

Kenai Peninsula Borough School District
Policy Review Committee

June 4, 2012

12:30 – 1:30 PM

Conference Room C, Borough Building

AGENDA

Approval of notes from Policy Meeting of May 7, 2012

Review of Policies for Updating

- *BP 5131.6 Alcohol and Other Drugs* *Page 3*
 - Modified to include bath salts and designer drugs
 - Added “Use” as a parameter for inclusion in who violates this policy
 - This is also being brought forward at the Worksession so that we can request approval at the August meeting—before school starts.

- *BP/AR/E 6145.22 Concussions in Student Athletics and Student Activities – NEW* *Page 5*
 - Alaska Statute 14.30.142-143 requires school districts to have a program for the prevention and management of concussions in student athletes.
 - This new policy addresses these required issues and is mostly taken straight from AASB.
 - The KPBSD feels that concussions occurring at school in non-sports activities also needs to be addressed; therefore, we have also added a section entitled Concussion in School (Non-Intramural or Cocurricular).
 - This is also being brought forward at the Worksession so that we can request approval at the August meeting—before school starts. However, sports begin in July; therefore, we have included the exhibits in the information packet for this Board meeting.

- *AR 6153 School Sponsored Trips* *Page 15*
 - At the request of the Borough Risk Management Department, we have added a notification that the District be named as an additional insured and District Office provided a copy of the insurance certificate to the section “For Trips by Commercial Marine Vessels”
 - This is also being brought forward at the Worksession so that we request approval at the August meeting—before school starts.

- *AR 6174 Bilingual-Bicultural Education* *Page 23*

Modified by AASB to include

 - The regulation no longer requires a parent be part of the LEP team, thus it is recommended for removal.

- *BP 3290 Gifts, Grants and Bequests* *Page 28*
 - At the request of a Seward grandparent, we are adding a section: Gifts to Students.

- Consideration of adding KPBSD’s process for approving a school level initiative or program as a new AR 0200. *Page 30*

➤ *Exhibits submitted as part of the Information Packet for the current Board meeting.*

○ *For your information.*

▪ *E 5128 Alaska Performance Scholarship (NEW)*

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▪ *E 6145.22 Concussion Exhibits (NEW)*

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▪ *E 9000(b) Administrative Selection*

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ALCOHOL AND OTHER DRUGS

It is the intent of the Kenai Peninsula Borough School District to maintain a drug-free school environment so learning can take place; to educate students so they are aware of the issues and problems related to the use of drugs, alcohol, and controlled substances; to identify students who have chemical abuse problems; to refer students for treatment services which are beyond the scope of the schools; and to remove students possessing, distributing or selling drugs or alcohol in the school setting from that environment.

Prohibited Substances and Items

The substances and items prohibited by this policy include, but are not limited to: alcohol; prescription drugs (except as authorized by BP 5141.21); anabolic steroids; narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, or any other controlled substance; intoxicants or depressants of any kind; items used as an inhalant, including paints, gasoline, glue, or similar items; over the counter stimulants of any kind, including caffeine-based substances other than beverages, substances containing phenylpropanolamine (PPA), or other similar drugs; drug paraphernalia, ~~—~~; bath salts; and imitation, designer or synthetic drugs (K2, Spice, etc.). Imitation or synthetic drugs mean pills, capsules, tablets, powders, liquids, inhalants or other items which are designed to look like or are represented to be prohibited drugs or alcohol.

Possession/Use/Under the Influence During School

A student who is determined to use, to be in possession and/or under the influence of prohibited substance or item as defined by this policy at school or at any school-sponsored activity shall be reported to the appropriate law enforcement personnel, his/her parent(s)/guardian(s), and shall be subject to suspension for up to 45 student school days by the school administrator following a due process hearing pursuant to applicable School Board policies. In more serious cases, violators may be recommended for expulsion to the Board of Education.

(cf. 5144.1 - Suspension and Expulsion)

Refusal to submit to a Breathalyzer and/or urinalysis, or any other lawful, reasonably reliable test as authorized by the Superintendent as required by this policy to determine whether a student has used alcohol or other drugs in violation of School Board policies will result in a suspension of not less than 30 student school days and not to exceed 45 student school days. Refusal to submit to such a test will be treated as a positive determination of drug or alcohol use per this policy.

ALCOHOL AND OTHER DRUGS (continued)

Prior to readmittance to school, the student shall participate in a conference with his/her parents(s)/guardian(s) and the school administrator to determine conditions for readmittance.

Selling, Offering for Sale, Agreeing to Purchase or Distributing

A student selling, offering for sale, agreeing to purchase, or distributing prohibited substances or items defined in this policy shall be reported to the appropriate law enforcement personnel and his/her parent(s)/guardian(s), and will be suspended immediately following a due-process hearing pursuant to applicable School Board policies, and may be recommended for expulsion to the Superintendent who will review the matter. Based on this review, the Superintendent may recommend to the Board of Education that the student be expelled from the Kenai Peninsula Borough School District.

(cf. 5144.11 – (Due Process))

Legal Reference:

ALASKA STATUTES

04.16.080 Sales or consumption at school events

14.20.680 Training required for teachers and other school officials

14.30.360 Curriculum (Health and Safety Education)

14.33.110-.140 Required school disciplinary and safety program

47.37.045 Community action against substance abuse grant fund

Elementary and Secondary Education Act, 20 U.S.C. §§ 7116, 7163, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

AASB Notes: BP/AR/E 6145.22 CONCUSSION IN STUDENT ATHLETES

NEW POLICY

In 2011, the Alaska legislature passed HB 15 and SB 22, creating two new statutes related to concussion prevention and safety in student athletes, AS 14.30.142-.143. The law requires districts to work with the Alaska School Activities Association to develop and publish guidelines and other information to educate athletes, parents, and coaches about the risk of concussion. The guidelines must contain standards for safe return to play, including a requirement for clearance by a qualified provider. The policy must also provide for annual notice to parents and athletes about the risks of concussion, and a requirement that parents and athletes verify receipt of this notice.

The policy provides the general requirements of the law including coaches training, annual notice and written verification, removal of a student from play when he or she suffers a concussion, and the requirement that a student not return to play unless cleared to do so by a qualified provider.

The AR was developed in reliance upon ASAA's sample policy for concussion management. It contains options for coaches training, provides guidelines for concussion prevention, and has a return-to-play protocol requiring a safe and graduated return to both physical and classroom activities.

