



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Assistant Superintendent

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May 9, 2008

MEMORANDUM

TO: Board of Education

FROM: Dave Jones, Assistant Superintendent

RE: Policy Revisions

The administration submits the following policies for a final reading by the full Board. These policies have been revised by both the Policy Committee and the Board Worksession and were presented to the Board for a first reading at the May 5, 2008 meeting.

AASB Recommended Changes:

- *AR 0520 School Improvement Plan – Development, Approval and Implementation – NEW*
- *BP 3580 District Records – NEW*
- *BP 5030 School Discipline and Safety - housekeeping*
- *BP 6164.3 Student Mental Health – Medication and Services - housekeeping*
- *BP 6164.4 Child Find – Changed title to Child Find. Also, changes to be consistent with the Dept. of Education and Early Development's *Special Education Handbook*. This policy now references the development of a written child find plan, and mentions annual public notice to parents and the community.*
- *BP 6172 Special Education – housekeeping*

District Recommended Changes:

- *BP and AR 3541.1 School Related Trips – Added notification that 15-passenger vans are not allowed.*
- *BP 6156.1 High School Graduation – Updated science requirement by deleting reference to class of 2007 and beyond.*
- *BP 5116 School Attendance Boundaries - Modified reference for bussing for out-of-area students.*
- *E 5116 Out-of-Area Attendance Request – Modified form to require parental initials to demonstrate an understanding of the process and transportation requirements*

Attached: Revised Policies

Philosophy-Goals-Objectives And Comprehensive Plans

SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

School Improvement Plan – Development, Approval and Implementation

The Superintendent shall designate the individual responsible to oversee development of the school improvement plan. The plan must be developed and provided to the District for approval within 90 days of the school’s notice of designation by the Department.

A. PLAN CONTENTS

Prepared in consultation with parents, school staff, and other interested persons, the plan should contain the following components:

1. **Duration.** The plan will cover a two-year period.
2. **Strategies.** The plan will incorporate scientifically-based strategies to strengthen the school’s core academic subjects and address the specific academic issues that lead to the designation.
3. **Policies.** The plan will implement policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all students demonstrate proficiency or better on state assessments by school year 2013-14.
4. **Funding.** The plan will provide for the school’s allocation and spending of at least 10% of the funding allocated to the school under Title I in order to provide the school’s teachers and principal with high-quality professional development that directly addresses the academic performance problem that caused the designation.
5. **Professional Development.** The plan will explain how the high-quality professional development will directly address the academic performance problem that caused the designation.
6. **Annual Objectives.** The plan will establish specific annual measurable objectives for continuous and substantial progress by all students collectively, and each subgroup of students, to ensure that all students demonstrate proficiency or better on state assessments by school year 2013-14.
7. **Parental Notice.** The plan will describe how written notice of the designation will be provided to the parents of each student enrolled in the school. To the extent practicable, the notice should be in a format and in a language that the parents can understand.

SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

8. Responsible Parties. The plan will specify the respective responsibilities of the school, the District, and the Department of Education and Early Development in implementing the plan.

9. Parental Involvement. The plan will include strategies to promote effective parental involvement in the school.

10. Extended Day Programs. As appropriate, the plan will incorporate activities for students before and after school, during the summer, and during any extension of the school year.

11. Teacher Mentoring. The plan will incorporate a teacher mentoring program.

12. Proficiency. The plan will address what measures the school will take to ensure that students remain proficient in future years. This plan component must be included by those schools which have had proficient students decline from proficiency for any reason other than regression to the mean.

B. PLAN APPROVAL

Upon completion of the plan by the school, it will be submitted to the District for approval. A peer review process will be utilized to assist with a prompt review of the plan. The plan will be reviewed to determine if any modifications are necessary and to ensure compliance with the requirements of 4 AAC 06.845. Within 45 days of receipt of the school plan, the District must approve the plan for submission to the Department of Education and Early Development.

