax (907) 262-5867
Email: sstewart@kpbsd.k12.ak.us

Memo To: Members, Board of Education
From: Sam Stewart
Assistant Superintendent of Instruction
Date: November 28, 2005
Re: School Calendars for Board Approval

The revised 2006-07 and the proposed 2007-08 calendars are submitted for your consideration and approval.

This year's Calendar Committee met on November 8, 2005.

Committee Members

Deb Mullins	- Board Representative
Patty Rich	- Parent Representative
Christine Carlson	- Parent Representative
Connie Jo Hulsey	- Support Representative
Natalie Kant	- Teacher Representative
Tim Peterson	- Administrative Representative
Student Member	- Unable to attend

Also Present

Sam Stewart	- Assistant Superintendent of Instruction
Mari Auxier	- Administrative Secretary

The following changes are proposed in the 2006-07 revision:

- Veteran's Day Holiday was eliminated which allows school to end one day earlier (May 23) so that there are three days for graduation.
- Spring holiday (April 6) conflicts with statewide student testing and was moved to April 20.

The administration recommends approval of the school calendars.

Attachment: [2006-07 Revised Calendar](#)
[2007-08 Proposed Calendar](#)

Kenai Peninsula Borough School District

2006-2007 REVISED Calendar

C School Closes
E End of Quarter
H Legal Holiday
IS Inservice

O School Opens
V Vacation Day
W Teacher Work Day
PN P/T Conference

July 2006							August 2006							September 2006							October 2006							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1			1	2	3	4	5							1	2	1	2	3	4	5	6	7
																									Student Testing			
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	
		H																										
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	
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16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	
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23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					
30	31																											
# of Inservice Days: 0	# of Inservice Days: 3	# of Inservice Days: 0	# of Inservice Days: 3				# of Inservice Days: 0	# of Inservice Days: 19				# of Inservice Days: 22																
Student Contact Days: 0	Student Contact Days: 8	Student Contact Days: 20	Student Contact Days: 19				Student Contact Days: 21	Student Contact Days: 22				Student Contact Days: 22																
# of Teacher Days: 0	# of Teacher Days: 13	# of Teacher Days: 21	# of Teacher Days: 22				# of Teacher Days: 21	# of Teacher Days: 22				# of Teacher Days: 22																

November 2006							December 2006							January 2007							February 2007																		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S												
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26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				25	26	27	28															
							31																																
# of Inservice Days: 0	# of Inservice Days: 0	# of Inservice Days: 1	# of Inservice Days: 2				# of Inservice Days: 0	# of Inservice Days: 11				# of Inservice Days: 20																											
Student Contact Days: 20	Student Contact Days: 11	Student Contact Days: 21	Student Contact Days: 18				Student Contact Days: 21	Student Contact Days: 18				Student Contact Days: 20																											
# of Teacher Days: 22	# of Teacher Days: 12	# of Teacher Days: 23	# of Teacher Days: 20				# of Teacher Days: 23	# of Teacher Days: 20				# of Teacher Days: 20																											

March 2007							April 2007							May 2007							June 2007																			
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S													
						1	2	3	1	2	3	4	5	6	7																									
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9													
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16													
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23													
25	26	27	28	29	30	31	29	30						27	28	29	30	31	24	25	26	27	28	29	30															
# of Inservice Days: 1	# of Inservice Days: 0	# of Inservice Days: 0	# of Inservice Days: 0				# of Inservice Days: 16	# of Inservice Days: 20				# of Inservice Days: 0																												
Student Contact Days: 16	Student Contact Days: 20	Student Contact Days: 17	Student Contact Days: 0				Student Contact Days: 17	Student Contact Days: 0				Student Contact Days: 0																												
# of Teacher Days: 17	# of Teacher Days: 20	# of Teacher Days: 18	# of Teacher Days: 0				# of Teacher Days: 18	# of Teacher Days: 0				# of Teacher Days: 0																												

End of Quarter

First Quarter October 20 42 Days
 Second Quarter January 15 45 Days
 Third Quarter March 9 36 Days
 Fourth Quarter May 24 47 Days
 170 Days

First and Last Days

Teacher First August 15
 Teacher Last May 24
 Student First August 22
 Student Last May 23

Inservice Days

August 15, 16, 21
 October 20
 October 26 - 27 (IS/Conference)
 January 15
 February 8, 9 (IS/Conference)
 March 9

Legal Holidays and Vacation Days

Independence Day July 4
 Labor Day September 4
 Thanksgiving November 23-24
 Christmas December 18-January 1
 Spring Break March 19-23
 Vacation Day April 20
 Memorial Day May 28

Inservice = (3 Outside School Year, 7 During)

Total S/T = 170+10=180/188

Board Approved - 6/2/03, DEED Approved - 6/12/03

Kenai Peninsula Borough School District

2007-08 PROPOSED Calendar

C School Closes **O** School Opens
E End of Quarter **PN** P/T Conference
H Legal Holiday **V** Vacation Day
IS Inservice **W** Teacher Work Day

July 2007							August 2007							September 2007							October 2007						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4 H	5	6	7				1	2	3	4							1	1	2 Student Testing	3	4	5	6	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3 H	4	5	6	7	8	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15 IS	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19 IS/E	20
22	23	24	25	26	27	28	19	20 IS	21 IS	22 O	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25 PN	26 PN	27
29	30	31					26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31				
													30														
# of Inservice Days:	0						# of Inservice Days:	3						# of Inservice Days:	0						# of Inservice Days:	3					
# of Student Days:	0						Student Contact Days:	8						Student Contact Days:	19						Student Contact Days:	20					
# of Teacher Days:	0						# of Teacher Days:	13						# of Teacher Days:	20						# of Teacher Days:	23					

November 2007							December 2007							January 2008							February 2008						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3						1			1 H	2 V	3 V	4 V	5						1	2	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7 PN	8 PN	9
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14 IS/E	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22 H	23 H	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30		23	24 V	25 H	26 V	27 V	28 V	29	27	28	29	30	31		24	25	26	27	28	29		
							30	31 V																			
# of Inservice Days:	0						# of Inservice Days:	0						# of Inservice Days:	1						# of Inservice Days:	2					
Student Contact Days:	20						Student Contact Days:	15						Student Contact Days:	18						Student Contact Days:	19					
# of Teacher Days:	22						# of Teacher Days:	16						# of Teacher Days:	20						# of Teacher Days:	21					

March 2008							April 2008							May 2008							June 2008							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1			1	2	3	4	5						1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7 IS/E	8	6	7	8	9	10	11 V	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
16	17 V	18 V	19 V	20 V	21 V	22	20	21	22	23	24	25	26	18	19	20	21	22 C	23 W	24	22	23	24	25	26	27	28	
23	24	25	26	27	28	29	27	28	29	30				25	26 H	27	28	29	30	31	29	30						
30	31																											
# of Inservice Days:	1						# of Inservice Days:	0						# of Inservice Days:	0						# of Inservice Days:	0						
Student Contact Days:	15						Student Contact Days:	21						Student Contact Days:	15						Student Contact Days:	0						
# of Teacher Days:	16						# of Teacher Days:	21						# of Teacher Days:	16						# of Teacher Days:	0						

End of Quarter

1st Quarter	Oct. 19	41 days
2nd Quarter	Jan. 14	46 days
3rd Quarter	Mar. 7	36 days
4th Quarter	May 21	47 days
		170 days

First and Last Days

Teacher First	Aug. 15
Teacher Last	May 22
Student First	Aug. 22
Student Last	May 21

Inservice Dates

August 15, 20, 21
October 19, 25, 26
January 14
February 7, 8
March 7

Legal Holidays and Vacation Days

Independence Day	July 4
Labor Day	September 3
Thanksgiving	November 22-23
Christmas	Dec. 24-Jan. 4
Spring Break	March 17-21
Vacation Day	April 11
Memorial Day	May 26

Inservice = 3 Outside School Year, 7 During
Total S/T = 170 + 10 = 180/188



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Sam Stewart, Assistant Superintendent
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8858 Fax (907) 262-5867
Email: sstewart@kpbsd.k12.ak.us

MEMORANDUM

TO: Board of Education

FROM: Sam Stewart, Assistant Superintendent

RE: First Reading on Section 6000, Instruction

Date: November 28, 2005

As part of the systematic examination of the Policy Manual, the policy review committee met on October 17, 2005 to review and make recommendations for revision of Section 6000, Instruction. The Board reviewed BP 6000 through BP 6161.12 at the worksession of the November 21, 2005 meeting. The revisions are presented for review during the worksession and a first reading during the business meeting.

Housekeeping Revisions:

BP 6020 Parent Involvement
BP 6111 School Calendar
BP 6112 School Day
BP 6115 Ceremonies and Observances
BP 6141.2 Recognition of Religious Beliefs and Customs
BP 6141.4 Assessment
AR 6141.4 Assessment
BP 6144 Controversial Issues
AR 6144 Controversial Issues
AR 6145 Cocurricular Activities – Eliminate term “extracurricular”.
BP 6145.2 Interscholastic Competitions
BP 6145.3 Publications
BP 6145.5 Student Organizations and Equal Access
AR 6145.5 Student Organizations and Equal Access
E 6146.1 Physical Education Waiver Request
AR 6146.11 Early Graduation
E 6146.11 Early Graduation Procedures
BP 6146.3 Reciprocity on Graduation Requirements
BP 6146.4 Differential Graduation and Competency Standard Requirements for Individuals with Exceptional Needs
AR 6146.7 Waivers to the High School Graduation Qualifying Examination
BP 6153 School Sponsored Trips

- AR 6153 School Sponsored Trips
- E 6153(a) Extended Field Trips (In-State)
- E 6153(b) Verification of School Trip Information
- E 6153(c) KPBSD Field Trip Questionnaire
- AR 6155 Guidelines for Challenging a High School Course
- AR 6158(b) Health Curriculum Opt-Out Provisions
- BP 6161.1 Selection and Evaluation of Instructional Materials
- BP 6161.11 Supplementary Instructional Materials
- BP 6161.12 Gifts of Instructional Materials
- BP 6161.2 Damaged or Lost Instructional Materials
- BP 6162.6 Use of Copyrighted Materials
- AR 6162.6 Use of Copyrighted Materials
- BP 6162.71 Internet Use – Note: This BP is undergoing additional review and revisions are likely in the future.
- E 6162.71 Internet Use Agreement
- BP 6162.8 Research
- BP 6164.2 Guidance and Counseling Services
- BP 6164.4 Identification of Individuals with Exceptional Needs
- AR 6164.4 Identification of Individuals with Exceptional Needs
- BP 6164.5 Intervention Teams
- AR 6164.5 Intervention Teams
- E 6165.5 Student Accommodation Plan
- AR 6171 Title I Programs
- BP 6172 Special Education
- BP 6177 Summer School
- BP 6180 Dual Credit Guidelines
- BP 6182 Secondary Boarding Program
- AR 6183 Alternative High School Programs
- BP 6184 Secondary Program Adaptation
- BP 6185 Homebound Instruction
- BP 6186 Independent Study Program
- BP 6187 Charter School Policy – Currently being reviewed by Charter School Committee. Revisions expected at a later date.

Other revisions/adoptions:

- BP 6000 Concepts and Roles – Included use of data to make curriculum decisions
- BP 6141 Curriculum Development and Evaluation – Deleted performance objectives—no longer needed due to development of state standards and grade level equivalencies.
- AR 6141 Curriculum Development and Evaluation – Deleted out-of-date curriculum revision cycle. Cycle will continue but does not need to be a regulation.
- BP 6143 Elementary Schools – Curriculum to be aligned with standards.
- BP 6145 Cocurricular Activities – Eliminate term “extracurricular”.
- BP 6146 Graduation Requirements and Standards of Proficiency – Recommend deletion. Science assessment will soon become part of the State’s standards-based assessment system. Social Studies exam can be incorporated into government curriculum.

- BP 6146.1 High School Graduation Requirements – Amended to include HSGQE, Alaska Studies and specific Social Studies requirements
- AR 6146.1 High School Graduation Requirements – Classes taken by eighth graders at high school will be given high school credit.
- BP 6146.2 High School Equivalency Test – Board and District no longer have to give permission for student to take GED.
- AR 6146.4 Special Service Grading and Graduation Guidelines – Changed to reflect current statutory and regulatory requirements of IDEA and FERPA.
- AR 6153.1 School-Sponsored Trips/Special Medical Needs – Notification requirements for school nurse changed.
- AR 6161.1 Selection and Evaluation of Instructional Materials – Revised conflict of interest (to reflect commonly accepted practice).
- AR 6161.11 Supplementary Instructional Materials – Updated terminology. R-rated films prohibited.
- BP 6161.13 Student Fees for Instructional Materials – Fees may not be charged for required materials.
- AR 6161.13 Student Fees for Instructional Materials – Deleted: Fees are not charged for required instructional materials, therefore, AR is not needed.
- BP 6164.41 Time Out Room – Recommend deletion as procedures for use of time-out rooms are governed by Individual Education Plans
- E 6164.41 Time Out Room – Will not be needed with deletion of policy
- BP 6171 Title I Programs – Revised to reflect current practice and requirements
- BP 6174 Limited English Proficiency – Updated terminology and practices to reflect requirements of statute and /or regulation.
- BP 6174.1 Education of Alaska Native/Native American Children - Updated terminology and practices to reflect requirements of statute and /or regulation.
- AR 6174.1 Education of Alaska Native/Native American Children - Updated terminology and practices to reflect requirements of statute and /or regulation.
- BP 6178 School-To-Work – Delete. The District currently has no defined “School-to-Work” program.
- AR 6178 School-To-Work – Delete. The District currently has no defined “School-to-Work” program.
- AR 6180 Dual Credit Guidelines – Simplified dual credit guidelines.
- BP 6181 Correspondence Study Program – deleted, obsolete.
- AR 6181 Correspondence Study Program – deleted, obsolete.

CONCEPTS AND ROLES

The School Board believes that the District and community must work together to ensure that educational goals and objectives are relevant to the lives and future of our students. The Board shall adopt policies which define District philosophy and goals. The Superintendent shall provide for the development of District wide instructional objectives.

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(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)

The Board recognizes the importance of planning, implementing and evaluating the instructional program and shall provide the resources necessary for ongoing review and improvement of the District curriculum.

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(cf. 6141 - Curriculum Development and Evaluation)

In order to keep abreast of educational trends and changing student needs, the Board supports a continuing program of inservice education for certificated staff, the administration, and Board members.

(cf. 9240 - Board Development)

The District shall provide comparable educational opportunities for all students. The Superintendent shall schedule teachers and classes so that there is a minimum variation in the student-teacher ratio from school to school at the beginning of each school year. He/she shall further ensure that the amount and quality of textbooks, instructional supplies and equipment are closely comparable in every District school and at each level.

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Note: United States Code, Title 20, Section 2728 and the Code of Federal Regulations, Title 34, Section 200.43 mandate districts receiving Chapter I funds to establish and implement a district wide salary schedule and written policy ensuring the equivalent provision of staff, curriculum materials and instructional supplies among schools. Pursuant to the Code of Federal Regulations, Title 34, Section 298.23 recipients of Chapter 2 funds also must demonstrate that program services, equipment, materials and supplies are supplementary to the regular program.¶

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6171 - Title I Programs)

Instruction in the core curriculum shall not be diminished when students receive supplementary services funded by special governmental programs.

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CONCEPTS AND ROLES (continued)

The School Board

- 1. Articulates the District's educational philosophy and goals through Board policy and approves District wide instructional objectives which reinforce the District's philosophy and goals. Deleted: district
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Deleted: district
- 2. Adopts all curriculum and graduation requirements. Deleted: course of study
- 3. Determines the educational programs to be offered to the District's students. Deleted: Selects
Deleted: district
- 4. Reviews the instructional program and evaluates the education received by students using data including results of State and District student assessments. Deleted: ¶
4. Approves instructional materials and resources to be used in the district's curriculum.¶
Deleted: 5

The Superintendent

- 1. Establishes procedures for the ongoing review, evaluation, and development of the District's curriculum. Deleted: district
- 2. Ensures the articulation of the District curriculum between educational levels. Deleted: district
- 3. Administers the District's educational program and reports to the Board on the accomplishment of District goals and objectives through testing and other types of appraisal. Deleted: district
Deleted: district
- 4. Decides the general methods of instruction to be used.
- 5. Assigns instructors and schedules classes for all curricular offerings.

CONCEPTS AND ROLES (continued)

Legal Reference:

ALASKA STATUTES

14.03.060 *Elementary, junior high, and secondary schools*

14.03.090 Partison, sectarian or denominational doctrines prohibited

Deleted: Sectarian

14.08.111 *Duties (regional school boards)*

14.14.090 Duties of school boards

Deleted: Additional d

14.14.110 *Cooperation with other districts*

ALASKA ADMINISTRATIVE CODE

4 AAC 05.070 *Program planning and evaluation*

UNITED STATES CODE, TITLE 20

2728 (c) *Fiscal requirements/comparability of services*

2971 (b) *Federal funds supplementary*

CODE OF FEDERAL REGULATIONS, TITLE 34

200.43 *Comparability of services requirements, Title 1*

Deleted: Chapter 1¶
298.23 *Comparability of services requirements, Chapter 2*

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

Deleted: 7/1/96

PARENT INVOLVEMENT

The School Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians directly affect academic success by reinforcing their children's motivation and commitment to education. The District shall include parent involvement strategies as a component of instructional planning.

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Teachers and parents/guardians can better understand and meet student needs if they work together. All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and techniques which support classroom learning. Administrators and teachers should keep parents/guardians well informed about school expectations and tell them when and how they can assist their children in support of classroom learning activities. The Board encourages staff training in effective communication with the home.

The Board encourages parents/guardians to serve as volunteers in the schools and to attend student performances and school meetings. In an effort to maximize opportunities for parental involvement, an attempt will be made to accommodate parent schedules.

- (cf. 1240 - Volunteer Assistance)*
- (cf. 1250 - Visits to the Schools)*
- (cf. 5124 - Communications with Parents/Guardians)*
- (cf. 6171 - Title I Programs)*

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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SCHOOL CALENDAR

The Superintendent shall recommend to the School Board a school calendar that will meet the requirements of the law as well as the needs of the community, students and the work year as negotiated with District personnel with a primary focus on the District's ability to deliver the instructional program.

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As authorized by state law, the Board shall establish the annual school calendar that fixes the dates and days of attendance based upon the recommendations of the calendar committee which is composed of one teacher, three parents (representing elementary, middle school, and high school age students), student, administrator, educational support employee and Board member. The calendar committee will recommend calendars for two school years. The committee shall complete its duties by December 1 of the year preceding the expiration of the currently adopted calendar cycle.

Deleted: ¶
Note: AS 14.03.030 mandates a school term of 180 days. With the approval of the Commissioner of Education, up to ten days may be used for teacher inservice training. "Emergency closure days" may be substituted for days in session because of conditions posing a threat to the health or safety of students. A school board may adopt a school calendar of as few as 170 days (150 days if necessary to abate health hazards), conditioned upon the board submitting an acceptable plan providing students with an approximate educational equivalent of 180 days in session.¶

The school calendar shall show the beginning and ending school dates, legal and local holidays, orientation and teacher inservice days, number of teaching days, vacation periods and other pertinent dates.

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(cf. 6115 - Ceremonies and Observances)

Legal Reference:
ALASKA STATUTES
14.03.030 School term

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: _____

Deleted: 12/03/01

Instruction

BP 6112

SCHOOL DAY

The School Board shall fix the length of the school day subject to the provisions of law.

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities and requirements of state law and regulations.

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Note: Pursuant to AS 14.03.040, the school board may approve Saturday as a day in session.¶
¶

Legal Reference:

ALASKA STATUTES

14.03.040 Day in session

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

Deleted: 7/1/96

CEREMONIES AND OBSERVANCES

Patriotic Exercises

The School Board encourages activities that instill pride in our country. The Pledge of Allegiance shall be recited or patriotic exercises conducted each day.

The District respects the legal right of individuals not to participate in the salute to the flag for personal reasons.

(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

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Note: Federal courts have held that individuals may not be compelled to salute the flag or even to stand during the salute. ¶
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Special Days and Events

District schools shall commemorate special days and events in accordance with law. Schools are encouraged to recognize days and events of local significance.

District schools shall be closed in observance of Labor Day, Thanksgiving Day and the day after, Christmas Day, New Year's Day, Memorial Day, and the Fourth of July.

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday.

(cf. 6111 - School Calendar)

Legal Reference:

ALASKA STATUTES

14.03.050 School holidays

14.03.130 Display of flag and pledge of allegiance

41.15.900 Observance of Arbor Day

West Virginia State Board of Education, et al. v. Burnette, et al 319 U.S. 624 (1943)4

Banks v. Board of Public Instruction, 314 F. Supp. 285

Hanover v. Northrup, 325 F. Supp. 170

Deleted: ¶
Note: AS 14.03.050 allows the Board to designate additional holidays. The following reflects school holidays designated by AS 14.030.050. ¶

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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CURRICULUM DEVELOPMENT AND EVALUATION

The School Board shall provide a comprehensive instructional program to serve the educational needs of the District's students. The Board accepts responsibility for establishing what students should learn. Therefore, the Board shall adopt a District curriculum which, to the extent possible, reflects the desires of the community, the needs of society, and the requirements of law.

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Curriculum development and improvement is of primary importance and as such will be part of an ongoing process in this District. The Superintendent shall have general coordinating authority over the design and development of curriculum. The Superintendent shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students (as appropriate) and parents/guardians. The Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and inservice training.

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

The curriculum shall be consistent with and aligned to established state standards and the philosophy, goals and objectives of the District. The Superintendent shall keep the Board informed regarding current District curriculum efforts and student achievement. The Superintendent shall provide all necessary assistance to the Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the Board. Prior to adoption, a work session will be convened with the Board and the curriculum committee. The curriculum committee shall discuss its findings with the staff, community and students.

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The Board shall adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for District wide curriculum development. The Board shall review each content area at least once every six years.

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Teachers are to align their teaching to District standards and curriculum,

Deleted: The curriculum and all related modifications thereof shall be in support of the following district performance expect

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CURRICULUM DEVELOPMENT AND EVALUATION (continued)

Legal Reference:

ALASKA STATUTES

14.14.110 *Cooperation with other districts*

ALASKA ADMINISTRATIVE CODE

4 AAC 05.900 *Definitions*

4 AAC 05.080 *School curriculum and personnel*

4 AAC 51.310 *Evaluation*

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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¶ **Performance Expectations** ¶

Students will:¶

- ¶ 1. Arts: Apply knowledge of language arts, fine arts, creative arts, and performing arts.¶
- ¶ 2. Civic Responsibility: Participate responsibly in their school, community, country, and the world.¶
- ¶ 3. Collaboration: Work with others willingly, respectfully, cooperatively, and effectively.¶
- ¶ 4. Communication: Communicate effectively in reading, writing, listening, speaking, and numbers.¶
- ¶ 5. Creativity: Utilize creative thinking and expression in varied situations.¶
- ¶ 6. Life Planning: Apply knowledge of economics, personal finance, goal setting, and career planning.¶
- ¶ 7. Mathematics: Apply mathematical principles and operations to solve a wide range of problems.¶
- ¶ 8. Problem Solving: Make decisions and apply solutions in real-life situations both independently and collaboratively.¶
- ¶ 9. Sciences: Apply skills and scientific concepts to explain the world, find solutions for its problems, and suggest improvements.¶
- ¶ 10. Social Sciences: Apply knowledge of history, geography, and government to the present and future.¶
- ¶ 11. Technology: Use technology as a tool for learning and expression.¶
- ¶ 12. Wellness: Integrate into everyday life an awareness of health, wellness, and leisure-time activities.¶

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BP 6141(c)¶

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Curriculum¶

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CURRICULUM DEVELOPMENT AND EVALUATION

The curriculum organization system shall be the basis for the curriculum organization and is included as the final page of this regulation. That system requires that curriculum be based upon identified and adopted program standards and assessment consistent with the District assessment policy. The District assessment policy will define the manner in which the adopted District performance objectives are being achieved and the degree to which those objectives assure achievement of the District mission statement and beliefs.

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CURRICULUM REVIEW AND DEVELOPMENT

The Superintendent shall conduct activities which routinely evaluate, review, revise or develop curricula for use in District schools. The objective of these actions is to maintain and improve an articulated kindergarten through Grade 12 curriculum.

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To accomplish this objective, the Superintendent shall involve teachers, administrators and other stakeholders in activities which accomplish the following tasks within a defined cycle:

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1. Review, revise and implement District curricula in scheduled content areas;
2. Review, revise and implement assessments for basic skills content areas;
3. Review and select instructional materials which are free of sex bias to support the curricula;
4. Evaluate curriculum, assessment processes and instructional materials;
5. Provide for community participation in the curriculum development process;
6. Provide curriculum related staff development programs which assist teachers in using approved curricula.

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Phase ... [2]

Legal Reference:

ALASKA STATUTES
14.14.110 Cooperation with other districts

ALASKA ADMINISTRATIVE CODE

4 AAC 05.900 Definitions
4 AAC 05.080 School curriculum and personnel
4 AAC 51.310 Evaluation

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CURRICULUM DEVELOPMENT
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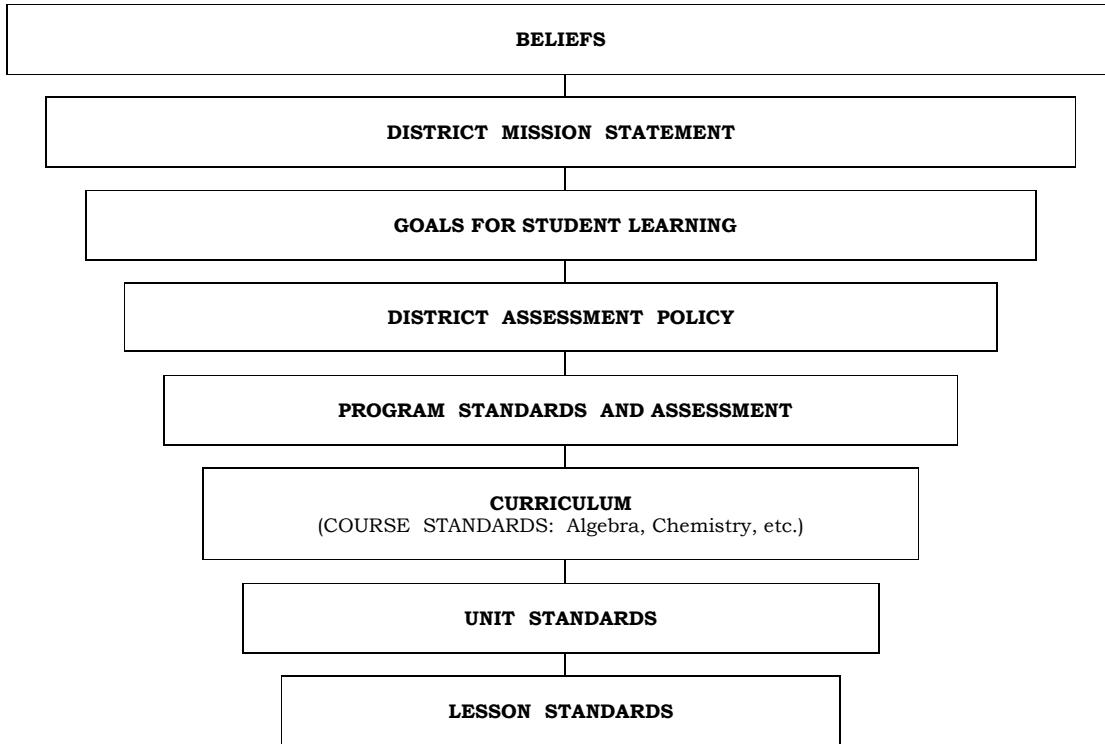
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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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**CURRICULUM DEVELOPMENT PROCESS
K - 12**



RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

Factual and objective teaching about religion must be distinguished from religious indoctrination, which is forbidden in public schools. The schools may teach about religion from a historical, cultural, sociological or other educational perspective, but must not favor the beliefs and customs of any particular religion or sect over any others in such teaching.

