

**THE LAKE AND PENINSULA SCHOOL DISTRICT**  
**Special Meeting AGENDA**  
**April 13, 2016, 4:30 PM**

Agenda

1. Budget- 1st Read
2. Board Policies-1st Read

2

## LAKE & PENINSULA SCHOOL DISTRICT

**Meeting Date:** April 13, 2016

**Board Agenda Item:** Food Service

**Action Needed:**

- Policy – First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

**Information:**

~FY16-17 AASB Policy Updates~

This policy contains new language regarding the requirement to hire qualified food service personnel and to provide ongoing continuing education and training to food service staff. These qualifications are set forth-in 2015 federal regulations adopted by the Department of Agriculture, Food and Nutrition Service.

**Suggested Motion:**

First Reading, no action required.

Second Reading (April 14<sup>th</sup>), approval needed.

**FOOD SERVICE**

BP 3550(a)

Note: The following optional policy may be revised to reflect district philosophy and needs.

The School Board recognizes that students need adequate, nourishing food in order to grow and learn and to give a good foundation for their future physical well-being. The Board may provide for a food service program based on regular lunch service and including such other snack and breakfast programs as the needs of the students and the financial capacity of the district permit. The Board recognizes that the lunch program is an important complement to the nutritional responsibilities of parents/guardians.

The Board believes that:

1. Foods and beverages available on school premises should contribute to the nutritional well-being of students and meet the nutritional criteria of the National School Lunch and Breakfast Programs and current U.S. Dietary Guidelines for Americans.
2. Foods and beverages available should be considered as carefully as other educational support materials.
3. Foods and beverages should be prepared in ways which will appeal to students while retaining nutritive quality.
4. Food should be served in quantities appropriate to the needs of students at their age level and served in as pleasant and relaxed an atmosphere as possible, with adequate time for students to eat.
5. Foods grown in the state provide nutritional, environmental, and economic benefits and should be utilized in the district’s food service program to the extent feasible.

Note: Effective January 14, 2010, the U.S. Department of Agriculture requires schools participating in the National School Lunch and Breakfast Programs to develop a written food safety program for the preparation and serving of school meals. The goal is to prevent and reduce the risk of food-borne illness among students. Schools are required to utilize the “hazard analysis and critical control point (HACCP) system” when developing their food safety programs. A written safety program must be in place for each food preparation and service facility that prepares and serves meals under the federal breakfast or lunch programs.

The Superintendent or designee will oversee the development of a written food safety program for each food preparation and serving facility in the district, as required by law. Foods and beverages will be stored, prepared and served in accordance with food safety regulations in order to prevent or reduce the risk of food-borne illness among students.

**FOOD SERVICE** (continued)

BP 3550(b)

Note: Effective July 1, 2015, federal regulations of the Department of Agriculture, Food and Nutrition Service, require that certain food service personnel meet minimum professional standards. More specifically, school nutrition program directors who are responsible for management of the day-to-day food service operations for all schools in the district must meet minimum educational qualifications as a condition of hire. The qualifications vary depending upon the student enrollment (size) of the district. The qualification requirements are applicable to the hire of new directors only; current directors employed prior to the July 1, 2015 effective date are grandfathered. In addition, the new regulations require minimum continuing education and training requirements for all student nutrition staff, including school nutrition program directors, school nutrition program managers who are responsible for day-to-day operations of food service for a particular school, and other personnel who work an average of at least 20 hours per week. The hours of continuing education/training varies depending upon the position held by the individual.

Qualified and trained food service personnel are critical to a healthy and safe food service program. The Superintendent or designee shall hire qualified personnel, taking into consideration professional standards required by law, and will provide continuing education and training in compliance with federal standards.

*(cf. 4131 – Staff Development)*

The School Board intends that, insofar as possible, the school food services program shall be self-supporting and may include foods from school gardens, greenhouses and farms. The Board shall review and approve of menu prices. Program financial reports shall be presented regularly for inspection by the Board.

*(cf. 3554 – Other Food Sales)*

*(cf. 5040 – Student Nutrition and Physical Activity)*

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

*Legal Reference:*

UNITED STATES CODE

*Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j*

*Child Nutrition Act of 1996, 42 U.S.C. 1771-1793*

CODE OF FEDERAL REGULATIONS

*7 C.F.R. Parts 210, 220, and 235 National School Lunch Program and Breakfast Program*

FEDERAL REGISTER

*Professional Standards for State and Local School Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, Vol. 80, No. 40 and No. 88 (2015)*

*Revised 3/2016*

## LAKE & PENINSULA SCHOOL DISTRICT

**Meeting Date:** April 13, 2016

**Board Agenda Item:** Recruitment and Selection

**Action Needed:**

- Policy – First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

**Information:**

~FY16-17 AASB Policy Updates~

Policy language and multiple notes were eliminated that referred to highly qualified teacher requirements of No Child Left Behind, which has been amended by the Every Student Succeeds Act. Changes were made to a note to reflect the additional requirement in AS 14.20.020 that in order for an individual to be eligible for a teacher certification, he or she must complete training on alcohol and drug related disabilities, sexual abuse and sexual assault awareness and prevention, dating violence and abuse awareness and prevention and suicide prevention. The legal reference section has been updated.

**Suggested Motion:**

First Reading, no action required.

Second Reading (April 14<sup>th</sup>), approval needed.

**CERTIFICATED PERSONNEL**

BP 4111(a)

**RECRUITMENT AND SELECTION**

Note: Effective for the 2016-2017 school year, the federal Every Student Succeeds Act has eliminated the requirement that teachers be “highly qualified.” Rather, teachers should be fully licensed and endorsed in each subject they are teaching.
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The district shall employ the most highly qualified person available for each open position. The Superintendent or designee shall develop recruitment and selection procedures to ensure that every effort is made to find and hire fully qualified teachers for all classrooms, which include:

1. Assessment of the district's needs to determine those areas where specific skills, knowledge and abilities are lacking.
2. Development of job descriptions which accurately portray the position, including requirements that a teacher be qualified in accordance with federal and state law.
3. Dissemination of vacancy announcements to ensure a wide range of candidates, when necessary.
4. Screening procedures which will identify the best possible candidates for interviews.
5. Interview procedures which will determine the best qualified candidate for recommendation to the School Board.

Staff members involved in the selection process shall recommend only those candidates who meet all qualifications established by law and the School Board for a particular position. Nominations for employment shall be based upon appropriate screening devices, interviews, observations, recommendations from previous employers and any requirements of applicable collective bargaining agreements.

**CERTIFICATED PERSONNEL**

BP 4111(b)

**RECRUITMENT AND SELECTION (continued)**

Note: The Alaska Professional Teaching Practices Commission recommends that districts develop a policy regarding the procedures to be followed when desiring to hire an educator currently under contract with another school district. The following policy language is based on procedures developed by the Fairbanks North Star Borough School District.

Before considering the hire of a certificated staff member who is currently under contract in another district, the Superintendent or designee will require the certificated staff to provide written documentation that he/she: (1) has made an effort to secure a release from the employing district thirty calendar days prior to the employing district's first contract day; or, (2) has secured a written release from the employing district.