C. PLAN IMPLEMENTATION

The school shall implement the plan immediately upon District approval. Should the Department of Education and Early Development determine that changes in the plan will improve the performance or progress of students, the school will implement the changes required by the Department.

The District will ensure appropriate technical assistance to the school during development of the plan and throughout the plan's duration. Technical assistance may be provided by the District, the Department, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

Technical assistance must be based on scientifically-based research and may include:

1. Assistance in analyzing assessment data and other examples of student work in order to identify and develop solutions to problems in instruction, parental involvement and professional development, and plan implementation, including district- and school-level responsibilities under the plan.

2. Assistance in identifying and implementing professional development and instructional strategies and methods that have proven effective, through scientifically-based research, in addressing the specific instructional issues that caused the school's designation; and/or

3. Assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement and remove the school from its designation.

District Improvement Plan – Development and Contents

Within ninety (90) days of designation at Level 2 or higher, the District will develop a district improvement plan and submit it to the Department of Education and Early Development for approval.

Prepared in consultation with parents, school staff, and other interested persons, the plan should contain the following components:

1. **Duration.** The plan will cover a two-year period.

2. **Strategies.** The plan will incorporate scientifically-based strategies to strengthen the core academic program in the schools served by the District.

3. **Improvement Measures.** The plan will identify actions that have the greatest likelihood of improving student achievement on the state's academic performance standards.

4. **Professional Development.** The plan will address professional development needs of the instructional staff.

SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

5. Goals. The plan will include specific measurable achievement goals and targets for all students collectively and each subgroup of students.

6. Needs Assessment. The plan will address the fundamental teaching and learning needs in the schools of the District, and the specific academic problems of low-achieving students, including a determination of why the District's prior plan failed to bring about increased student academic performance.

7. Extended Day Programs. As appropriate, the plan will incorporate activities for students before and after school, during the summer, and during any extension of the school year.

8. Responsible Parties. The plan will specify the respective responsibilities of the District and the Department of Education and Early Development in implementing the plan. The plan should specify any technical assistance to be provided by the Department.

9. Parental Involvement. The plan will include strategies to promote effective parental involvement in the District.

DISTRICT RECORDS

School District records shall be developed, maintained and disposed of according to the requirements of federal and state laws and regulations. Records, regardless of format, should remain accessible and durable for their prescribed retention period. Electronic records, including email, should be administered under operating policies and procedures, ideally in an unaltered format, to ensure that the records remain authentic and trustworthy for their full retention period.

The Superintendent shall undertake the preservation and retention of records and data, including electronically stored information, when there becomes a likelihood that potential litigation will occur.

Irreplaceable, vital school district records must be protected against destruction in the event of a fire, flood, earthquake, terrorist act or other disaster. Vital records are those containing critical information essential to the continuity of operations, or the protection of the rights and interests of the school district, its students, and staff. The Superintendent shall identify vital records and implement measures to ensure that these documents are preserved.

The School Board authorizes the destruction of records having no legal or administrative value or historical interest, following retention for those periods described in the records retention schedule.

The School Board adopts as its Records Management System the Model Records Retention Schedule for Alaska School Districts. The Superintendent will implement a records management program consistent with this Schedule.

The Superintendent shall ensure the confidentiality of District records as permitted or required by law. All District employees must guard against improper disclosure of confidential and personally identifiable information.

(cf. 1340 - Access to District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Records)

(cf. 5125 - Student Records)

Legal Reference:

ALASKA STATUTES

09.25.120-09.25.220 Public Records Act

14.03.115 Parental Access

14.17.190 Restrictions governing receipt and expenditure of money from public school foundation account

40.21.010-40.21.140 Public records

ALASKA CONSTITUTION

art. 1, sec. 22, Right to Privacy

DISTRICT RECORDS

UNITED STATES CODE

5 U.S.C. § 552a – Privacy Act

20 U.S.C. § 1232 g & 34 CFR Part 99 – Family Educational Rights & Privacy Act

Students

BP 5030 (a)

SCHOOL DISCIPLINE AND SAFETY

The Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. An effective school discipline and safety program is necessary to ensure a learning environment free of disruptions. The Board shall adopt, and the Superintendent shall implement and maintain, an effective school discipline and safety program. The discipline and safety program should reflect community standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, community members, teachers, school administrators, and the site council in each school.