Instructional programs may include references to religion and may use religious literature, art, music or symbols to illustrate the subject matter being taught. Such instruction should be designed to broaden the students' understanding of social and cultural history and their tolerance for the multiple ways of life practiced by the peoples of the world. Instruction about religious holidays shall be carefully tied to these educational objectives.

The Board recognizes the rights of all students to engage in private religious activity, individually or in groups. This may include reading of religious texts, religious discussions, and prayer.

Staff members shall be sensitive to their obligation not to interfere with the philosophical/religious development of each student, in whatever tradition the student embraces. Students may voluntarily pray at any time before, during or after the school day when not engaged in instruction or other school activities, subject to the same rules of order that apply to other student activities.

School-sponsored programs should not be, nor have the effect of being, a religious celebration.

(cf. 5113 - Absences and Excuses)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6115 - Ceremonies and Observances)
(cf. 6144 - Controversial Issues)

Legal Reference:

ALASKA STATUTES

14.03.90 ~~Partisan, sectarian or denominational doctrines prohibited~~

Deleted: Sectarian

NO CHILD LEFT BEHIND ACT, § 9524, P.L. 107-110 (2002)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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ASSESSMENT

Assessment is the method by which we measure student progress. Sound assessment is an essential ingredient in quality instruction. Multiple assessments are necessary to meet multiple needs and will take place in the classroom, in the building, and at the District level.

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The focus of assessment and how it relates to student achievement is based on student acquisition of knowledge, foundation skills, and development of thinking and problem-solving processes.

The purpose of the assessment program is to provide information:

1. That will benefit parents, educators and students;
2. That promotes instructional improvement; and
3. That provides accountability.

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The District will develop guidelines that designate which assessments will be administered at designated levels/curriculum areas. These guidelines will describe the K-12 assessment process.

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(cf. 5121 – Assessment/Evaluation of Student Achievement)
(cf. 6162.8 - Research)

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Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools

14.03.120 Education planning

14.30.370 Evaluation

ALASKA ADMINISTRATIVE CODE

4 AAC 05.080 School curriculum and personnel

4 AAC 06.700-4 AAC 06.770 Statewide student assessment

Larry P. v. Riles (9th Cir. 1984) 793 F. 2d 969

Note: In 1984, the U.S. Court of Appeals (Larry P. v. Riles) ruled that IQ tests are culturally biased against black children and that the use of such tests as the sole criteria for placing a black child in an educable mentally retarded class is discriminatory and violates federal statutes. Alternatives for assessing these children should include the child's personal history and development, adaptive behavior, classroom performance and academic achievement. ¶

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

Deleted: 7/1/96

ASSESSMENT

Student assessments will be administered at two levels: the District level and the building level.

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Curriculum/assessment committees will recommend the assessment process for grade levels/subject areas. Committees will use the Goals for Student Learning as the foundation for developing assessments. Assessment systems for grade level/subject areas may include a performance component. These assessments may include but are not limited to: writing assessments and portfolios.

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The district level assessment program will be administered according to the attached District Assessment Schedule. (See exhibit 6141.4)¶

The District will provide appropriate training for implementation of the assessment and curriculum processes.

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All certified staff members will be responsible for teaching and assessing the curriculum.

Reporting Process

District: Results of the assessments will be distributed to parents, students, and staff. A summary report of the assessments will be made to the Board annually. Building specific test scores will be available except for those schools with less than 100 students.

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Building: Each building will provide a summary report of their assessments to its staff, site-based council, parent organization, and the curriculum office.

Administration, teachers, and site-based councils will use assessment data to promote instructional improvement.

Test results will provide information for restructuring curriculum.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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COURSES OF STUDY

Elementary Schools

The School Board shall adopt a curriculum aligned with Alaska Standards: Content and Performance Standards for Alaskan Students for elementary grades which sufficiently prepares District students for the required high school course of study.

Deleted: course of study

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Secondary Schools

The School Board shall adopt courses of study designed to meet student needs and to conform with District and state graduation requirements and the requirements for admission to postsecondary schools. Courses of study shall also provide students the opportunity to attain skills appropriate for entry-level employment upon graduation from high school.

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*(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6146.1 - High School Graduation Requirements)*

Legal Reference:

ALASKA STATUTES
14.30.360 Curriculum

ALASKA ADMINISTRATIVE CODE
4 AAC 06.075 High school graduation requirements

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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CONTROVERSIAL ISSUES

The School Board believes that students should have opportunities to discuss controversial issues which have political, social or economic significance and which the students are mature enough to investigate and address. The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions, and respect the opinions of others.

The Board expects teachers to exercise caution and discretion when deciding whether or not a particular issue is suitable for study or discussion in any particular class. Teachers should not spend class time on any topic which they feel is not suitable for the class or related to the established course of study.

The Board also expects teachers to be impartial and ensure that all sides of a controversial issue are presented, with adequate and appropriate factual information. Without promoting any partisan point of view, the teacher should help students separate fact from opinion and warn them against drawing conclusions from insufficient data. The teacher shall not suppress any student's view on the issue as long as its expression is not malicious or abusive toward others.

- (cf. 1312.1 – Public Complaints Concerning School Personnel)*
- (cf. 1312.2 – Public Complaints Concerning Instructional Materials)*
- (cf. 4119.25 - Political Activities of Employees)*
- (cf. 5145.2 - Freedom of Speech/Expression)*
- (cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

Legal Reference:

ALASKA STATUTES

14.03.090 Partisan, sectarian or denominational doctrines prohibited

Deleted: Sectarian

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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CONTROVERSIAL ISSUES

Controversial issues may be discussed in the classroom, provided that:

1. The issue is related to the course of study and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The issue has a meaningful relationship to matters of concern to the students.
3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
4. All sides of the issue are given a proper hearing, using established facts as primary evidence.
5. The issue has points of view which can be understood and defined by the students.
6. The teacher does not use his/her position to forward his/her own religious, political, economic or social bias. The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.
7. Discussion or study of the issue is instigated by the students or by the established curriculum, but not by a source outside of the schools.
8. The discussion does not reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, handicap or occupation.
9. The oral or written presentation does not violate state or federal law.

The Superintendent shall have the authority to judge whether the above conditions are being met.

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

Deleted: 7/1/96

COCURRICULAR ACTIVITIES

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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 cocurricular activities which compliments the integrity and purpose of the educational program.

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(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.

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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.

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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.

COCURRICULAR ACTIVITIES (continued)

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EXTRACURRICULAR AND

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

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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.

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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.

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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.

Deleted: School

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.

COCURRICULAR ACTIVITIES (continued)

Deleted: ¶
EXTRACURRICULAR AND

(cf. 5144 - Discipline)
(cf. 6145.2 - Interscholastic Competition)

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:

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COCURRICULAR ACTIVITIES

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Before February 1 of every third school year, the Superintendent shall survey students in grades 5 - 11 to determine student interest in extracurricular recreational activities and interscholastic and intrascholastic activities. Before March 1 of each year, the District shall adopt a plan outlining such activities for the following year. The plan shall provide substantial equal opportunities for each sex and be based on the interests of the students.

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Deleted: (4 AAC 06.520)

"Substantial equal opportunities" shall be evaluated annually based on the following criteria:

Deleted: (4 AAC 06.520)

1. The provision of equipment and supplies.
2. The schedule of games and practice.
3. Travel schedules and trips taken.
4. Opportunities to receive coaching/direction.
5. Assignment of coaches and tutors.
6. Provision of locker, practice, and competitive facilities.
7. Provision of administrative support services.
8. Publicity.

A copy of the survey results and comprehensive activities plan shall be available for public inspection by September 15 at each school site.

Deleted: (4 AAC 06.520)

The District shall review individual school activity programs annually and propose additions or deletions for the following school year. Their recommendations shall be forwarded to the Superintendent for review and recommendation to the Board not later than the second regular meeting in May.

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Requests to add or delete cocurricular programs during the school year shall be transmitted to the District for review and recommendation to the Superintendent. Requests that exceed budgeted funds for cocurricular activities must be considered by the Board.

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Instruction

AR 6145(b)

COCURRICULAR ACTIVITIES (continued)

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All requests shall include but are not limited to the following items:

1. Name/description of activity
2. Objectives - if a new activity
3. Proposed dates/season/length
4. Estimated cost

Legal Reference:

ALASKA ADMINISTRATIVE CODE

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4 AAC 06.520 Recreational and athletic activities

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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INTERSCHOLASTIC COMPETITION

The School Board considers the interscholastic program an integral component of the District educational program. The interscholastic program shall be geared to the interests and abilities of students of both sexes and varied in scope to ensure wide participation, consistent with the financial and personnel constraints of the District.

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(cf. Student Interscholastic Handbook)

Legal Reference:

ALASKA STATUTES

14.18.040 *Discrimination in recreational and athletic activities prohibited*

Deleted: 14.07.050 Alaska School Activities Association¶
14.07.059 Alaska school activities fund¶

ALASKA ADMINISTRATIVE CODE

4 AAC 06.520 *Recreational and athletic activities*

4 AAC 06.600 *Definitions*

Deleted: 4 AAC 06.111 Alaska School Activities Association¶

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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PUBLICATIONS

While serving to instruct students in the basic skills of responsible journalism, official school publications shall be free to provide thoughtful, relevant commentaries on all topics within the bounds of good taste.

Student editors in journalism, newspaper, yearbook, and writing classes shall assign and edit the news, editorial and feature content of their publications. Faculty advisors shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication. All statements and editorials must be substantiated by fact. Editorials may freely aim constructive criticism at school organizations, procedures, and policies, but such criticism should reflect the opinions of a cross-section of the publication staff. Editorial columns which express only the opinion of the writer shall be bylined.

As space permits, editorial pages shall be open to any students wishing to express their ideas or to rebut editorials in a letter. School newspapers shall print a fair selection and accurate representation of the letters they receive.

Faculty advisors shall supervise student publications so as to maintain professional standards of English and journalism and to assure that their content is not obscene, libelous, or slanderous, and does not incite students to commit unlawful acts, violate school rules, or disrupt school operations.

(cf. 1325 - ~~Advertising and Promotions~~)
(cf. 5145.2 - Freedom of Speech/Expression)

Deleted: Advertisements

Legal Reference:

ALASKA STATUTES

- 14.18.010 *Discrimination based on sex and race prohibited*
- 14.18.050 *Discrimination in course offerings prohibited*
- 14.18.090 *Enforcement by board of education and early development*

- Bethel School District v. Fraser*, 478 U.S. 675 (1986)
- Hazelwood School District v. Kuhlmer*, 484 U.S. 260 (1988)

ALASKA ADMINISTRATIVE CODE

- 4 AAC 06.520 *Recreational and athletic activities*
- 4 AAC 06.530 *Guidance and counseling services*
- 4 AAC 06.540 *Course offerings*
- 4 AAC 06.600 *Definitions*
- 4 AAC 51.270 *Equal opportunities*

STUDENT ORGANIZATIONS AND EQUAL ACCESS

Limited Open Forum

The School Board believes that curriculum and noncurriculum-related student organizations have an important place in students' lives. Besides extending and reinforcing the instructional program, such groups can give students practice in democratic self-government and provide wholesome social and recreational activities. Student organizations also serve to honor outstanding student achievement and to enhance school spirit and students' sense of belonging.

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Note: If a public secondary school allows one or more noncurriculum-related groups to meet on school premises during noninstructional time, the federal Equal Access Act (Title VII, Public Law 98-377) states that any other student-initiated group also must be allowed to meet in a "limited open forum" without regard to its religious, political or philosophical views.¶

Since the District allows schools to sponsor student groups not directly tied to the curriculum, student-initiated groups not sponsored by the School District have the right to meet on school premises during times established for a limited open forum in accordance with provisions of the federal Equal Access Act.

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- (cf. 1321 - Solicitation of funds from and by Students)
- (cf. 1325 - Advertising and Promotion)
- (cf. 1330 - Use of School Facilities & Properties)
- (cf. 3452 - Student Activity Funds)
- (cf. 3554 - Other Food Sales)
- (cf. 5145.2 - Freedom of Speech/Expression)

Legal Reference:

ALASKA STATUTES
14.03.060 Elementary, junior high, and secondary schools

TITLE VII - THE EQUAL ACCESS ACT, 20 U.S.C.A. Section 4071 et seq., as amended by the No Child Left Behind Act of 2001, 20 U.S.C. § 7905
Board of Education of Westside Community Schools v. Mergens, 110 S. Ct. 2356 (1990)
Student Coalition for Peace v Lower Merion School, (1985) 776 F.2d 431

Deleted: 14.30.510 Alaska student leadership development fund¶

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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STUDENT ORGANIZATIONS AND EQUAL ACCESS

School-sponsored Organizations

School-sponsored student organizations must be organized at the school, have a certificated advisor, be composed completely of current student body members and be approved by the Superintendent, ~~in accordance with Board policy.~~ They shall hold the majority of their meetings at school and have a democratic plan for the selection of members. Organization activities shall not conflict with the authority and responsibilities of school officials.

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Limited Open Forum

The Superintendent, ~~shall not deny any student-initiated group access to school facilities during noninstructional time on the basis of religious, political, philosophical or any other content to be addressed at such meetings.~~ The Superintendent, ~~shall provide for a limited open forum during noninstructional time so that any such meetings do not interfere with regular school activities.~~

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The Superintendent, ~~shall insure that student meetings are voluntary, with no direction, control or regular attendance by nonschool persons, and that students leave the meeting place in a clean, orderly and secure condition after their meetings.~~

Deleted: or designee

School staff shall not promote or participate in these meetings, but may be assigned voluntarily to observe them for purposes of maintaining order and protecting student safety.

Meetings held within the limited open forum shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space. Any announcement of meetings shall clearly state that the group is not sponsored by the school or school staff. Announcements are posted in accordance with Board policy and state law applicable to all students, but students shall not use the school's equipment or public address system to publicize the meetings of groups not sponsored by the school.

All groups seeking approval for use of facilities must submit a written statement of the nature and purpose of the organization and activities.

(cf. 1330 - Use of School Facilities & Properties)
(cf. 5145.2 - Freedom of Speech/Expression)

Legal reference:
Student Coalition for Peace v. Lower Merion School (1985, 776 F.2d)

Deleted: AR 6145.5(b)¶

¶
**STUDENT ORGANIZATIONS AND
EQUAL ACCESS** (continued)¶

¶
Note: The Equal Access Act prohibits the district from discriminating on the basis of meeting content. By ruling that this law does not violate the first amendment's ban on state establishment of religion, the Supreme Court has clearly protected students' right to hold religious club meetings. The Board still has authority, however, to maintain order and protect students and staff; it may deny the use of facilities to any groups that threaten to disrupt the school program or threaten the health and safety of students and staff. ¶

¶
Note: In Student Coalition for Peace v. Lower Merion School (1985, 776 F.2d), the court has clarified that a school is not required to permit any and all outsiders to use its facilities or even to permit student groups indiscriminately to invite outsiders to its activities. To enable all students to use school facilities on the same terms as all other students, however, the Equal Access Act does allow student groups to invite nonstudents onto school property if the school's limited open forum encompasses nonstudent participation in student events. Persons so invited must not direct, conduct, control or regularly attend such activities. ¶

Deleted: 7/1/96

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date:

SUBCHAPTER VIII - THE EQUAL ACCESS ACT

4071. Denial of Equal Access Prohibited

(a) Restriction of limited open forum on basis of religious, political, philosophical or other speech content prohibited

It shall be unlawful for any public secondary school which receives Federal financial assistance and which has a limited open forum to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

(b) "Limited open forum" defined

A public secondary school has a limited open forum whenever such school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.

(c) Fair opportunity criteria

School shall be deemed to offer a fair opportunity to students who wish to conduct a meeting within its limited open forum if such school uniformly provides that --

- (1) the meeting is voluntary and student-initiated;
- (2) there is no sponsorship of the meeting by the school, the government, or its agents or employees;
- (3) employees or agents of the school or government are present only in a nonparticipatory capacity;
- (4) the meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- (5) nonschool persons may not direct, conduct, control or regularly attend activities of student groups.

(d) Construction of subchapter with respect to certain rights

Nothing in this title shall be construed to authorize the United States or any State or political subdivision thereof --

- (1) to influence the form or content of any prayer or religious activity;
- (2) to require any person to participate in prayer or other religious activity;
- (3) to expend public funds beyond the incidental cost of providing the space for student-initiated meetings;

(continued)

SUBCHAPTER VIII - THE EQUAL ACCESS ACT

- (4) to compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
- (5) to sanction meetings that are otherwise unlawful;
- (6) to limit the rights of groups of students which are not of a specified numerical size; or
- (7) to abridge the constitutional rights of any person.

(e) Federal financial assistance to schools unaffected

Notwithstanding the availability of any other remedy under the Constitution or the laws of the United States, nothing in this title shall be construed to authorize the United States to deny or withhold federal financial assistance in any school.

(f) Authority of schools with respect to order, discipline, well-being and attendance concerns

Nothing in this title shall be construed to limit the authority of the school, its agents or employees, to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

4072. Definitions

As used in this title --

- (1) The term "secondary school" means a public school which provides secondary education as determined by State law.
- (2) The term "sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes does not constitute sponsorship of the meeting.
- (3) The term "meeting" includes those activities of student groups which are permitted under a school's limited open forum and are not directly related to the school curriculum.
- (4) The term "noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.

(continued)

SUBCHAPTER VIII - THE EQUAL ACCESS ACT

4073. Severability

If any provision of this title or the application thereof to any person or circumstances is judicially determined to be invalid, the provisions of the remainder of the title and the application to other persons or circumstances shall not be affected thereby.

4074. Construction

The provisions of this title shall supersede all other provisions of federal law that are inconsistent with the provisions of this title.

Deleted: Instruction BP 6146¶

¶
**GRADUATION REQUIREMENTS
AND STANDARDS OF
PROFICIENCY**¶

¶
The Certified Diploma¶

¶
The district shall develop and adopt competency standards which must be met to receive a KPBSD certified diploma. These standards are to be in place for the graduating class of 2004 and shall be assessed at benchmark points as the student progresses through school. The competency standards, shall be aligned with the Alaska Content and Performance Standards in the following subject areas: writing, reading, mathematics.¶

¶
Science and social studies competency exams will be developed in the adopted curriculum cycle and aligned with State Performance Standards. Students will be required to pass a social studies exam beginning with the eighth grade class of 2003 and a science exam beginning with the eighth grade class of 2004.¶

¶
A certified diploma shall be issued when a student successfully completes the competency standards, demonstrates competency on the Alaska High School Graduation Qualifying Exam as required by Alaska Statute 14.03.075, and satisfies all other graduation requirements. Graduation requirements for Special Education students will be determined by the IEP team.¶

¶
(cf. - 6146.1 High School Graduation Requirements)¶

¶
¶
**KENAI PENINSULA BOROUGH
SCHOOL DISTRICT**¶

Adoption Date: 01/21/02

HIGH SCHOOL GRADUATION REQUIREMENTS

The purpose of graduation requirements is to set guidelines that will insure that each high school graduate is exposed to the depth and variety of learning experiences necessary for present and future social and economic survival. Graduation requirements should be specific enough to direct students into major curricular areas and yet flexible enough to provide for individual student's abilities and needs. Completion of these requirements should be viewed as a minimal educational experience to be enriched through the selection of additional courses of student's choice.

Time Requirements

Students must attend high school (Grades 9-12) for a period of four years, eight semesters, or sixteen quarters unless they receive Board approval for an alternative program.

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Credit Requirements

A total of 22 units composed of those requirements listed below and successful completion of all parts of the State of Alaska, High School Graduation Qualifying Examination:

1. Language Arts - 4.0 credits
2. Mathematics - 3.0 credits
3. Social Studies - 3.0 credits [World History - 1.0, U.S. History - 1.0, Government - 0.5, Social Studies Elective - 0.5 (Alaska Studies - 0.5 are required for class of 2009 and beyond)]
4. Science - 3.0 credits (The class of 2007 and beyond must include 1.0 credit life science and 1.0 credit physical science.)
5. Physical Education - 1.0 credit with the option of waiving 1/2 credit for cocurricular participation
6. Health - .5 credit
7. Practical and/or Creative Arts - 3.0 credits of practical or creative arts with a minimum of .5 practical arts and .5 creative arts credit
8. Electives - 4.5 credits or more may be taken as electives

OPTIONAL METHODS OF SATISFYING REQUIREMENTS

Deleted: (Effective for the 1997-1998 and subsequent school years)¶

1. Students will be allowed to waive the elective 1/2 credit physical education graduation requirement through participation in athletic activities sponsored by the Kenai Peninsula Borough School District.
2. The student must substantiate that they have participated in a minimum of 4,050 minutes (67.5 hours) in order to receive a waiver.
3. The student will not receive credit for the physical education waiver but rather, will have their elective physical education requirement decreased by 1/2 credit, thus enabling them to take additional courses in another area.
4. The 1/2 physical education elective credit may be waived by participating in, and completing in good standing, District sponsored athletic activities. Such activities must be completed during a time period not to exceed a single school year and the preceding or following summer. Other activities outside of the School District, verified by a certified teacher employed by the District, may meet the waiver requirement provided the activity meets the same time requirements as listed above.
5. Vigorous athletic activities not sponsored by the District may be considered for a waiver if students meet the minimum time requirements and are supervised by a certified teacher or individuals approved by ASAA.

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Deleted: This waiver will be granted for activities which occur during a single school year or during the summer preceding and following an academic school year

(cf. - 6146 Graduation Requirements and Standards of Proficiency)
(cf. - 6146.7 Diplomas)

Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 06.075 High school graduation requirements

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: _____

Deleted: 01/05/04

HIGH SCHOOL GRADUATION REQUIREMENTS

Eligibility to Graduate

- A. In order for a new student entering the Kenai Peninsula Borough School District to receive a Kenai Peninsula Borough School District diploma, he/she must be enrolled as a full-time student by the beginning of the second semester of the senior year and fulfill all requirements of the District. To be considered full time, a student is required to enroll for a minimum of 2.0 credits per semester (e.g., four courses at .5 credit each, or two courses at 1.0 each).

- B. Students enrolling in a District school during the second semester of their senior year must enroll in the District for a minimum of 2.0 credits (e.g., 4 courses at .5 credit each or 2 courses at 1.0 credit each for the semester).

For new students transferring to the District as seniors in their second semester who do not plan to receive a Kenai Peninsula Borough School District diploma, the following process is allowed. Upon request of the parent, student and former school district, the Kenai Peninsula Borough School District school will send the previous school progress reports so a diploma may be granted by the previous school or previous school district. The student may participate in the Kenai Peninsula Borough School District graduation ceremony provided they are receiving a diploma from their previous school or district.

- C. In order to receive a Kenai Peninsula Borough School District diploma, students who leave the District must either fulfill graduation requirements before they leave or have completed an approved plan for meeting the requirements prior to the graduation date. This plan must be approved by the principal of the school granting the diploma, and by the District Superintendent.

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o

- D. Deviation from these requirements may be approved by the Superintendent of schools as recommended by the building principal.

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Credit for Home School, Private School or Correspondence Courses

- A. Credits received from schools accredited through state departments of education or national regional accreditation associations will be accepted by the Kenai Peninsula Borough School District.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued) AR 6146.1(b)

B. Credits claimed from nonaccredited schools will be subject to approval by the ~~District~~ instructional team;

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1. Students must provide evidence of work completed for the course for which credit is requested.
2. Students must demonstrate competency in the language arts, mathematics, science and social studies course for which credit is requested; such competency should be equivalent to that of other Kenai Peninsula Borough School District students who have received credits for a similar or like KPBSD course.
3. In order to receive credit outside the core areas, the student must provide evidence of work completed and an assessment of work completed which will be evaluated by the District instructional team.

Deleted: credit and course review committee according to the following criteria:

Deleted: credit and course review committee.

Eighth Grade Credits

No credits are recognized for graduation for courses taken during the eighth grade ~~at the middle school~~. Students may, however, receive high school credit for ~~high school~~ work if ~~they take high school courses at the high school with high school students~~.

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Deleted: as ninth grade students, they successfully challenge the course using current policy

Weighted Grades

Beginning in the 2004-2005 school year, additional quality points will be assigned for College Board Advanced Placement (AP) courses for the purpose of calculating grade point average (GPA). For each passing semester grade in an Advanced Placement course, 0.021 will be added to the student's cumulative GPA.

Credit Limitations

No more than one (1.0) credit of classroom aide experience during the high school career can qualify toward graduation.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

Deleted: January 10, 2005

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Physical Education Waiver Request

To Be Completed By Student

_____ Name	_____ Date
_____ Athletic Activity	_____ Name of Coach/Instructor/Supervisor

Students who participate in a vigorous athletic activity that is sponsored by the District, that is supervised by a certified teacher or an individual who has been approved by the Alaska School Activities Association and employed by the K.P.B.S.D., and that involves at least 4,050 minutes (67.5 hours) of participation in a time period not to exceed a school year and either the preceding or following summer, and that completed their season(s) in good standing, may receive a waiver of no more than one-half (1/2) credit of the physical education requirement. Vigorous athletic activities not sponsored by the District may be considered for a waiver if students meet the minimum time requirements and are supervised by a certified teacher or individuals approved by ASAA.