Four Exhibits are also provided. The first is a Parent's Guide to Concussion in Sports and is ASAA's recommended fact sheet for annual distribution to parents and athletes. The second is ASAA's verification form that is signed by the athlete and parent confirming receipt of the concussion fact sheet. This Exhibit is entitled Parent and Student Acknowledgement and Consent. The third is ASAA's Sample Release for Student to Resume Participation Following a Concussion. This form is to be completed by a qualified provider. Finally, the fourth exhibit is ASAA's School/Medical Concussion Care Plan for safe monitoring of a student while on the graduated return-to-play protocol.

This policy will require formal Board adoption.

Students

BP 6145.22(a)

CONCUSSION IN STUDENT ATHLETICS AND STUDENT ACTIVITIES

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

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

A concussion is a traumatic brain injury resulting from a forceful blow to the head or body that results in rapid movement of the head, causing any change in behavior, thinking, or

physical functioning. The likelihood of serious injury increases when a concussion is not properly identified, evaluated, and managed.

(cf. 6145 – Extra Curricular and Co-Curricular Activities)

(cf. 5141 – Health care and Emergencies)

Risk Awareness and Education

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

On an annual basis, the District will distribute a concussion fact sheet to students participating in District-sponsored sports, and to their parents/guardians. The student and parent/guardian must return a signed, written acknowledgement indicating they have reviewed and understand the information. The written acknowledgement must be received by the athlete and parent/guardian prior to the athlete's participation in any District-sponsored practice or competition.

Removal and Return-To-Play

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

CONCUSSION IN STUDENT ATHLETICS AND STUDENT ACTIVITIES (continued)

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

Coaches Training

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

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

Legal Reference:

- ALASKA STATUTES
- AS 14.30.142 Concussions in student athletes: prevention and reporting
- AS 14.30.143 Concussions in student athletes: school district immunity

Added 3/2012

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adopted: _____

NEW ADMINISTRATIVE REGULATION

Students

AR 6145.22(a)

CONCUSSION IN STUDENT ATHLETICS AND STUDENT ACTIVITIES

GUIDELINES FOR CONCUSSION MANAGEMENT

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

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

TRAINING

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

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

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

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

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

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

CONCUSSION IN STUDENT ATHLETICS AND STUDENT ACTIVITIES (continued)**PREVENTION**

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

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

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

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

CONCUSSION FACT SHEET FOR PARENTS AND ATHLETES

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

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

Each student who registers for a District-sponsored sport will receive a fact sheet on the nature and risks of concussions. The fact sheet will also be disseminated to each participant's parent or guardian for athletes under the age of 18.

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

A student may not participate in school athletic activities unless the student and parent/guardian have signed a verification of receipt of this required information. Schools shall keep a copy of the signed form on file. Only one verification is needed per school year, even if the student participates in more than one sport.

CONCUSSION IN STUDENT ATHLETICS AND STUDENT ACTIVITIES (continued)**RISKS AND STANDARDS FOR RETURN TO PLAY**

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

Identifying Concussion and Determining the Level of Medical Response

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

The following situations should result in immediate emergency care:

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

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

CONCUSSION IN STUDENT ATHLETICS AND STUDENT ACTIVITIES (continued)**Return-to-Play Clearance**

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

A student who has been removed from participation in a practice or game for suspicion of concussion will not return to play until the student has been evaluated and cleared for participation. A student may be cleared in writing by a qualified person who has received training, as verified in writing or electronically by the qualified person, in the evaluation and management of concussions. Under Alaska law, a "qualified person" means either

(a) a health care provider who is licensed in the state or exempt from licensure under state law; or

(b) a person who is acting at the direction and under the supervision of a physician who is licensed in the state or exempt from licensure under AS 08.64.370(1) [medical providers in the Armed Services or the United States Public Health Service while in the discharge of their official duties], (2) [out-of-state physicians or osteopaths consulting with in-state doctors or osteopaths in the diagnosis or treatment of cases], or (4) [medical providers in the Armed Services or the United States Public Health Service volunteering services without pay to a medical facility].

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

The District will utilize a protocol of gradual RTP to maximize student safety. Gradual RTP permits a greater assessment of student recovery and permits monitoring for the return of any signs or symptoms of concussion.

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

CONCUSSION IN STUDENT ATHLETICS AND STUDENT ACTIVITIES (continued)

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

Return-to-Play Protocol – This program begins only after all symptoms of concussion have resolved. It is to take place over a minimum of 6 days, with at least 24 hours between each step. The rate of progression through the steps in this program is individualized. Factors that may slow the rate are history of previous concussions, number/severity/duration of concussive symptoms, young age, and the risk of the sport. Physical or cognitive activity that provokes recurrence of concussive symptoms may delay recovery and increase the risk of future concussion. If symptoms recur at any step, then physical and cognitive activity stop for 24 hours and are then reinitiated at the previous step.

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

Day 1 – 15 Minutes of Light Aerobic Activity (Walk, Exercise Bike, etc.)

– Trial half day of school. No homework. No testing.

– **If no return of symptoms, then:**

Day 2 – 30 Minutes of Light to Moderate Aerobic Activity (Walk, Exercise Bike, etc.)

– Trial full day of school. No Homework. No testing.

– **If no return of symptoms, then:**

Day 3 – 30 Minutes of Moderate to Heavy Aerobic Activity

– Full day of school. Regular homework assignments. No testing.

– **If no return of symptoms, then:**

Day 4 – 30 Minutes of Heavy Aerobic Activity and 15 Minutes of Resistance Exercise

(Push-ups, Sit-ups, Weight Lifting).

– Full day of school. Regular homework. Regular testing.

– **If no return of symptoms, then:**

Day 5 – Return to Practice with NON CONTACT Limited Participation.

– **If no return of symptoms, then:**

Day 6 – Return to Full Practice WITH CONTACT

CONCUSSION IN STUDENT ATHLETICS AND STUDENT ACTIVITIES (continued)**School/Medical Concussion Care Plan**

Note: E 6145.22(4) is ASAA's "School/Medical Concussion Care Plan."

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

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

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

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

CONCUSSION IN SCHOOL (NON-INTRAMURAL OR COCURRICULAR)

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

To achieve this goal, All School Administrators, School Nurses, PE Teachers and School Secretaries will be asked to take the course: ***CDC/NFHS Free online training for Coaches of High School Sports***. This course is applicable to students of all ages, whether in high school sports or simply playing on the playground during an elementary school recess. Once the course is completed, the certificate of completion must be printed out before logging out of the website, and a copy must be given to the site administrator. Administrators will send completed certificates to Human Resources, where a district document will be maintained listing employees and coaches who have successfully completed the training. The training will be valid for a maximum of three years. Administrators will have access to view the document as well. The course can be found by

going to the CDC page entitled Heads Up: Concussion in High School Sports or at: <http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>.