Note: A subject-matter expert teacher, holding a limited certificate issued by the Department, may be employed to teach subjects in which the person has satisfied the education or experience requirements set out in state statute AS 14.20.022. Before a school district determines whether to hire a person as a subject-matter expert teacher, the school district must administer a competency examination. Additionally, once a subject-matter expert teacher is hired, the district must provide a mentor who is an experienced teacher for the subject-matter expert teacher for at least the first year of the subject-matter expert teacher's employment in the school district. A person employed as a subject-matter expert teacher under this section is considered a certificated employee for purposes of the teachers' retirement system. Finally, employment as a subject-matter expert teacher counts as employment for purposes of acquiring tenure; however, a person holding a subject-matter expert limited teacher certificate is not entitled to tenure until the person receives a teacher certificate under AS 14.20.022.

*(cf. 4112.8 - Employment of Relatives)*

Note: AS 14.20.020 requires coursework in Alaska studies and multicultural education or cross-cultural communications in order to be eligible for a teacher certificate. Effective June 30, 2017, AS 14.20.020 also requires training on alcohol and drug related disabilities, sexual abuse and sexual assault awareness and prevention, dating violence and abuse awareness and prevention and suicide prevention in order to be eligible for a teacher certification. AS 14.20.035 requires districts to give preference to applicants who demonstrate training or experience that indicates sensitivity to the traditions and cultures represented in the student population.

In evaluating applicants, preference shall be given to those applicants who can demonstrate training and experience related to the traditions and cultures represented in the student population.

*(cf. 4030 - Nondiscrimination in Employment)*

*(cf. 4111.1/4211.1/4311.1 - Affirmative Action)*

*(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)*

No person shall be employed by the School Board without the recommendation or endorsement of the Superintendent or designee. The School Board shall be presented with the Superintendent or designee's recommended candidate who may be selected or rejected by the School Board. If the candidate is rejected, the Superintendent or designee shall recommend subsequent candidates until the School Board selects someone to fill the position. The School Board shall make the final decision on the selection of all employees.

## Personnel

(cf. 6181 - Charter School)

### **CERTIFICATED PERSONNEL**

BP 4111(c)

### **RECRUITMENT AND SELECTION (continued)**

Note: AS 14.08.111 and AS 14.14.090 require districts to provide prospective employees with information regarding the availability and cost of housing in rural areas to which they may be assigned and when possible assist them in locating housing. The following may be revised or deleted as appropriate.

The School Board recognizes that the district encompasses rural areas and will assist teachers in obtaining information regarding the cost and availability of housing as required by law.

#### *Legal Reference:*

##### ALASKA STATUTES

*14.08.111 Duties (regional school boards)*

*14.14.090 Additional duties*

*14.20.010 Teacher Certificate Required*

*14.20.022 Subject-matter expert limited teacher certificate*

*14.20.035 Evaluation of training and experience*

*14.20.100 Unlawful to require statement of religious or political affiliation*

*14.20.110 Penalty for violation of AS 14.20.100*

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 04.210, 04.212 and 06.899(6) Highly Qualified Teachers and Objective Uniform Standards*

*6 AAC 30.810 Employer records*

*6 AAC 30.840 Retention of records*

##### UNITED STATES CODE

*Every Child Succeeds Act, 20 U.S.C. 6301, et. Seq. (P.L. 114-95 December 10, 2015)*

*Revised 3/2016*

## LAKE & PENINSULA SCHOOL DISTRICT

**Meeting Date:** April 13, 2016

**Board Agenda Item:** Certified Staff Development

**Action Needed:**

- Policy – First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

**Information:**

~FY16-17 AASB Policy Updates~

Language in the policy related to highly qualified teachers has been eliminated to reflect the repeal of this provision previously contained in the No Child Left Behind Act. Minor grammatical changes have also been made to the policy. Changes were made to the introductory note and the legal references section to add school district's additional obligations to train employees on sexual abuse and sexual assault awareness and prevention, dating violence and abuse and suicide awareness and prevention, as outlined in AS 14.30.355, AS 14.30.356 and AS 14.30.362. Finally, cross-references were added to Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention (5141.41) and Suicide Prevention (5141.52) policies.

**Suggested Motion:**

First Reading, no action required.

Second Reading (April 14<sup>th</sup>), approval needed.

Note: Staff training is mandated in evaluative techniques, child abuse recognition and reporting, the needs of students with alcohol or drug abuse disabilities, sexual abuse and sexual assault awareness, dating violence and abuse, crisis response, crisis intervention and suicide awareness and prevention. School Districts must ensure that no less than 50 percent of the total certificated staff employed at a school receives all of the training not less than every two years and that all of the certificated staff employed at each school receives all of the training not less than every four years. AS 14.08.111(12); AS 14.14.090(11); AS 14.16.020(9). Effective July 1, 2016, a school district shall provide suicide awareness and prevention training to each teacher, administrator, counselor and specialist who is employed by the school district to provide services to students in grades 7 through 12. AS 14.30.362. Effective June 30, 2017, a school district shall establish a training program for employees relating to sexual abuse and sexual assault awareness and prevention and dating violence and abuse awareness and prevention. AS 14.30.355; AS 14.30.356. Additionally, effective June 30, 2017, a person is not eligible for a teacher certificate unless he or she has completed required training set forth in AS 14.20.020. AS 14.33.127 and 4 AAC 06.177 require that the School Board ensure that a sufficient number of school employees receive periodic training in an approved crisis intervention training program, to meet the needs of the student population. Crisis intervention programs must meet all legal requirements. The Department of Education and Early Development will maintain a list of approved crisis intervention training programs.

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. Staff development is a necessary, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions.

In order to respond directly to the needs of our students, staff development activities may address teacher qualifications, content areas, methodology, interpersonal relations between students and faculty, student growth and development, and staff communication, problem solving and decision making. The Superintendent is responsible for ensuring that all training required by law is provided in a timely fashion to appropriate staff.

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 5141.5 - Child Abuse Reporting)*

*(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)*

*(cf. 5141.52 – Suicide Prevention)*

*(cf. 5142.3 – Restraint and Seclusion)*

The Superintendent or designee should provide staff with professional development that may include opportunities such as the following:

1. Release time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools.
3. Conferences involving outside personnel from the district, county, state, region or nation.
4. Membership in committees drawing personnel from various sources.
5. Training classes and workshops offered by the district.
6. Further training in institutions of higher learning, including credit courses conducted in or near the district instead of on the college campus, whenever possible.

## Personnel

### CERTIFICATED STAFF DEVELOPMENT (continued)

BP 4131(b)

7. Access to professional literature on education issues.

*(cf. 4116 - Nontenured/Tenured Status)*

#### *Legal Reference:*

##### ALASKA STATUTES

*14.08.111 Duties (Regional School Boards)*

*14.14.090 Duties of school boards*

*14.16.020 Operation of state boarding schools*

*14.18.060 Discrimination in textbooks and instructional materials prohibited*

*14.20.020 Requirements for issuance of certificate; fingerprints*

*14.20.680 Required alcohol and drug related disabilities training*

*14.30.355 Sexual abuse and sexual assault awareness and prevention*

*14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices*

*14.30.362 Suicide awareness and prevention training*

*47.17.022 Training (child protection)*

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 06.530 Guidance and counseling services*

*4 AAC 06.550 Review of instructional materials*

*4 AAC 19.060 Evaluation Training*

*4 AAC 52.260 Personnel Development*

*Revised 3/2016*

## LAKE & PENINSULA SCHOOL DISTRICT

**Meeting Date:** April 13, 2016

**Board Agenda Item:** Teacher Aides/Paraprofessionals

**Action Needed:**

- Policy – First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

**Information:**

~FY16-17 AASB Policy Updates~

The policy language and notes have been updated to remove language referring to paraprofessional qualifications as required by No Child Left Behind Act. NCLB has been replaced with the Every Student Succeeds Act which no longer specifies federal qualifications for paraprofessionals working in Title I programs. The AR has also been updated to remove a requirement for NCLB reporting. Additional language changes have been made to the AR. The Exhibit is removed in its entirety. It reflects NCLB requirements and is no longer applicable.