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By my signature, I am requesting that K.P.B.S.D. waive one-half (1/2) credit of physical education due to my participation in the above mentioned athletic activity. I verify that I participated in a minimum of 4,050 minutes (67.5 hours) in this activity. I understand that I am not actually receiving one-half (1/2) credit for this activity and that my graduation requirements remain at 22 credits. However, my graduation requirements for physical education will be decreased by one-half (1/2) credit.

_____ Student Signature	_____ Date
_____ Parent Signature	_____ Date

To Be Completed By Advisor/Coach

As a certified teacher or an individual who has been approved by the Alaska School Activities Association and currently employed by the K.P.B.S.D., I hereby certify that the above named student has participated in a vigorous athletic activity for a minimum of 4,050 minutes (67.5 hours) in a time period not to exceed a school year and either the preceding or following summer. I realize this entitles the student to a physical education waiver of one-half (1/2) credit.

_____ Teacher/Advisor Signature	_____ Date
_____ Athletic Activity	_____ Dates of Participation

For Office Use Only

_____ Approved	_____ Not Approved	_____ Date Recorded on Transcript
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EARLY GRADUATION

The purpose of the four year high school program is to provide students with a combination of academic, vocational and social experiences that will prepare him/her for entry into the working world, further training, and/or continued academic enrollment.

In a very few cases, some students, because of their educational or vocational abilities, may qualify for early graduation after completing the credit-requirements. Each applicant must complete minimum State or Board requirements.

Students requesting early graduation have the responsibility for gathering the necessary endorsements and evidence.

EARLY GRADUATION

With the approval of the Superintendent, a student who has completed minimum graduation requirements may be granted a high school diploma from the District without completing the time requirements (eight semesters or sixteen quarters) if:

Deleted: assistant superintendent of instruction

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1. The request is recommended by the Intervention Team with support of the principal and parent.
2. The student meets one of the following requirements:
 - a. has been accepted by an institution offering advanced educational or vocational training, or
 - b. can show proof of full-time and continuous employment, or
 - c. can provide evidence of engaging in an acceptable alternative program of education (world tour, correspondence study, or other defined study program).

Deleted: postsecondary education,

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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**KENAI PENINSULA BOROUGH SCHOOL DISTRICT
EARLY GRADUATION PROCEDURES**

The purpose of the four-year high school program is to provide students with a combination of academic, vocational and social experiences that will prepare him/her for entry into the world of work, further training and/or continued academic enrollment. In very few cases, a student, because of his/her educational or vocational abilities, may qualify for early graduation without completing the eight-semester requirement. The first question that should be addressed in each exceptional case is, "Has the student learned and taken advantage of all that high school has to offer?" Most students graduating from high school exceed minimum requirements because they are just that, a minimum. The student seeking early graduation should be truly exceptional. Because a student has transferred from another District (system) that has allowed him/her to earn more credits than would be possible in the K.P.B.S.D., it is not an appropriate rationale for requesting early graduation. Early graduation requires substantial advanced planning. Requests for early graduation will be considered the semester prior to graduation. Requests for early graduation will not be considered the semester of proposed graduation.

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- I. The student/parent initiates the request with the school counselor/principal. The counselor/principal considers the request and, if appropriate, schedules the request with the site intervention team. The counselor/principal assembles a packet for the I-Team including:
 - a. A letter of rationale by the student explaining the unique circumstances related to consideration for early graduation.
 - b. A letter of approval and support from the parent/guardian.
 - c. Student records including transcripts and test scores.
 - d. A confirmation of a postsecondary plan:
 1. A letter of acceptance from an institution offering advanced vocational or education training;
 2. Proof of full-time and continuous employment or;
 3. Evidence of engaging in an acceptable alternative program of education (world tour, correspondence study or other defined study program).
 - e. A letter from the counselor/principal confirming that state and Board of Education requirements can be met with the exception of eight semesters of attendance.
- II. The I-Team considers the acceleration request for early graduation, and if approved, forwards the request to the Superintendent. The request must include:
 - a. A copy of the intervention packet, which includes items I. a-e.
 - b. A letter of approval from the intervention team stating the rationale for consideration of the early graduation request signed by the I-Team chair and principal.
- III. The Superintendent considers the recommendation and, if appropriate, grants final approval.

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HIGH SCHOOL EQUIVALENCY TEST

The School Board recognizes that individuals may obtain an Alaska high school equivalency diploma (GED) by successfully completing the Alaska General Educational Development Test. However, the Board desires that every student have the opportunity to earn a high school diploma through successful completion of District graduation requirements and encourages students to remain in school.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

8 AAC 99.110 High school equivalency test

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Note: Pursuant to 4 AAC 39.120, persons under age 16 are eligible to take the GED test if they are legally emancipated or if they have parent permission, a withdrawal slip from the last school attended and a recommendation from the School Board that they be allowed to take the examination. If the Board denies permission, the person may appeal to the Commissioner of Education for permission.¶

Deleted: district
Deleted: In accordance with law, persons under age 16 who have withdrawn from school and who have parent/guardian permission may request a recommendation from the School Board to be allowed to take the Alaska General Educational Development Test. The Board shall consider such requests based on the individual circumstances leading to the request.¶

Deleted: 4 AAC 39.110 - 4 AAC 39.190

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

Deleted: 8/21/00

RECIPROCITY ON GRADUATION REQUIREMENTS

The Superintendent may modify District graduation requirements for students transferring into the District upon verification of equivalent credits received elsewhere.

(cf. 5118 - Transfers)

Legal Reference:

ALASKA ADMINISTRATIVE CODE
4 AAC 06.075 High school graduation requirements

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Note: 4 AAC 06.075 authorizes the district to exempt transfer students with at least 13 units of credit from graduation credit requirements. ¶

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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DIFFERENTIAL GRADUATION AND COMPETENCY STANDARD REQUIREMENTS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS

The School Board recognizes that course requirements adopted for students enrolled in regular educational programs may not be appropriate for all students enrolled in District special education programs. Students with diagnosed disabilities that prevent them from regular course requirements may complete substitute courses.

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Students with exceptional needs should meet the regular District requirements to the extent that their disabilities permit. The Individualized Education Program Team (IEP) will determine if a student's handicaps or disabilities preclude the student from attaining the District's regular standards. The determination and development of appropriate differential standards will be included in the student's individualized education program.

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Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 06.078 Alternative completion requirements; students with disabilities

Deleted: handicapped students

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

Deleted: 7/1/96

SPECIAL SERVICES GRADING AND GRADUATION GUIDELINES

The following guidelines apply to those students who meet the eligibility criteria for a child with a disability as delineated by *The Alaska Special Education Handbook*.

Grading (For report cards and transcripts)

Students receiving special education assistance shall receive grades in the same manner and format as their non-disabled peers. The IEP will articulate modifications to the standard grading procedures.

Students who are in materials so substantially modified that the materials do not meet adopted State and KPBSD standards, will receive a U or S and will earn credit towards a certificate of achievement.

High School Transcript

Students shall have a complete transcript on file with the required number of credits before being issued a certificate of achievement or diploma. The transcript shall indicate the required courses for graduation. In cases where a substitution has been made, a narrative statement must be reflected on the student's IEP goals/objectives for the year in question.

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For each modified grade, the report card shall contain an asterisk indicating that the student has received a modified grade for that subject.¶

Deleted: will be included which briefly describes the content of the course substituted. The content of the narrative statement

Deleted: Example;¶
¶
* **Biology:** Study of the Seven Basic Food groups.¶
¶
* Indicates a student on a significantly modified curriculum with modified grades.¶

Diploma or Certificate of Achievement

To receive a regular high school diploma, a student must meet the minimum number of graduation credits as per District requirements and pass the High School Graduation Qualifying Exam (HSGQE). When a disability precludes the teaching of the regular curricular offering, a modified course in the same subject area may be designed by the IEP team and offered. A high school diploma will be awarded to students who take the required number of modified courses and upon successful completion of the HSGQE.

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When a disability is so severe that modified course offerings cannot be designed which meet state and District standards, the student will be awarded a Certificate of Achievement. The student's IEP team shall meet and determine the date that the student is to exit high school. All students must complete a minimum of four years in high school.

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Graduation Ceremony

Students may participate in a formal graduation program once. Following the participation in the actual graduation ceremony and if the student received a Certificate of Achievement, the student may continue to attend school through age 21.

Deleted: To participate in the ceremony the student must have attended a high school for a minimum of 4 years.

Students participating in a District graduation ceremony and/or have received a regular high school diploma are deemed to have completed their program and are no longer entitled to enroll in a School District program.

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(cf. - 5127 Graduation Ceremonies and Activities)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: _____

Deleted: 7/7/03

Instruction

BP 6146.7

DIPLOMAS

A diploma will be issued to those students who have completed graduation requirements as stipulated by the Board and include the following statement:

"(School name and address) This certifies that (student name) has completed a course of study prescribed by the Kenai Peninsula Borough School District Board of Education and is therefore awarded this DIPLOMA given this (Date)" (signed by the Superintendent, Board President, and principal.

Special Services students meeting attendance requirements only will receive a certificate of achievement that reads:

"(School name and address) This certifies that (student name) has completed attendance requirements prescribed by the Kenai Peninsula Borough School District Board of Education and is therefore awarded this CERTIFICATE given this (Date)" (signed by the Superintendent, Board President, and principal.

Local high schools shall have the freedom to affix certain seals to the diploma to signify achievements defined and recognized by the individual school.

NOTE: Each student's official school transcript shall be clearly marked to indicate that the student has completed regular, correspondence, or special program course of study.

(cf. - 6146.1 High School Graduation Requirements)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 8/4/03

Instruction
WAIVERS TO THE HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION

AR 6146.7(a)

Parents of high school students seeking a diploma may apply for a waiver to the High School Graduation Qualifying Examination (HSGQE) requirement under certain specific conditions. Alaska statutes and regulations specify three conditions under which a waiver may be granted.

- Late arrival into a public school in Alaska,
- Rare and unusual circumstances, and
- Passing a comparable examination in another state.

Applications for waivers may be obtained from the student's high school or KPBSD District Office. Parents or students may request forms from District Office be sent to them during their senior year, if they have not yet passed the HSGQE. Requests for Waivers for late arrival or rare and unusual circumstances will not be granted by the School Board until the second semester of a student's senior year (AS 14.03.075).

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All HSGQE waiver applications will be reviewed by the Superintendent in a timely manner upon their receipt. After the review, an administrative recommendation shall be made to the School Board to grant or deny the request for a waiver. The parents and student shall be notified of the administration's recommendation by certified mail and notified when the Request for Waiver will be presented in front of the School Board.

Deleted: superintendent

The School Board shall take action at a public Board meeting to grant or deny the waiver requests received. Written notification of the School Board's action shall be sent to the parents and student, the Alaska Department of Education and Early Development, and the student's high school principal and counselor.

Waiver requests that are denied by the School Board may be appealed to the Alaska Department of Education and Early Development in accordance with education regulation 4 AAC 06.780.

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(cf. - [6146 Graduation Requirements and Standards of Proficiency](#))
(cf. - [6146.1 High School Graduation Requirements](#))
(cf. - [6146.7 Diplomas](#))

Legal Reference:

ALASKA STATUTES

AS 14.03.075 Secondary student competency testing

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WAIVERS TO THE HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION (continued) AR 6146.7(b)

ALASKA ADMINISTRATIVE CODE

4 AAC ~~04.075~~ *High school graduation requirements*

4 AAC 06.~~078~~ *Alternative completion requirements; students with disabilities*

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

SCHOOL-SPONSORED TRIPS

The Board considers student excursions that integrate educational programs with the resources of the community to be a vital part of the education program.

Carefully planned field trips that are directly related to adopted curriculum are encouraged, subject to the following guidelines:

1. Students must be supervised by a certified ~~District teacher or other person approved by District administration.~~ Deleted: staff member
2. This trip must have educational value related to approved curricula.
3. Student safety shall be protected.
4. Student time out of other instructional programs shall be kept to a minimum.
5. Principals shall verify the quality of field trip preparations, plans, educational relevance and sponsors.
6. Student costs shall be kept to a minimum.
7. Students shall be expected to follow conduct rules that apply in other school or school-related activities.
8. Whenever practical, male and female chaperones accompanying students on trips that involve overnight travel shall be of the same sex as the students participating.
9. Permission slips related to the specific trip and signed by the parent(s) or guardian(s) shall be secured prior to any field trip travel.
10. When required, appropriate ~~District~~-approved waivers of liability (Form E 6153 e), signed by the parent(s) or guardian(s), shall be secured prior to any field trip travel. Deleted: district
11. Parties denied approval for a trip may appeal that decision to the Superintendent. Denial by the Superintendent may be appealed to the Board following the ~~District's~~ appeal process. Deleted: district

(cf. 3541.1-Transportation: School-Related Trips)

SCHOOL-SPONSORED TRIPS (continued)

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

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 06.520 Recreational and ~~athletic activities~~

Deleted: Athletic

Deleted: Activities

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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SCHOOL-SPONSORED TRIPS

General Guidelines

These guidelines are considered minimums, and the principal and Superintendent may add additional requirements depending on the nature, location and extent of the proposed field trip and the age, nature and experience of the sponsors, staff, students and operators.

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Waiver of District Liability

The District assumes no liability for field trips. Each participating student must submit a waiver of liability signed by the parent(s) or guardian(s) (Form E 6153(e)). Each participating chaperone or parent volunteer must sign a waiver of liability, also (Form E 6153(f)). These waivers must be reviewed and approved by the principal and secured and on file in the school office prior to the trip.

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Scheduling Travel for Days When School Is Not in Session

Extended field trips over which the school has scheduling control are to be planned for days school is not in session. Unique travel circumstances that extend the trip into days school is in session will be reviewed and approved by the principal on an individual basis prior to submission to the Superintendent for approval.

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Chaperones

1. During all extended field trips, chaperones of the same sex must accompany students. An exception to this provision must have the approval of the Superintendent.
2. A proposal for the number of chaperones and funding sources for substitutes must be submitted with the field trip request.
3. School employees must have approval from their building administrator to chaperone field trips if they will be absent from their assignment.
4. Chaperones will be informed in writing of the drug-free workplace regulations which govern all District-sponsored activities.

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Field Trips of One Day or Less

Field trips lasting one day or less are the responsibility of the principal and staff who will establish and use procedures to plan, conduct and evaluate field trips consistent with adopted curriculum.

Extended Field Trips (In-State)

Field trips lasting two or more days and involving overnight accommodations are the responsibility of the principal and staff, subject to approval by the Superintendent, thirty (30) days prior to the planned excursion. Requests for approval for these trips will be forwarded to the Superintendent, on the District field trip form (E 6153 a, b).

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Cocurricular in-state sports trips that comply with established schedules shall conform to the guidelines in the applicable activities handbook, and a list of such trips shall be filed by the coach or athletic director with the principal and the executive secretary of the Kenai Peninsula Student Activities Association.

Extended field trips planned during the school year for days when school is not in session shall be subject to the conditions listed above.

Extended Field Trips (Out-of-State)

Field trips involving travel and accommodations for out-of-state sports, activities and educational activities are the responsibility of the local administrator and staff subject to approval by the Superintendent,

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Requests for these trips involve substantial advance planning and shall be forwarded to the Superintendent, on the District field trip form (E 6153 a, b) with appropriate attachments for approval prior to final planning or fundraising or three (3) months prior to the planned excursion.

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Consideration of Local Travel Agencies

Options will be considered from local travel agencies when considering travel arrangements.

Restrictions on Use of District Funds

No District general fund moneys may be used to pay the expenses of any portion of an out-of-state trip unless student participation in regional or national activities or events is earned through state competition. Examples include participation in a national vocational education conference that results from winning the state competition or participation in a regional chorus whose members are primarily selected on merit. District employees' expenses to attend these types of events must meet these standards, also. Exemptions to this regulation in extraordinary circumstances may be approved by the Superintendent, and reported to the Board.

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Medical Coverage and Medical Training for Out-of-State Field Trips

In addition to the conditions listed for all extended field trips, the following conditions also apply when travel is out of state:

- 1. Evidence of individual student medical insurance coverage must be presented by the student’s parent/guardian to the principal prior to travel for all out-of-state travel. (Medical insurance will be made available for those without private family or individual coverage. This will not be paid at District expense.)
- 2. The need for a chaperone with medical emergency training will be determined by the Superintendent, prior to approval.

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Required Information to Be Submitted for Extended Out-of-State Field Trip Approval

The following information requirements must be satisfied when District students are traveling out-of-state, including other states and abroad.

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Administrators planning and seeking approval for an extended field trip outside of Alaska must complete and submit to the Superintendent the Field Trip Request Form (E 6153 a, b) and the Extended Out-of-State Field Trip Questionnaire (E 6153 c, d) in a timely manner consistent with the required deadlines.

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Field Trips by Boat and Plane

Field trips that employ a boat or plane must adhere to the following guidelines in addition to those found elsewhere in this manual.

These guidelines are considered minimums. The principal and Superintendent may add additional requirements depending on the nature, location and extent of the proposed field trip and the age, nature and experience of the sponsors, staff, students and operators.

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For Trips by Private Vessels

- 1. The Superintendent, may authorize the transportation of students by private, noncommercial vessels for approved field trips and activities provided the following conditions are met.
 - A. For motorized vessels, the vessel is operated by an adult, age 21 or older, who can demonstrate competence to operate the vessel. This competence may be demonstrated by the operator:

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SCHOOL-SPONSORED TRIPS (continued)

AR 6153(d)

- (1) Possessing the appropriate commercial or charter license for the intended waters and vessel type to be used, or
 - (2) Successfully passing a marine/boat/water safety course identified by the Superintendent as appropriate for the field trip to be taken.
- B. In the case of nonmotorized boat trips, when practical, a motorized vessel or boat operated by a qualified adult, age 21 or older, is available to respond in the event of an accident or incident.
 - C. The vessel is registered with the state of Alaska and the U.S. Coast Guard, and when motorized, has successfully passed an appropriate U.S. Coast Guard sanctioned safety inspection within thirty (30) days of the proposed travel.
 - D. The vessel carries all appropriate safety and emergency equipment, including the required number of PFDs and numbers and types of flares, as required by relevant state and U.S. Coast Guard regulations and codes.
 - E. All student passengers provide a permission slip and waiver of liability signed by their parent(s) or guardian(s) (Form E 6153 e).
 - F. The owner, operators and passengers have been informed that the registered owner of the vessel is responsible for any accidents which may occur.
2. Trip plans, including name of vessel operator, location and itinerary of trip, type and identification of vessel, must have prior approval from the Superintendent. ~~The Superintendent must be notified of any deviation from the approved itinerary or trip plan.~~

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For Trips by Commercial Vessels

1. When traveling on a commercial or charter vessel, students must be transported by a U.S. Coast Guard approved vessel. U.S. Coast Guard approval must be for the number of commercial passengers carried on the vessel.
2. The captain of the vessel used to transport students must be certified by the U.S. Coast Guard to operate a commercial vessel. The captain must be certified for operating the size and type of vessel required. S/he must also be certified to transport the number of passengers carried.

SCHOOL-SPONSORED TRIPS (continued)

AR 6153(e)

- 3. All ~~School District~~ students, staff and chaperones must be provided with U.S. Coast Guard approved survival equipment while on the vessel. Students traveling in an open boat shall wear appropriate flotation devices while underway. Deleted: s
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- 4. The owners of the commercial vessel used for the transportation of students and ~~District~~ staff must have the vessel insured with minimum liability of ~~\$~~1,000,000. Deleted: district
- 5. All commercial boats used while abroad must meet international nautical standards.

Field Trips by Aircraft

Field trips that use aircraft must adhere to the following guidelines in addition to those found elsewhere in this manual.

- 1. Students must be transported by a Federal Aviation Administration approved aircraft. Approval must be for the number of commercial passengers for which the aircraft is certified.
- 2. The pilot must have a Commercial Pilot's Certificate issued by the Federal Aviation Administration. Additionally, the pilot must be certified in the type of aircraft being used to transport students, staff and chaperones.
- 3. All ~~School District~~ students, staff and chaperones must observe and follow all safety procedures dictated by the air carrier. Deleted: s
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- 4. All commercial aircraft used while abroad must meet international aviation standards.
- 5. The owners of the aircraft used for the transportation of students, staff and chaperones must have the aircraft insured with minimum liability of \$1,000,000.

District-Hosted Visitors

Official visits of one week or less by guests from other nations may be approved by the principal. Official visits of more than one week must be approved by the Superintendent. Deleted: or designee

SCHOOL-SPONSORED TRIPS (continued)

AR 6153(f)

The following information requirements must be satisfied when District schools are hosting visitors from abroad for an extended stay of more than one week. This information must be submitted to the Superintendent by the site administrator hosting the visitors at least 30 days prior to granting approval or finalizing plans for the visit:

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1. What are the anticipated dates of visitation from a school located in another country?

2. Who is the District certified employee in charge of this activity?

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3. From what country will the visitors be coming?

4. What is the purpose of hosting this international visitation?

5. How many students will be traveling to the District?

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6. What is the age group of the students traveling to the District?

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7. What is the intended itinerary for travel?

8. Where will the students be housed during their visitation to the District? A listing of specific parents who have agreed to host the visitors to our District must be provided.

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9. Have certificates of insurance regarding health and accident insurance coverage for travelers been secured? (Provide appropriate evidence of insurance.)

10. What are the points of arrival and departure?

11. What arrangements have been made to assure safe passage to the point of disembarkation from the District?

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12. Who is providing this information?

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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KPBSD FIELD TRIP REQUEST FORM (Revised July 2000)

DEFINITIONS AND TIME LINES

Routine: These trips are one day or less and require PRIOR approval by local administrator. A completed copy of this form for each routine field trip, approved by the site administrator, **shall be on file in the site administrator's office.**

Extended In-State: These trips last two or more days and involve overnight accommodations. They require thirty- (30) days' PRIOR approval by the site administrator. A completed copy of this form for each extended in-state field trip, approved by the site administrator, **shall be on file in the site administrator's office. Two weeks after each quarter, site administrators must send a list of approved extended in-state field trips taken that quarter to the Superintendent.**

Extended Out-of-State: These trips require approval by the site administrator and Superintendent. **The completed request form and attachments shall be sent to the Superintendent prior to final planning or fundraising or three (3) months prior to the planned excursion.**

Requests for out-of-state field trips shall include (1) approval by the local administrator, (2) completed *Field Trip Request Form (E 6153 a, b)* including principal sign-off on each of the assurances on page 2 of this form, and (3) completed *Field Trip Questionnaire (E 6153 c, d)* with appropriate attachments.

A follow-up report will be submitted to the Superintendent two weeks after return from extended out-of-state field trips.

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Type of Trip (Check One)

Routine: _____ Extended In-State: _____ Extended Out-of-State: _____

Trip Information

School: _____ Destination: _____
Teacher: _____ Trip Dates: _____ to _____
Grade/Class: _____ Depart Time: _____
No. Students: _____ Return Time: _____
Additional Teachers, Sponsors, Chaperones: _____

Travel Information and Expenses (Check Each That Applies)

District Bus: _____ Private Auto: _____
Aircraft: _____ Boat: _____
Commercial Carrier: _____ Other (Specify): _____
Total Expenses: \$ _____ Expenses per Student: \$ _____
Source(s) of Funds: _____

Describe the purpose of the field trip.

Briefly describe trip planning, preparations and precautions. For extended field trips, attach appropriate documents as required.

Describe any extenuating circumstances of which the District administration should be aware.

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Verification of Field Trip Information

Revised ~~November 2005~~

Deleted: July 20, 2000

The SITE ADMINISTRATOR must initial each statement of assurance and attach appropriate documents.

Part I For ALL Field Trips

- Administrators reviewed and approved/recommended trip requests, verified field trip planning and supervision, reviewed educational quality, indemnification forms, parent/guardian information, and school driver registration forms.

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Part II For EXTENDED Field Trips (Both In-State and Out-of-State)

- Administrators verified student/parent/guardian consent, reviewed itineraries, trip funding and budgets, and verified chaperone assignments.

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Part III For EXTENDED Field Trips (Out-of-State)

- Site administrators verified that extended field trip questionnaires and requirements are met and documented.

APPROVAL SIGNATURES

Table with 2 columns: Signature/Title and Date Approved. Includes rows for Site Administrator, Chief Financial Officer, and Assistant Superintendent of Instruction.

Deleted: Assistant Superintendent of Instruction

Formatted Table

KPBSD FIELD TRIP QUESTIONNAIRE

1. Who is providing this information?
2. Has a letter of support by the principal been submitted? (Provide a copy.)
3. What is the purpose of the field trip and how does the proposed travel support the curriculum?
4. Is this activity open to all students? If not, how will the students be selected?
5. What is the anticipated daily schedule for students who will be involved? (Provide a schedule of all activities for each day of the proposed field trip.)
6. What specific arrangements have been made for student housing while on this field trip? (Provide names, locations, and contact phone numbers.)
7. What arrangements have been made to assure the safe passage and transport from the District to the point of disembarkation? Deleted: district
8. What are the hours of intended travel between the District and the point of disembarkation? Deleted: district
9. What specific lodging arrangements have been made for students, chaperones and drivers if the anticipated departure or return times are between 10:00 p.m. and 8:00 a.m.?
10. Have commitment forms been secured and signed by chaperones which obligate them to remain alcohol- and drug-free during the field trip (E6153)? (Provide a sample copy of the form.)
11. Have certificates of insurance regarding health insurance coverage during the field trip been secured? (Provide a sample copy of the information/form/certificate. Trip approval requires insurance for out-of-state travel.)
12. What procedures are in place for responding to emergencies in the following categories:
 - A. Serious accidents

- B. Illness/hospitalization
- C. Robberies and muggings
- D. Serious losses of personal property
- E. Death or injury of a family member at home

13. What are the planned responses related to serious violation of rules during the field trip? Detail the specific rules and consequences related to the following:
- A. Theft and larceny
 - B. Sexual misconduct
 - C. Alcohol/drug use
 - D. Repeated curfew violations
 - E. Disorderly conduct or failure to cooperate
 - F. Abandoning the group or being absent for scheduled activities
14. What is the overall budget for this proposed field trip?
15. How is the travel program to be funded?
16. Will students be required to fundraise? (See BP 1321 and BP 3452.)
17. What amount of out-of-pocket expenses will the individual family be required to pay?
18. What provisions are being made for students who cannot afford to participate in this trip?
19. List all District employees who will be traveling on this field trip. Deleted: district
20. How will the personnel expenses for substitutes be paid?
21. Is there reimbursement to the sponsors or chaperones? If so, how much? How will costs for sponsors and chaperones be covered?
22. Will a travel agency or private tour company be used? If so, give criteria for agency selection.