(cf. 1220 – Advisory Committees)
(cf. 4158 –Employee Security)
(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5131.5 – Vandalism, Threats, and Graffiti)
(cf. 5131.6 – Alcohol and Other Drugs)
(cf. 5131.62 – Tobacco)
(cf. 5131.7 – Weapons & Dangerous Instruments)
(cf. 5131.9 – Academic Honesty)
(cf. 5137 – Positive School Climate)
(cf. 5144 – Discipline)
(cf. 5144.2 – Suspension and Expulsion)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))
(cf. 5145.11 – Questioning and Apprehension)
(cf. 5145.12 – Search and Seizure)
(cf. 5145.3 – Nondiscrimination)
(cf. 5145.7 – Sexual Harassment)
(cf. 6164.2 – Guidance and Counseling Services)
(cf. 6164.4 – [Child Find](#))
(cf. 6164.5 – Intervention/Assistance Teams)
(cf. 6172 – Special Education)

Deleted: Identification of Individuals with Exceptional Needs

Not less than once every three years, the District's discipline and safety program shall be reviewed and revised if appropriate. The review process shall make available the opportunity for collaborative input by students, parents, guardians, community members, staff, and the site council in each school. Policies reflecting standards of student behavior, including those identifying prohibited student conduct and penalties, should be reviewed to determine consistency with community standards, including the basic requirements for respect and honesty.

(cf. 9310 – Policy Manual)
(cf. 9311 – Board Policies)
(cf. 9313 – Administrative Regulations)

Students

BP 5030 (b)

SCHOOL DISCIPLINE AND SAFETY (continued)

The Board desires to give all administrators, teachers, and other employees the authority they need to implement and enforce the discipline and safety program. Personnel should adhere to lines of primary responsibility so that appropriate decision-making may take place at various levels in accordance with Board policy and administrative regulations. In fulfilling duties and responsibilities in student discipline and safety, all employees shall comply with Board policies, administrative regulations, and local, state, and federal laws. Employees will not be formally disciplined for enforcement of student discipline and safety rules so long as the enforcement is reasonable, lawful, and in compliance with Board policies and administrative regulations.

(cf. 2110 – Organization Chart/Lines of Responsibility)

(cf. 4158 – Employee Security)

(cf. 5144 – Discipline)

(cf. 4119.21 -- Code of Ethics)

(cf. 4119.3 – Duties of Personnel)

The Board further desires to give all students the opportunity to learn in an environment in which they feel safe. Should any school be identified as persistently dangerous under state law, students attending that school will be provided the opportunity to transfer to the parent's choice of one of two or more safe schools within the District. Informed parental choice will be facilitated by timely notice of the meaning of the persistently dangerous designation and the intervention steps the District plans to utilize to make the school safe. Additionally, any student who is the victim of the violent criminal offense that occurred on the grounds of the student's school will be provided the opportunity to transfer, consistent with state law.