- 1) This training applies to all activities including intramurals, recess and PE.
- 2) Regardless of age or if sport-related injury, if **concussion is suspected or confirmed**, all students must follow return to play guidelines set forth in the Concussion Return to Play form which can be found in the KPSAA handbook and online at the KPSAA page.
- 3) Any time concussion is suspected, it is recommended a student see his/her healthcare provider . If concussion is confirmed, the student should not return to school until symptom free for 24 hours.

Added 3/2012

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adopted:

SCHOOL-SPONSORED TRIPS

General Guidelines

These guidelines are considered minimum requirements, 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.

Guidelines

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

1. Students must be supervised by a certified District teacher or other person approved by District administration.
2. All participants in the field trip must be either current students in KPBSD, KPBSD employees, or adults subject to the chaperone/volunteer requirements. Children who are not part of the group participating in the trip may not accompany parents when the parents serve as chaperones.
3. This trip must have educational value related to approved curricula.
4. Student safety shall be protected.
5. No student shall be required to attend a school-sponsored trip that is not part of the curriculum. School programs for students not traveling must continue at the level expected if the trip did not occur.
6. Student time out of other instructional programs shall be kept to a minimum. Students traveling must maintain their overall educational program and are responsible for making up assigned work in classes missed.
7. Student costs shall be kept to a minimum. Students are responsible for their own costs. Schools may provide financial options to ensure maximum participation by all interested and qualified students, regardless of their economic circumstance.
8. No student may be denied participation, for financial reasons, in a school-sponsored field trip that is integral to the curriculum and the instructional program.

SCHOOL-SPONSORED TRIPS (continued)

9. Students shall be expected to follow conduct rules that apply in school or during school-related activities. Students who violate these rules during a field trip are subject to regular discipline, including, but not limited to being sent home with a chaperone, if required, at parent expense.
10. Whenever practical, chaperones accompanying students on trips that involve overnight travel shall be of the same sex as the students participating.
11. 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.
12. Appropriate District-approved waivers of liability (*E 6153(f) Student Indemnification Statement Waiver of Liability*), signed by the parent(s) or guardian(s), shall be secured prior to any field trip travel.
13. All school sponsored trips must be approved in advance, as set forth in *E 6153(d) Verification of Field Trip Information* (all field trips) and *E 6153(a) Preliminary Field Trip Preparation for Extended Out-of-State or International Field Trips*. Principals shall verify the quality of field trip preparations, plans, educational relevance, fund raising and sponsors.
14. Parties denied approval for a trip may appeal that decision to the Superintendent. Denial by the Superintendent may be appealed to the Board.
15. Administrators have the authority to exclude the participation of students whose documented behavioral history suggests the possibility that they may endanger themselves or others; or cause a substantial disruption while on a field trip. However, due consideration must be given to SECTION 504 and Individuals with Disabilities Education Act (IDEA) where applicable.
16. Pursuant to Section 504 and Americans with Disabilities Act (ADA), students with disabilities shall not be excluded from field trips because of transportation arrangements.

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

(*cf. 1321—Solicitation of Funds from and by Students*)

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.

Waiver of District Liability

Students and their families are expected to have adequate health insurance to cover the costs of accidents or injuries that may occur during field trips. Each participating student must submit a waiver of liability signed by the parent(s) or guardian(s) (*E 6153(f) Student Indemnification Statement Waiver of Liability*). Each participating chaperone or parent volunteer must sign a waiver of liability (*E 6153(h) Volunteer Indemnification Statement Waiver of Liability*). These waivers must be reviewed and approved by the principal and secured and on file in the school office prior to the trip.

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. Extended trips should be scheduled after regular school hours, on weekends, or during vacations. Unique travel circumstances that extend the trip into school days will be reviewed and approved by the principal on an individual basis prior to submission to the Superintendent for approval.

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 classroom substitutes must be submitted with the field trip request. For extended field trips, a recommended ratio is one chaperone to every eight students.
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. Chaperones are expected to refrain from using tobacco and consuming alcoholic beverages or illegal drugs while on the extended field trip.
5. Chaperones must stay with the group for the duration of the trip from departure through return. Exceptions may be made by the Superintendent.
6. Non-employee chaperones are required to undergo a criminal background check.

Trips Not Sponsored by District

When a trip involves both a school-sponsored element and an adjoining community element, staff members are permitted to coordinate these joint ventures with the use of appropriate school time and equipment.

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.

Cocurricular in-state activities 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, athletic director, advisor or sponsor with the principal and the executive secretary of the Kenai Peninsula Schools 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 or International)

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.

The purchasing department must be involved to assist in planning and vendor selection. As a result, requests for out-of-state or international trips involve substantial advance planning. Requests shall be forwarded to the Superintendent on the District field trip form (*E 6153a Preliminary Field Trip Preparation*) for pre-approval prior to formal planning or fundraising. This preliminary approval must be obtained when plans are initiated or within the timeframes listed below, whichever comes first:

- a minimum of 10 months prior to the planned excursion for out-of-state trips,
- a minimum of 18 months prior to the planned excursion for international trips.

The Superintendent may approve requests for field trips outside of these timelines for unique circumstances that may arise.

Once vendor selection has been determined, E 6153(b) *Due Dates for Required Documents* will be provided to the trip organizer for compliance. Documentation

for these trips will be forwarded to the Superintendent on the District field trip forms E 6153(c) *KPBSD Field Trip Information Form*, E 6153(d) *Verification of Field Trip Information*, and E 6153(e) *KPBSD Field Trip Questionnaire* with appropriate attachments within the advised timelines.

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

The following information requirements must be satisfied when District students are traveling out-of-state or internationally.

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

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

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 or international travel. (A list of medical insurance providers will be made available for those without private family or individual coverage. This coverage 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.

Field Trips by Van and Automobile

Due to safety concerns, students may not be transported in a 15-passenger van for any reason. This includes vans that are privately-owned or rented. Eight-passenger (or less) vans are allowed. Whenever students are being transported in any motorized vehicle *E3541.1(a) School Driver Registration Form* should be completed. Additionally, *E3541.1(b) Private Vehicle Transport Safety Check* needs to be completed for student transport by any privately owned vehicle.

(cf 3541.1 School Related Trips)

Field Trips by Boat and Plane

Field trips that employ a boat or plane must adhere to at least the following minimal guidelines. 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.