**STUDENT INDEMNIFICATION STATEMENT (Waiver of Liability)
STUDENT CONSENT FOR MEDICAL TREATMENT
STUDENT CONSENT TO PARTICIPATE
STUDENT BEHAVIOR CONTRACT ******

To the maximum extent allowed by law, I, _____, being the parent or legal guardian of _____, a student at _____ School, agree to defend, indemnify, and hold harmless the Kenai Peninsula Borough and School District and its employees, directors, and designees (hereafter "District") for expenses relating to injuries, accidents, diseases, property damage, and/or property loss which may occur as a result of the student's participation in * _____ (trip) on ** _____ (dates) *** except to the extent such injuries are directly caused by the reckless or intentional actions of the District.

I understand that the Kenai Peninsula Borough and the School District provide neither student medical insurance coverage nor liability insurance that would cover the student's actions. It will be my responsibility to provide for payment of such expenses, should they occur. I am aware of the hazards associated with the transportation to and from, as well as participation in, this activity. **I give my permission for the above listed student to be transported by school personnel or their designees and to participate in the above listed activity.**

I understand that all School District and school rules and regulations will apply while the above named student is on a school-sponsored field trip. Violations of a serious nature will result in the student being sent home immediately at my expense. School discipline will result for infractions of school rules while the student is on a school-sponsored trip.

I also authorize any necessary emergency medical treatment to be administered to the above named student. Allergies and/or special medical instructions for the student are listed below:

Additional information is available through _____ (trip coordinator's name) at _____ (phone number/location).

Parent/Guardian Printed Name Parent/Guardian Signature Date

Emergency Contact Name Emergency Phone No. Home Phone No.

- * If for sport season you may write name of sport
- ** If sport season you may write "for entire season for _____ school year (04-05, etc.)
- *** If for field trip to be completed as written
- **** Form to be completed for each field trip or single event; form to be completed once for each specific sport season.

VOLUNTEER INDEMNIFICATION STATEMENT (Waiver of Liability)
VOLUNTEER ALCOHOL / DRUG-FREE STATEMENT

To the maximum extent allowed by law, I, _____, being a
_____ (parent/volunteer, etc.) at _____
School, agree to defend, indemnify and hold harmless the Kenai Peninsula Borough and School
District and its employees, directors and designees for expenses relating to injuries, accidents,
diseases, property damage and/or property loss which may occur as a result of my participation in
_____ (trip) for the _____ school year.

I understand that the Kenai Peninsula Borough and the School District neither provide medical
insurance coverage nor liability insurance which would cover my actions. It will be my
responsibility to provide for payment of such expenses, should they occur. I am aware of the hazards
associated with the transportation to and from, as well as participation in, this activity.

I also agree to abide by the School District's drug and alcohol policy and will be alcohol- and drug-
free during the trip.

Additional information is available through _____ (trip
coordinator's name) at _____ (phone number/location).

Parent/Guardian/Volunteer's Printed Name

Parent/Guardian/Volunteer's Signature

Witness's Printed Name

Witness's Signature

Date

Original - Principal, Copy - Parent

Do not use this form for students or for employees who are acting in the course and scope of employment while participating in this trip.

SCHOOL-SPONSORED TRIPS/SPECIAL MEDICAL NEEDS

The purpose of these guidelines is to address the needs of students who are medically fragile or require medical attention which cannot be handled by the regular staff employees. It is hoped that these guidelines will simplify some of the problems which may arise and assist administrators and sponsors in working with the students with medical needs which will enhance the learning of our students.

Philosophy

The Kenai Peninsula Borough School District considers the student excursions that integrate educational programs with the resources of the community to be a vital part of the education program. Carefully planned field trips that are directly related to adopted curriculum are encouraged.

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Guidelines

A. FIELD TRIP:

- 1. The teacher will plan the field trip according to District Policy 6153.
- 2. District Policy and Regulation 6153 will be adhered to. (If a student requires treatment or care by a licensed RN, (e.g. insulin injections or medication that must be measured or drawn up; or invasive medical procedures) special arrangements must be made. These must be in compliance with District policy.)
- 3. **In-District field trips:** There will be an exchange of information and conference between the school nurses and teachers on the care of the student.
- 4. **Out of District field trips:** A folder containing signed medical releases will be carried by the School District teacher. It is to be used for daily treatments and emergency care if needed.

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B. PLANNING STRATEGIES:

- 1. For in-District field trips the School Nurse must be notified two weeks prior to departure so that all necessary arrangements are made.

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Deleted: , who is working in the area of the field trip, will be notified by phone and/or fax about the students medical condition.

SCHOOL-SPONSORED TRIPS/SPECIAL MEDICAL NEEDS (continued)

- 2. The special needs of the student will be addressed and a plan as to how these needs are to be met will be written. (See E 6153.1)
- 3. For in-District field trips necessary paper work and information will be faxed and hand carried.
- 4. A cellular phone is recommended to be taken on the trip for use in case of emergency.
- 5. Any special equipment or medication will accompany the student.

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C. FORMS

To be signed by the parent/guardian and must accompany student on field trip.

- 1. Field Trip Participation Consent form E 6153.1(a).
- 2. Mutual Exchange of Information form E 6153.1(c).

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D. CHAPERONES

Recommended adults to attend field trip with medically fragile students:

- 1. The parents are encouraged, but not required, to attend the field trip with their child, or
- 2. A parent trained designee, who is not a School District employee, will accompany the child on the field trip. The School District must have written authorization from the parent assigning the responsibility of their child's care to their designee, or
- 3. A school nurse is to go on the field trip with the student, or
- 4. If none of the above are possible an alternative field trip must be planned.

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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**FIELD TRIP PARTICIPATION CONSENT FORM
Medically Fragile or Intensive Needs Students**

I have read the Kenai Peninsula Borough School District Field Trip guidelines for Students who are Medically Fragile or have Medical Intensive Needs and understand the contents.

I give permission for my child _____ to attend the following field trip: _____

Parent/Legal Guardian Signature Date

CONSENT FOR EMERGENCY ASSISTANCE

I give consent for emergency treatment to be administered to my child in my absence. I assume the cost of this medical treatment.

Parent/Legal Guardian Signature Date

I may be reached by phone: Daytime: _____ Evening: _____

If I am unable to be contacted you may contact the following person(s): _____

PARENT DESIGNEE

I, as parent/guardian of _____ authorize _____ to care for my child. I have trained this person in the medical interventions needed by my child.

Parent/Legal Guardian Signature Date

I _____ have been trained in the medical interventions needed by the above child and am responsible for their care.

Designee Signature Date

cc: school file
copy to accompany student

**Field Trip Accommodation Plan
Students with Medical Needs**

Name: _____ Grade: _____ School: _____

Field Trip Destination: _____ Date: _____

1. Identify the nature of concerns for the student.

2. Describe the accommodations that are planned for the student.

3. Describe special equipment and medication needed:

4. Name of chaperone: _____

5. Check off list for field trip:

- | YES | N/A | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Receiving nurse conference completed |
| <input type="checkbox"/> | <input type="checkbox"/> | Information faxed to receiving nurse |
| <input type="checkbox"/> | <input type="checkbox"/> | Student information prepared for trip |
| <input type="checkbox"/> | <input type="checkbox"/> | Field trip form D102 signed by parent/guardian |
| <input type="checkbox"/> | <input type="checkbox"/> | Exchange of information form M109 signed by parent guardian |
| <input type="checkbox"/> | <input type="checkbox"/> | Cellular phone available for use |

School Nurse: _____

Teacher: _____

Others: _____

cc: Parents
School File
District Office/Asst. Supt.-Instruction

Place on school letter head.

AUTHORIZATION FOR MUTUAL EXCHANGE OF INFORMATION

Education Amendments of 1974 P.L. 93.380

CHILD: _____

BIRTHDATE: _____

SCHOOL: _____

PARENT/GUARDIAN: _____

I, the parent / guardian of the above named child, do hereby authorize the mutual exchange of medical, psychiatric, social work, psychological, and educational information between:

Kenai Peninsula Borough School District
Health Services Program
School Nurse

AND

Parent / Guardian Signature

Date

Please mail to the student's school nurse:

CHALLENGING COURSES BY EXAMINATION

Procedures enabling qualified high school students to challenge courses offered to meet graduation requirements may be established by the Superintendent, subject to favorable review by the Board.

GUIDELINES FOR CHALLENGING A HIGH SCHOOL COURSE

1. The student must submit the Course Challenge Application form [\(E 6155\)](#) to the principal at least nine (9) weeks prior to the semester in which the course will be offered. A completed copy of the form shall be forwarded to the Superintendent.

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Students may challenge a course only once, an exception may be considered by the evaluation team under special circumstances but they may not challenge a course previously taken during their high school experience. Students may challenge only core courses offered to meet graduation requirements.

2. The request for challenging a course will be considered by the Intervention Team.
3. The Intervention Team:
- Shall review the student's history and level of self-motivation, academic records, and all standardized test scores available such as Analytical Writing, curriculum-referenced tests and appropriate national standardized tests.
 - May conduct a brief evaluation that could include a short essay and/or oral interview.
 - Shall develop a written decision approving or denying the challenge application and deliver it to the student and the Superintendent. The statement must include data and reasons supporting the Intervention Team's decision.

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4. The Superintendent will convene an Evaluation Team consisting of at least two content area experts.
5. The Evaluation Team will furnish the student with a course outline, curriculum, textbook(s), assessment criteria, and other relevant information.

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GUIDELINES FOR CHALLENGING A HIGH SCHOOL COURSE (continued)

6. The assessment process will be designed to accomplish as many of the following as appropriate:
 - a. Assess the student's knowledge and comprehension of the subject through the use of the ~~District~~ curriculum-referenced test, where available. The student must earn an 80 percent on this exam.
 - b. Assess the student's knowledge and comprehension of the subject through the use of an additional, more comprehensive curriculum-referenced test. The student must earn an 80 percent on this exam.
 - c. Evaluate the student's higher-level cognitive skills through an oral interview and/or written essay. Concepts should be the major focus of these oral interviews and essays. In those areas requiring knowledge of process skills, the student must demonstrate mastery of the process. This exam earns a "Pass" or "Fail" grade.
 - d. Evaluate the student's lab or performance knowledge and techniques. The student may be required to set up, explain, perform, and/or demonstrate activities required in a class typical of the one challenged. This exam earns a "Pass" or "Fail" grade.
7. The Superintendent, shall notify the student and the principal of the examination results. The assessment must be completed and the student notified no later than the last week of the quarter.
8. Credit awarded for successfully challenging a course will appear on the student's transcript with the grade of "Pass," but no points will accrue to the grade point average. The word "Challenged" will follow the course title.

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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HEALTH CURRICULUM OPT-OUT PROVISIONS

Prior to instruction each semester (secondary) or year (elementary), each school is responsible for disseminating health curriculum information to parents. This information should include the topics to be covered in the curriculum and the information on the District opt-out policy.

Parents are responsible for annually following the opt-out procedure contained in regulation to utilize this option.

Parents may choose to opt-out their child from specific topics or the entire curriculum at the elementary level and specific topics (to a maximum of three class days) or the entire curriculum at the middle or high school levels. Students at the middle and high school levels will be required to take a one-semester correspondence course in place of the regular curriculum, if they opt out of the entire curriculum.

HEALTH CURRICULUM OPT-OUT PROVISIONS

Community members are invited and encouraged to read the health curriculum by checking out a copy from either the curriculum office or their local schools. In addition, materials being used are available upon parent request. After reviewing the curriculum and materials, a parent may request further clarification by making an appointment with the health teacher, principal, or Director of Curriculum/Staff Development.

Recognizing that topics and discussions related to the area of health may be sensitive in nature and may cause concern on the part of parents, every effort will be made to communicate with parents, answer questions and handle health-related topics with sensitivity and care. Outside speakers and related materials will be utilized with the approval of the building principal. Controversial issues will be handled in accordance with BP 6144 and AR 6144.

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Opt-Out Procedures

Elementary

If a parent does not want his/her child to be present when a particular topic in the health curriculum is covered, he/she shall inform the principal and complete an opt-out form (E6158 a). An opt-out form should also be completed if the parent chooses to opt-out the child from the entire health curriculum. Alternative activities and assignments will be arranged for the child during that instructional time.

Middle School/High School

A health course is required at the middle school and high school level. If after reviewing the curriculum, a parent has any particular concerns, he/she will discuss his/her concerns with the teacher and principal. If after this discussion accommodations cannot be agreed on, the parent may choose to opt their student out of the class or opt not to have the student present in the class for a particular topic.

Instruction

AR 6158 (b)

If a parent does not want his/her child to be present when a particular topic in the health curriculum is covered but would like the student to take the class at school, he/she shall inform the principal and complete an opt out form (E 6158(a) or (b)). If a student will miss more than three days of instruction because of controversial issues, he/she will opt out of the entire class. Should a student opt out of a portion of the class, parents are responsible for providing supervision for their student during the instructional time the student is not in class, as well as providing instruction on the material for which the student is not present. Students will be held responsible for and tested on the content of the lessons missed.

An opt out form should be completed if a parent chooses to opt out his/her child from the entire health course at the middle school or high school level. A one-semester correspondence course may be purchased by the parent and counted toward this requirement with prior approval of the building administrator. (Please note that one-half semester credit during high school is required for graduation.)

After an opt-out form is completed, the principal shall:

1. Retain a file copy of the form.
2. Provide a copy of the form to the child's teachers.
3. Provide a copy of the form to the child's parent.
4. Forward a copy of the form to the Director of Curriculum/Staff Development.
5. For middle and high school students, forward a copy of the form to the Director of Secondary Education.

Deleted: Alternative Schools

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 04/15/02

ELEMENTARY HEALTH CURRICULUM

OPT-OUT FORM

Kenai Peninsula Borough School District

_____	_____
Student's Name	Grade
_____	_____
School	Homeroom Teacher

In accordance with administrative procedure for opting-out of controversial issues taught in the KPBSD health curriculum, I request that my student, named above, be excluded from the entire elementary health curriculum or the following unit/topic of the health curriculum.

I understand that it is recommended that I cover this information at home, but to do so is not mandatory.

Whole Course:

Unit/Topic: _____

Reason for Request: _____

_____	_____	_____
Parent's Signature	Phone Number	Date
_____	_____	_____
Principal's Signature		Date

pc: Teacher
School File
Parent
Director of Curriculum/Staff Development

**SECONDARY HEALTH CURRICULUM
OPT-OUT FORM**

Kenai Peninsula Borough School District

_____	_____
Student's Name	Grade
_____	_____
School	Health Teacher

In accordance with administrative procedure for opting-out of controversial issues taught in the KPBSD health curriculum, I request that my student, named above, be excluded from the entire middle school/high health curriculum or the following topic of the health curriculum.

I understand that if my son/daughter is excluded from class instruction on a selected topic, he/she will be held responsible for the material presented during that lesson and will be tested over that material. I accept responsibility for providing supervision for my son/daughter during the instructional time the student is not in class and providing instruction on the material missed.

(If your son/daughter is going to miss more than three days of instruction due to controversial issues, he/she should opt-out of the whole class and take the class through correspondence.)

Reason for Request: _____

Whole Course:

Unit/Topic: _____

_____	_____	_____
Parent's Signature	Phone Number	Date
_____		_____
Principal's Signature		Date

pc: Health Teacher
School File
Parent
Director of Curriculum/Staff Development

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

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

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

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(cf. 6141 - Curriculum Development and Evaluation)

The Superintendent shall establish instructional material evaluation committees. These committees shall include teachers, administrators and other staff who have subject-matter expertise, as well as parents/guardians and/or community members.

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

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

Recommendations for the adoption and/or withdrawal of instructional materials may be reviewed with the Board by the Superintendent and shall include documentation supporting the recommendation.

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SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

(continued)

- (cf. 1312.2 – Public Complaints Concerning Instructional Materials)*
- (cf. 3270 - Disposal of Books, Equipment and Supplies)*
- (cf. 6144 - Controversial Issues)*
- (cf. 6161.11 - Supplementary Instructional Materials)*

Legal Reference:

ALASKA STATUTES

- 11.56.100-11.56.130 Bribery and related offenses*
- 14.07.050 Selection of textbooks*
- 14.07.057 Transmittal of textbook selections*
- 14.08.111 Duties*
- 14.14.110 Cooperation with other districts*
- 14.18.060 Discrimination in textbooks and instructional materials prohibited*
- 14.56.300-14.56.340 Library assistance grants*

ALASKA ADMINISTRATIVE CODE

- 4 AAC 06.550 Review of instructional materials*
- 4 AAC 06.600 Definitions*
- 4 AAC 57.020 Annual report of library operations*
- 4 AAC 57.050-4 AAC 57.095 Library assistance grants*
- 4 AAC 57.990 Definitions*

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

Deleted: 7/1/96

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

General Criteria for Selection and Evaluation

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

Deleted: district

1. Relationship to the adopted courses of study and current curricular goals.
2. Contribution to a comprehensive, balanced curriculum.
3. Reliable quality of scholarship as evidenced by:
 - a. Accurate, up-to-date and well-documented information.
 - b. Objective presentation of diverse viewpoints.
 - c. Clear, concise writing and appropriate vocabulary.
 - d. Thorough treatment of subject.

4. Fair and balanced portrayal of people with regard to race, creed, color, national origin, sex and disability.

Deleted: handicap

5. Provide a wide range of materials on all levels of difficulty, with appeal to students of varied interests, abilities and maturity levels.

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6. Inclusion of materials which stimulate discussion of contemporary issues and improve students' thinking and decision-making skills.
7. Contribution to the proper articulation of instruction through grade levels.
8. Quality and durability of paper, binding, etc.
9. Availability and quality of corresponding teacher's guides.

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

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SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

(continued)

Library books and reference materials do not require committee recommendation or Board approval. The librarian at each school shall select these materials in consultation with the District, principal, department chairpersons, teachers or other interested persons.

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Conflict of Interest

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

Deleted: district

1. Be employed by any person, firm or organization submitting instructional material to the District.
2. Have or negotiate a contractual relationship with any such person, firm or organization.
3. Receive any compensation from any such person, firm or organization or any of its subsidiaries or controlling entities.
4. Have an interest as a contributor, author, editor or consultant in any textbook or other instructional material submitted to the District.

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

Deleted: 5. Discuss any instructional material or related proposal which has been or is likely to be submitted to the district with the person, entity or representative submitting it, except in a meeting scheduled and authorized by the Board or by the committee studying instructional materials.¶
¶
6. Attend workshops, seminars or social events sponsored by publishers, producers or vendors of instructional materials.¶

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

(continued)

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

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

(cf. 1312.2 - Public Complaints Concerning Instructional Material)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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SUPPLEMENTARY INSTRUCTIONAL MATERIALS

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

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

(cf. 6162.6 - Use of Copyrighted Materials)

| Under the direction of the Superintendent, the principal shall establish a prescreening process to be used when a teacher desires to show a film not previously approved by the District or state for educational purposes. The film may be used if found educationally suitable when so previewed.

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(cf. 6144 - Controversial Issues)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

| 4 AAC 57.910 Fees for services (Library services)

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SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Media provided from other than traditional sources such as the school, the District Media Center, or the State Film Library must be previewed prior to classroom use.

All media is to be used for instructional purposes and is to relate to instructional plans and objectives.

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Materials are considered inappropriate for either instructional or entertainment purposes if they deal with language considered inappropriate to school settings; sexual themes, scenes and innuendo; use of violence to solve problems; and gratuitous or senseless violence.

Caution must be used with recordings of television or cable broadcasts. While teachers are permitted by law to tape from broadcast for classroom use, they may not make long term or commercial use of such tapes. In addition, the content of such tapes must pass the same standards that apply to all other classroom instructional media.

Deleted: ¶
Use of Video Tapes and Films¶
Deleted: video tapes

The following procedures must be followed when media from other than traditional sources is viewed by students in the classroom or on field trips:

Deleted: the viewing of video tapes and films
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1. All media must be previewed by the instructor to ensure the appropriateness of language, themes, scenes, innuendoes, violence and instructional value as it relates to the curriculum and the age group of students.

2. All media must have the approval of the building administrator.

Deleted: video tapes and films

3. Media rated R or above is prohibited from use in schools.

Deleted: All video tapes and films rated R and X should not be approved. These movies have been rated in such a category because they contain either language considered inappropriate in the school settings; sexual themes, scenes and innuendo; and/or senseless violence.

(cf - 6161.1 - Selection and Evaluation of Instructional Materials)
(cf - 6162.6 Use of Copyrighted Materials)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: _____

Deleted: 8/5/96

GIFTS OF INSTRUCTIONAL MATERIALS

Gifts of property intended for use as instructional materials shall be reviewed by the principal or, upon request, by Superintendent, to determine if the materials:

Deleted: or designee

1. are appropriate for student use at the school,
2. can be used effectively to support the delivery of District adopted curricula, or
3. can be considered material appropriate to include in the school library or media collection.

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Instructional material gifts shall be determined to be appropriate by applying the same standards and using procedures similar to those regularly used in the selection of all other District instructional materials.

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Gifts of political or religious materials shall be evaluated in the manner listed above and shall be limited to materials that are informational in nature or are considered generally to have enduring literary value.

(cf. 3290 - Gifts, Grants, Bequests)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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STUDENT FEES FOR INSTRUCTIONAL MATERIALS

Student fees may not be charged for use of materials/textbooks associated with course work in District schools. Students working on a project to be taken from the school upon completion may be charged for the materials used.

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Deleted: Such fees shall be levied according to schedules of charges as established by the Board.

Deleted: also

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Fees may be charged for optional items only, such as athletic tickets, towel laundry service, transportation, and for participation in activities not included in regular program credit courses.

The materials/textbook use fee, if charged in compliance with this policy, shall be collected at the school level, and properly accounted for, using procedures established by the District.

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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6161.13¶

¶
**STUDENT FEES FOR
INSTRUCTIONAL MATERIALS**¶

¶
Based upon fiscal conditions, the Board may on an annual basis, establish a materials use fee. The material use fee shall be collected at the school each year when the student enrolls. The funds will be collected and accounted for using procedures established by the District.¶

¶
All students shall pay except those who declare that payment is a hardship. Such students shall use hardship declaration forms developed by the district.¶

¶
Collection is based upon an assumption of good will among our citizens.¶

¶
A deposit and/or fee will be required in junior and senior high school classes to replace materials used to make student projects that become their property. Deposit amounts will be established, by the principal.¶

¶
Money for projects will be collected through the school office during the first week of the class and deposited to the activities fund account. Unused money will be refunded to the student at the end of the course.¶

¶
**KENAI PENINSULA BOROUGH
SCHOOL DISTRICT**¶
Adoption Date: 7/1/96

DAMAGED OR LOST INSTRUCTIONAL MATERIALS

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

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

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

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

Deleted: or designee

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

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*(cf. 5125.3 - Withholding Grades, Diploma or Transcripts)
(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 5144.11 - Due Process)*

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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USE OF COPYRIGHTED MATERIALS

All District staff shall adhere to the provisions of the federal copyright law and maintain high 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.

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

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

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Legal Reference:
UNITED STATES CODE, TITLE 17- Copyrights

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date:

Deleted: 7/1/96

Instruction

AR 6162.6(a)

USE OF COPYRIGHTED MATERIALS

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

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

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

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

Printed Materials

Permitted Use:

1. Single copies at the request of an individual teacher:
 - a. A chapter of a book.
 - b. An article from a magazine or newspaper.
 - c. A short story, short essay or short poem, whether or not from a collective work.

USE OF COPYRIGHTED MATERIALS (continued)

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

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

Prohibited Uses:

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

USE OF COPYRIGHTED MATERIALS (continued)

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

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

Sheet and Recorded Music

Permitted Uses:

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

USE OF COPYRIGHTED MATERIALS (continued)

- b. Unavailable except in a larger work. This may be done by or for a teacher only for scholarly research or in preparation for teaching a class.
7. A single copy of a portion of a sound recording may be made by or for a student, i.e., a song from a record, but not the entire recording. The copy may be used in the educational context in which it was made and may not be sold or performed for profit.

Prohibited Uses:

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

Videotapes, Films, Filmstrips or Slide Programs

Permitted Uses:

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

USE OF COPYRIGHTED MATERIALS (continued)

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

Prohibited Uses:

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

Radio - Off-Air Taping

Permitted Uses:

1. A single copy of a small portion of a copyrighted radio program may be made by a student for educational purposes. Such a copy may not be sold or performed for profit.

USE OF COPYRIGHTED MATERIALS (continued)

2. Copies of broadcasts by National Public Radio may be made by District employees and retained for an indefinite period for educational purposes.

Deleted: national public radio

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Prohibited Uses:

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

Television - Off-Air Taping

Permitted Uses:

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a period not to exceed 45 days. All off-air recordings shall be erased or destroyed at the end of the retention period. Broadcast programs are television programs transmitted for reception by the general public without charge.
2. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities and repeated once only when instructional reinforcement is necessary. These recordings may be shown in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten consecutive school days in the 45 calendar-day retention period.
3. Off-air recordings may be made only at the request of individual teachers, for use by those teachers. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

USE OF COPYRIGHTED MATERIALS (continued)

4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
5. After the first ten consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for teacher evaluation purposes; i.e., to determine whether or not to include the broadcast program in the teaching curriculum; they may not be used for student exhibition or any other nonevaluation purpose without authorization.
6. All copies of off-air recordings shall include the copyright notice on the broadcast programs as recorded.

Prohibited Uses:

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

USE OF COPYRIGHTED MATERIALS (continued)

5. Off-air recordings need not be used in their entirety, but the content of recorded programs may not be altered. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

Software Copyright

Permitted Uses:

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

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1. The copy is needed as an essential step in using the computer program with a particular machine. This copy is to be used in no other way.
2. The copy is used for archival or "backup" purposes. This copy may be held only as a file copy and must be destroyed when the program is no longer rightfully owned by the District unless the copyright owner authorizes its sale, lease or transfer as part of the sale, lease or transfer of the original program. (United States Code, Title 17, Section 117).