Legal Reference:

UNITED STATES CODE

20 U.S.C. §§ 1400, et seq. *Individuals with Disabilities Education Act*
No Child Left Behind Act of 2001, 20 U.S.C. §§ 2361-2368 (P.L. 107-110)

ALASKA STATUTES

11.81.430 *Justification, use of force, special relationships*

11.81.900 *Definitions*

14.03.160 *Suspension or expulsion of students for possessing weapons*

14.30.045 *Grounds for suspension or denial of admission*

14.30.180-.350 *Education for Exceptional Children*

14.33.120-.140 *School disciplinary and safety program*

Students

BP 5030 (c)

SCHOOL DISCIPLINE AND SAFETY (continued)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.060 Suspension or denial of admission

4 AAC 06.200-.270 Safe schools

4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities

4 AAC 52.010-.990 Education for exceptional children

20 AAC 10.020 Code of ethics and teaching standards

Instruction

BP6164.3(a)

STUDENT MENTAL HEALTH – MEDICATION AND SERVICES

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

Psychotropic Medication

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

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

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

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

Psychological or Psychiatric Evaluation and Treatment

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

(cf. 6164.2 - Guidance and Counseling Services)

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

(cf. 6164.4 - [Child Find](#))
(cf. 6172 - Special Education)

Deleted: Identification of Individuals with Exceptional Needs

BP6164.3(b)

STUDENT MENTAL HEALTH – MEDICATION AND SERVICES (continued)

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

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

Classroom Observations

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

(cf. 5141 Health Care and Emergencies)

Compliance with Policy and Law

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

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

Legal Reference:

ALASKA STATUTES

- 14.30.045 Grounds for suspension or denial of admission*
- 14.30.047 Admission or readmission when cause no longer exists*
- 14.33.110-.140 Required school disciplinary and safety program*
- 14.30.171 Prohibited actions*
- 14.30.172 Communications not prohibited*
- 14.30.174 Compliance with federal education laws*
- 14.30.176 List of community resources*

UNITED STATES CODE

- 20 U.S.C. §§ 1400-1487, Individuals with Disabilities Education Act*
- 20 U.S.C. §§ 7101-7143 Safe and Drug-Free Schools and Communities Act of 1994*

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

Instruction

BP 6164.4(a)

CHILD FIND

Deleted: 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.

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

Child Find Coordinator

The Superintendent shall appoint a Child Find Coordinator who coordinates the development, revision, implementation, and documentation of the District's child find system.

Annual Public Notice

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

Instruction

BP 6164.4(b)

CHILD FIND

Referral

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

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.

(cf. 6172 - Special Education)

Legal Reference:

ALASKA STATUTES

- 14.30.191 Educational evaluation and placement
- 14.30.274 Identification of exceptional children

ALASKA ADMINISTRATIVE CODE

- 4 AAC 52.100 Child find
- 4 AAC 52.110 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:

Deleted: IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS¶

Deleted: 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.

Deleted: 1/16/2006

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Instruction

BP 6172(a)

SPECIAL EDUCATION

Whenever possible, the School Board desires both non-handicapped 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.

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.

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.

(cf. 3541.2 - Transportation for Special Education Students)

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

(cf. 6146.4 - [Child Find](#))

(cf. 6164.4 - Identification of Individuals with Exceptional Needs)

(cf. Special Services Program Handbook)

Deleted: Differential Graduation and Competency Standard Requirements for Individuals with Exceptional Needs

Legal Reference: (See next page)

Instruction

BP 6172(b)

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: 1/16/2006

SCHOOL-RELATED TRIPS

Trips by School Vehicles

Besides taking students to and from school, the Superintendent may approve transportation for field trips and school-sponsored activities. The Superintendent shall regulate the use of the District transportation for approved school-related activities. Student councils, parent-teacher associations, and any other organization requesting transportation shall be fully responsible for the costs of the trip. To the extent that funding has been approved by the Superintendent, such costs may be charged to the District.

Transportation by Private Automobile [or Vans](#)

The Superintendent may authorize the transportation of students by private automobile for approved field trips and activities. [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.](#)

Trips Involving Students as Passengers

Drivers shall be an adult age twenty-one (21) or older, registered with the District, possess a valid driver's license and liability insurance of at least \$100,000 per occurrence.

Drivers shall be issued safety instructions and emergency information.

All student passengers shall provide permission slips signed by their parents/guardians.