**Suggested Motion:**

First Reading, no action required.

Second Reading (April 14<sup>th</sup>), approval needed.

**TEACHER AIDES/PARAPROFESSIONALS**

BP 4222(a)

Note: Under the Every Student Succeeds Act, NCLB's requirements establishing minimum professional standards for paraprofessionals have been repealed. Now, paraprofessionals in Title I supported programs must meet licensure or certification requirements as adopted by the State of Alaska.

The School Board favors the use of paid and volunteer teacher aides/paraprofessionals and considers them to be members of a professional team dedicated to the best interests of students. By relieving teachers of duties that do not require professional training, noncertificated persons allow teachers to dedicate their skills, knowledge and efforts primarily to teaching. Paraprofessionals also can help teachers to provide individualized student instruction and an enriched educational program.

*(cf. 1240 - Volunteer Assistance)*

The district shall use paraprofessionals in those classes where they will provide the greatest benefit to students, taking into consideration such factors as large class size, student age group and teacher workload.

The Superintendent or designee shall ensure that all paraprofessionals have appropriate training and supervision.

Note: Special Education aides must serve under the supervision of qualified personnel and receive training in accordance with 4 AAC 52.250.

Paraprofessionals are expected to employ high ethical standards as they work with students and to respect school rules, district policies and administrative regulations.

The School Board recognizes the need for qualified teaching staff and encourages paraprofessionals to seek opportunities leading to a teaching credential. The district shall support these efforts to the extent possible, particularly as they relate to obtaining bilingual or special education credentials.

The Superintendent or designee and/or the staff development committee shall develop an appropriate professional development program for paraprofessionals.

*Legal Reference: (See next page)*

**TEACHER AIDES/PARAPROFESSIONALS (continued)**

BP 4222(b)

*Legal Reference:*

ALASKA ADMINISTRATIVE CODE

4 AAC 05.080 School curriculum and personnel

4 AAC 52.250 Special education aides

4 AAC 52.255 Interpreters

UNITED STATES CODE

*Elementary and Secondary Education Act, 20 U.S.C. § 6311, as amended by the Every Student Succeeds Act, (P.L. 114-95 (December 10, 2015))*

*Revised 3/2016*

## Personnel

**TEACHER AIDES/PARAPROFESSIONALS**

AR 4222(a)

Note: The following sample regulation may be revised or deleted as desired

Paraprofessionals are auxiliary personnel who work directly with professional educators to assist them in discharging their professional duties. Instructional aides, tutors, noontime assistants, and various similar categories, both volunteer and paid, are included within the definition of paraprofessionals.

**Purpose of the Paraprofessional Aide Programs -- Volunteer and Paid**

Purposes of the paraprofessional aide programs are to:

1. assist teachers in providing more individualization and enrichment of instruction to their classes
2. relieve teachers of many nonteaching duties and tasks
3. build an understanding of school problems among citizens, thus stimulating widespread involvement in the total education process

**Kinds of Services Provided**

The kinds of services which paraprofessionals perform will vary according to local building site needs. Services generally fall into one or more of the following areas:

1. relieving the professional of clerical, noninstructional, house-keeping, and/or certain instructional tasks
2. assisting in classroom management
3. giving special aid to students with difficulties such as English as a second language, which may include acting as a translator
4. giving special aid to students with exceptional talents
5. enriching the curriculum in areas requiring special skills or unique experiences
6. providing instructional support services which may include one-on-one tutoring if scheduled at a time when the student wouldn't otherwise receive instruction from a teacher

**TEACHER AIDES/PARAPROFESSIONALS (continued)**

AR 4222(b)

**Responsibilities of the Principal**

The principal's responsibilities include:

1. responsibility for both volunteer and paid paraprofessional aide programs at his/her site
2. organization of the programs within the school
3. promotion of good staff-paraprofessional aide relationships
4. responsibility for evaluation of the paraprofessionals at his/her site

**Responsibilities of the Teacher or Staff Person using a Paraprofessional**

Responsibilities of staff using aides include the following:

1. become familiar with paraprofessional aide programs and their materials through orientation sessions
2. direct and supervise each aide
3. provide guidance for each aide
4. determine specific duties to be undertaken
5. work cooperatively with others in charge of the programs
6. implement the key pointers described in the handbooks for teachers and staff

**Responsibilities of Paraprofessional Aides - Volunteer and Paid**

Paraprofessionals are members of a professional team dedicated to working for the best interests of students. All members of the team are expected to be loyal, courteous, cooperative, industrious, dependable, and committed to the highest ethical standards.

**TEACHER AIDES/PARAPROFESSIONALS (continued)**

AR 4222(c)

**Responsibility to the Student**

Responsibility to the student imposes the following obligations:

1. assuring the school that any personal information about the student will remain confidential
2. enjoying the working relationships with students and valuing their achievements, however modest they may be

**Responsibility to the Paraprofessional Programs**

Responsibility to the program imposes the following obligations:

1. being able to accept differences in people, values, standards, goals, ambitions, and having respect for individual integrity
2. maintaining consistent and regular attendance
3. being reliable and flexible
4. having sufficient sense of organizational procedures to be able to accept discipline while working happily within the established structure and policies of the school
5. being willing to acquire skills needed to be of value to the school programs
6. discussing any specific problems with the supervising staff member or the principal
7. using discretion in commenting on school matters, including the performance of individual paraprofessionals or other school personnel

**Responsibility to the School**

The responsibility to the school imposes the following obligations:

1. recognition that the professional staff will specify the tasks aides will perform, the authority aides will be given, and the information and materials aides will use

**TEACHER AIDES/PARAPROFESSIONALS** (continued)

AR 4222(d)

2. understanding that regulations and procedures of the school are to be followed at all times

**Responsibility to Self**

Responsibility to self requires each paraprofessional to:

1. maintain positive attitudes
2. accept the responsibility to help all students develop positive self-esteem
3. be responsible for his/her own actions
4. know his/her role and be able to express what that role is to the community in a positive manner
5. maintain personal cleanliness
6. wear appropriate clothing (avoiding extremes)
7. use appropriate language
8. give full cooperation to the total school staff

*Revised 3/2016*

## LAKE & PENINSULA SCHOOL DISTRICT

**Meeting Date:** April 13, 2016

**Board Agenda Item:** Classified Staff Development

**Action Needed:**

- Policy – First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

**Information:**

~FY16-17 AASB Policy Updates~

Both the legal reference section and the introductory note have been deleted as they referred to provisions of No Child Left Behind Act, which has been replaced with ESSA. The policy language has been amended to set forth additional goals that are furthered with a program of professional development for classified staff.