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Prohibited Uses:

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

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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INTERNET USE

The use of an Internet account must be in support of education and research, and consistent with the educational objectives of the Kenai Peninsula Borough School District. Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, any pornographic material, or material protected by trade secret. Use for any commercial activities is not acceptable. Use for service or product advertisement, political campaigning and lobbying, or any other for-profit enterprise is strictly prohibited.

The District electronic mail system and all messages sent on it are the property of the Kenai Peninsula Borough School District and should be treated accordingly.

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Any person using District Internet services agrees to abide by the terms and conditions set forth in the *Kenai Peninsula Borough School District Internet Use Terms and Conditions* agreement (E 6162.71).

Parents of minor students (under 18 years of age) may request that their student(s) not be allowed independent use of specific networked resources, such as the Internet, by making such request in writing to the school principal.

Deleted: internet

Parents of minor students (under 18 years of age) may request that the School District not post their children's work, photographs or names on the Internet by making such request in writing to the school principal (E 6162.71(h)).

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Graduates of the School District may request that the School District not post their work, photographs or names on the Internet by making such request in writing to the school principal (E 6162.71(h)).

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Principals of each school will establish site procedures to ensure that notice of this policy is disseminated to parents/guardians and students at the start of each school year. Principals will ensure that notice of this policy is provided to the parents/guardians of any new student at the time of registration for any new student first enrolling in the school.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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**Kenai Peninsula Borough School District
Internet Safety Policy Guidelines
INTERNET USE TERMS AND CONDITIONS**

In order to provide for the appropriate use of the Internet and in keeping with Board of Education policy, the following “KPBSD-Net Terms and Conditions” have been developed.

KPBSD-NET TERMS AND CONDITIONS

Kenai Peninsula Borough School District
148 North Binkley ~~Street~~
Soldotna, Alaska

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Terms and Conditions July, 2002

GENERAL INFORMATION

Kenai Peninsula ~~Borough~~ School District Net (KPBSD-Net) is a system of local-area and wide-area network services provided by Kenai Peninsula Borough School District (KPBSD), which also connects KPBSD facilities to the Internet. Usage of all devices connected to any network in Kenai Peninsula Borough School District is covered by these Terms and Conditions. The use of this service is under the direction of the ~~District~~ technology specialist. The system administrators of KPBSD-Net are employees of Kenai Peninsula Borough School District and reserve the right to monitor all activity on KPBSD-Net. Members may be given an account name, personal e-mail address, and password. Although called a member “account,” there are currently no charges to members by KPBSD-Net for system usage.

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Because of the complex association between government agencies and networks, the end user of any of these networks must adhere to strict guidelines. They are provided here so that members and the parents of members who are under 18 years of age are aware of their responsibilities. KPBSD-Net may modify these rules at any time by publishing the modified rule(s) on the KPBSD-Net web site at ~~http://www.kpbsd.k12.ak.us/dp/default.htm,~~

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CONTENT FILTERING

The ~~District~~ will provide a technology protection measure – generally referred to as an Internet filter – to block access, to the extent practical, to visual depictions deemed “obscene”, “child pornography”, or “harmful to minors” on all Internet accessible computers whether used by children or adults. Filtering will not be disabled for students under the age of 17.

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SUPERVISION AND MONITORING

It shall be the responsibility of all members of the school staff to supervise and monitor usage of KPBSD-Net including access to the Internet and other direct electronic communication in accordance with this policy and the Children's Internet Protection Act. Electronic monitoring of Internet or e-mail activity may also be used.

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INFORMATION CONTENT AND USES OF THE SYSTEM

Members agree not to publish on or over KPBSD-Net any information, which violates or infringes upon the rights of any other person or any information which would be abusive, profane, or sexually offensive to a reasonable person, or which, without the approval of the system administrators, contains any advertising or any solicitation of other member to use goods or services. Members agree not to use the facilities and capabilities of the KPBSD Net to conduct any business or activity or solicit the performance of any activity which is prohibited by law.

Because KPBSD-Net provides, through connection to the Internet, access to other computer systems around the world, members of the District and District Net [and the parent(s) of Members if Members are under 18 years of age] specifically understand that the system administrators and Kenai Peninsula Borough School District do not have control of the content of the information residing on these other systems. Members and the parents of members who are under 18 years of age are advised that some systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.

KPBSD-Net, Kenai Peninsula Borough School District, and the system administrators do not condone the use of such materials and do not permit usage of such materials in the school environment. Students who knowingly bring such materials into the school environment will be dealt with according to the discipline policies of the individual school building and Kenai Peninsula Borough School District, and such activities may result in termination of their access to KPBSD-Net.

KPBSD-Net, the system administrators, and Kenai Peninsula Borough School District do not warrant that the functions or services performed by or that the information or software contained on the system will meet the member's requirements or that the operation of the system will be uninterrupted or error-free or that defects in the system will be corrected. KPBSD-Net is provided on an "as-is, as-available" basis. KPBSD-Net does not make any warranties, express or implied, including, without limitation, those of merchantability and fitness for a

particular purpose, with respect to any services provided by same and any information or software contained therein.

THIRD-PARTY SUPPLIED INFORMATION

Opinions, advice, services, and all other information expressed by members, information providers, service providers, or other third-party personnel on KPBSD-Net are those of the provider and not of KPBSD-Net. Members are urged to seek professional advice for specific individual situations.

Members may order services or merchandise from other agencies and members of KPBSD-Net not affiliated with KPBSD-Net ("Seller") through KPBSD-Net. All matters concerning the merchandise and services ordered from Seller including but not limited to purchase terms, payment terms, warranties, guarantees, maintenance, and delivery, are solely between the Seller and the Member. KPBSD-Net makes no warranties or representations whatsoever with regard to any goods or services provided by Sellers. KPBSD-Net, Kenai Peninsula Borough School District, or the system administrator shall not be a party to such transactions or be liable for any costs or damage arising out of, either directly or indirectly, the actions or inactions of Sellers.

UPDATING MEMBER ACCOUNT INFORMATION

KPBSD-Net may occasionally require new registration and account information from members to continue the service. Member must notify KPBSD-Net of any changes in account information (address, phone, name, school enrollment, etc.).

ON-LINE CONDUCT

Any action by a member that is determined by a system administrator to constitute an inappropriate use of KPBSD-Net or to improperly restrict or inhibit other members from using and enjoying KPBSD-Net is strictly prohibited and may result in termination of an offending member's access. Member specifically agrees not to store, submit, publish, print, or display on or through KPBSD-Net any defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal, or deliberately inaccurate material; nor shall Member provide direct links to such materials or encourage the use of controlled substances. Transmission of material, information, or software in violation of any local, state, or federal law is prohibited and is a breach of the Terms and Conditions.

Member specifically agrees to indemnify KPBSD-Net, Kenai Peninsula Borough School District, its officers and employees, and the system administrators for any losses, costs, or damages, including reasonable attorneys' fees incurred by KPBSD-Net, Kenai Peninsula Borough School District, its officers and employees,

and the system administrators relating to, or arising out of any breach of the terms of these Terms and Conditions by Member.

Members are advised against publication of personal information on KPBSD-Net which may make them vulnerable to harassment from other Internet users. Member shall not publish personal information about others on KPBSD-Net without their approval and parental approval if the individual is under 18 years of age. Commercial uses of KPBSD-Net are strictly prohibited.

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SOFTWARE LIBRARIES

Only public domain files, and files in which the author has given expressed consent for on-line distribution, may be uploaded to the software libraries by Member. Any other software may not be uploaded to the software libraries. Any software having the purpose of damaging other members' systems or the KPBSD-Net System (e.g., computer viruses) is specifically prohibited. The system administrators, at their sole discretion, reserve the right to refuse posting of files and removing files. The system administrators, at their sole discretion, further reserve the right to immediately terminate the access of a member who misuses the software libraries. System administrators do not necessarily inspect software uploaded by members, and KPBSD-Net does not guarantee the suitability or performance of any software downloaded from KPBSD-Net System or any other system accessed through KPBSD-Net.

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COPYRIGHTED MATERIAL

Copyrighted material must not be placed on any system connected to KPBSD-Net without the copyright owner's permission. Only the owner(s) or persons they specifically authorize may upload copyrighted material to KPBSD-Net. Members may download copyrighted material for their own use to the extent allowed by current copyright law. Any member may also non-commercially redistribute a copyrighted program with the express permission of the owner or authorized person. Permission must be specified in the document, on the System, or must be obtained directly from the copyright owner. Members should understand that materials developed, displayed, or contributed to the system as part of a school project, or which use any District resources in their development, become the property of the School District and not the property of any individual contributors to these projects.

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REAL-TIME / INTERACTIVE COMMUNICATIONS

Use of KPBSD-Net to access "talkers," "chat rooms," role-playing games, and other multi-user real-time conferences is prohibited without specific prior permission

from a District authorized teacher or administrator. The administrator, at their sole discretion, reserves the right to immediately terminate the account of a member who fails to abide by this restriction.

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ELECTRONIC MAIL

Electronic mail ("Mail") is a personal electronic message sent by or to a Member in correspondence with another person having electronic mail access. A canceled KPBSD-Net account will not retain its Mail. Members are expected to remove old messages in a timely fashion, and the system administrators may remove such messages if not attended to regularly by the member. The passing of chain letters via Mail is specifically prohibited. Any Mail messages may be monitored or inspected by the system administrators, and/or Superintendent. KPBSD-Net reserves the right to cooperate fully with local, state, or federal officials in any investigation concerning or relating to any Mail transmitted on KPBSD-Net. Privacy is not guaranteed.

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DISK USAGE

The system administrators reserve the right to manage disk usage on the KPBSD-Net system. Members who exceed their quota will be advised to delete files to return to compliance.

SECURITY

Security on any computer system is a high priority, especially when the system involves many users. If Members believe they can identify a security problem on KPBSD-Net, they must immediately (within 24 hours) notify the Superintendent. The Member should not demonstrate the problem to others. Members may not let others use their account and/or password. Passwords to the system should not be easily guessable by others, nor should they be words, which could be found in the dictionary. Attempts to log in to the system using another Member's account or as a system administrator will result in termination of the account. Members should immediately notify a system administrator if their password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any Member identified as a security risk or having a history of problems with other computer systems may be denied access to KPBSD-Net.

Deleted: Assistant Superintendent of Instruction

VANDALISM

Vandalism will result in cancellation of access privileges and possibly other disciplinary and/or legal action. Vandalism is defined as any malicious attempt to harm or destroy data or equipment of another member, KPBSD-Net, any equipment connected to KPBSD-Net, or any of the agencies or other networks that

E 6162.71(f)

are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

TERMINATION OR SUSPENSION OF ACCESS

In the case of student violations of the Terms and Conditions, a system administrator may immediately suspend a student's access to the system and refer the matter to the school administration for disposition under the District Code of Conduct. In the case of employee violations of the Terms and Conditions, a system administrator may immediately suspend the employee's access to the system and refer the matter to the employee's supervisor for disposition under District policies. Accounts which are inactive for more than 30 days during the school year may be removed along with that Member's files without notice given to the Member.

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ENFORCEMENT PROVISIONS

In order to ensure adherence to the Terms and Conditions, the system administrators reserve the right to monitor all activity on the system and to inspect files, including Mail, stored in the system. Privacy is not guaranteed.

OTHER PROVISIONS

The Terms and Conditions shall be interpreted, construed, and enforced in all respects in accordance with the laws of the State of Alaska. Each party irrevocably consents to the jurisdiction of the courts of the State of Alaska and the federal courts situated in the State of Alaska, in connection with any action to enforce the provisions of the Terms and Conditions, to recover damages or other relief for breach or default under the Terms and Conditions, or otherwise arising under or by reason of the Terms and Conditions.

For students, the Terms and Conditions shall be used in conjunction with the School District's Code of Conduct and discipline policies of individual school buildings. Individual schools may choose to have additional rules and regulations pertaining to the use of networked resources in their respective buildings.

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Children's Internet Protection Act definitions of terms

TECHNOLOGY PROTECTION MEASURE. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or

E 6162.71(g)

3. HARMFUL TO MINORS.

HARMFUL TO MINORS. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT; SEXUAL CONTACT. The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

Legal Reference

CODE OF FEDERAL REGULATIONS

47CFR54.520-- Sec. 54.520 Children's Internet Protection Act

UNITED STATES CODE

Title 18, Section 1460 Possession with intent to sell, and sale, of obscene matter on federal property.

Title 18, Section 2256 Definitions for chapter

Kenai Peninsula Borough School District
Videotape/Photograph; Internet Access

Non-Permission Form

Student Name _____

School _____

Videotape and Photograph

Classroom activities and events sponsored by school occasionally are photographed or videotaped by school personnel, students, or representatives of the news media for publication in newspapers or broadcast on television or the Internet. If for any reason you **do not wish to have your child photographed or videotaped** for these purposes, please check the box below, sign at the bottom, and return this form to school **within five (5) school days**.

If the form is not completed and returned by this date, the Kenai Peninsula Borough School District assumes that you have given your consent.

Please **do not** include my child or his/her work in any photograph or videotape intended for use by the news media or placed by the school or District on the Internet.

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Internet Access

The Kenai Peninsula Borough School District makes access to the worldwide computer network, known as "the Internet," available to all students for use as an academic resource and means of communication. Many classes in the KPBSD routinely use the Internet as a tool to complete class assignments and projects in many subject areas.

The Kenai Peninsula Borough School District does not have control over the information content contained on computer systems outside of the KPBSD, but does take measures to limit student access to content inappropriate for the school environment. In addition, students are expected to adhere to strict guidelines for use of the Internet as defined in the Student Handbook for each school. If, for any reason, you **do not wish for your child to have access to the Internet**, please check the box below, sign at the bottom, and return this form to the school.

If a signed form is not returned to the school, the Kenai Peninsula Borough School District assumes that you have given your approval.

Please **do not** provide my child access to the Internet.

Parent or Guardian's Signature

Date

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Staff Verification of Internet Policy

I have read the current KPBSD Internet Use Agreement as found on the KPBSD web site and agree to abide by all terms and conditions found therein.

Signature

Date

RESEARCH

The Superintendent ~~may authorize requests to conduct educational research if the request proposal:~~

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

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

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(cf. 5125 - Student Records)

Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools

GUIDANCE AND COUNSELING SERVICES

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

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

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Academic counseling shall help students establish immediate and long-range educational plans consistent with their individual needs, abilities, interests and aptitudes. Insofar as possible, parents/guardians shall be included when making these plans, and student placement shall not be limited by past grades and test scores. Minority, disadvantaged, low-income and other students shall not be automatically or systematically channeled into vocational or special education.

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

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

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

(cf. 5125 - Student Records)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 6164.5 - Intervention/ Assistance Teams)

Legal Reference:

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

Instruction

BP 6164.2(b)

GUIDANCE AND COUNSELING SERVICES (continued)

ALASKA STATUTES

14.18.030 Discrimination in counseling and guidance services prohibited

14.18.050 Discrimination in course offerings prohibited

ALASKA ADMINISTRATIVE CODE

4 AAC 06.530 Guidance and counseling services

4 AAC 51.330 Vocational guidance and placement

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: _____

Instruction

BP 6164.4(a)

IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS

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

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The School District shall obtain the consent of a child's parent before conducting an initial assessment or placing the student in a special education program in the District. If that consent is not given, and the District believes it should proceed with the assessment and placement, it shall appoint a hearing officer in accordance with state law to determine whether the District should initiate such evaluation or placement. If the hearing officer concludes that the District's plans for evaluation and placement of the child are in accord with law and are in the child's best interest, and the parent continues to disagree, the parent may file a written request for an appeal to the Department of Education, and Early Development.

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(cf. 6172 - Special Education)

Legal Reference: (See next page)

IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS
(continued)

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 52.110 *Referral*

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 52.570 *Appeal to department*

4 AAC 52.580 *Placement of child during proceedings*

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*

104.35 *Evaluation and Placement*

104.36 *Procedural Safeguards*

300.500-300.514 *Due process for parents and children*

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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Instruction

IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS

Identified exceptional students are offered a special education program from age three through age 21. A preschool child who is eligible for special education services may begin service on their 3rd birthday. An IEP must be developed prior to the child's third birthday and include the date the child will enroll in the District to receive special education services.

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A student who is eligible to receive special education services and who is age 21 on the first day of the school term shall be entitled to Free and Appropriate Public Education for the entire school year, even if the child's twenty-second birthday occurs during the school term.

INTERVENTION TEAMS

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The 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 will establish Intervention teams at each school site to address the unique needs of students. The Intervention team shall consider the unique educational needs of students including any student considered for, or requesting, retention, acceleration, early graduation, 504 accommodations or placement in an alternative school setting. The Board expects that the Intervention team will improve communication within the school and support teachers in working with the student.

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(cf. 5144 - Discipline)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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Instruction

AR 6164.5(a)

INTERVENTION TEAMS

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The principal at each school shall:

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1. Select a coordinator who will set Intervention team meeting times and procedures while attempting to minimize interruptions of the instructional program.
2. Establish a process by which teachers, other staff members or parents/guardians may initiate a special education or related service 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.

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Members of individual Intervention teams may include:

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1. The principal.
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.

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INTERVENTION TEAMS (continued)

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Intervention Team Meetings

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

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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.

INTERVENTION TEAMS (continued)

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14. Leave of absence.
15. Work experience education.
16. Transfer to a different school.
17. Referral to District resource staff for academic assessment.
18. Referral for health examination.
19. Referral to school psychologist.
20. Referral to community agency or other community resource.
21. Referral of family to community agency.

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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.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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STUDENT ACCOMMODATION PLAN

_____	_____	_____
Name	Date of Birth	Grade
_____		_____
School		Date of Meeting

1. Describe the nature of your concern:

2. Describe the basis for the determination of disability (if any):

3. Describe how the disability affects a major life activity:

4. Describe the reasonable accommodations that are necessary:

Review or Reassessment Date: _____
(Must Be Completed)

Participants (Name and Title):

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

cc: Parents
 Student 504 File
 District Office: ~~Pupil Services~~

Deleted: Rick Matiya, Director,
 Bilingual/Federal Programs

TITLE I PROGRAMS

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.

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Note: Public Law 100-297 mandates districts which receive funds for Chapter I programs to have a policy on parental participation and a policy ensuring equal provision of staff and materials among sc

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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.

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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)¶

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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.

(cf. 6000 - Concepts and Roles)

Legal Reference:

HAWKINS-STAFFORD ELEMENTARY AND SECONDARY SCHOOL IMPROVEMENT AMENDMENTS OF 1988
Public Law 100-297, 1016-1021

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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TITLE I PROGRAMS

Parent Involvement in Title I Programs

With parental input, Title I programs, activities and procedures shall aim to:

1. Inform parents/guardians about the reasons for their children's participation and about program instructional objectives and methods.
2. Support parents'/guardians' efforts, and train them, insofar as practical, to work with their children at home in support of instructional objectives, understand program requirements and build a partnership between the home and the school.
3. Train participating staff to work effectively with the parents/guardians of participating students.
4. Continually consult with parents/guardians about ways they and the school can better cooperate to achieve program objectives.
5. Give parents/guardians many different, timely opportunities to:
 - a. Learn how the program will be designed, operated and evaluated.
 - b. Participate in this process.
 - c. Work together with educators in achieving program objectives.
6. Ensure, insofar as practical, that opportunities for full participation are given to parents/guardians who lack literacy skills or whose native language is not English.

The following procedures shall be taken to implement the above goals and to ensure that parents/guardians are consulted and participate in the planning, design, implementation and evaluation of Title I programs:

1. Policies ensuring parental involvement in Title I programs shall be made available to parents/guardians and shall be subject to their ongoing review.
2. The District shall invite all parents/guardians of eligible children to attend at least one public meeting each year in order to discuss Title I programs and activities.

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TITLE I PROGRAMS (continued)

3. Parents/guardians shall be informed of Title I parental involvement requirements and their right to consult in the program's design and implementation.
4. Parents/guardians of children participating in Title I programs shall receive timely information about the programs and shall have opportunities to meet regularly to formulate program input if desired.
5. Staff shall provide parents/guardians with reports on their children's progress. Insofar as practical, individual parent-teacher conferences also shall be held to discuss the student's progress and placement and to describe methods the parents/guardians can use to complement the student's instruction.
6. Title I program staff shall be readily accessible to parents/ guardians and shall permit parents/guardians to observe program activities.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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SPECIAL EDUCATION

Whenever possible, the School Board desires both nonhandicapped and handicapped children to share an interactive environment which nurtures understanding, cooperation and mutual respect.

Upon the identification of a student's exceptional need(s), the Superintendent shall appoint an individualized educational program team to consider those needs, determine the content of the student's individualized educational program (IEP) and make placement decisions for the least restrictive appropriate environment.

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Note: 4 AAC 52.590 requires the District 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 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.

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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.¶
¶

Note: 4 AAC 52.115 requires evaluation and placement within 45 days of obtaining parental consent unless a time extension is agreed upon by all parties. 4 AAC 52.140 requires completion of an individualized education plan within 30 days after determining a child's eligibility.

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

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- (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 - Identification of Individuals with Exceptional Needs)
- (cf. Special Services Program Handbook)

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Note: 4 AAC 52.115 requires evaluation and placement within 45 days of obtaining parental consent unless a time extension is agreed upon by all parties. 4 AAC 52.140 requires completion of an individualized education plan within 30 days after determining a child's eligibility.¶
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Legal Reference: (See next page)

SPECIAL EDUCATION (continued)

Legal Reference:

ALASKA STATUTES

14.17.045 *Special education instructional units*

14.30.180-14.30.350 *Education for exceptional children*

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010-4 AAC 52.990 *Education for exceptional children*

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*

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

Deleted: 7/1/96

LIMITED ENGLISH PROFICIENCY EDUCATION

The School Board intends to offer limited English proficiency education programs which develop each student's fluency in English as effectively and efficiently as possible. To accomplish this goal, English development lessons should be tailored to the students' varying levels of English proficiency. The Board shall adopt an educational service plan for bilingual-bicultural education programs in accordance with law.

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, when possible, also receive instruction which promotes positive self-concepts and cross-cultural understanding.

Identification, Assessment and Placement

The Superintendent 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.

An individual student's participation in the limited English proficiency program is voluntary on the part of the parent/guardian.

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

Reassignment

Deleted: **BILINGUAL-BICULTURAL**

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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 34.065 requires a bilingual curriculum or one-on-one tutoring in schools with fewer than eight students who qualify for bilingual educ

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¶

Deleted: or designee

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Deleted: bilingual/bicultural

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Note: 4 AAC 34.065, the district's service plan must provide a process for ongoing reevaluation of student needs and reassignment as appropriate. Additionally, a student's parent/guardian may request placement in a regular school program.¶
¶

LIMITED ENGLISH PROFICIENCY EDUCATION (continued)

Deleted: **BILINGUAL-BICULTURAL EDUCATION**

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.

Deleted: The Superintendent or designee shall establish standard redesignation procedures to assess this proficiency by means of the following criteria:¶

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

- ¶ 1. Teacher evaluation of the student's English language proficiency and curriculum mastery.¶
- ¶ 2. Objective assessment of the student's English comprehension, speaking proficiency and writing skills.¶
- ¶ 3. Parental opinion during a redesignation interview.¶
- ¶ 4. Objective data on the student's academic performance in English.

Parent/Guardian and Community Involvement

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

Deleted: or designee

(cf. 1220 - Advisory Committees)

Deleted: ¶

Program Evaluation

Note: 4 AAC 34.060 requires the involvement of parents/guardians and community members and an informational program.¶

Deleted: district

Deleted: or designee

Deleted: ¶

Note: 4 AAC 34.080 requires districts to establish a procedure for an annual evaluation which includes information regarding student progress and to submit an evaluation report to the Department of Education by June 30.¶

¶

LIMITED ENGLISH PROFICIENCY EDUCATION (continued)

Deleted: ¶
BILINGUAL-BICULTURAL

The Superintendent shall establish procedures for the annual evaluation of **limited English proficiency** education programs in conformance with state and federal regulations.

Deleted: or designee

Deleted: bilingual-bicultural

When evaluating the adequacy of **limited English proficiency** education, the Board shall consider data which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

Deleted: ¶
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 ove

Legal Reference:

ALASKA STATUTES

14.30.400 *Bilingual-bicultural education*

ALASKA ADMINISTRATIVE CODE

4 AAC 34.075 *Bilingual-bicultural education*

20 UNITED STATES CODE, 1702-1703

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

Teresa P. et al v. Berkeley Unified School District et al, 724 F. Supp. 717, (1989)

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¶

Deleted: bilingual-bicultural

Deleted: 010-4 AAC 34.090

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

Deleted: 7/1/96

EDUCATION OF ALASKA NATIVE/NATIVE AMERICAN CHILDREN

Deleted: **NATIVE/INDIAN**

The Superintendent will assure the Board annually that all Alaska Native/Native American children will participate in school programs on an equal basis with all other children educated by the District.

Deleted: superintendent

Deleted: Indian

Deleted: district

The Superintendent will assure the Board, annually, that all tribes (Councils) and parents of Alaska Native/Native American children;

Deleted: superintendent

Deleted: applications, evaluations, and program plans are disseminated to tribes (Councils) and parents of Indian children, and that

Deleted: residing on Indian lands

- 1. have an opportunity to present their views regarding Title VII applications;
- 2. have an opportunity to make recommendations concerning the needs of their children and the ways by which they can assist their children in realizing the benefits to be derived from the educational program of the District;

Deleted: district

3. are afforded the opportunity to present their views on the educational program, its operation, and the degree of parent participation allowed.

Deleted: ¶

3. are consulted and involved in the planning and development of the educational program of the district;¶

Deleted: 4

The Parent Advisory Committee for the Title VII program will be the primary source of input.

Deleted: elected PAC

Deleted: each attendance area

(cf. 6020 - Parent Involvement)

Legal Reference:

UNITED STATES CODE, TITLE 20

236-244 Financial Assistance to Local Educational Agencies (P.L. 81-874)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: _____

EDUCATION OF ALASKA NATIVE/NATIVE AMERICAN CHILDREN

Deleted: NATIVE/INDIAN

To insure that parents and tribal leaders may influence programs serving their children, the Board and administration will conduct the following activities in a timely manner.

1. Distribute information to parents and tribal leaders on P.L. 107-110, Section 701 and other applicable federal programs serving native students.

Deleted: 81-874

2. Assess school data and community input to curriculum and other committees to determine the extent native students participate equally in school services.