For Trips by Private Marine 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:
 - (1) Providing a copy of the appropriate commercial or charter license for the intended waters and vessel type to be used, or
 - (2) Providing documentation that the operator successfully passed a marine/boat/water safety course approved by the Superintendent as appropriate for the field trip to be taken.
 - B. In the case of non-motorized 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 or issued a Certificate of Documentation by the U.S. Coast Guard, and when motorized, must be in compliance with the Courtesy Vessel Safety Check by the U.S. Coast Guard Auxiliary within 90 days of the time of travel.
 - D. Students traveling on an open boat shall wear appropriate flotation devices while onboard the vessel in compliance with U.S. Coast Guard regulations.
 - E. All student passengers provide a permission slip and waiver of liability signed by their parent(s) or guardian(s) (*Form E 6153(f) Student Indemnification Statement Waiver of Liability*).
 - 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.

For Trips by Commercial Marine 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. A copy of the vessel operator's license must be on file in the school.
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.
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 as well as the District named as an additional insured. A copy of the insurance certificate must be provided to District Office in advance of the trip and also be on file in the school.
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. Students may be transported on commercially operated aircraft only.
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.
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.

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, or when plans are arranged, whichever comes first, to granting approval or finalizing plans for the visit:

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?
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?
6. What is the age group of the students traveling to the District?
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.
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?
12. Who is providing this information?

Legal Reference:

UNITED STATES CODE

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

29 U.S.C., 794, Section 504, Rehabilitation Act of 1973

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 8/8/2011

AASB Note: BILINGUAL-BILCULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY

This policy reflects a minor change in line with DEED amendments to 4 AAC 06.766, stating that a student's LEP team established to determine necessary testing accommodations should include a teacher with experience teaching students with LEP, if practicable. The regulation no longer requires that a parent be part of that team. Accordingly, so that language has been removed from the policy although districts could choose to retain parent participation.

Instruction

BP 6174(a)

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY EDUCATION

Note: Under the federal No Child Left Behind and Bilingual Education Acts, districts have specific obligations towards limited-English proficient students and their families. School districts must develop programs for limited-English proficient (LEP) students that emphasize English language instruction, and that have a primary goal of mainstreaming LEP students into regular classroom settings. School districts are required to notify the families of students placed in an LEP program as soon as this occurs. Notification should include: (1) an explanation of why their child has been placed in the program; (2) a description of the program their child is in, as well as a description of all other types of available language programs; (3) notice of a parent's right to choose among instructional programs if more than one is available; (4) an explanation of how the current program will help their child to develop academically, learn English, and achieve the standards necessary for grade promotion and graduation; and (5) notice of a parent's right to have his or her child moved from an LEP program to a regular program if they so desire. School districts must provide required parent notifications in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by families.

Note: AS 14.30.400 mandates districts to provide in accordance with state regulations a bilingual-bicultural education program for each school with eight or more students of limited English-speaking ability whose primary language is other than English. 4 AAC 34.055 requires each district enrolling limited-English-proficient students to take appropriate steps to develop their English skills and to provide meaningful participation in the academic program. For districts enrolling eight or more LEP students in a single school, the district must submit to the Department of Education and Early Development an annual plan of service for LEP pupils. The following sample policy may be revised to reflect district philosophy and needs.

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

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

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.

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

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

Identification and Placement

Note: 4 AAC 34.055 requires the district's plan of service to provide the district's plan for the identification of pupils who are limited-English-proficient.

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

The Superintendent shall maintain procedures which provide for the careful identification, assessment and placement of students of limited-English proficiency in accordance with state regulations and the District's service plan. On an annual basis, the District will administer an assessment of English proficiency to students who are or may be eligible for services.

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)

Standardized Assessment

Note: 4 AAC 06.~~775~~776, adopted by the Department of Education and Early Development in 2003, requires the participation of all LEP students in the statewide student assessment system. This includes standard norm-referenced testing, standards-based testing, and the high school graduation qualifying exam. The Secretary's final interpretations, effective November 17, 2008, confirm that all LEP students served by programs funded under Title III must be assessed annually. Further, states may not exempt LEP students from any portion of an annual ELP-LEP assessment, nor "bank" the proficient scores of ELP-LEP students in particular domains in any given year until such time as a student is proficient in all domains.

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

Reassignment

Note: Pursuant to 4 AAC 34.055, the district's service plan must identify the procedure for assessing the educational progress of LEP pupils. Additionally, a student's parent/guardian may request placement in a regular school program. In 2003, the regulation was amended to provide an objective standard for when LEP services are no longer required.

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

1. is not assessed as an LEP student for two consecutive annual assessments of English proficiency; and
2. in the statewide assessment system, obtains a proficiency level of proficient or advanced on the subtests in reading and writing, or reading and language arts.

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

Parent/Guardian and Community Involvement

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

The 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.

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

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

(cf. 1230 - Advisory Committees)

Program Evaluation

Note: 4 AAC 34.055 requires a district's plan of service to establish procedures for an annual evaluation which addresses the effectiveness of the program in meeting the English-language development needs of LEP students and achieving student academic progress goals; and, reflecting any identified need for program modification. Additionally, districts must have a process for monitoring the success and academic progress of exited LEP students.

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

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

When evaluating the adequacy of 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.

Legal Reference:

ALASKA STATUTES

14.30.400 *Bilingual-bicultural education*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.775 *Assessment of a student with limited English proficiency*

4 AAC 34.010-4 AAC 34.090 *Bilingual-bicultural education*

UNITED STATES CODE

20 U.S.C. §§ 1702-1703

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

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, (N.D. Cal. 1989)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: 7/11/2011

GIFTS, GRANTS AND BEQUESTS

Gifts to the District

The School Board greatly appreciates the support of community members and may accept suitable donations on behalf of the District. To be acceptable, a gift must satisfy the following criteria:

1. Not begin a program which the Board would be unwilling to continue when the donated funds are exhausted.
2. Not entail undesirable or hidden costs, such as additional staff workload.
3. Place no restrictions on the school program.
4. Not be inappropriate or harmful to students.
5. Not imply endorsement of any business or product.
6. Not conflict with any provision of the Board policy or public law.
7. Have a purpose consistent with those of the District.
8. Gift and/or donation value shall be set by the donor.
9. Donations of computers, computer peripherals, and cell phones shall be approved by the Superintendent.

The Board discourages any gifts which may directly or indirectly impair its commitment to providing equal educational opportunities for all District students. Use of a gift shall not be impaired by restrictions or conditions imposed by the donor. The Board will try to follow the donor's wishes insofar as they do not conflict with District philosophy or operations.

Upon acceptance by the School Board, all gifts, grants and bequests shall become School District property. At the Superintendent's discretion, a gift may be used at a particular school.

(cf. 3440 – Inventories)

Gifts to Students

This policy applies to any gifts given to students while in District care. Items or gifts given directly to students must be pre-screened by the Superintendent, principal, or District designee to determine whether the items or gifts meet the following criteria prior to students receiving any items or gifts.