Owners, drivers and passengers shall be informed that the registered owner and his/her insurance company are responsible for any accidents which may occur.

Transportation of students in vehicles operated by another student is prohibited.

In the event of an accident, regardless of damage or injury, the principal shall notify the Superintendent at the earliest possible time.

SCHOOL-RELATED TRIPS (continued)

Trips Involving a Student as Driver

Driver shall be required to possess a valid driver's license and liability insurance as required by state law.

Driver shall provide permission slip signed by parents/guardians.

Driver shall be issued safety instructions and emergency information.

Driver shall be informed that the registered owner and his/her insurance company are responsible for any accidents which may occur.

Transportation of students in vehicles operated by another student is prohibited.

In the event of an accident, regardless of damage or injury, the principal shall notify the Superintendent at the earliest possible time.

(cf. 6153 – School-sponsored Trips)

SCHOOL-RELATED TRIPS

Trips by School Vehicles

Activity vehicles/vans will be in compliance with state laws and District regulation. [Per BP 3541.1, no 15-passenger vans are allowed.](#)

Drivers

1. Drivers shall be at least twenty-one (21) years old and possess a valid appropriate driver's license.
2. Drivers shall follow all state traffic laws including a required ten (10) minute rest stop every two hours.
3. Drivers will conduct a pre and post trip safety and maintenance check of vehicles, including an operating check of tire pressure, turn signals, brakes, mirrors, windshield wipers, lights, oil level, oil pressure, fan belts, and gas tank.
4. Drivers must be free from the effects of alcohol, drugs and medications that may impair driving ability when operating activity vehicles.

Activity Vehicles

1. Activity vehicles shall have the following equipment on board:
 - a. Free standing reflectors
 - b. Five pound fire extinguisher
 - c. First aid kit
 - d. Tire chains
 - e. Tow straps
 - f. Emergency procedures guide
2. Activity vehicles shall not be loaded beyond their capacity.
3. Each school shall be responsible for regular vehicle maintenance and upkeep. A trip log and a maintenance log shall be kept for each activity vehicle.

SCHOOL-RELATED TRIPS

**Trips by School Vehicles
Trips**

Trip plans, including designated overnight stops, must have prior approval from the principal. The principal shall be notified of any deviation from the trip plan.

These requirements are considered minimum and principals may add requirements depending on the time of year and road conditions.

Instruction

BP 6146.1(a)

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.

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 which 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

Deleted: (The class of 2007 and beyond

Deleted:)

Instruction

BP 6146.1(b)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Optional Methods Of Satisfying Requirements

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.

(cf. - 6146.7 Diplomas)

Legal Reference:

ALASKA ADMINISTRATIVE CODE
4 AAC 06.075 High school graduation requirement

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: _____

Deleted: 1/16/2006

SCHOOL ATTENDANCE BOUNDARIES

Students who reside within District boundaries may apply for enrollment in any District school where space is available. Students shall attend school in their attendance area unless otherwise authorized by the Superintendent. The District is not responsible for bussing out-of-area students, but may allow this with other considerations. Form E 5116 Out of Area Attendance Request is used to request this exemption.

Deleted: will not provide transportation to schools outside of a student's attendance area.

When considering changes to school attendance boundaries, the School Board shall take into account racial and ethnic balance, educational programs, school capacities, geographic features, student safety, and transportation considerations.

Demographic changes may result in overcrowded schools or in declining enrollment. Fiscal limitations may prevent the District from opening new schools or maintaining facilities that are unused. Changes in student population cannot always be remedied by a change in school attendance boundaries. The Board shall regularly review school and District enrollments and projected enrollments and will make every effort to ensure that students will be able to attend area schools. The Board shall hold a public hearing to secure community input before approving any boundary change. State approval shall be obtained as required by law.

The Superintendent may place some students in a school outside of their attendance area in order to alleviate overcrowding. These students shall be provided transportation to a school with adequate space. When possible, siblings will be allowed to attend the same school.