3. Gather native views in a variety of ways including Parent Advisory Committee minutes; comments from tribal leaders, parents and students; comments at Board meetings and audio conferences as requested; and modify program when necessary to provide for equitable educational outcomes.

Deleted: PAC

Deleted: equal education

Deleted: ¶
4. Assign administrators to tasks of convening groups composed of lay and, professional members whose specific purpose is to assess tribal leader, parent and student input, identify any problems they suggest, and recommend modifications, federal program applications, and other district services that address these problems.¶

4. Notify the parents and village/tribe officials of the completion of the Title VII application and send a copy upon request.

¶
5. Distribute to these groups P.L. 81-874 and other applicable federal program applications and evaluations, including programs to be initiated or eliminated.¶

Legal Reference
NO CHILD LEFT BEHIND ACT, § 9524, P.L. 107-110 (2002)

¶
6. Inform tribal leaders, PACs, and parents when P.L. 81-874 and other applicable federal program applications are scheduled annually for Board approval and their right to agenda items for Board consideration, appear and comment on these at these and other Board meetings.¶

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: _____

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Deleted: When available, a summary of the P.L. 81-874 application, evaluations, and program plans will be sent home with the students to

Deleted: mailed to

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SUMMER SCHOOL

Summer Institutes

For a summer program to be considered for credit, the following guidelines will be used:

1. The program must enrich the student's educational experience or be unavailable within the student's educational program.
2. The student and parents must substantiate that the content, rigor, and time requirements of the summer program rival that of a high school course—a minimum of 4,050 minutes (67.5 hours) in order to receive 1/2 elective credit.

The following procedures define how students may receive credit for rigorous summer institutes in academics or the arts.

1. The student completes the Prior Approval for High School Credit for Summer Programs form ([E 6177](#)) and secures the signature of a high school counselor.
2. The student submits the signed Prior Approval form to the building administrator. The student should attach a brochure or other information that describes the content of the program.
3. The Instructional Team approves or denies high school credit for the program.
4. After the student completes the program, s/he submits one or more written evaluations or an audio/video tape of a final performance to the building administrator. A credit award is contingent upon a favorable evaluation.
5. Up to 1.0 credit for graduation may be granted.

(cf. - 6146.1 High School Graduation Requirements)

Prior Approval for High School Credit for Summer Programs

Name: _____ Date: _____

School: _____ Grade: _____

Name of Summer Program or Activity:

Location of Program: _____

Dates of Program: From: _____ to _____

Describe the content of the program. Please also attach a brochure or any other information that describes the content of the program.

How will your performance in this program be evaluated?

- Written Evaluation
- Product Evaluation
- Student Performance
- Other (describe) _____

Credit for participation in a summer program may be an elective credit only. To receive high school credit for a summer program:

1. Program must enrich student's educational experience, or be unavailable within student's current school program.
2. Program must be rigorous in terms of time involved and program content.
3. Must certify the student was directly engaged in a minimum of 67.5 hours to receive one-half credit.
4. Before high school credit may be awarded, student must submit one or more written evaluations or an audio/video tape of a final performance to the director of curriculum and staff development. A credit award is contingent upon receipt of a favorable evaluation.
5. Prior approval of the program and method of student evaluation must be obtained from the director of curriculum and staff development. **No credit will be awarded after the fact.**
6. A maximum of 1.0 elective credit may be granted.

Approvals required:

High School Counselor

Date

Director of Curriculum and Staff Development

Date

SCHOOL-TO-WORK

The School Board affirms the importance of providing all students with quality school-to-work experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views school-to-work 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 school-to-work 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 school-to-work 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. 1700 - Relations Between Private Industry and the Schools)
(cf. 6141 - Curriculum Development and Evaluation)

Equal opportunities shall be provided to exceptional and disadvantaged individuals in recruitment, enrollment, and placement activities of the school-to-work program.

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

The Superintendent or designee shall appoint a school-to-work advisory committee as required by law to assist the district plan and evaluate school-to-work programs. The committee shall include teachers and students representing each program area and employers and employees of the region served by the programs.

(cf. 3440 - Inventories)

Deleted: Instruction AR 6178(a)

SCHOOL-TO-WORK

Exceptional and Disadvantaged Students

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

By the beginning of the ninth grade, information shall be provided to exceptional and disadvantaged students and to their parents/guardians concerning the opportunities available in school-to-work 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 exceptional or disadvantaged student who enrolls in a school-to-work program shall receive:

1. Assessment of his/her interests, abilities and special needs with respect to successfully completing the school-to-work 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)

Page Break

AR 6178(b)

SCHOOL-TO-WORK (continued)

Notifications

WORK EXPERIENCE EDUCATION

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

Students in work experience programs shall be enrolled in 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*

WORK EXPERIENCE EDUCATION**Cooperative Work Experiences**

Junior or senior students may earn elective credit for work experience through a combination of required academic classes, related vocational classes, and supervised on-the-job experience. Sophomore students may be accepted in extraordinary circumstances.

Students interested in work experience program placement must present their transcripts and interview with the school work experience coordinator. Coordinator permission is required for program placement. Work schedules may occur during the school day, after school, or both. Student participation shall include:

1. enrollment in required academic classes,
2. work related vocational class enrollment for a minimum of five hours per week (this class should be a component in a two year sequential curriculum),
3. a training agreement for a minimum of ten (10) hours per week between the student, coordinator, and employer that defines a training plan, one-half (1/2) hour coordination per week, wage paid, follow-up, and evaluation plans.

General Work Experience

Junior or senior students not qualified for cooperative work experience may participate in a general work experience program with the approval and supervision of the work experience coordinator. Interested students must complete appropriate application procedures and submit to the coordinator.

No related vocational class enrollment is required, but instruction in job entry skills and human relations is recommended by enrollment in a distributive education, diversified occupations, or job information class. Work may be performed at mutually agreed times.

Student participation should include:

1. enrollment in required academic classes, and
2. a training agreement for at least ten (10) hours per week between the student, coordinator and employer that defines a training plan, coordination time, wage paid, and evaluation plan.

Instruction

AR 6178.1(b)

WORK EXPERIENCE EDUCATION (continued)

Student completing approved training plans may earn one-half (1/2) elective credit per semester to a total of two (2).

PROGRAM ADAPTATIONS/ALTERNATIVE ARRANGEMENTS

Dual Credit

Full-time high school students who satisfy defined criteria may simultaneously be enrolled in college courses and receive credit for successful completion of those courses.

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The Board will adopt administrative regulations governing conditions which will permit dual credit enrollment.

(cf. - 6146.1 High School Graduation Requirements)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

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DUAL CREDIT GUIDELINES

Who is Eligible

Any full-time high school student who is enrolled in the Kenai Peninsula Borough School District. and who meets the qualifying criteria is eligible.

1. The course must be at least three credits.

2. A two-semester, two-credit course will be given consideration. One-credit college courses will not be considered for dual credit.

3. The grade recorded on the official college transcript will be recorded as the high school grade. The student is responsible for providing the high school with a copy of the college transcript.

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Elective Credit Options¶

Deleted: ¶
2. The course is not offered in the school's curriculum.
Consideration may be given to a request if the course does not jeopardize existing school programs.¶

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4. Enrichment courses may only be used for elective credit.¶

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Deleted: Graduation Credit Options¶
¶
1. The course must be at least three credits.¶
¶
2. The course is not offered in the school's curriculum.
Consideration may be given to a request if the course does not jeopardize existing school programs.¶
¶
3. A two-semester, two-credit course will be given consideration. One-credit college courses will not be considered for dual credit.¶
¶
4. The student must provide evidence that learning has extended beyond the courses provided to meet the high school graduation credit thereby necessitating a course of greater depth and complexity.¶
¶
5. These courses may be used for graduation credit.¶

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date:

Deleted: AR 6180(b)

¶
¶ **Application Procedure**
(continued)¶

¶
6. The grade recorded on the official college transcript will be recorded as the high school grade. The student is responsible for providing the high school with a copy of the college transcript.¶

¶
¶ **Application Procedure**¶

¶
¶ Elective Credit Options¶

1. Grade 12 students: complete the Senior College Course Application.¶

¶
2. Grade 11 students: complete the College Course Application, including Intervention Team recommendation.¶

¶
3. Grades 10 and below: complete the College Course Application, including approval of the Intervention Team and QUEST coordinator.¶

¶
¶ Graduation Credit Options¶

1. Grade 12 students: complete the Senior College Course Application, including Intervention Team recommendation.¶

¶
a. Check the blank indicating graduation credit.¶
b. Provide evidence that learning has extended beyond the courses provided to meet the high school graduation credit thereby necessitating a course of greater depth and complexity.¶
c. Obtain approval of the building principal.¶

¶
2. Grades 9 through 11 students: complete the College Course Application, including Intervention Team recommendation plus 1a, 1b, and 1c above.¶

¶
3. QUEST students follow the above guidelines and, in addition, secure the QUEST teacher's signature.¶

¶
¶
(cf. - 6146.1 High School Graduation Requirements)¶

¶
¶
¶

Deleted: 10/21/96

¶
CORRESPONDENCE STUDY PROGRAM¶

¶ Correspondence Study is an independent program of study that addresses curricular goals and expectations of the district. Students are enrolled at the alternative schooling office and receive district report cards and transcripts for the work completed. Students in kindergarten through eighth grade study at home under the direction of their parents or guardian. Parents submit lessons monthly to the alternative schooling office for grading. Students in ninth through twelfth grade enroll in courses required for graduation.¶

¶ Upon parent application, correspondence courses may be provided for pupils living in remote areas too far from school or bus routes to attend regularly. Students must be between 5 and 20 years of age on or before August 15.¶

¶ Enrollments will not be accepted between November 1 and July 1, except in unusual cases, or for high school courses which are offered by semesters.¶

¶ The attendance area administrator may excuse a student from attendance in school upon written application by the student's parent. The correspondence study program must:¶

- ¶ 1. satisfy the basic curriculum or graduation requirements adopted by the Board;¶
- ¶ 2. be cooperatively developed by the parent, principal of the school the student would attend, and the director - alternative schooling programs;¶
- ¶ 3. provide for review and evaluation of student work by alternative schooling staff. If a student fails to meet the program requirements for reasons other than physical or mental disability s/he will be withdrawn from alternative schooling and required to return to regular school and class placement.¶

¶
¶ *Legal Reference:*¶
ALASKA STATUTES¶

Deleted: Instruction AR 6181¶

¶
CORRESPONDENCE STUDY PROGRAM¶

¶
Fees¶

¶
A deposit to be determined by the superintendent or designee per secondary correspondence course or per elementary program will be paid by any student electing to enter the alternative schooling program. Correspondence courses or programs successfully completed within 126 days of receipt of study materials are eligible for a deposit refund. There are no other fees or charges.¶

¶
High school students certified as gifted may request, through the Quest Program, correspondence courses offered by alternative schooling as part of a defined educational plan without charge or deposit. Program materials will be funded by the Quest and Alternative Schooling Programs. A student who fails to complete the course is required to reimburse the school district for all course costs.¶

¶
No fees will be charged for remote high school students.¶

¶
KENAI PENINSULA BOROUGH SCHOOL DISTRICT¶
Adoption Date: 7/1/96

SECONDARY BOARDING PROGRAM

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

(cf. 3541.5 - Alternative Transportation Arrangements)

Legal Reference:

ALASKA STATUTES

14.16.010 - 14.16.080 State boarding school

ALASKA ADMINISTRATIVE CODE

4 AAC 09.050 Secondary boarding programs

4 AAC 27.025 Establishment of other conveyance routes

4 AAC 33.080 Admission to state boarding school

Deleted: ¶
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.¶

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

Deleted: 7/1/96

Instruction

ALTERNATIVE HIGH SCHOOL PROGRAMS

The Board may establish alternative school programs for students through age 20 if they currently are not attending school or are in school, but experiencing serious life difficulties which inhibit their achieving success in a traditional school setting. Academic skills, social issues, and vocational experiences are strongly emphasized for these students throughout their program. Alternative programs may be established by administrative regulation, with Board approval, to address the unique characteristics of each student population.

(cf. 6145.5 - Student Organizations and Equal Access)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: 10/6/2003

Instruction

ALTERNATIVE HIGH SCHOOL PROGRAMS

To create the following described alternative program: Spring Creek Correction Center

Purpose: To provide high school level educational opportunity for students who are incarcerated at the Spring Creek Correctional Center.

Location of Program: Seward, Alaska

Geographical Area Served: Entire state of Alaska

Student Population Served: Any minor convicted as an adult in the criminal justice system.

Enrollment: 55

Staffing

Administrative: Principal/Teacher

Certified:

Regular Ed: 3 FTE

Special Ed: Per District special services staffing formula.

Classified: Per staffing formula.

Effective Date: July 1, 2004

Deleted: Factors to Consider in Determining Annual Yearly Progress: State mandated assessment results on Terra Nova and the Alaska High School Graduation Qualifying Exam.¶

Instruction

ALTERNATIVE HIGH SCHOOL PROGRAMS

To create the following described alternative program: Kenai Alternative

Purpose: To provide high school level educational opportunity for students at risk who are either not attending public school, or are having life issues which make participation in public schools difficult.

Location of Program: Kenai, Alaska

Geographical Area Served: Kenai, Soldotna, Nikiski, Kasilof, Sterling

Student Population Served: Ages 15-20 by approval of program administrator.

Enrollment: 85

Staffing

Administrative: Principal/Teacher

Certified:

Regular Ed: 4.75 FTE

Special Ed: Per District special services staffing formula.

Classified: Per staffing formula.

Effective Date: July 1, 2004

Deleted: **Factors to Consider in Determining Adequate Yearly Progress:** State mandated assessment results on Terra Nova and the Alaska High School Graduation Qualifying Exam.¶

Instruction

ALTERNATIVE HIGH SCHOOL PROGRAMS

To create the following described alternative program: Homer Flex

Purpose: To provide high school level educational opportunity for students at risk who are either not attending public school, or are having life issues which make participation in public schools difficult.

Location of Program: Homer, Alaska

Geographical Area Served: Southern Kenai Peninsula

Student Population Served: Ages 15-20 by approval of program administrator.

Enrollment: 50

Staffing

Administrative: Principal Teacher

Certified:

Regular Ed: 2.75 FTE

Special Ed: Per District special services staffing formula.

Classified: Per staffing formula.

Effective Date: July 1, 2004

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Factors to Consider in Determining Annual Yearly Progress: State mandated assessment results on Terra Nova and the Alaska High School Graduation Qualifying Exam.¶

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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SECONDARY PROGRAM ADAPTATION

An optional schooling program is a cooperatively developed program of study involving a combination of school attendance, correspondence study courses, distance delivery programs, college opportunities or other approved resources which may be outside the school setting. These programs are coordinated through the principals, counselors, and alternative schooling office. Students are enrolled at their local ~~District~~ school.

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Approved optional schooling courses may be substituted for school courses when the course is not a regular part of the school program, or if a student cannot be registered for the regular course, or if a student is on an approved special schedule. In addition, an optional schooling course can be used as an enrichment course or as a substitute for equivalent school course work when a student has failed a course. An enrichment course taken as an elective will count toward graduation requirements. All optional schooling course requests must be approved by the principal before approval by the alternative schooling program director. The Board may elect to establish student fees for optional schooling courses.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

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HOMEBOUND INSTRUCTION

Homebound instruction shall be provided to all District students when it is determined that a student will be absent continuously from school for a medically diagnosed illness or disability that prevents their attendance for a period of at least three (3) weeks.

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1. A 504 plan will be developed by the school intervention/assistance team.
2. An instructional program will be developed by the homebound instructor, regularly assigned classroom instructor(s), parent/guardian and the student.
3. As a general rule, students will receive five (5) hours of direct instruction per week.
4. Homebound instructors wages shall be the equivalent hourly rate for certificated or noncertificated teacher substitutes.
5. Homebound instructors shall receive mileage reimbursement directly related to the development and delivery of instructional services. The mileage rate shall be the current approved rate.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date:

Deleted: 7/1/96

Kenai Peninsula Borough School District

HOMEBOUND STUDENT REPORT

Student Name _____ Date of Visit(s) _____

Address _____

City, State, Zip _____

Progress Report: _____

Teacher Name _____

Mailing Address _____

Social Security Number _____

City, State, Zip _____

Schedule of Fees (Check One):

\$ _____ Certified rate

\$ _____ Non-certified rate

\$ _____ rate x _____ # hours w/student = \$ _____

Mileage at \$.30 per mile x _____ number of miles = \$ _____

Total \$ _____

I certify that the information above is true and accurate.

Teacher Signature _____

Approval: _____
Building Administrator

_____ District Office

INDEPENDENT STUDY PROGRAM

- 1. Initiating an Independent Study Program
 - a. Who initiates? Students/parents may initiate a request for an independent study program by submitting a written request to the building administrator.
 - Deleted: An
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 - b. School liaison. Upon request, the school administration will attempt to identify a certified staff member who has an expertise in a field related to the proposed independent study and who is willing to volunteer as the teacher of record. A qualified staff member will be an essential part of the independent study program.
 - Deleted: ¶
 - b. Prerequisites. Students/parents requesting the accommodation of an independent study program must complete a four-year guidance plan and provide written rationale for the necessity of such an accommodation.¶
 - Deleted: c
 - Deleted: Liaison
- 2. Components of an Independent Study Program
 - a. The independent study program will be developed between the school and the parent/student within the parameters of District policy, curriculum and procedure.
 - Deleted: district
 - b. The independent study program must contain the following components: course description, performance standards and key elements, course curriculum, assessment procedures, and an agreement of responsibility (including supervision) between the school, student, and the parent.
- 3. Evaluation of Independent Study Student
 - a. Grades. The independent study program will be a pass/fail.
 - Deleted: The Superintendent or designee will determine if t
 - Deleted: or letter grade course based upon the course components

INDEPENDENT STUDY PROGRAM (continued)

- b. Evaluator. The teacher of record will be responsible for evaluating the student based on the course assessment criteria and the agreement of responsibility.

4. Assignment of Credit

- a. Limitations. Up to 1.0 credit for an independent study, two-semester program may be awarded following successful course completion. No credit will be awarded beyond two semesters for an independent study program for any student. Independent study programs may be one or two semesters in length.
- b. Graduation Requirements. Independent study programs may fulfill up to 1.0 of the credits needed for graduation. Students will be required to verify that a minimum of 67.5 hours was dedicated to the study for each 1/2 credit earned. Physical education electives will not apply to the independent study program however, students will have the opportunity to waive 1/2 physical education elective through the waiver process.

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5. Approval of Independent Study Course

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- a. The request for an independent study accommodation will be initially approved by the building administrator.
- b. After building administrator approval, the request will be forwarded to the Director of Secondary Education for final approval.

Deleted: Superintendent or designee

(cf. - 6146.1 High School Graduation Requirements)

Instruction**CHARTER SCHOOLS POLICY**

The Kenai Peninsula Borough School District Board accepts responsibility for protecting the interests of the public when granting or denying charter petitions. The Board desires to support innovations which improve student learning and views charter schools as an opportunity to implement school-level reform. The District administration shall work cooperatively with parents/guardians, students, teachers and principals in their efforts to design new schools and alternative approaches to the existing state laws and regulations that govern public schools.

Deleted: district

Petitioners are responsible for developing the charter that will govern the charter school. Unlike other alternative education programs which are under the direct control of the District, charter schools shall be governed at the school in accordance with charter provisions approved by the Board. In granting charter petitions, the Board shall give preference to schools best able to provide comprehensive learning experiences for all students irrespective of their learner characteristics.

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The Board shall evaluate charter school petitions by the degree to which they are designed to improve education for the District's children and the anticipated ability of a charter school to function effectively and meet its goals. 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 methods by which progress in meeting these outcomes will be measured.

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Charter schools in the Kenai Peninsula School District shall comply with the following requirements:

1. Charter schools may be approved in the following regions:
 - A. Southwest (Homer area)
 - B. Southeast (Seward area)
 - C. Central Peninsula area

In the event an application is not received from each region by January 1, 1997, a second or third charter school may be approved in a single region.

CHARTER SCHOOLS POLICY (continued)

2. The charter school shall use and comply with the requirements of the District accounting system.
3. The charter school shall use and comply with the requirements of the District purchasing system.
4. The charter school shall establish an academic policy committee that will function according to the terms of law.
5. Petitioners for charter schools shall comply with all defined application procedures and requirements in order to become operational.
6. The charter school shall conduct its program in a facility which satisfies all local, state, and federal health/safety requirements.
8. The charter school shall be designed to advance basic skill areas (mathematics, science, language arts, social studies) appropriate to the age of students included in the program.
9. The charter school budget shall not diminish the per pupil financial support of students enrolled in the remainder of the District's schools.
10. The charter school program shall have the same standards for student access as any other District school.
11. The charter school disciplinary program shall enforce Alaska statutes, state and federal regulations, and District policies with respect to drugs, alcohol, weapons, tobacco, and violence.
12. The charter school shall not promote religious ideologies or philosophies.
13. The charter school shall operate in compliance with negotiated agreements established between employee groups and the local school board.

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CHARTER SCHOOLS POLICY (continued)

14. Charter school applications for the 1997-98 school year will be due to the District by January 1, 1997. In subsequent years, if two or less charter schools are in operation, applications shall be submitted to the local school board through the office of the Superintendent not later than January 1 if they wish consideration for the following school term.

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Legal Reference:

Alaska Statutes

14.03.250-14.03.280 Charter Schools

Alaska Administrative Code

4 AAC 33.110 Charter Schools

INTENT FORM

INTENT TO DEVELOP CHARTER SCHOOL APPLICATION

Please complete all of the information required on this form. All intent forms for establishing a charter school must be received by November 1 of the year prior to the date of intended implementation. For further details see the following documents:

- A. School board policy on charter schools.
- B. Charter schools application form.
- C. Charter school guidelines and application procedures.
- D. Draft of charter school contract.

1. Name of Charter School _____

2. Contact person for this application:

Name _____

Mailing address _____

Telephone _____

- 3. Academic Policy Committee Membership - Include on a separate page the name of the members of the Academic Policy Committee. For each name specify whether the person is a community member, parent, teacher, or employee (other than a teacher).
- 4. Attach to this intent form a brief description of the mission and goals of the charter school being proposed.
- 5. Prepare and include a narrative description of the organization, operation, and educational program of the charter school.

NOTE: Upon receipt of the intent form the Kenai Peninsula Borough School District administration will arrange for a meeting during which the content of this intent form will be discussed. It is recommended that the discussion meeting is concluded before the person(s) developing the charter school begins to complete the application form.

Return this intent form to:
Superintendent of Schools
Kenai Peninsula Borough School District
148 N. Binkley Street
Soldotna, AK 99669

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
CHARTER SCHOOLS APPLICATION

This application is to be submitted consistent with Alaska Statute 14.03.250-290 entitled *An Act Establishing a Pilot Program for Charter Schools and Providing an Effective Date* for consideration by the Kenai Peninsula Borough School District Board. The following information is required:

The charter school application must meet all requirements as outlined in the "Charter School Guidelines and Application Procedures." Applications may be submitted by an individual, group or organization; however, applications must be received by the Kenai Peninsula Borough School District no later than January 1 of the year prior to the proposed opening of the school.

The following information must be provided in complete detail:

1. Provide the name of the applicant(s) and the name, address and phone number of a contact person.
2. Provide a copy of the mission statement of the charter school including the process used to develop the statement. Note: The mission statement of the proposed charter school must be consistent with the existing missions statement and core values of the Kenai Peninsula Borough School District.
3. A statement of the program philosophy:
 - (a) Why should the program exist? How was the need established?
 - (b) For whom the program is established?
4. Provide evidence that an adequate number of community members, parents, teachers, and pupils support the formation of the proposed charter school.
5. State the proposed three-year goals for the school including timelines. The applicant should also describe the process used to identify the goals.
6. Statement of the specific levels of achievement for the educational program to include:
 - (a) What performance targets do you plan for the students in the proposed charter school?
 - (b) What specific instruments do you plan to use to measure student performance and growth?
 - (c) What is the timeline for achievement of the performance targets you wish to achieve?
 - (d) What are the intended procedures for taking corrective action in the event that pupil performance at the charter school falls below such standards?
7. State the geographic description of the area of intended service.
8. Statement of student demographics to include:
 - (a) A statement of the number of students to be served.
 - (b) A statement of the proposed student-to-teacher ratios.

CHARTER SCHOOLS APPLICATION (continued)

(c) Age/grade levels to be included in the charter school program.

9. Identify the employee positions by type. How many of each position will be included in the charter school?

10. Provide a copy of the curricula to be used in the school. The curricula should list objectives, methods of instruction and the means of measuring student performance for each subject and each grade level.

11. A statement of admissions policies and procedures. This statement must include the following:

- (a) Annual calendar of registration and admissions dates.
- (b) A statement indicating that any student who applies in a timely fashion will be admitted subject to the maximum number of students identified in this proposal.
- (c) A statement of nondiscrimination consistent with school ~~District~~, Department of Education, and U.S. Office of Education requirements.
- (d) A statement indicating that no conditions will be imposed upon parents that would prevent equal access to the charter school program.

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12. Define the enrollment policy including a description of the proposed school's plan to include at risk and academically low-achieving students, to promote diversity and plans for educational programs for exceptional students as well as students with special needs.

13. Describe the facilities to be used and the way they will be obtained and maintained. Include any contracted services and the proposed contractor.

- (a) The name of the facility, if applicable.
- (b) The physical address of the facility.
- (c) Certificates from DEC and the fire marshal indicating that the charter school facility satisfies all health and safety requirements of the state and borough, and that the charter school will maintain that status.

14. Describe the proposed student transportation system including the contract if services will be provided by a second party.

15. Provide a summary of insurance coverage for protecting the ~~District~~ against liability and accident losses in an amount of \$1,000,000.

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16. Include a proposed budget for the term of the charter.

17. Provide a description of the school's discipline procedures.

18. Describe the types and extent of parental and community involvement in the operation of the proposed school.

19. Provide information on how the charter school will be accountable to the public. Specifically include how the following areas will be addressed:

- (a) Provisions for a representative academic policy committee.

CHARTER SCHOOLS APPLICATION (continued)

- (b) Development of an annual school development plan with supporting student performance information.
- (c) Reporting procedures to the local school board and school community.