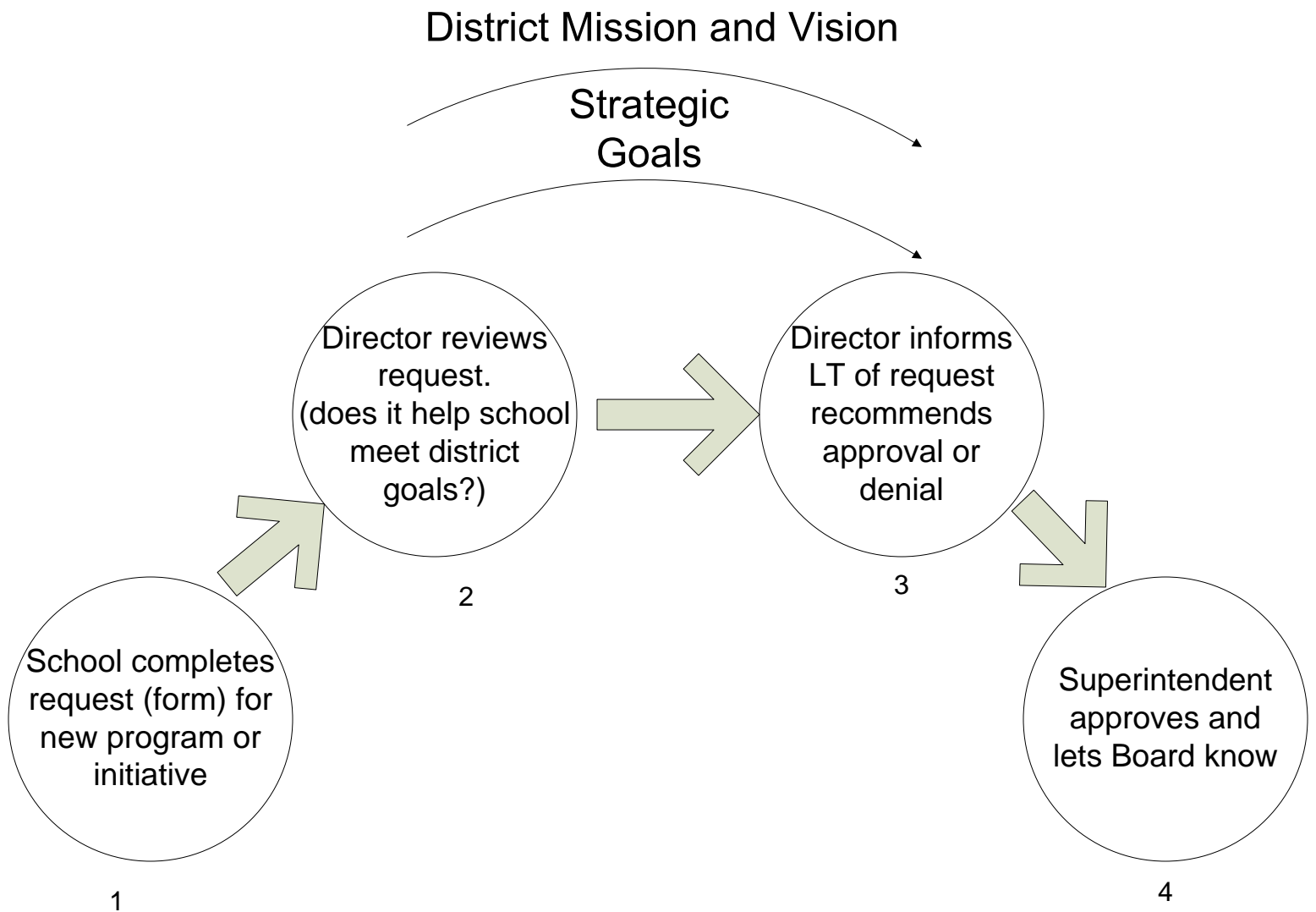
GIFTS, GRANTS AND BEQUESTS (Continued)

1. Not be inappropriate or harmful to students.
2. Not imply endorsement of any business or product.
3. Not conflict with any provision of the Board policy or public law.
4. Have a purpose consistent with those of the District.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: 1/12/2009

KPBSD's Process for Approving a School Level Initiative or Program



Sample Policy: The School Board shall establish a strategic plan to guide all district and school level activity. The plan will include district level focus areas and goals and school level action plans. All district and, or, site level initiatives must help meet a district goal. All district level initiatives or programs will be approved by the school board. All site level initiatives and or programs will be approved by the superintendent.



ALASKA PERFORMANCE SCHOLARSHIP (APS)

Appeal Form for Public School Students

AS 14.03.113. District determination of scholarship eligibility.

A district shall provide a student with an opportunity to request that the district correct an error in the eligibility determination.

The following information is required for the school district to evaluate your appeal of the district's determination of eligibility for the APS scholarship. Complete this form and return it to your school district. Please print to ensure information is legible.

Last Name _____ First Name _____ M.I. _____ DOB _____
Permanent Mailing Address _____ City _____ State _____
Zip _____ Home Phone _____ Cell Phone _____
Email _____

Did you meet the minimum test scores of: ACT 21, SAT 1450, or WorkKeys Level 5? Yes _____ No _____

My ACT score is _____ My SAT score is _____ My WorkKeys score is _____ My GPA is _____

Did you meet the course requirements? (Please review the Alaska Performance Scholarship eligibility criteria found on the next page of this form.) Yes _____ No _____

Provide a concise statement identifying the reasons supporting a reversal or modification of the school district's eligibility determination. Note: Failure to meet APS requirements for reasons other than those allowed for under the statutes and regulations governing the APS does not entitle the applicant to a reversal or modification of eligibility. You may use a separate sheet of paper.

Provide documents, papers, or other materials that support a reversal or modification of the district's eligibility determination. This must include:

- o An official ACT and/or SAT score report
o WorkKeys score (if taken outside of the school district)
o An official high school transcript

Student Signature _____ Date _____

If you are unable to contact your school district office, you may contact:

Shari Paul, APS Program Coordinator
Alaska Department of Education & Early Development
P.O. Box 110500 Juneau, Alaska 99811-0500
Phone: 907.465.6535
shari.paul@alaska.gov



Alaska Performance Scholarship Eligibility Criteria

The Alaska Performance Scholarship is available to state residents who graduate from an Alaska high school (public, private, or home school), in or after 2011, who:

1. Complete a rigorous high school curriculum; and
2. Achieve required grade point averages (GPA); and
3. Achieve minimum college or career readiness test scores; and
4. Attend an eligible program at an institution located in Alaska; and
5. File a FAFSA by June 30th.