**Suggested Motion:**

First Reading, no action required.

Second Reading (April 14<sup>th</sup>), approval needed.

**CLASSIFIED STAFF DEVELOPMENT**

BP 4231

The Superintendent or designee may approve professional development opportunities for classified staff to improve job skills, to improve instructional program, to provide training in areas mandated by law, to prepare for more responsible opportunities within the district, and to meet qualifications as established by federal and state law.

Such opportunities may include, but are not limited to, the following:

1. Visits to other schools and school districts.
2. Local and state conferences involving other classified personnel.
3. Training classes and workshops offered by private organizations or by the district, county or other appropriate agency.

*Revised 3/2016*

## LAKE & PENINSULA SCHOOL DISTRICT

**Meeting Date:** April 13, 2016

**Board Agenda Item:** Graduation Ceremonies and Activities

**Action Needed:**

- Policy– First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

**Information:**

~FY16-17 AASB Policy Updates~

The second introductory note and policy language were updated to reflect the repeal of portions of AS 14.03.075 that required secondary students to take a college and career readiness assessment before being issued a diploma. Language has also been added to the policy reflecting graduation participation for those students earning a certificate of completion or a certificate of attendance.

**Suggested Motion:**

First Reading, no action required.

Second Reading (April 14<sup>th</sup>), approval needed.

**GRADUATION CEREMONIES AND ACTIVITIES**

Note: The following policy suggests various options which may be modified to reflect district practice except that the U.S. Supreme Court has ruled that graduation ceremonies may not include school-sponsored prayers.

Note: Effective June 30, 2016, the requirement in AS 14.03.075 that a secondary student take a college and career readiness assessment before being issued a diploma is repealed.

High school graduation ceremonies shall be held to recognize those students who have successfully completed the district graduation requirements and earned the right to receive a diploma or a certificate of completion. Students earning a certificate of attendance may also participate in graduation ceremonies.

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

*(cf. 6146.5 – Differential Requirements for Individuals with Exceptional Needs)*

Note: The following optional paragraph may specify whatever number of uncompleted credits the School Board wishes to allow or may be deleted.

At the discretion of the Superintendent or designee, a student who is no more than \_\_\_\_ credits short of fulfilling district credit requirements may participate in graduation exercises without receiving his/her diploma. When the required credits have been earned, a diploma shall be sent to the student by mail.

Note: The following optional paragraph may be used to deny participation in graduation activities. School site rules should indicate what privileges may be denied for what reasons, and the means whereby students may appeal these decisions.

In accordance with school-site rules, the principal may deny a student the privilege of participating in graduation or promotion activities because of misconduct.

*(cf. 5144 - Discipline)*

School-sponsored invocations and/or benedictions shall not be included in graduation ceremonies.

Legal Reference:

ALASKA STATUTES

*14.03.075 College and Career readiness assessment; retroactive issuance of diploma*

*14.03.090 Sectarian or denominational doctrines prohibited*

UNITED STATES CODE

*Elementary and Secondary Education Act, 20 U.S.C. § 9524, as amended by the No Child Left Behind Act of 2001, P.L. 107-110*

*Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000)*

*Lee v. Weisman, 505 U.S. 577 (1992)*

Revised 3/2016

## LAKE & PENINSULA SCHOOL DISTRICT

**Meeting Date:** April 13, 2016

**Board Agenda Item:** Health Examinations

**Action Needed:**

- Polic– First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

**Information:**

~FY16-17 AASB Policy Updates~

Updates were made to the introductory note, the text of the policy and the legal references section to reflect the repeal of portions of AS 14.30.070 and the entirety of AS 14.30.120, effective June 30, 2016. The repeal eliminates the requirement that school districts provide for or require each child in the district to have a physical and a vision and hearing screening upon entry into school or as soon as practical.

**Suggested Motion:**

First Reading, no action required.

Second Reading (April 14<sup>th</sup>), approval needed.

Note: Effective June 30, 2016, districts are no longer required by state law to provide for or require each child to have a physical examination and a vision and hearing screening examination upon entry into school and at regular intervals as determined by the school board. While districts are no longer required to provide for and require physical examinations of every child attending school, the Department of Health and Social Services may require the district to conduct physical examinations it considers necessary and may reimburse the district for examinations. The following optional policy may be revised or deleted as needed.

The School Board recognizes the importance of periodic health examinations. To determine the health status of students, facilitate the removal of handicaps to learning, and determine whether special adaptations of the school program may be necessary, the School Board may offer physical examinations to students, including tests for vision and hearing.

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

Note: If a school district will be using federal money to perform exams or screenings on students, the district must annually notify parents of the exam or screening, except for hearing, vision, or scoliosis screenings. The following language implements federal law.

The district will annually notify parents of physical exams or screenings of students, except for routine vision, hearing, or scoliosis screenings.

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 5141.22 - Infectious Diseases)*

*Legal Reference:*

ALASKA STATUTES

14.30.065 *Supervision*

14.30.070 *Physical examination required*

14.30.127 *Vision and hearing screening examinations*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.055 *Immunizations required*

UNITED STATES CODE

42 U.S.C. §§ 12101 *et seq.* (2014)

20 U.S.C. §§ 1232g (2013)

20 U.S.C. §§ 1232h (2002)

29 U.S.C. § 794(a) (2002)

34 C.F.R. pt. 99 (2011)

*Revised 3/2016*

## LAKE & PENINSULA SCHOOL DISTRICT

**Meeting Date:** April 13, 2016

**Board Agenda Item:** Child Abuse and Neglect

**Action Needed:**

- Policy– First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

**Information:**

~FY16-17 AASB Policy Updates~

Updates were made to the introductory note and the text of this policy to reflect changes to AS 47.17.020 to include within the category of mandatory reporters of child abuse, volunteers who interact with students in a private or public school for more than four hours a week. Changes were also made to the text of the policy to specify when a volunteer athletic coach is defined as a mandatory reporter and when and how training must be provided to volunteers.

**Suggested Motion:**

First Reading, no action required.

Second Reading (April 14<sup>th</sup>), approval needed.

**CHILD ABUSE AND NEGLECT**

Note: AS 14.08.111 and AS 14.14.090 require districts to provide mandatory reporters with training in the recognition and reporting of child abuse and neglect. Pursuant to AS 47.17.020, teachers, school administrators, and paid athletic coaches are mandated to report child abuse and neglect. New employees required to report are to be trained on this obligation within 45 days after the first day of employment. AS 47.17.022. A school district providing training shall provide notice of the training to public and private schools in the district and invite volunteers who are required to report to participate in the training at no cost to the volunteer. Effective June 30, 2017, volunteers who interact with children in public or private school for more than four hours a week are also mandatory reporters of child abuse. AS 18.66.310 requires school districts to offer continuing education at least once every two years on domestic violence for mandatory reporter employees.

Abuse and neglect affects the well-being of students. Teachers, school administrators, paid athletic coaches and volunteers who interact with children in a school for more than four hours a week shall be trained on the recognition and reporting of child abuse and neglect in accordance with state law. An athletic coach who is an unpaid volunteer is not required to report child abuse or neglect unless the coach volunteers for more than 4 hours a week for 4 consecutive weeks, or for 20 hours a week in a one month period, has received training, and signed a form acknowledging the obligation to report. District employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

*(cf. 4131 – Staff Development).*

The district shall provide notice of child abuse and neglect mandatory reporter training to all public and private schools in the district. All mandatory reporters, including qualifying volunteers, are invited to participate in the training at no cost.