- 20. List the waivers of state regulations the charter school is requesting. Include reasons for each waiver.
- 21. List the waivers to school ~~District~~ policies the charter school is requesting. Include reasons for each waiver. Deleted: district
- 22. Identify the proposed termination date of the contract.
- 23. Describe the process to be used to discontinue the operation of the school.
- 24. Provide a signed statement that the charter school will comply with all state and federal requirements for receipt and use of public money.
- 25. Provide any additional information that you feel might be helpful in supporting your desire to establish a charter school.
- 26. The applicant should provide ten copies of the completed application.
- 27. Applications will be accepted until January 1, 1997 for schools beginning in August, 1997.
- 28. All applications will be subjected to the School Board's review and approval.

Applications should be submitted to:

Superintendent of Schools
Kenai Peninsula Borough School District
148 N. Binkley Street
Soldotna, Alaska 99669

Charter School Guidelines and Application Procedures

In July of 1995, Governor Knowles signed into law The Charter Schools Act. In passing this legislation, the State Legislature of the State of Alaska was attempting to provide an avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating children.

The charter school concept involves a written agreement setting forth the design and operating principles of the charter school, and describes the relationship between the charter school and the legally constituted authority of the School Board for purposes of this program. A charter school is defined as a public, nonsectarian, non-religious, nonhome-based school which operates within a public school District and is exempt from local school District curriculum requirements.

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The following guidelines will be used to assist in the establishment of charter schools in the Kenai Peninsula Borough School District.

GENERAL GUIDELINES

- A charter school is a public school which is part of the Kenai Peninsula Borough School District and is accountable to the School Board. Up to three (3) charter schools may be established in the Kenai Peninsula Borough School District at any one time.
- The charter school must comply with all of the provisions as set forth in its application for a charter and may be exempt from specified state regulations and policies of the District as agreed upon by the local school board and approved by the State Board of Education.
- All state and federal laws, rules and regulations, and School Board policies must be met by the charter school unless specifically waived by the appropriate agency. The proposed charter school will also be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, national origin, ancestry, or need for special education services. The charter school must be open to any child who resides within the charter school region, subject to the total enrollment limitations proposed.
- The charter school shall be administered and governed by a governing body in a manner specified in the law and contract.

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Charter School Guidelines and Application Procedures (continued)

- The charter school may not charge tuition to students who reside in the District.

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- Funding for the charter school will be based on a per pupil proportional share of the funding received by the school District for students attending the charter school. In no event shall this funding be less than the "amount generated by students enrolled in the charter school" as defined in AS 14.03.260(a), less administrative costs, determined by applying the Department of Education approved indirect cost rate to this amount. All other services provided by the District to the charter school will be provided on a cost basis. Operating revenues will be determined by the foundation report count.

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- All fees collected from students enrolled in a charter school will be retained by the school subject to District procedures.

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- The charter school must be nonsectarian in its programs, admissions policies, employment practices and all other operations and shall not be affiliated with a nonpublic sectarian school or a religious institution.

- The charter school application, enrollment and student selection process shall be subject to School Board approval.

- Subject to the other requirements of charter schools and the limitation on allowed charter schools, a portion of an existing District school may be converted to a charter school. Provisions within that school will be made to accommodate the interests of the remaining students.

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- The charter school will be subject to student performance standards identified in the application process. If student performance at a charter school falls below these standards, as determined by the local school board, the charter school must take corrective action to meet or exceed the standards or risk termination by the Board.

Charter School Guidelines and Application Procedures (continued)

- The charter school will be responsible for its own budget preparation. However, the annual audit of financial and administrative operations, contracting for services, personnel, as well as all other operating needs of the school shall be managed by the District. The charter school may contract other services from the school District, the governing body of a state college or university, or any third party for the use, operation and maintenance of a school building and grounds, or any other services needed by the charter school subject to approval by the Superintendent. (See AS 14.03.255(d))
 - Deleted: district
 - Deleted: district
 - Deleted: superintendent
- The charter school located in a District facility will not be charged rent by the Kenai Peninsula Borough School District for the use of space that is deemed available by the Board. Operational costs will be charged to the charter school on a pro rata basis according to the costs of building operation. All other services provided by the District to the charter school will be calculated on a cost only basis.
 - Deleted: district
 - Deleted: or designee
 - Deleted: district
- A new employee hired initially by the charter school will have employment rights to a position in the District upon leaving the charter school, provided the employee is included in one of the bargaining units.
 - Deleted: district
- All employees of the charter school shall be members of the Teacher's Retirement System or the Public Employee's Retirement Association and subject to its requirements.
- The charter school will be responsible for developing its own set of policies as defined in the application. Academic policies shall be approved by an academic policy committee consisting of parents of students attending the school, teachers, and school employees. All policies must be approved by the academic policy committee of the charter school and reported to the School Board.
- Accountability to the local School Board shall be an integral part of the charter school program. The expectations for accountability shall be, at a minimum, the same as all other District schools.
 - Deleted: district
- Any resident otherwise eligible to attend District schools may apply for admission to the charter school.
 - Deleted: district

Charter School Guidelines and Application Procedures (continued)

CONTRACT PROVISIONS

- A contract with a charter school must be approved by the Board and will constitute an agreement, and the terms shall be terms of a contract between the charter school and the local school board.
- The contract between the charter school and the local school board shall reflect all agreements regarding the release of the charter school from Board policies, procedures, and regulations. The Board and the charter school will jointly request releases from regulations of the State Board of Education, if necessary or desired.
- The contract shall contain all provisions required in AS 14.03.255(c).
- Any revision of the terms of the contract may be made only with the approval of the local school board and the governing body of the charter school.

APPLICATION PROCEDURE

- An application for a charter school may be submitted by an individual, a group or an organization.
- Applications must be submitted no later than January 1 prior to the proposed opening of the school. The Board will act on the application within 60 days of receiving the application.
- The Board will consider all applications and will either approve or deny the application within the sixty-day period. A charter school approved by the School Board will be valid for a period of up to five years subject to revocation in accordance with law. The charter may be renewed for additional years if the Board, in its judgment, believes the school is achieving its goals, is operating in a sound fiscal manner, and has otherwise met the standards required by law and the Board.
- Upon approval or rejection of a charter school application, the Board will report its action to the State Board of Education. In its report, the Board will specify the reasons for approval or rejection.

Charter School Guidelines and Application Procedures (continued)

- Once approved, the charter school will be subject to an annual review of its operations and finances by the Board or its representative. On an annual basis, the charter school will make a written report to the local school board and the public.
- If an application for a charter school is denied by the Board, a new application may be submitted by the same person, group of people or organization during the next application period.
- The decision of the Kenai Peninsula Borough School District Board to reject an application for a charter school may not be appealed.

APPLICATION RENEWAL

- By January 1, in the year prior to the expiration of the charter school contract, a renewal application may be submitted to the Board. The renewal application shall include a report on the progress toward achievement of goals, objectives, pupil performance standards, content standards, and other terms as outlined by the original application.
- A financial statement will be presented to the Board which discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that will allow comparison of such costs to the other schools in the District.
- A charter may be revoked or not renewed by the Board if the Board determines that the charter school did any of the following:

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Violated any conditions, standards, or procedures set forth in the charter application or contract;

Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the charter application;

Failed to meet generally accepted standards of fiscal management;

Violated any provision of law from which the charter school was not specifically exempted; or

Charter School Guidelines and Application Procedures (continued)

If the School Board determines that it is not in the best interest of the pupils residing within the school ~~District~~ to continue the operation of the charter school.

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For additional information contact:

Assistant Superintendent
Kenai Peninsula Borough School District
148 N. Binkley Street
Soldotna, AK 99669
Phone: (907) 262-5846

Performance Expectations

Students will:

- 1.Arts: Apply knowledge of language arts, fine arts, creative arts, and performing arts.
- 2.Civic Responsibility: Participate responsibly in their school, community, country, and t
- 3.Collaboration: Work with others willingly, respectfully, cooperatively, and effectively.
- 4.Communication: Communicate effectively in reading, writing, listening, speaking, and n
5. Creativity: Utilize creative thinking and expression in varied situations.
- 6.Life Planning: Apply knowledge of economics, personal finance, goal setting, and career
- 7.Mathematics: Apply mathematical principles and operations to solve a wide range of pr
- 8.Problem Solving: Make decisions and apply solutions in real-life situations both indepe
- 9.Sciences: Apply skills and scientific concepts to explain the world, find solutions for its
- 10.Social Sciences: Apply knowledge of history, geography, and government to the presen
11. Technology: Use technology as a tool for learning and expression.
- 12.Wellness: Integrate into everyday life an awareness of health, wellness, and leisure-tim

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BP 6141(c)

CURRICULUM DEVELOPMENT AND EVALUATION (continued)

Curriculum Revision Cycle

- | Phase | Task |
|--------------|---|
| 1 | Develop standards, assessment processes and curriculum. |
| 2 | Adopt basic instructional materials. |

- 3 Develop training and implementation plan.
- 4 Implement adopted curriculum and associated training plans.
- 5 Monitor and evaluate curriculum using current assessment model.

Instruction

AR 6141(b)

CURRICULUM DEVELOPMENT AND EVALUATION

GRAPHIC CURRICULUM/ASSESSMENT TIME LINE

1999–2000	2000–2001	2001–2002	2002–2003	2003–2004	2004–2005
Language Arts Standards Assessment Curriculum	Language Arts Implementation Training	Social Studies Standards Assessment Curriculum	Science Standards Assessment Curriculum	Math Standards Curriculum	Physical Education Standards Assessment Curriculum
	Certified Diploma HSGQE Benchmarks Performance Levels Instruction Curriculum Alignment	Health Standards Assessment Curriculum	Fine Arts Standards Assessment Curriculum	World Language Standards Assessment Curriculum	Vocational Education Standards Assessment Curriculum

Primary functions of the curriculum development and assessment effort shall be to organize instruction for basic skill instruction, effect integration of curricular areas, and develop techniques of assessment which measure the ability of students to understand the manner in which one curricular area relates to another.

Grade	Area Tested	Instrument Used	Purpose	Use of Resu
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K	Developmental Skills	Developmental Profile	School Readiness	1. Report to parents/Board of Education 2. Evaluate District curriculum and instruction
	Reading	DIBELS	Assess Early Literacy Skills	3. Promote instructional improvement and focus 4. Focus instructional program to meet needs
1	Developmental Skills	Developmental Profile [^]	School Readiness	1. Report to parents/Board of Education 2. Evaluate District curriculum and instruction
	Reading	DIBELS/CBM	Assess Beginning Reading Skills	3. Promote instructional improvement and focus 4. Focus instructional program to meet needs
2	Reading	CBM	Assess Reading Skills	1. Report to parents/Board of Education 2. Evaluate District curriculum and instruction 3. Promote instructional improvement and focus 4. Focus instructional program to meet needs
3	Reading, Writing, Math	Alaska Benchmark I Exam	Measure performance in basic skill areas (State mandated)	1. Report to parents/Board of Education 2. Evaluate District curriculum and instruction 3. Promote instructional improvement and focus 4. Focus instructional program to meet needs
	Reading	CBM	Assess Reading Skills	5. Determine school designator status/level
4	Reading/Language Arts, Math, Science, Social Studies	*Terra Nova CAT Complete Battery Plus	Measure performance in basic skill areas (State mandated)	1. Report to parents/Board of Education 2. Evaluate District curriculum and instruction 3. Promote instructional improvement and focus 4. Focus instructional program to meet needs
	Writing	Analytic Writing Assessment (optional administration)	Assess Writing Performance	5. Determine school designator status/level
5	Reading/Language Arts, Math, Science, Social Studies	*Terra Nova CAT Complete Battery Plus	Measure performance in basic skill areas (State mandated)	1. Report to parents/Board of Education 2. Evaluate District curriculum and instruction 3. Promote instructional improvement and focus 4. Focus instructional program to meet needs
	Writing	Analytic Writing Assessment	Assess Writing Performance	5. Determine school designator status/level
6	Reading, Writing, Math	Alaska Benchmark II Exam	Measure performance in basic skill areas (State mandated)	1. Report to parents/Board of Education 2. Evaluate District curriculum and instruction 3. Promote instructional improvement and focus 4. Focus instructional program to meet needs 5. Determine school designator status/level
7	Reading/Language Arts, Math, Science, Social Studies	*Terra Nova CAT Complete Battery Plus	Measure performance in basic skill areas (State mandated)	1. Report to parents/Board of Education 2. Evaluate District curriculum and instruction 3. Promote instructional improvement and focus 4. Focus instructional program to meet needs
	Writing	Analytic Writing Assessment	Assess Writing Performance	5. Determine school designator status/level
8	Reading, Writing, Math	Alaska Benchmark III Exam	Measure performance in basic skill areas (State mandated)	1. Report to parents/Board of Education 2. Evaluate District curriculum and instruction 3. Promote instructional improvement and focus 4. Focus instructional program to meet needs
	Algebra**	Post Algebra Assessment	Assess Math Skills	5. Determine school designator status/level
	Social Studies ***	End of Course Assessment	Certify Foundational Skills	
	Science ****			
9	Reading/Language Arts, Math, Science, Social Studies	Terra Nova CAT Complete Battery Plus	Measure performance in basic skill areas (State mandated)	1. Report to parents/Board of Education 2. Evaluate District curriculum and instruction 3. Promote instructional improvement and focus 4. Focus instructional program to meet needs
	Writing	Analytic Writing	Assess Writing Performance	

		Assessment		5. Determine school designator status/
10	Reading, Writing, Math	HSGQE	Measure performance in basic skill areas to determine High School graduation	1. Report to parents/Board of Education
				2. Evaluate District curriculum and inst
				3. Promote instructional improvement a
				4. Focus instructional program to meet
				5. Determine school designator status/
11	Reading, Writing, Math	HSGQE	Measure performance in basic skill areas to determine High School graduation	1. Report to parents/Board of Education
				2. Evaluate District curriculum and inst
				3. Promote instructional improvement a
		ACT/SAT(optional)	Measure student performance	4. Focus instructional program to meet
				5. Determine school designator status/
12	Reading, Writing, Math	HSGQE	Measure performance in basic skill areas to determine High School graduation	1. Report to parents/Board of Education
				2. Evaluate District curriculum and inst
				3. Promote instructional improvement a
		ACT/SAT(optional)	Measure student performance	4. Focus instructional program to meet
				5. Determine school designator status/

^Terra Nova, HSGQE, Benchmark only
 ^^Only students not assessed in Kinder

*Grades 4,5,7,9 are State mandated tests

*** to be de

**Grades 8-12 for students completing Algebra

**** to be de

Instruction

BP 6164.41

TIME OUT ROOM

Time out rooms are specially designed, comfortable enclosures within special service classrooms that are used with students whose emotional condition can be aided by brief supervised periods by themselves, away from the stimulation of other students or the usual classroom environment.

Teacher use of the time out room with identified students shall be guided by procedures developed by the superintendent or designee. No student may be placed under the provisions of time out room guidelines without prior written parent approval.

(cf. Special Services Program Handbook)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 7/1/96

Page Break

E 6164.41(a)

Instruction

TIME OUT ROOM

1. INTRODUCTION

Children referred to the Emotional Handicapped Program (E.H.) have been defined by teachers, parents, guardians, and/or relevant professionals as being "emotionally disturbed" or as having significant behavioral problems. The mode of therapy provided by the program is a generally positive one in which "good" or pro-social behaviors have good or reinforcing results, while asocial or anti-social behaviors result in the withholding of the good things. There are no punishments used, and a child is affected by the natural consequences of his/her behavior. It is necessary, however, that some contingency be available if a child is having a temper tantrum, threatening to or injuring people and/or property, or is too emotionally upset to be under his/her own or a teacher's control. In this situation, removal of a child from the emotionally stimulating environment to a more neutral one for the duration of the tantrum has proven to be effective.

A "Time Out Room" is defined as a neutral, unstimulating, non-punitive environment where children having tantrums or displaying uncontrollable anti-social and injurious behaviors can "cool off." Along with a program of concentrating on reinforcing pro-social behavior, time out serves to encourage desirable behavior in children and to gradually eliminate undesirable behaviors.

2. TIME OUT ROOM SPECIFICATIONS

- a. The room(s) will be constructed so as to permit adequate visual and auditory contact by the teacher at all times.
- b. Fire, health, and building codes shall be adhered to at all times.
- c. Adequate light fixtures will be covered in such a way as to prevent breakage or harm to the child
- d. Adequate ventilation will be incorporated.
- e. When carpeting is installed, it will be a flame resistant type.
- f. When a seat is installed, it will be anchored to the floor or wall.

Page Break

E 6164.41(b)

Time Out Room (continued)

- g. Room size will be approximately six feet by eight feet by eight feet.
- h. The interior will be finished or painted in a fashion to make it as neutral, uninteresting and unstimulating as possible.

3. PARENT CONSENT AND NOTIFICATION

Before a child is admitted to a class using a time out room, it will be required that the parent(s) and/or guardian sign a "Time Out Room" permission form agreeing to the use of the room with their child at appropriate times. Parents will also be invited to view the room. Additionally, parents will be informed as to the frequency of use of the room on the same day.

4. CRITERIA FOR USE OF THE TIME OUT ROOM

A child may be placed in the time out room for having a temper tantrum or showing such undesirable behaviors as uncontrollable running, throwing things, swearing, hitting others, self-abuse, or threatening such behaviors.

Children will not be put into the time out room for refusing to cooperate nor will time out be used as a threat.

5. DIRECTIONS TO TEACHERS

Children may be taken to the time out room only after meeting the above criteria. The teacher will proceed in as neutral and unemotional a manner as possible. The teacher should not scold or punish en route to the room, but will be firm, minimally verbal and business-like. The teacher will continuously monitor the child through observation and allow him/her to leave the room as soon as he or she has met the criterion of being quiet for three minutes, or has exhibited a desirable change in the behavior for which he/she was placed in time out. Before exiting from the room, however, a routine procedure of verbalizing the behavior which precipitated his/her going to time out and stating what appropriate behaviors will follow his/her exit will be required from the child. The child will then return to the group environment with no further attention being focused on the incident. For the child's protection, a teacher will be stationed at the time out room door

Page Break

E 6164.41(c)

Time Out Room (continued)

throughout the period maintaining adequate visual and auditory contact. At no time will the room be darkened. A child shall not be deprived of food, clothing or opportunity to use toilet facilities because of being in the time out room. In case of emergency, it will be this person's primary responsibility to see that the child is taken from the room. The teacher will also be alert to the fact that a child may need to be removed from the room if he/she appears ill or is experiencing some unusual type of trauma. At no time will the duration of time out exceed one (1) hour. Repeated use of the time out for a given child within a short period so that the child spends a major percent of his school day in the room is prohibited. A teacher placing a child in time out shall be responsible for that child's well-being for the entire time that the child is in time out, and shall not delegate this responsibility to any other individual.

6. RECORDING

Teachers will keep records, reporting when a child is placed in the time out room, the precipitating behavior, and duration of time out, and the exit behavior. Records will be reviewed to determine both immediate and long-term results. These records will be sent to the psychologist, E.H. Program.

7. ADHERENCE TO THE POLICY

Each teacher will be held personally responsible for an infraction of this policy. Any violations of the criteria for placement in time out or non adherence to time out procedures will result in a reprimand.

8. ROOM SPECIFICATIONS

A time out room is defined as a neutral, non stimulating area where children can have tantrums and cool off without disturbing classmates. As such, unusually sturdy and sound absorbing construction is required.

Time out Room specifications are as follows:

1. Room size approximately six feet by eight feet by eight feet.
2. Four walls and ceiling.

Page Break

E 6164.41(d)

Time Out Room (continued)

3. Two feet by four feet frame on eight inch centers.
4. Hardboard (or similar material) over two sheets of one-half inch plywood on interior wall.
5. Sheet rock (or similar material) on exterior wall.
6. Hardboard (or similar material) over one sheet of one-half inch plywood on ceiling.
7. Solid core door with eighteen inch by twelve inch (approximate) unbreakable window at adult eye level.
8. Lock on door that only locks if person on outside holds a button in. Door lock immediately, automatically releases when attendant's hand is removed.

9. Unbreakable lens around ceiling light.
10. Ventilation fan.
11. Exterior electrical switch to operate both light and fan.
12. Bench built into wall with air vents underneath.
13. Paint inside walls a bland color, i.e. light gray.
14. Paint outside wall same as classroom walls.

Page Break

E 6164.41(e)

Time Out Room (continued)

PARENT PERMISSION FOR USE OF TIME OUT ROOM

I have discussed the use of the time out room with my child's teacher and have been invited to view the room. I understand the necessity of having a contingency available if a child is having a temper tantrum, threatening to or injuring people or property, or is too emotionally upset to be under his/her own or a teacher's control. I give my permission for the use of the time out room with my child or ward in this situation. I understand that the teacher will attempt to contact me on any day that my child or ward is sent to the time out room.

Name

Date

Parent or Guardian

Page Break

SCHOOL-TO-WORK

The School Board affirms the importance of providing all students with quality school-to-work experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views school-to-work 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 school-to-work 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 school-to-work 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. 1700 - Relations Between Private Industry and the Schools)
(cf. 6141 - Curriculum Development and Evaluation)

Equal opportunities shall be provided to exceptional and disadvantaged individuals in recruitment, enrollment, and placement activities of the school-to-work program.

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

The Superintendent or designee shall appoint a school-to-work advisory committee as required by law to assist the district plan and evaluate school-to-work programs. The committee shall include teachers and students representing each program area and employers and employees of the region served by the programs.

(cf. 3440 - Inventories)

Page Break

BP 6178(b)

SCHOOL-TO-WORK (continued)

Legal Reference:

ALASKA STATUTES

14.17.043 Vocational education instructional units

14.18.030 Discrimination in counseling and guidance services prohibited

14.35.010-14.35.030 Vocational education

ALASKA ADMINISTRATIVE CODE

4 AAC 51.100-4 AAC 51.190 Vocational technical centers

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

FEDERAL REGISTER

Vol. 45, No. 92, 5/9/90, p. 30929

Vol. 50, No. 159, 8/16/85, p. 3308

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: 7/1/96

Page 136: [7] Deleted

Mari Auxier

9/16/2005 10:13 AM

Instruction

AR 6178(a)

SCHOOL-TO-WORK

Exceptional and Disadvantaged Students

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

By the beginning of the ninth grade, information shall be provided to exceptional and disadvantaged students and to their parents/guardians concerning the opportunities available in school-to-work 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 exceptional or disadvantaged student who enrolls in a school-to-work program shall receive:

1. Assessment of his/her interests, abilities and special needs with respect to successfully
2. Special services designed to meet identified needs, including adaptation of curriculum,
3. Guidance, counseling and career development activities conducted by appropriately tra
4. Counseling services designed to facilitate the transition from school to post-school emp

SCHOOL-TO-WORK (continued)**Notifications**

Before the beginning of each school year, the district shall publicly announce that its vocational programs and courses will be offered without regard to race, color, national origin, sex or handicap. This announcement shall be made through media that reach the general public, minorities, women and exceptional 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 school-to-work programs.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 7/1/96

Page 143: [8] Deleted

Mari Auxier

9/16/2005 12:03 PM

Instruction

BP 6181

CORRESPONDENCE STUDY PROGRAM

Correspondence Study is an independent program of study that addresses curricular goals and expectations of the district. Students are enrolled at the alternative schooling office and receive district report cards and transcripts for the work completed. Students in kindergarten through eighth grade study at home under the direction of their parents or guardian. Parents submit lessons monthly to the alternative schooling office for grading. Students in ninth through twelfth grade enroll in courses required for graduation.

Upon parent application, correspondence courses may be provided for pupils living in remote areas too far from school or bus routes to attend regularly. Students must be between 5 and 20 years of age on or before August 15.

Enrollments will not be accepted between November 1 and July 1, except in unusual cases, or for high school courses which are offered by semesters.

The attendance area administrator may excuse a student from attendance in school upon written application by the student's parent. The correspondence study program must:

1. satisfy the basic curriculum or graduation requirements adopted by the Board;
2. be cooperatively developed by the parent, principal of the school the student would attend;
3. provide for review and evaluation of student work by alternative schooling staff. If a student is enrolled in a correspondence study program, the school and class placement.

Legal Reference:

ALASKA STATUTES

14.17.041 Elementary and secondary instructional units

14.30.010 When attendance compulsory

ALASKA ADMINISTRATIVE CODE

4 AAC 33.030 Enrollment in correspondence study programs

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: 7/1/96



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Finance

Melody Douglas, Chief Financial Officer
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8888 Fax (907) 262-5867
Email mdouglas@kpbsd.k12.ak.us

November 23, 2005

MEMORANDUM

To: Board of Education

Through: Dr. Donna Peterson, Superintendent *Donna Peterson*

From: Melody Douglas, Chief Financial Officer *Melody Douglas*

Subject: FY06 Budget Revision – General Fund

PURPOSE:

The District annually reviews and revises the general fund, pupil transportation, food service, and community school fund budgets to reflect the salary and benefit accounts for employees hired for the current school year. The mid-year budget revision also incorporates the preliminary Department of Education and Early Development OASIS information, which this year reflects an enrollment shortfall. This year the budget revision also reflects the expected rate increases for utilities. It is important to make the changes resulting from these adjustments at this time so that the FY097 preliminary budget comparison information is relevant. Detailed information regarding each of the changes as well as a summary of all changes is provided in this memo.

RECOMMENDATION:

The administration recommends the Board of Education approve a revised general fund budget of \$88,982,642.

PERTINENT INFORMATION:

Enrollment

Preliminary foundation funding information based on the October 2005 OASIS data has been received from the Department of Education and Early Development, indicating an enrollment of 9397 FTE. This represents a decrease of 194 FTE from the FY06 enrollment projection of 9591. A future FY06 budget revision will be necessary to address the final OASIS numbers; final OASIS numbers are expected in January 2006.

Charter School Adjustments

These budget changes are a result of preliminary OASIS enrollment information.

	<u>Approved Budget</u>	<u>Revised Budget</u>	<u>Change</u>
Aurora Borealis	\$1,554,972	\$1,426,839	(\$128,133)
Fireweed	205,082	281,649	76,567
Kaleidoscope	721,410	670,888	(50,522)
Montessori	<u>757,500</u>	<u>711,530</u>	<u>(45,970)</u>
	<u>\$3,238,964</u>	<u>\$3,090,906</u>	<u>(\$148,058)</u>

Staff Costs

The annual budget adjustment to reflect the salaries and benefits of those actually hired for FY06 has been completed. The net of these adjustments represents a 1.2% budget reduction of \$1,067,861 from the original budget. Basically, we hired staff on the lower end of the salary schedules than those leaving the District.

Additionally, the unrealized enrollment has an impact on the amount set aside per the collective bargaining agreements; "10% of any increase in total operating fund financial support from the State of Alaska will be used to reduce total health care expenses."