Curriculum Requirements by Year of Graduation

Graduation in 2012		Graduation in 2013 and 2014	
Math and Science Option	Social Studies and Language Option	Math and Science Option	Social Studies and Language Option
All Scholarship Levels 4 units math 4 units science 4 units language arts 4 units social studies ¹	All Scholarship Levels 4 units language arts 4 units social studies 2 units of the same world language ² 3 units math 3 units science	All Scholarship Levels 4 units math 4 units science 4 units language arts 4 units social studies ¹	All Scholarship Levels 4 units language arts 4 units social studies 2 units of the same world language ² 3 units math 3 units science

GPA and Test Score Requirements by Scholarship Level

Level 1 Up to \$4,755 per year	Level 2 Up to \$3,566 per year	Level 3 Up to \$2,378 per year
Collegiate & CTE³ Award high school GPA 3.5 ACT score of 25 or higher; or SAT score of 1680 or higher; Or CTE³ Award only high school GPA 3.5 WorkKeys score of 5 in Math, Reading, and Locating Information	Collegiate & CTE³ Award high school GPA 3.0 ACT score of 23 or higher; or SAT score of 1560 or higher; Or CTE³ Award only high school GPA 3.0 WorkKeys score of 5 in Math, Reading, and Locating Information	Collegiate & CTE³ Award high school GPA 2.5 ACT score of 21 or higher; or SAT score of 1450 or higher; Or CTE³ Award only high school GPA 2.5 WorkKeys score of 5 in Math, Reading, and Locating Information

For more information go to APS.alaska.gov

¹ Students electing the Math and Science Option may substitute a unit of foreign language, Alaska Native language, or American Sign Language, fine arts, or cultural heritage for one unit of social studies.

² For the purposes of APS eligibility, American Sign, Alaska Native and foreign languages are all considered world languages.

³ A student may become eligible for a collegiate award or a career and technical education (CTE) award at varying levels. A student cannot receive both awards simultaneously. By qualifying with ACT and/or SAT scores, a student will be eligible to pursue either a collegiate or career and technical program. If qualifying solely with WorkKeys scores, a student will only be eligible for the CTE award. The CTE award can be used for attendance in a career and technical education certificate program, but not for a degree program. Either award can be used for an approved certificate program.

National Federation of State
High School Associations



A Parent's Guide to Concussion in Sports

What is a concussion?

- A concussion is a brain injury which results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. An athlete does not have to lose consciousness ("knocked-out") to suffer a concussion.

Concussion Facts

- It is estimated that over 140,000 high school athletes across the United States suffer a concussion each year. (Data from NFHS Injury Surveillance System)
- Concussions occur most frequently in football, but girl's lacrosse, girl's soccer, boy's lacrosse, wrestling and girl's basketball follow closely behind. All athletes are at risk.
- A concussion is a traumatic injury to the brain.
- Concussion symptoms may last from a few days to several months.
- Concussions can cause symptoms which interfere with school, work, and social life.
- An athlete should not return to sports while still having symptoms from a concussion as they are at risk for prolonging symptoms and further injury.
- A concussion may cause multiple symptoms. Many symptoms appear immediately after the injury, while others may develop over the next several days or weeks. The symptoms may be subtle and are often difficult to fully recognize.

What are the signs and symptoms of a concussion?

SIGNS OBSERVED BY PARENTS, FRIENDS, TEACHERS OR COACHES	SYMPTOMS REPORTED BY ATHLETE
Appears dazed or stunned	Headache
Is confused about what to do	Nausea
Forgets plays	Balance problems or dizziness
Is unsure of game, score, or opponent	Double or fuzzy vision
Moves clumsily	Sensitivity to light or noise
Answers questions slowly	Feeling sluggish
Loses consciousness	Feeling foggy or groggy
Shows behavior or personality changes	Concentration or memory problems
Can't recall events prior to hit	Confusion
Can't recall events after hit	

What should I do if I think my child has had a concussion?

If an athlete is suspected of having a concussion, he or she must be immediately removed from play, be it a game or practice. Continuing to participate in physical activity after a concussion can lead to worsening concussion symptoms, increased risk for further injury, and even death. Parents and coaches are not expected to be able to "diagnose" a concussion, as that is the job of a medical professional. However, you must be aware of the signs and symptoms of a concussion and if you are suspicious, then your child must stop playing:

When in doubt, sit them out!

All athletes who sustain a concussion need to be evaluated by a health care professional who is familiar with sports concussions. You should call your child's physician and explain what has happened and follow your physician's instructions. If your child is vomiting, has a severe headache, is having difficulty staying awake or answering simple questions he or she should be taken to the emergency department immediately.

When can an athlete return to play following a concussion?

After suffering a concussion, **no athlete should return to play or practice on that same day.** Previously, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Studies have shown us that the young brain does not recover quickly enough for an athlete to return to activity in such a short time.

Concerns over athletes returning to play too quickly have led state lawmakers in both Oregon and Washington to pass laws stating that **no player shall return to play following a concussion on that same day and the athlete must be cleared by an appropriate health-care professional before he or she are allowed to return to play in games or practices.** The laws also mandate that coaches receive education on recognizing the signs and symptoms of concussion.

Once an athlete no longer has symptoms of a concussion and is cleared to return to play by health care professional knowledgeable in the care of sports concussions he or she should proceed with activity in a step-wise fashion to allow the brain to re-adjust to exertion. On average the athlete will complete a new step each day. The return to play schedule should proceed as below following medical clearance:

Step 1: Light exercise, including walking or riding an exercise bike. No weight-lifting.

Step 2: Running in the gym or on the field. No helmet or other equipment.

Step 3: Non-contact training drills in full equipment. Weight-training can begin.

Step 4: Full contact practice or training.

Step 5: Game play.

If symptoms occur at any step, the athlete should cease activity and be re-evaluated by their health care provider.

How can a concussion affect schoolwork?

Following a concussion, many athletes will have difficulty in school. These problems may last from days to months and often involve difficulties with short and long-term memory, concentration, and organization.

In many cases it is best to lessen the athlete's class load early on after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days, or perhaps a longer period of time, if needed. Decreasing the stress on the brain early on after a concussion may lessen symptoms and shorten the recovery time.

What can I do?

- Both you and your child should learn to recognize the “Signs and Symptoms” of concussion as listed above.
- Teach your child to tell the coaching staff if he or she experiences such symptoms.
- Emphasize to administrators, coaches, teachers, and other parents your concerns and expectations about concussion and safe play.
- Teach your child to tell the coaching staff if he or she suspects that a teammate has a concussion.
- Monitor sports equipment for safety, fit, and maintenance.
- Ask teachers to monitor any decrease in grades or changes in behavior that could indicate concussion.
- Report concussions that occurred during the school year to appropriate school staff. This will help in monitoring injured athletes as they move to the next season’s sports.