Note: Many school employees may encounter child abuse and neglect. The following optional language expands the number of school employees offered training in child abuse recognition and reporting. It may be revised or deleted as desired.

In addition to the required training provided above, the Superintendent or designee may invite classified personnel who have regular contact with students to participate in child abuse and neglect training. Classified personnel should immediately report instances of suspected child abuse or neglect to the site administrator.

Note: Pursuant to AS 47.17.068, failing to report child abuse or neglect mandated by law is a misdemeanor if the person knew or should have known that circumstances gave rise to the need for a report.

*Legal Reference (see next page):*

Students

**CHILD ABUSE AND NEGLECT**

BP 5141.4(b)

*Legal Reference:*

ALASKA STATUTES

*14.08.111 Duties (Regional school boards)*

*14.14.090 Additional duties*

*18.66.310 Continuing education for public employees, court system employees, and for prosecuting authorities*

*47.17.010-47.17.070 Child protection*

*Revised 3/2016*

Note: The following sample regulation may be revised as needed to reflect district circumstances.

**Duty to Report**

Teachers, school administrators, and paid athletic coaches and volunteers who work with children at school more than 4 hours a week who have reasonable cause to suspect child abuse or neglect have a legal duty to report to the nearest office of the Department of Health and Social Services immediately. The reporting duties are individual and cannot be delegated to someone else.

**Reporting Procedures**

Note: AASB recommends that your administrative regulation include the name, address and phone number of the specific child protective agencies and law enforcement to whom reports must be made.

1. Any employee or volunteer may report known or suspected child abuse or neglect, by telephone to the nearest office of the Department of Health and Social Services. This phoned report must be followed by a faxed or electronically submitted written report of harm.
2. If contact cannot reasonably be made with child protective services and immediate action is needed to protect the child, the employee or volunteer shall make the report to a peace officer.
3. In addition to reporting to child protective services, employees or volunteers may report harm from known or suspected child abuse or neglect to local law enforcement if the harm is believed to have been caused by a person not responsible for the child's welfare or if the employee or volunteer is unable to determine who caused the harm or whether the person believed to have caused the harm has responsibility for the child's welfare.
4. School employees and volunteers are required to cooperate and collaborate with child welfare agencies and law enforcement to provide the pertinent information needed to protect the health and safety of children.
5. School district employees and volunteers should not contact suspects, nor should the victim be interviewed beyond the initial information disclosed.

**Legal Responsibility and Liability**

1. Mandatory reporters are not civilly or criminally liable for filing in good faith, a required or authorized report of known or suspected child abuse or neglect, or for participating in related investigative or judicial proceedings.
2. A mandatory reporter who fails or refuses to report an instance of child abuse or neglect and knew or should have known that the circumstances gave rise to the need for a report, is guilty of a misdemeanor.
3. When two or more mandatory reporters have reasonable cause to suspect child abuse or neglect, and when there is agreement among them, the report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse and neglect is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making a good faith report shall be subject to any sanction.

*(cf. 5145.11 - Questioning and Apprehension)*

**Confidentiality**

All school district employees are required to protect students' rights to privacy and confidentiality. As such, all information and reports regarding child abuse or neglect shall be treated as confidential and shall be maintained in a safe place. No employee shall make available, or allow access to the written information to other students, staff or members of the public, except as required by school rule, Board Policy or law.

The principal/site administrator shall maintain the confidentiality of all reports of child abuse and neglect received, other than making the reports available to the appropriate agencies to which the reports were initially made. The principal/site administrator shall make provisions to protect and to maintain as confidential, the identity of the employee, employees or volunteers making the report.

*Revised 3/2016*

## LAKE & PENINSULA SCHOOL DISTRICT

**Meeting Date:** April 13, 2016

**Board Agenda Item:** Suicide Prevention

**Action Needed:**

- Policy– First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

**Information:**

~FY16-17 AASB Policy Updates~

Updates were made to the notes and legal references section to add citations to AS 14.30.362, which effective July 1, 2016, requires suicide awareness and prevention training for specific school personnel. Minor changes were made to the text of the policy.

**Suggested Motion:**

First Reading, no action required.

Second Reading (April 14<sup>th</sup>), approval needed.

**SUICIDE PREVENTION**

BP 5141.52(a)

Note: Effective July 1, 2016, AS 14.30.362 requires suicide awareness and prevention training for specific school personnel. AS 14.30.362 also provides civil immunity for districts and employees from a death or personal injury that results from an act or omission in providing or obtaining that training. The training provided or failure to provide training cannot be construed to impose a specific duty of care on any person.

The School Board finds it important that the tragic situation of adolescent suicide be openly addressed and that staff, students and parents/guardians be made aware of warning signs and procedures by which they may help suicidal students at this especially vulnerable age.

The Board recognizes that all suicide threats must be taken seriously. The Superintendent or designee shall provide appropriate staff members with procedures for intervening in low-risk and in high-risk crisis situations. These procedures shall include guidelines by which staff members may assess the seriousness of a student's risk for suicide.

The Board believes that school staff, students and parents/guardians all can contribute significantly towards the prevention of adolescent suicide. The district shall make available suicide prevention training for each of these segments of the school community.

**Parent/Guardian Awareness**

Note: The following parent/guardian involvement paragraph will affect school principals' responsibilities.

The Board believes all parents/guardians should be aware of the severity of the youth suicide problem. Before suicide prevention is taught in classrooms, parents/guardians shall be advised and invited to review the curriculum goals and the district suicide prevention policy. Parent/guardian information may be provided, and meetings may be held, to help parents/guardians recognize warning signs of suicide, learn basic steps for helping suicidal youths, and identify community resources that can help teenagers in crisis.

### **Staff Awareness & Training**

Note: Effective July 1, 2016, AS 14.30.362 requires districts to provide training on a schedule adopted by the Board on youth suicide awareness and prevention to the following staff: each teacher, administrator, counselor, and specialist who is employed by the district to provide services to students in grades 7-12. The training must be approved by the Commissioner of Education and provided to teachers at no cost. Training may be offered through videoconferencing or an individual program of study.
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*(cf. 4131- Staff Development)*

The Board strongly encourages teachers to help students of all ages develop both a positive self-image and a realistic attitude towards potential accomplishments.

In order that district staff may learn suicide prevention strategies, to recognize the warning signs of suicidal crisis, to understand how to help suicidal youths, and to identify helpful community resources, the Superintendent or designee shall arrange annual suicide awareness and prevention training as required by law. Additional certificated and classified staff may also be included. The district suicide prevention policy and procedures shall be thoroughly reviewed at this time. Staff shall be expected to learn to identify potentially suicidal students, to assess the degree of risk, to take preventive precautions and to report suicide threats to the appropriate authorities.

### **Curriculum**

The Board finds it appropriate that suicide prevention instruction be incorporated into the curriculum. This instruction shall help students:

Understand how feelings of depression and despair can lead to suicide.

Identify alternatives to suicide and develop new coping skills.

Recognize the warning signs of suicidal intentions in their friends.

Learn to listen, be honest, share feelings and get help when communicating with friends who show signs of suicidal intent.