FY05 Revenue – State Revenue	\$46,240,303
FY06 Revised – State Revenue	<u>49,824,731</u>
	\$ 3,584,428 x 10% = \$358,443
Amount approved July 11, 2005	\$ 460,185
Revised amount	<u>358,443</u>
Budget reduction	<u>(\$101,742)</u>

Utilities

The District is experiencing significant water and sewer, electricity, natural gas and fuel rate increases, therefore, an estimated net \$743,202 increase to these budget categories is recommended at this time. It may be necessary to adjust these accounts again later in the fiscal year.

	<u>Budgeted Increase</u>	<u>Original Budget</u>	<u>Proposed Budget</u>	<u>Increased Amount</u>
Garbage	17%	\$ 129,275	\$ 150,807	\$ 21,532
Water & Sewer	18%	177,673	209,014	31,341
Electricity	15%	2,438,486	2,804,259	365,773
Natural Gas	20%	456,351	547,621	91,270
Fuel	35%	<u>666,532</u>	<u>899,818</u>	<u>233,286</u>
		<u>\$3,868,317</u>	<u>\$4,611,519</u>	<u>\$743,202</u>

* through October 2005

Student Nutrition

It appears increased freight, product, and other costs may require a fund transfer from the general fund to balance the student nutrition fund at the end of this fiscal year. A review of all revenue and expenditures is underway; updated information will be provided to the Board of Education at a later date.

Fund Balance

Utilization of fund balance in the amount of \$513,520 is necessary to balance this budget recommendation. Please note that \$1,927,108 of fund balance was previously designated for FY06 general fund operations. This change will bring the total of fund balance needed for this year's budget to \$2,440,628 leaving \$1,555,753 (\$2,069,273 - \$513,520) in undesignated fund balance.

FY06 GENERAL FUND BUDGET REVISION SUMMARY:

General Fund Revenue Budget

Approved FY06 Budget	<u>\$89,560,311</u>
Decreased State Revenue	(1,017,471)
Decreased Local Effort from KPB	(70,408)
Decreased Quality Schools (summer school)	<u>(3,310)</u>
Total Decreased Revenue	(1,091,189)
Additional Allocation of Fund Balance	<u>513,520</u>
Revised FY06 Revenue Budget	<u>\$88,982,642</u>

General Fund Expenditure Budget

Approved FY06 Budget	<u>\$89,560,311</u>
Health Care Cost Adjustment	(101,742)
Utility Budget Increases	743,302
Decreased Summer School Allocation	(3,310)
Charter School Adjustments	(148,058)
Annual Salary and Benefit Adjustment	<u>(1,067,861)</u>
Revised FY06 Expenditure Budget	<u>\$88,982,642</u>

Kenai Peninsula Borough School District

Board of Education Meeting Minutes

November 21, 2005 – 7:00 p.m.
Regular Meeting

Borough Administration Building
148 N. Binkley, Soldotna, Alaska

SCHOOL BOARD MEMBERS: Mrs. Debra Mullins, President
Mrs. Sammy Crawford, Vice President
Ms. Sandra Wassilie, Clerk
Mr. Marty Anderson, Treasurer
Dr. Nels Anderson
Mrs. Debbie Brown
Mrs. Liz Downing
Mr. Bill Hatch
Mrs. Sunni Hilts
Miss Kelly King, Student Representative

STAFF PRESENT: Dr. Donna Peterson, Superintendent of Schools
Mrs. Melody Douglas, Chief Financial Officer
Mr. Sam Stewart, Assistant Superintendent
Mr. Glen Szymoniak, Assistant Superintendent

OTHERS PRESENT:

Mr. Paul Sorenson	Mr. Mark Norgren
Ms. McKibben Jackinsky	Mr. Tim Peterson
Mrs. Susan Lacey	Mr. Sean Dusek
Mr. Vince O'Reilly	Mrs. Patty Rich
Mrs. Jean Dixon	Mrs. Paula Christensen
Mrs. Margaret Gilman	Mrs. Rochelle Hanson
Mr. Blaine Gilman	Mr. Jim White
Ms. Jeanne Burger	Mrs. Sharon Mook
Ms. Fayrene Sherritt	Mr. Todd Bureau

Others present not identified.

CALL TO ORDER: Mrs. Mullins called the meeting to order at 3:05 p.m. A quorum of School Board members, Mrs. Mullins, Mrs. Crawford, Mrs. Downing, Mrs. Brown, Mr. Anderson, Ms. Wassilie, Mr. Hatch, and Mrs. Sunni Hilts were in attendance.

EXECUTIVE SESSION: At 3:06 Mrs. Hilts moved the Board go into executive session to discuss matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the Borough. Specifically, the executive session was to discuss negotiations. Ms. Wassilie seconded.

Motion carried unanimously.

ADJOURN EXECUTIVE SESSION: At 3:32 p.m., Mrs. Crawford moved the executive session be adjourned. Mrs. Downing seconded.

Motion carried unanimously.

CALL TO ORDER: Mrs. Mullins called the meeting to order at 7:00 p.m.
(7:00:01 PM)

PLEDGE OF ALLEGIANCE: Mrs. Mullins invited those present to participate in the Pledge of Allegiance.
(7:00:08 PM)

ROLL CALL:*(7:00:33 PM)*

Mrs. Debra Mullins	Present
Mrs. Sammy Crawford	Present
Ms. Sandra Wassilie	Present
Mr. Marty Anderson	Present
Dr. Nels Anderson	Absent/Excused
Mrs. Debbie Brown	Present
Mrs. Liz Downing	Present
Mr. Bill Hatch	Present
Mrs. Sunni Hilts	Present
Miss Kelly King	Present

APPROVAL OF AGENDA:*(7:01:19 PM)*

The agenda was approved as written.

APPROVAL OF MINUTES:*(7:01:43 PM)*

The School Board Minutes of November 7, 2005, were approved with a correction.

AWARDS AND PRESENTATIONS:*(7:03:02 PM)*

The Board presented Mrs. Margaret Gilman with appreciation gifts for her past service as a School Board member. Mrs. Gilman thanked the Board for the recognition and acknowledged the amount of work involved with being a Board member. She thanked the Board for their willingness to serve and for making decisions with the best interest of children in mind. She thanked the administration for their hard work.

Mrs. Sammy Crawford was presented with a certificate from Association of Alaska School Boards (AASB) recognizing her for Excellence in Boardsmanship.

SCHOOL REPORT:*(7:07:36 PM)*

Mr. Paul Sorenson, Kenai Middle School principal, gave a PowerPoint presentation that highlighted the school history, enrollment information, and assessment scores. A short video created by Mr. Lincoln Wensley, student, was played and featured KMS student activities, academics, staff, the Character Counts Program, and the Welcome All Kids Program. The Leadership Class presented information on the class participation requirements, goals, mission, and projects.

PUBLIC PRESENTATIONS:*(7:25:16 PM)*

Ms. Jeanne Burger, Hope Community resident, reported that the Hope Elementary/High School is threatened with possible closure because the enrollment is projected to be less than the 8 (elementary level) required to receive state funding and listed several strategies that the Hope Community is considering to increase and sustain student enrollment.

Mr. Anderson asked Ms. Burger for Hope School projected enrollment information. Ms. Burger responded that only one student will enter kindergarten next year and three students will be promoted to high school. Mr. Anderson stated that he wanted to make sure that the Board did not make a hasty decision to close the school.

Mr. Todd Bureau, Hope Chamber of Commerce president and resident, reported that he has chosen to live in Hope because it is an exceptional place to live and listed immediate and long term solutions being considered by the Hope Community to boost student enrollment.

PUBLIC PRESENTATIONS:
(continued)

Ms. Fayrene Sherritt, Hope resident and Hope Elementary/High School PTA member, noted that the 12-student school has 49 PTA members who are extremely involved with funding raising, coaching, volunteering in the classroom and more and added that closing the school would have a huge impact on the community and asked the Board what they could do to help keep the school open.

Miss Melissa Shaginoff, student KCHS, asked the Board to consider staffing District schools with full-time nurses so that students with emergency health concerns can be treated immediately.

COMMUNICATIONS AND PETITIONS:
(7:40:30 PM)

Dr. Peterson reported that on November 4 a letter was sent to the Commissioner of Education asking for a response to questions that were generated from the October 17 Board worksession.

ADVISORY COMMITTEE, SITE COUNCIL AND/OR P.T.A., K.P.A.A., K.P.E.A., K.P.E.S.A, BOROUGH ASSEMBLY:
(7:40:55 PM)

Mrs. Cathy Carrow, KPEA President, reported that Representative Paul Seaton participated in KPEA's American Education Week, celebration activity by spending the day at a Seward school shadowing teachers. She listed several concerns regarding BP 6180 (Dual Credit Guidelines) and asked the Board to proceed with caution.

SUPERINTENDENT'S REPORT:
(7:44:44 PM)

Dr. Peterson reported that trainings were held in Math Solutions and Co-teaching and that the Community Conversations on Competency Based Education have been concluded.

FINANCIAL REPORT:
(7:45:43 PM)

Mrs. Douglas presented the financial report of the District for the period ending October 31, 2005. She notified the Board that a FY06 budget adjustment will be forthcoming at the December 5 Board meeting.

PRESENTATION OF ENROLLMENT PROJECTIONS:
(7:46:30 PM)

Mrs. Melody Douglas presented the Six-Year Enrollment Projections (2006-07 through 2011-12) that reflects 9,244 students for FY07. She explained that the report reflects a total decline of approximately 800 students by 2012; a districtwide reduction of 2% with the exception of the charter schools, alternative programs, Cooper Landing Elementary School and Hope Elementary/High School. She recognized Mrs. Laurie Olson for her work on the report.

CLASS SIZE ENROLLMENT REPORT:
(7:48:31 PM)

Mr. Sam Stewart presented the Class Size Enrollment Report that included a comparison of pupil-teacher ratios throughout District schools. He thanked the school principals and secretaries as well as Mrs. Loretta Bixby for their contributions to the report.

BOARD REPORTS:
(7:49:21 PM)

Mrs. Crawford reported that she attended the Project GRAD meeting in Homer and noted that wonderful things are happening at all 7 schools. She stated that the group received a report on the Move It Math Program and the Success for All Reading Program. She stated that two Ninilchik Elementary/High School students reported that they were very excited to receive college scholarship money. She reported that she attended the Charter School Committee meeting and noted that the group is developing questions about policy. She reported that she has been appointed to the Alaska School Activities Association Board.

BOARD REPORTS:
(continued)

Ms. Wassilie reported that on November 10 she attended the Community Conversation on Competency Based Education in Seward. She reported that on November 15 she attended the Language Arts Curriculum Committee and the Career and Technical Education Advisory Committee (CTE). She reported that the CTE group toured KCHS and the vocational education building. She noted that the meeting focused on Tech Prep and Workforce Development Programs and added that the advisory committee has representatives from small businesses, Job Service, and Conoco Phillips. She noted that Job Service is funding career planning counselors statewide including two in Kenai to work with District schools.

Mrs. Downing reported that on November 7 she attended the Community Conversation on Competency Based Education in Homer which was well attended. She reported that the Homer's Happening event attracted 200 to 300 teenagers and adults who participated in discussions on many different topics as well as other activities. She reported that she led a discussion about how to make education more interesting from kindergarten through college.

Mrs. Mullins reported that she attended the Calendar Committee meeting and added that a recommendation will come to the Board for approval at a future meeting.

CONSENT AGENDA:
(7:55:35 PM)

Items presented on the Consent Agenda were Approval of New Teacher Assignments and High School Graduation Qualifying Exam Waiver Number 2006-01.

NEW TEACHER ASSIGNMENTS:

Mr. Glen Szymoniak recommended the Board approve teacher assignments for Benjamin Lavigne, (temporary) Title I teacher at Nanwalek School; Tina M. Wise, elementary music K-6 teacher at Paul Banks and West Homer Elementary; and Angela M. Wheat, (temporary) .50 FTE math teacher at Soldotna Middle School.

HSGQE WAIVER:

Mr. Stewart recommended the Board approve High School Graduation Qualifying Exam Waiver Number 2006-01.

MOTION

Mrs. Crawford moved the Board approve Consent Agenda Items Numbers 1 and 2. Mr. Hatch seconded.

Motion carried unanimously.

STUDENT EXPULSION
(7:56:27 PM)

MOTION

Ms. Wassilie moved the Board approve the following decision regarding student expulsion 2005-06-002: "The student has a pattern of willful disobedience and defiance of school authority and has engaged in repeated conduct which is harmful to the welfare, safety, and morals of other students. The student is expelled from the Kenai Peninsula Borough School District schools with the provision that he be allowed to complete his high school education through Connections." Mrs. Crawford seconded.

Motion carried unanimously.

BOARD COMMENTS:

(7:58:19 PM)

Mrs. Brown expressed appreciation for the information gathering stage regarding the possible closure of Hope Elementary/High and Cooper Landing Elementary. She expressed concern for the situation and asked those present to think of ways to solve the enrollment problem. She stated that when a KPB community struggles with problems of this magnitude it causes a ripple effect throughout the Borough. She reported that she attended the Community Conversation on Competency Based Education in Ninilchik and noted that the meeting was not well attended. She stated that the conversation needs to touch more families and added that there was a mixed review of the meeting. She stated that she will be interested to read a report of the Districtwide conversations. She expressed appreciation for the amount of participation by the KPB legislators and added that the delegation is preparing for the upcoming legislative session and much of their attention will be spent on the extra revenue caused by increased oil prices. She reported that she was privileged to attend the welcome party for President George Bush and his wife Laura during their stop over in Anchorage. She reported that she had the opportunity to speak to President Bush and his wife. She praised Alaskan soldiers and their families who were also in attendance.

Ms. Wassilie reported that during a conversation with Assembly Member Gilman, she learned that the Borough sands the school parking lots and the School District sands the sidewalks and playground areas. She reported that she enjoyed reading the Class Size Report and was pleased to note that there were no sections at the elementary level with 30 or more students. She noted that there are some large classes at the middle school and high school level. She reported that on November 17 she visited Hope Elementary/High School and noted that she had a delightful visit with the students and added that strong community support for the school is evident. She noted that a 50-member PTA in a town the size of Hope is tremendous. She expressed appreciation for the problem solving approach by the members of the Hope Community.

Miss King recognized the KMS students for the school report and stated that she was encouraged to see so many students involved in leadership at the middle school level. She thanked the Hope community members for speaking to the Board and was pleased that they are working on the problem from many angles. She stated that she was interested in the Policy Manual discussion during the worksession prior to the Board meeting.

Mrs. Crawford thanked the administration for the Class Size Report and the Enrollment Projections Report and added that she appreciates the early information for making upcoming decisions. She stated that the conversation with the legislative delegation was helpful and was encouraged that they are willing to continue the monthly meetings with the Board. She thanked Mr. Sorenson, the students and staff for the KMS report. She reported that she, Mr. Anderson and various members of the administration attended the Kenai Alternative High School Thanksgiving dinner. She asked for an excused absence from the December 5 meeting.

BOARD COMMENTS:
(continued)

Mr. Hatch stated that he enjoyed the KMS report. He reported that he visited Sears Elementary School and the Kaleidoscope Charter School and commented that he was impressed by the remarkable display of two schools working together for the good of their students. He stated that the economic reality of charter schools mandate growth and expressed hope that as the Kaleidoscope Charter School grows they can continue the current relationship with Sears Elementary.

Mrs. Hilts expressed appreciation for the KMS report and added that it is wonderful to see students interested in leadership. She stated that she will miss Mrs. Gilman and Ms. Germano as members of the Board. She stated that it was important to hear from the Hope residents and noted that Seldovia has similar population problems. She noted that an *Anchorage Daily News* article mentioned boarding home schools as an option for educating rural students. She stated that in the past boarding schools were the only option for many rural students to complete their education and were not very successful because students tended to drop out. She stated that communication and transportation has changed considerably over the years and that boarding homes may once again be an option. She stated that she hopes the District can look seriously at developing a quality program for small schools but acknowledged that the bottom line revolves around money. She stated that if the community of Hope offers a good education for students, young families will come. She stated that the District needs to consider other options such as more itinerant teachers, block scheduling, or relocating the school elsewhere for a short period of time. She assured those present that closing a small school is a huge issue for the Board and administration and is not taken lightly. She wished those present a Happy Thanksgiving.

Mr. Anderson thanked the KMS staff and students for the presentation and commended the leadership class for their activities. He thanked the Hope residents for sharing their concerns and noted that he is planning to visit the community to become more educated about the issue. He thanked the legislators for their attendance at the worksession and for their hard work. He reported that he attended the Kenai Alternative School Thanksgiving dinner and noted that it was a wonderful event. He thanked Mr. Spence for providing information in response to questions concerning the Sterling Elementary School. He thanked Mr. Dave Tressler, Borough Maintenance Director, for the explanation of expenditures and school maintenance and for walking through the Sterling Elementary facility. He was pleased to note that the school will receive exterior paint and new flooring in the future. He thanked Miss King for her comments and input during the Policy Manual worksession.

BOARD COMMENTS:
(continued)

Mrs. Downing thanked the KMS students for the leadership report and was impressed with their accomplishments so far this school year. She expressed appreciation for the comments from the Hope residents and was pleased to hear of their strategies to resolve the enrollment problem. She stated that she was encouraged to hear that the Kenai Peninsula legislators care about the District and are doing as much as they can for education on the Peninsula. She thanked Mr. Stewart for his efforts in communicating with Homer residents regarding the military opt out issue and for facilitating the Community Based Education Conversation in Homer.

Mrs. Mullins reassured the Hope residents that the administration is paying attention to the public testimony and that the Board will try to do what is best for Hope Elementary/High School students. She expressed appreciation for the worksession with the Kenai Peninsula legislators and stated that they urged the Board needs to get the message out to the remaining legislators. She thanked Board members for coming to the meeting well prepared.

ADJOURN:
(8:20:59 PM)

At 8:20 p.m., Mrs. Crawford moved the School Board Meeting be adjourned. Mr. Hatch seconded.

Motion carried unanimously.

Respectfully submitted,

Mrs. Debra Mullins, President

Ms. Sandra Wassilie, Clerk

The Minutes of November 21, 2005,
have not been approved as of
November 22, 2005.

December 5, 2005

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Glen Szymoniak, Assistant Superintendent

SUBJECT: Approval of New Teacher Assignments/2005-06 Item 11 a (1)

It is recommended that the following new teacher assignments be approved. The following assignments are tentative:

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Homer, AK.	Matthew Stineff	BS	Oregon State University, Corvallis, Oregon	General Science	7-12 Chemistry 7-12 Physics	=====	Science Teacher at Homer High School
Kenai, AK.	Breanna Bloom	BEd	Gonzaga University, Spokane, Washington	Special Education	Pre K-12 Special Education	=====	Special Ed/Intensive Needs Teacher at K-Beach Elementary
Soldotna, AK.	Paul D. Gutzler	MAT	Pacific University, Forest Grove, Oregon	Special Education	5-12 Special Education	1 States	Special Ed Resource Teacher at Kenai Central High
Tyonek, AK.	Andrea H. Joachim	MAT	Whitworth College, Spokane, Washington	Biology	K-8 Elementary K-12 Spanish 4-12 Biology	=====	Secondary Generalist at Tebughna School
Tyonek, AK.	Donny P. Joachim	BA	Gonzaga University, Spokane, Washington	General Studies	K-8 Elementary K-8 Reading	=====	Elementary Generalist at Tebughna School



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Planning & Operations

Dave Spence, Director

139 E. Park Street Soldotna, Alaska 99669

Phone (907) 714-8875 Fax (907) 262-7165

Email dspence@kpbsd.k12.ak.us

MEMORANDUM

DATE: November 28, 2005

TO: Board of Education

THROUGH: Glen Szymoniak, Assistant Superintendent

FROM: Dave Spence, Director, Planning and Operations

SUBJECT: Six Year Plan

Following this year's capital improvements/major maintenance site visits, the attached list was prepared to demonstrate the School District's Six Year Plan through Fiscal Year 2013. Your approval of this plan is respectfully requested.

Thank you.

Attachments

Alaska Department of Education CATEGORIES OF GRANTS

AS 14.11.013(a)(1) - The department shall verify that each proposed project meets the criteria established under AS 14.11.014(b) and qualifies as a project required to accomplish one of the following. Projects can combine work in the different categories with majority of work establishing the project's type. For the purpose of review and evaluation, projects, which include significant work elements from categories other than the project's primary category, will be evaluated as mixed scope projects.

A. "Avert imminent danger or correct life threatening situations." This category is generally referred to as, "Health and Life Safety." A project classified under "A" must be documented as having unsafe conditions that threaten the physical welfare of the occupants. Examples might be that seismic design of structure is inadequate; that required fire alarm and/or suppressant systems are non-existent or inoperative; or that the structure and materials are deteriorated or damaged seriously to the extent that they pose a health/life-

safety risk. The district must document what actions it has taken to temporarily mitigate a life-threatening situation.

B. "House students who would otherwise be unhoused." This category is referred to as "Unhoused Students." A project to be classified under "B" must have inadequate space to carry out the educational program required for the present and projected student population or the existing facility must qualify for replacement-in-lieu-of-renewal. Projects will be considered for replacement-in-lieu-or-renewal when project costs exceed 70% of the current replacement cost of the existing facility, based on a twenty-year life cycle cost analysis, which includes disposition costs of the existing facility. Documentation should be based on the current Department of Education Space Guidelines. (Refer to AAC 31.020)

C. "Protection of the structure of existing school facilities." This category is intended to include projects that will protect the structure, enclosure, foundations and systems of a facility from deterioration and ensure continued use as an educational facility. Work on individual facility systems may be combined into one project. However, the work on each system must be able to be independently justified and exceed \$25,000. The category is for major projects, which are not a result of inadequate preventive, routine and/or custodial maintenance. An example could be a twenty year old roof that has been routinely patched and flood coated, but is presently cracking and leaking in numerous locations. A seven-year-old roof that has numerous leaks would normally only require preventive maintenance and would not qualify. In addition, no new space for unhoused students is permitted in this category, limiting its ability to be combined with other project types.

D. "Correct building code deficiencies that require major repair or rehabilitation in order for the facility to continue to be used for the educational program." This category, Building Code Deficiencies, was previously referred to as "Code Upgrade." The key words are "major repair." A "D" project corrects major building, fire, mechanical, electrical, environmental, disability (ADA) and other conditions required by codes. Work on individual facility systems may be combined into one project. However, the work on each system must be able to be independently justified and exceed \$25,000. An example could be making all corridors one hour rated. Making one or two toilet stalls accessible would not fit this category. In addition, no new space for unhoused students is permitted in this category, limiting its ability to be combined with other project types.

E. "Achieve an operating cost saving." This category is intended to improve the efficiency of a facility and therefore, save money. Examples that might qualify are increasing insulation, improving doors and windows, and modifying boilers and heat exchange units for more energy efficiency. The district must document a cost benefit ratio less than 1, considering both capital and operating dollars.

F. "Modify or rehabilitate facilities for purpose of improving the instructional unit." Category "F", Improve Instructional Program, was previously referred to as "Functional Upgrade." This category is limited to changes or improvements within an existing facility such as, modifications for science programs, computer installation, conversion of space for special education classes, or increase of resource areas.

G. "Meet an educational need not specified in (A)-(F) of this paragraph, identified by the department." Any situation not covered by the above categories and mandated by the Department of Education. (Currently, there are no such mandates.)

PRIORITY	LOCATION AND DESCRIPTION	CATEGORY	STATE FY	COST ESTIMATE
1	Teacher Housing @ Remote Schools	F	2008	\$ 600,000.00
2	Districtwide Arsenic Removal	A	2008	\$ 1,000,000.00
3	Districtwide Reroofs (Seward Ele/McNeil/Whse)	C	2008	\$ 1,189,396.00
4	Districtwide ADA Upgrades	D	2008	\$ 1,000,000.00
5	Districtwide HVAC Upgrades	C	2008	\$ 375,000.00
6	Nikolaevsk Reroof (old section)	C	2008	\$ 500,000.00
7	Moose Pass Water Treatment	D	2009	\$ 35,000.00

8	Soldotna Ele & Chapman Window Replacement	C	2009	\$ 600,000.00
9	Moose Pass Bleachers	C	2009	\$ 15,000.00
10	Homer High Pool Parking	C	2009	\$ 60,000.00
11	Sears Concrete Roof Overhang Repair	C	2010	\$ 30,000.00
12	Homer Middle Upper Playfield	F	2010	\$ 900,000.00
13	Seward High Auditorium Reroof	C	2010	\$ 250,000.00
14	Districtwide Tracks (3)	C	2010	\$ 1,500,000.00
15	Tustumena Elementary Siding	C	2011	\$ 40,000.00
16	Soldotna Middle Gym Siding	C	2011	\$ 75,000.00
17	Nanwalek Propane Separation	D	2011	\$ 55,000.00
18	Sterling Ele Heating Upgrade (primary wing)	C	2011	TBD
19	KCHS Parking Lot	C	2012	\$ 450,000.00
20	W. Homer Ele Repoint Mortar Joints	C	2012	\$ 100,000.00
21	Soldotna Ele Drainage	C	2012	\$ 45,000.00
22	Homer Flex Parking	C	2012	\$ 75,000.00
23	KCHS Upper Gym Bleachers	C	2013	\$ 25,000.00
24	SoHi Enlarge Playfield	F	2013	\$ 150,000.00
25	Homer Middle Kitchen Remodel	D	2013	TBD
26	Seward High Prking Lot Lighting Upgrade	C	2013	TBD
27	Soldotna Ele 400 Wing Reroof	C	2013	\$ 100,000.00
28	Districtwide Security Systems	C	annually,	\$ 60,000.00
29	Districtwide Playground Upgrades	C	as	\$ 150,000.00
30	Districtwide Electrical Upgrades	A	funding	\$ 200,000.00
31	Districtwide Locker Replacements	C	allows	\$ 1,000,000.00
32	Districtwide Intercoms	C		\$ 250,000.00
33	Districtwide Carpet/Flooring	C		\$ 1,000,000.00
34	Districtwide Asbestos Abatement	A		\$ 1,000,000.00
35	Districtwide Asphalt Repair	C		\$ 1,000,000.00
36	Districtwide Drainage Projects	C		\$ 75,000.00
37	Districtwide Portables/Outbuildings	B		\$ 200,000.00
38	Districtwide Elevator Upgrades	C		\$ 50,000.00
			TOTAL	\$ 14,154,396.00