Other Frequently Asked Questions

Why is it so important that an athlete not return to play until they have completely recovered from a concussion?

Athletes who are not fully recovered from an initial concussion are significantly vulnerable for recurrent, cumulative, and even catastrophic consequences of a second concussive injury. Such difficulties are prevented if the athlete is allowed time to recover from the concussion and return to play decisions are carefully made. No athlete should return-to-sport or other at-risk participation when symptoms of concussion are present and recovery is ongoing.

Is a “CAT scan” or MRI needed to diagnose a concussion?

Diagnostic testing, which includes CT (“CAT”) and MRI scans, are rarely needed following a concussion. While these are helpful in identifying life-threatening brain injuries (e.g. skull fracture, bleeding, swelling), they are not normally utilized, even by athletes who have sustained severe concussions. A concussion is diagnosed based upon the athlete’s story of the injury and the health care provider’s physical examination.

What is the best treatment to help my child recover more quickly from a concussion?

The best treatment for a concussion is rest. There are no medications that can speed the recovery from a concussion. Exposure to loud noises, bright lights, computers, video games, television and phones (including text messaging) all may worsen the symptoms of a concussion. You should allow your child to rest as much as possible in the days following a concussion. As the symptoms

lessen, you can allow increased use of computers, phone, video games, etc., but the access must be lessened if symptoms worsen.

How long do the symptoms of a concussion usually last?

The symptoms of a concussion will usually go away within one week of the initial injury. You should anticipate that your child will likely be out of sports for about two weeks following a concussion. However, in some cases symptoms may last for several weeks, or even months. Symptoms such as headache, memory problems, poor concentration, and mood changes can interfere with school, work, and social interactions. The potential for such long-term symptoms indicates the need for careful management of all concussions.

How many concussions can an athlete have before he or she should stop playing sports?

There is no “magic number” of concussions that determine when an athlete should give up playing contact or collision sports. The circumstances surrounding each individual injury, such as how the injury happened and length of symptoms following the concussion, are very important and must be considered when assessing an athlete’s risk for further and potentially more serious concussions. The decision to “retire” from sports is a decision best reached following a complete evaluation by your child’s primary care provider and consultation with a physician or neuropsychologist who specializes in treating sports concussion.

I’ve read recently that concussions may cause long-term brain damage in professional football players. Is this a risk for high school athletes who have had a concussion?

The issue of “chronic encephalopathy” in several former NFL players has received a great deal of media attention lately. Very little is known about what may be causing dramatic abnormalities in the brains of these unfortunate retired football players. At this time we have very little knowledge of the long-term effects of concussions which happen during high school athletics.

In the cases of the retired NFL players, it appears that most had long careers in the NFL after playing in high school and college. In most cases, they played football for over 20 years and suffered multiple concussions in addition to hundreds of other blows to their heads. Alcohol and steroid use may also be contributing factors in some cases. Obviously, the average high school athlete does not come close to suffering the total number or shear force of head trauma seen by professional football players. However, the fact that we know very little about the long-term effects of concussions in young athletes is further reason to very carefully manage each concussion.

Some of this information has been adapted from the CDC's "Heads Up: Concussion in High School Sports" materials by the NFHS's Sports Medicine Advisory Committee. Please go to www.cdc.gov/ncipc/tbi/Coaches_Tool_Kit.htm for more information.

If you have any further questions regarding concussions in high school athletes or want to know how to find a concussion specialist in your area please contact Michael C. Koester, MD, ATC and Chair of the NFHS Sports Medicine Advisory Committee at michael.koester@slocumcenter.com.

April 2010

ASAA Parent and Student Acknowledgement and Consent

The _____ School District requires that each athlete and each athlete's parent/guardian, receive a copy of its guide entitled "A Parents Guide to Concussion in Sports". This guide sets forth a description of the nature and risks of Concussion.

Parents and athletes should review the Guide, discuss it at home, and direct any questions to the coach, school nurse, or activities principal.

Parents and athletes need to annually acknowledge receipt of "A Parents Guide to Concussion in Sports", and understand its contents.

Student/Parent/Guardian Acknowledgement (required for all athletes)

I acknowledge that I have received a copy of "A Parents Guide to Concussion in Sports", and understand its contents.

Student Signature

Print Name

Date of Birth

Date

Parent/Guardian signature is required for all athletes under 18 years of age. If 18 or older, the athlete must sign below consent.

Parent/Guardian Signature

Print Name

Date

ASAA Release for Student to Resume Participation Following a Concussion

Note to Medical Providers

Only those medical providers, as defined in **AS 14.30.142**, may determine when an athlete is eligible to return to athletic and academic participation following a concussion or suspected concussion. The medical provider must attest in writing that they meet the minimum qualifications set by law. 1) If an athlete is removed from activity because of suspected concussion, but is found **not to have a concussion**, then appropriate return to play is determined by the health care provider. 2) National medical organizations recommend and school districts require **that ALL Student Athletes with a concussion successfully complete a supervised, progressive, incremental physical and cognitive exertion program** prior to resuming full athletic activities. This program does not begin until after all symptoms of the concussion have resolved. It is to take place over a minimum of 6 days, with at least 24 hours between each step. The rate of progression through the steps in the program is individualized. Factors that may slow the rate are history of previous concussions, number/severity/duration of concussive symptoms, young age, and risk of sport. Physical or cognitive activity that provokes recurrence of concussive symptoms may delay recovery and increase risk of future concussion. If symptoms recur at any step, then physical and cognitive activity stop for 24 hours and are then re-initiated at the previous step.

Day 0 - 24 hours without concussion symptoms during physical and cognitive rest.
- **If no return of symptoms, then:**

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

Day 2 - 30 Minutes of Light to Moderate Aerobic Activity.
- Trial full day school. No homework. No tests.
- **If no return of symptoms, then:**

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

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

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

Day 6 - Return to Full Practice WITH CONTACT.
- **If no return of symptoms, then:**

Day 7 - Return to Competition

Student Athlete's Name	Date of Concussion	Date of Birth	School
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Cleared to return following completion of graduated return to play program Cleared Not Cleared

I certify that I am a Medical Provider authorized under AS 14.30.142 to evaluate, manage, and determine return to play for an athlete with a concussion. Furthermore, I certify that I have followed ASAA's concussion return to play criteria.

Signed	Print Name	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>

Added 3/2012

AASB POLICY REFERENCE MANUAL

3/12

ASAA School/Medical Concussion Care Plan

Patient Name: _____
DOB: _____ Age: _____
Date: _____ ID/MR# _____
Date of Injury: _____

You have been diagnosed with a concussion (also known as a mild traumatic brain injury). This personal plan is based on your symptoms and is designed to help speed your recovery. Your careful attention to it can also prevent further injury.