Identify community resources where teenagers can get crisis intervention help.

### **Peer Counseling**

The Board endorses the use of peer counselors who can provide an effective support system for students who are uncomfortable communicating with adults. Peer counselors shall be expected to have completed the suicide prevention curriculum and demonstrated that they are able to identify the warning signs of suicidal behavior, make contact rapidly, and get a suicidal student to adult help.

*Legal Reference:*

ALASKA STATUTES

*14.30.362 Suicide awareness and prevention training*

*Revised 3/2016*

## LAKE & PENINSULA SCHOOL DISTRICT

**Meeting Date:** April 13, 2016

**Board Agenda Item:** Nondiscrimination

**Action Needed:**

- Policy– First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

**Information:**

~FY16-17 AASB Policy Updates~

The introductory note and text of the policy were revised to include and reference federal guidance protecting from discrimination of transgender students. The legal references section was updated to include federal guidance and remove citations to state law and administrative code that are not relevant.

**\*\*NEW REGULATION\*\***

The new AR provides guidelines for working with transgender students and employees. The AR provides a process to address the needs of transgender and gender nonconforming students and employees, guidance on official records, names and pronouns, access to gender segregated activities and areas, optional alternative language regarding access to sex-segregated school facilities, student intramural and interscholastic athletics, other gender-based activities, rules, policies and practices, dress code, student transitions and training and professional development.

**Suggested Motion:**

First Reading, no action required.

Second Reading (April 14<sup>th</sup>), approval needed.

Note: AS 14.18.010 prohibits discrimination on the basis of sex against an employee or a student in public education. Under Title IX, all students in schools receiving any federal funding are protected from discrimination based on sex. Sex includes male, female, straight, gay, lesbian, bisexual, and transgender. In 2014, the United States Department of Education issued its *Questions and Answers on Title IX and Sexual violence*. This guidance provides that “Title IX’s sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation.” *U.S. Dept. of Educ., Office for Civil Rights (Apr. 29, 2014). Questions and Answers on Title IX and Sexual Violence, accessible at <http://www2.ed.gov/about/offices/list/ocr/>*

District programs and activities shall be free from discrimination with respect to sex, race, color, religion, national origin, ethnic group, sexual orientation, gender identity, marital or parental status, and physical or mental disability. The School Board shall ensure equal opportunities for all students in admission and access to academic courses, guidance and counseling programs, athletic programs, testing procedures, career and technical education and other activities.

*(cf. 0410 – Nondiscrimination)*  
*(cf. 1312.3 – Uniform Complaint Procedures)*  
*(cf. 5145.7 – Sexual Harassment)*

Separate arrangements may be made for students according to sex during sex education programs and physical education activities involving bodily contact.

School staff and volunteers must guard against sex discrimination and stereotyping in instruction, guidance and supervision.

*(cf. 6164.2- Guidance Services)*

*Legal Reference:*

ALASKA STATUTES

*14.18.010-14.18.100 Prohibition Against Sex and Race Discrimination*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.500 – 4 AAC 06.600 Prohibition of Gender or Race Discrimination*

*4 AAC 51.270 Equal opportunities*

UNITED STATES CODE

*Title VI, Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7*

*Title IX, Education Amendments of 1972, 20 U.S.C. §§ 1681-1688*

*Vocational Rehabilitation Act of 1973, Sections 503 and 504, 29 U.S.C. § 794*

*Individuals With Disabilities Education Act, 20 U.S.C. §§ 1401-1491*

*Americans With Disabilities Act, 42 U.S.C. §§ 12101-12213*

*Age Discrimination In Employment Act, 29 U.S.C. §§ 621-634*

*Revised 10/2015*

## TRANSGENDER STUDENTS AND EMPLOYEES

Note: The following language was adapted from Anchorage School District's Guidelines for Working with Transgender Students and Employees.

The purpose of these guidelines is: 1) to foster inclusive and welcoming learning and working environments that are free from discrimination, harassment, and bullying regardless of sex, sexual orientation, gender identity, or gender expression; 2) to facilitate compliance with local, state and federal laws that prohibit discrimination, harassment and bullying; 3) to provide professional information to school staff on transgender issues; and 4) to create safe and supportive learning and working environments.

For purposes of these guidelines, a transgender individual is an individual that consistently asserts a gender identity or gender expression at school or work that is different from the gender assigned at birth. This involves a consistent declaration of gender identity or expression over time, but does not require proof of a formal evaluation and diagnosis. Since individual circumstances, needs, programs, facilities and resources may differ, administrators and school staff are expected to consider the needs of the individual on a case-by-case basis.

### The Process

The following process should be used to address the needs of transgender and gender nonconforming students and employees. In addition, this process is available for any student or employee personally *impacted* by the accommodation of a transgender student or colleague. For example, a student who is uncomfortable about sharing a restroom with a transgender student can request access to an alternative restroom.

- a. A transgender or gender nonconforming student or employee is encouraged to contact the site administrator to address any concerns or requests. Students may also contact their counselor, who will immediately notify and work with the principal. Parents/guardians of transgender students may also initiate contact with the principal.
- b. The principal or administrator will schedule a meeting to discuss the individual's needs and to develop a plan to address these needs. The plan should address, as appropriate, the name and pronoun desired by the student/employee, restroom and locker room use, participation in athletics, dress code, student/employee transition plans, if any, and other needs or requests of the student/employee.
- c. The plan should be developed by the principal or administrator, in consultation with the student or employee, and with others as deemed appropriate by the administrator and approved by the student or employee.

Note: If the student has an IEP or 504 Plan, or the employee has an accommodation plan, the provisions in these plans should be taken into consideration in developing a plan for addressing transgender issues.

**TRANSGENDER STUDENTS AND EMPLOYEES (continued)**

- d. While medical documentation is not required, the school may request such documentation if helpful to develop an appropriate plan for the student or employee.
- e. If the parties are uncertain or disagree regarding elements to be included in the plan, the site administrator should consult with the appropriate district administration.
- f. Students may also use the Student Grievance Process, set forth in BP 1312.3, to address any transgender issue at school.
- g. A copy of the final plan should be maintained in the student's health file or the employee's unit file.
- h. District staff shall protect the privacy of transgender and gender nonconforming students and employees. All student and personnel information shall be kept strictly confidential as required by district policy and local, state or federal privacy laws.

**Official Records**

Mandatory permanent student and employee records will include the legal/birth name and legal/birth gender. On other school records or documents, the school will use the name and gender preferred by the student or employee. For example, student ID cards could use the student's preferred name.

Only upon receipt of a court order or other legal documentation should a student's or employee's official record be changed to reflect a change in legal/birth name or gender.

**Names and Pronouns**

Administrators and staff should respect the right of an individual to be addressed by a name and pronoun that corresponds to their gender identity. A court-ordered name or gender change is not required.

Transgender and gender nonconforming students/employees are encouraged to discuss how they want to be addressed in class, in the workplace, in correspondence to the home, or at conferences with the student's parent/guardian.

When contacting the parent or guardian of a transgender student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth, unless the student, parent, or guardian has specified otherwise.

**Access to Gender-Segregated Activities and Areas**

Note: On June 1, 2015, the U.S. Department of Labor, Occupational Safety and Health Administration, issued "A Guide to Restroom Access for Transgender Workers." The core principle of this guidance is that "[a]ll employees, including transgender employees, should have access to restrooms that correspond to their gender identity."