Legal Reference:

- ALASKA ADMINISTRATIVE CODE
- 4 AAC 05.010-4 AAC 05.090 Local education
- 4 AAC 06.027 Establishment of attendance areas
- 4 AAC 09.005 Funding communities and attendance centers
- 4 AAC 09.105 Definitions (Attendance centers)

Deleted: 10/18/2004

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
OUT-OF-AREA ATTENDANCE REQUEST

I. TO BE COMPLETED BY PARENT:

STUDENT NAME _____ GRADE _____

ADDRESS _____
Box/Street Address City Zip Code Phone

PLEASE DESCRIBE EXACTLY WHERE YOU LIVE IF NOT SPECIFIED IN YOUR ADDRESS:

IN WHICH BUS SERVICE AREA DO YOU LIVE? _____

WHY DO YOU MAKE THIS REQUEST? BE SPECIFIC. _____

Please initial each line to indicate your understanding.

_____ I understand that attendance priority at each school is assigned first to those students living within the school's attendance area.

Deleted: During the 20__ - 20__ School Year.¶

_____ I understand that attendance at an "out-of-area" school is dependent upon the availability of space. The following criteria shall determine space available at schools:

Deleted: also

- (a) Grades K: No out-of-area transfers will be permitted when enrollment per grade reaches 20 students per class.
- (b) Grades 1-3: No out-of-area transfers will be permitted when enrollment per grade reaches 22 students per class.
- (c) Grades 4-6: No out-of-area transfers will be permitted when enrollment per grade reaches 24 students per class.
- (d) Grades 6-8: No out-of-area transfers will be permitted when enrollment per grade reaches 24 students per class.

Deleted: 26

_____ I understand that when space utilization at a facility exceeds the 90% capacity range, as established by DEED guidelines, that school's attendance boundaries will be strictly enforced. In addition, all out-of-area attendance students in schools at 90% capacity must request admittance on an annual basis.

_____ I understand that parents accept responsibility for transporting transfer students to and from school in a timely manner.

_____ I understand that transfer requests require the approval of both sending and receiving principals.

Deleted: Transfer

_____ I understand that I must arrange for their children to attend the school within the attendance area where they live, until the out-of-area request is approved.

Deleted: Parents should arrange for their children to attend the school within the attendance area where they live. The building Principal, at the receiving school will develop a priority list of students requesting transfers based on the date the request is received and will inform parents of their transfer request status, based on available space not later than ten (10) days following the opening of school.¶

The building Principal, at the receiving school will develop a priority list of students requesting transfers based on the date the request is received and will inform parents of their transfer request status, based on available space not later than ten (10) days following the opening of school.

Deleted: When space utilization at a facility exceeds the 90% capacity range as established by DEED guidelines, that school's attendance boundaries will be strictly enforced. In addition, all out-of-area attendance students must request admittance on an annual basis.¶

PARENT SIGNATURE DATE

HOME PHONE WORK PHONE

Deleted: arrange for my child's/children's attendance at his/her assigned school

Deleted: The requested school Principal will inform us of our transfer request status within ten (10) school days after the first day of school.¶

II. TO BE COMPLETED BY PRINCIPAL AT THE ASSIGNED SCHOOL

- a. Request Approved
 Re-check after 10 day enrollment period (see comments)
 Request Rejected (see comments)
- b. Comments: _____

- c. Forward to _____ School Date: _____
- d. Signed: _____ Date: _____
Principal

III. TO BE COMPLETED BY PRINCIPAL AT THE REQUESTED SCHOOL

- a. Request Approved
 Re-check after 10 day enrollment period (see comments)
 Request Rejected (see comments)
- b. Comments: _____

- c. Parents Notified _____ Letter Phone
Date
- d. Signed: _____ Date: _____
Principal

The original of this form shall be placed in the student folder and copies provided to the parent and assigned school Principal.