Rest is the key. You should not participate in any high risk activities (e.g., sports, physical education (PE), riding a bike, etc.) if you still have any of the symptoms below. It is important to limit activities that require a lot of thinking or concentration (homework, job-related activities), as this can also make your symptoms worse. If you no longer have any symptoms and believe that your concentration and thinking are back to normal, you can slowly and carefully return to your daily activities. Children and teenagers will need help from their parents, teachers, coaches, or athletic trainers to help monitor their recovery and return to activities.

Today the following symptoms are present (circle or check). _____ No reported symptoms				
Physical	Thinking	Emotional	Sleep	
Headaches	Feeling mentally foggy	Irritability	Drowsiness	
Nausea	Problems concentrating	Sadness	Sleeping more than usual	
Fatigue	Problems remembering	Feeling more emotional	Sleeping less than usual	
Visual problems	Feeling more slowed down	Nervousness	Trouble falling asleep	
Balance Problems				

RED FLAGS: Call your doctor or go to your emergency department if you suddenly experience any of the following			
Headaches that worsen	Look very drowsy, can't be awakened	Can't recognize people or places	Unusual behavior change
Seizures	Repeated vomiting	Increasing confusion	Increasing irritability
Neck pain	Slurred speech	Weakness or numbness in arms or legs	Loss of consciousness

ASAA School/Medical Concussion Care Plan Continued

RETURNING TO DAILY ACTIVITIES

1. Get lots of rest. Be sure to get enough sleep at night- no late nights. Keep the same bedtime weekdays and weekends.
2. Take daytime naps or rest breaks when you feel tired or fatigued.
3. Limit physical activity as well as activities that require a lot of thinking or concentration. These activities can make symptoms worse. • Physical activity includes PE, sports practices, weight-training, running, exercising, heavy lifting, etc. • Thinking and concentration activities (e.g., homework, classwork load, job-related activity).
4. Drink lots of fluids and eat carbohydrates or protein to main appropriate blood sugar levels.
5. As symptoms decrease, you may begin to gradually return to your daily activities. If symptoms worsen or return, lessen your activities, then try again to increase your activities gradually.
6. During recovery, it is normal to feel frustrated and sad when you do not feel right and you can't be as active as usual.
7. Repeated evaluation of your symptoms is recommended to help guide recovery.

RETURNING TO SPORTS

1. **You should NEVER return to play if you still have ANY symptoms** - (Be sure that you do not have any symptoms at rest and while doing any physical activity and/or activities that require a lot of thinking or concentration.)
2. Be sure that the PE teacher, coach, and/or athletic trainer are aware of your injury and symptoms.
3. It is normal to feel frustrated, sad and even angry because you cannot return to sports right away. With any injury, a full recovery will reduce the chances of getting hurt again. It is better to miss one or two games than the whole season.

The following are recommended at the present time:

- Do not return to PE class at this time
- Return to PE class
- Do not return to sports practices/games at this time
- Gradual return to sports practices under the supervision of an appropriate health care provider (e.g., athletic trainer, coach, or physical education teacher).
 - Return to play should occur in gradual steps beginning with aerobic exercise only to increase your heart rate (e.g., stationary cycle); moving to increasing your heart rate with movement (e.g., running); then adding controlled contact if appropriate; and finally return to sports competition.
 - Pay careful attention to your symptoms and your thinking and concentration skills at each stage of activity. Move to the next level of activity only if you do not experience any symptoms at the each level. If your symptoms return, let your health care provider know, return to the first level, and restart the program gradually.

ASAA School/Medical Concussion Care Plan Continued

GRADUAL RETURN TO PLAY PLAN

Day 0 - 24 hours without concussion symptoms during physical and cognitive rest.

- **If no return of symptoms, then:**

Day 1 - 15 Minutes of Light Aerobic Activity (Walk, Exercise Bike, Etc).

- Trial half day school. No homework. Not tests.

- **If no return of symptoms, then:**

Day 2 - 30 Minutes of Light to Moderate Aerobic Activity.

- Trial full day school. No homework. No tests.

- **If no return of symptoms, then:**

Day 3 - 30 Minutes of Moderate to Heavy Aerobic Activity

- Full day school. Regular homework assignments. No testing.

- **If no return of symptoms, then:**

Day 4 - 30 Minutes of Heavy Aerobic Activity and 15 Minutes of Resistance Exercise (Push-ups, Sit-ups, Weight Lifting).

- Full day school. Regular homework. Regular testing.

- **If no return of symptoms, then:**

Day 5 - Return to Practice for **NON CONTACT Limited Participation.**

- **If no return of symptoms, then:**

Day 6 - Return to Full Practice WITH CONTACT.

- **If no return of symptoms, then:**

Day 7 - Return to Competition

This referral plan is based on today's evaluation:

____ Return to this office. Date/Time _____

____ Refer to: Neurosurgery____ Neurology____ Sports Medicine____ Physiatrist____ Other _____

____ Refer for neuropsychological testing

____ Other _____

ASAA School/Medical Concussion Care Plan completed by:

Signature _____ Print Name _____ Date _____

Added 3/2012

AASB POLICY REFERENCE MANUAL
3/12

Role of Board and Members

ADMINISTRATOR SELECTION PROCESS PROTOCOL

Selection of a Site Administrator

Contact Information:

~~Donna Peterson, Superintendent Steve Atwater~~
~~dpeterson@kpbsd.k12.ak.us satwater@kpbsd.k12.ak.us~~
FAX; 907-262-9132 • Phone: 907-714-8888

Process

1. Administrator resigns/retires, position opens.
2. Meeting held with staff, site council, PTA/PTO, public to discuss timeline input gathering and process.
 - Contact Person selected at site _____.
3. Input due regarding characteristics, priorities and possible questions by:

 - Site Councils, groups, individuals email or fax input to superintendent.
4. Role in recruitment.
5. Files reviewed, pre-screened at District level using information from site.
6. Interviews scheduled at site _____.
 - Audience has opportunity for written input on each candidate.
 - Set slate of questions.
 - Internal candidates equal to external.
 - Names public once interviews begin.
 - Telephone interviews.
7. Role in reference checks.
8. Superintendent makes selection, opportunity for input at Board meeting.
 - Board acts on recommendation (action item).
 - If internal candidate already under contract, Board notified (public comment).
9. Assistant principal vacancies will have modified process.
 - Pre-feedback step condensed.
 - Greater involvement of principal.
10. Regional administrator and shared administrator vacancies will have modified process.

| Updated ~~6/08~~ 6/12