**TRANSGENDER STUDENTS AND EMPLOYEES (continued)**

Schools may maintain separate restrooms and locker rooms for male and female students/employees. Where available, schools are encouraged to designate facilities designed for use by one person at a time as accessible to all students regardless of gender. However, no student should be required to use such facilities because the student is transgender or gender nonconforming.

Note: Following are optional provisions providing alternative language for school districts as to access to sex-segregated school facilities. Option 1 does not define specific requirements or limitations for bathroom and locker room access. While providing for flexibility, Option 1 lacks specific requirements that may be useful to school staff. Option 2 utilizes OCR's best practices position that schools should not require transgender individuals to use sex-segregated facilities inconsistent with the individual's gender identity.

**[Option 1]** Upon request, the District will work with transgender students and parents to determine appropriate accommodations in regard to bathrooms and locker rooms. If a student is uncomfortable using a shared restroom or locker room, regardless of the reason, considerations can include safe and non-stigmatizing alternatives such as the addition of a privacy partition or curtain, use of a nearby private restroom or office, or a separate changing schedule.

**[Option 2]** Access should be allowed to restrooms and locker rooms based on the gender identity consistently expressed by the student or employee. Transgender individuals should not be required to use facilities that are inconsistent with their gender identity, nor should they be required to use single-user facilities. Upon request, the District will work with transgender students and parents to determine appropriate accommodations in regard to bathrooms and locker rooms. If a student is uncomfortable using a shared restroom or locker room, regardless of the reason, considerations can include safe and non-stigmatizing alternatives such as the addition of a privacy partition or curtain, use of a nearby private restroom or office, or a separate changing schedule.

**Student Intramural and Interscholastic Athletics**

All students will be permitted to participate in intramural sports in a manner consistent with their gender identity consistently expressed at school. Furthermore, all students will be permitted to participate in District-sponsored interscholastic athletics in a manner consistent with their gender identity. ASAA determines its own rules for interscholastic competitions.

- a. Notice to the School: The student and/or parents shall contact the school administrator or athletic director indicating that the student has a consistent gender identity different than the gender listed on the student's school registration records or state birth record, and that the student desires to participate in activities in a manner consistent with his/her gender identity.
- b. Eligibility to participate in a manner consistent with the student's gender identity will remain applicable for the duration of the student's participation and does not need to be renewed every sports season or school year. Throughout high school, a student may only assert a single gender or gender identity for athletic or intramural participation and may not switch between male and female activities. An exception

to this rule may be granted by the Superintendent in cases where the student's gender identity only becomes known or consistently asserted at some point during high school.

AR 5145.3(d)

### **TRANSGENDER STUDENTS AND EMPLOYEES (continued)**

- c. All communication among involved parties and any documentation shall be kept confidential, unless the student and family choose to reveal discussion or documentation.
- d. Should eligibility be denied because of concerns about whether a student's request to participate in a sports activity consistent with his or her gender identity is bona fide, a student may seek review of his or her eligibility for participation through the Student Grievance Process, set forth in BP 1312.3.

### **Other Gender-Based Activities, Rules, Policies and Practices**

Schools should regularly evaluate all gender-based activities, rules, policies, and practices and maintain only those that have a clear and sound pedagogical purpose.

Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

### **Dress Code**

Students and staff shall have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the district. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

### **Student Transitions**

Transition is the process in which a person goes from living and identifying as one gender to living and identifying as another. When a student transitions during the school year, the principal or designee will hold a meeting with the student and parent(s) to discuss their desires and concerns. The principal or designee should discuss the student's timeline for the transition process in order to support a safe and accepting environment at the school.

The principal will train other administrators and any staff that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

### **Training and Professional Development**

District administration should provide training to appropriate staff on their responsibilities under applicable laws and this regulation. Training should include the responsibility to prevent, identify and respond to bullying, harassment and discrimination. This includes treating transgender students and employees respectfully to foster a spirit of inclusion and to refrain from making disparaging comments or comments seeking gender conformity.

*Added 11/2015*

**LAKE AND PENINSULA SCHOOL DISTRICT BOARD POLICY MANUAL  
07/12**

## LAKE & PENINSULA SCHOOL DISTRICT

**Meeting Date:** April 13, 2016

**Board Agenda Item:** High School Graduation Requirements

**Action Needed:**

- Policy – First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

**Information:**

~FY16-17 AASB Policy Updates~

Changes were made to the second introductory note, the text of the policy and the legal references section to reflect the repeal of portions of AS 14.03.075 that required secondary students to take a college and career readiness assessment before being issued a diploma. This change in the law is effective for the 2016-17 school year; students graduating in the 2015-16 school year must still take the assessment as a condition of receiving a diploma.

**Suggested Motion:**

First Reading, no action required.

Second Reading (April 14<sup>th</sup>), approval needed.

**HIGH SCHOOL GRADUATION REQUIREMENTS**

BP 6146.1(a)

Note: Transfer students who have earned 13 unit credits in another district may, at the district’s discretion, be excused from the district’s subject area units-of-credit requirements. 4 AAC 06.075.

Note: The following sample policy reflects the minimum graduation requirements specified in 4 AAC 06.075 and should be revised to reflect district philosophy and needs. Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed. At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the secondary school competency examination and instead received a certificate of achievement. AS 14.03.075. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student’s last known address.

The Superintendent or designee shall prepare for School Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation requirements.

<u>SUBJECT</u>	<u>UNITS OF CREDIT</u>	
<b>LANGUAGE ARTS</b>	<b>4</b>	
<b>SOCIAL STUDIES</b>	<b>3*</b>	
<b>MATHEMATICS</b>	<b>2</b>	<b>- FOR STUDENTS GRADUATING FROM HIGH SCHOOL ON OR BEFORE JUNE 30, 2017.</b>
<b>MATHEMATICS</b>	<b>3</b>	<b>- FOR STUDENTS GRADUATING FROM HIGH SCHOOL ON OR AFTER JULY 1, 2017</b>
<b>SCIENCE</b>	<b>2</b>	
<b>HEALTH/PHYSICAL EDUCATION</b>	<b>1</b>	
<b>ELECTIVES</b>	<b>9</b>	

\*Note: The three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student’s second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.

- (cf. 5127 - Graduation Ceremonies and Activities)*
- (cf. 6164.2 - Guidance and Counseling Services)*
- (cf. 6146.3 - Competency Testing)*
- (cf. 6184 - Virtual/Online Courses)*

*Legal Reference (see next page):*

Instruction

**HIGH SCHOOL GRADUATION REQUIREMENTS (continued)**

BP 6146.1(b)

*Legal Reference:*

ALASKA STATUTES

*14.03.075 College and career readiness assessment; retroactive issuance of diploma*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.075 High school graduation requirements*

*4 AAC 06.721 College and career readiness assessment waivers*

*4 AAC 06.755 Statewide assessment program for students with disabilities*

*Revised 3/2016*

## LAKE & PENINSULA SCHOOL DISTRICT

**Meeting Date:** April 13, 2016

**Board Agenda Item:** College and Career Readiness Assessments

**Action Needed:**

- Policy – First Reading**
- Policy - Second Reading
- Policy – Adoption
- Motion
- Other -

**Information:**

~FY16-17 AASB Policy Updates~

Substantial changes were made to the introductory note and the text of the policy to reflect the repeal of portions of AS 14.03.075 that required secondary students to take a college and career readiness assessment before being issued a diploma. This change in the law is effective for the 2016-17 school year; students graduating in the 2015-16 school year must still take the assessment as a condition of receiving a diploma. Revisions to the AR have been made to reflect amendments to 4 AAC 06.723 and 4 AAC 06.790. This includes changes to the waiver requirements to further define what constitutes rare or unusual circumstances beyond a student's control. Additionally, the AR now explains that "taking" a college and career readiness assessment means the student has completed the assessment and received a valid score.

**Suggested Motion:**

First Reading, no action required.

Second Reading (April 14<sup>th</sup>), approval needed.

Note: Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed.

The School Board shall provide for students to take college and career readiness assessments. The exams shall be administered in accordance with state law and regulations.

*(cf. 5127 - Graduation Ceremonies and Activities)*  
*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6146.4 - Reciprocity on Graduation Requirements)*  
*(cf. 6146.5 - Differential Requirements for Individuals With Exceptional Needs)*  
*(cf. 6162.5 - Standardized Testing)*

The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment. The IEP team's determination should consider whether the assessment supports the transition plan set forth in the student's IEP.

*Legal Reference*

ALASKA STATUTES

*14.03.075 College and career readiness assessment*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.710 Statewide student assessment system*  
*4 AAC 06.717 College and career readiness assessment*  
*4 AAC 06.765 Test Security; Consequences of Breach*  
*4 AAC 06.721 College and career readiness assessment waivers*  
*4 AAC 06.775 Statewide assessment program for students with disabilities*  
*4 AAC 06.790 Definitions*

*Revised 3/2016*

Note: Regulations governing waivers are found at 4 AAC 06.721-.724.
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Students are required to take a college and career readiness assessment, unless a waiver is approved. “Taking” this assessment means the student has received a valid score as reported by the assessment vendor. A college and career readiness assessment means the SAT, ACT or certain sections of the WorkKeys assessment. If a student takes the WorkKeys assessment, he or she must take the following sections: applied mathematics; reading for information; and locating information.

The Department of Education and Early Development will provide for the college and career readiness assessment to be administered one time per year at no charge to students. A student may take the assessments additional times at the student’s expense.

A waiver may be granted in two instances: 1) when a student has arrived late into the Alaska public school system; or 2) in rare and unusual circumstances as defined by the Department of Education and Early Development.

### **Procedures for Requesting A Waiver**

The district shall maintain in the district office and the office of its high schools a Department approved form for requesting a waiver of the college and career readiness assessment. A student must complete this form and include all required documentation. The waiver request will be considered by the Superintendent or designee who shall make a recommendation to the School Board for approval or denial of the waiver. The recommendation shall be based solely on whether the criteria for granting a waiver under state law has been met for the individual student. The School Board may not grant a waiver unless the student has demonstrated that all other state and district requirements for graduation will be met.

#### ***A. Waiver for Late Arrival Into the School System***

A student arrives late into the state public school system if the student arrives in Alaska after the completion of all scheduled college and career readiness assessments in the student’s year of intended graduation. A student who resides in the state but attends a private school or is home schooled and then transfers to the district after the completion of all scheduled administrations in the student’s year of intended graduation may also be eligible for a waiver.

A student’s request for a waiver must be submitted on the approved form, must demonstrate that the student has met all other requirements for graduation, and must include the following:

1. Documentation from the school in which the student is currently enrolled which identifies the student’s initial enrollment date;

**COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS  
(continued)**

AR 6146.3(b)

2. Documentation from the out-of-state school district, Alaska private school or home school program from which the student transferred, which includes both the enrollment date and exit date; and
3. Documentation that verifies the date of the student's physical presence in Alaska prior to enrollment in any of the schools in the state. Verification may include: records or receipts of airlines, the Alaska Marine Highway System, or other carriers; hotel receipts; or affidavits or certifications by persons acquainted with or related to the applicant who have personal knowledge of the applicant's physical presence in Alaska.

***B. Waiver for Rare and Unusual Circumstances***

A waiver may be granted for a rare and unusual circumstance only if the circumstance is beyond the control of the student. Additionally, the timing of the circumstance must be such that no other recourse or remedy exists to address the situation before the student's expected graduation date.

A waiver may be granted only for the following reasons:

1. The death of the student's parent or legal guardian occurring within the last semester of the student's year of intended graduation.
2. A medical condition that is a serious and sudden illness or physical injury that prevents the student from taking the college and career readiness assessment and occurs in the last semester of the student's year of intended graduation. The waiver request must be supported by an affidavit or certification from the student's treating licensed medical provider that the diagnosed condition prevented the student from taking the assessment and was beyond the control of the student. The condition cannot be: 1) pregnancy or childbirth, unless the affidavit or certification verifies that an emergency occurred; 2) treatable depression, stress, or stress-related conditions, unless the affidavit or certification verifies that a qualifying emergency occurred; or 3) a condition caused by illegal alcohol or substance abuse.
4. A disability arising in the student's high school career that arises too late to apply for a meaningful accommodation from the testing vendor. A waiver may be granted only if consistent with the student's IEP team recommendations and the student's principal and the district's superintendent support the waiver request.

**COLLEGE AND CAREER READINESS ASSESSMENT WAIVERS  
(continued)**

AR 6146.3(c)

5. A significant and uncorrectable system error, including one or more of the following:
  - a. Completed exams are lost in transit between the school district and the testing vendor.
  - b. The student's school or district failed to administer the assessment on a scheduled administration date.
  - c. The student was unable to take an assessment or received an invalid score because of a technology failure.
  - d. The student received an invalid score because the assessment was improperly administered or test security requirements were violated.

**School Board Action Approving or Denying A Waiver**

The School Board's decision approving or denying the request for a waiver will be in writing and delivered to the student by registered mail. The reasons for approving or denying the waiver will be stated in the written decision. The School Board may deliver courtesy copies of the decision to the student or the student's parents/legal guardians by other methods. The School Board will also provide a copy of the decision to the Department. The School Board's written decision will notify the student that denial of the waiver may be appealed to the Department of Education and Early Development.

<p>Note: The following language can be used by the School Board in its written notice to comply with the requirement that the student be notified of the right to appeal in the event the School Board denies a waiver. 4 AAC 06.721 and 06.724. Any form of notification should include notice that the student only has thirty (30) days to appeal: "This decision may be appealed by the student, or student's parent or legal guardian, to the State of Alaska Department of Education and Early Development. Enclosed is the required form that must be used for an appeal. This appeal form must be postmarked <u>no later than thirty (30) days from your receipt of this decision.</u> State law requires that an appeal request state the grounds for the appeal, including a brief summary of the nature of the original waiver request and an explanation of how the School Board erred in denying the waiver. Also enclosed is a copy of 4 AAC 06.724 which further explains the appeal procedures."</p>
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Within twenty (20) days of an appeal being filed, the School Board shall forward to the Department the entire record of the student's waiver request, including the following documents:

1. The student's waiver application and any supporting documents included in support of the waiver request;
2. A copy of the School Board's graduation requirements; and
3. A copy of the student's most current official transcript.

*Revised 3/2016*

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