

THE LAKE AND PENINSULA SCHOOL DISTRICT
Regular Meeting AGENDA
August 31, 2017, 10:00 AM

Agenda

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **ROLL CALL**
4. **INTRODUCTION OF VISITORS**
5. **ORDERING OF AGENDA**
6. **APPROVAL OF CONSENT AGENDA**
 - a. Previous Minutes-
 - b. Check Registers-
7. **COMMUNICATIONS**
 - a. Correspondence
 - b. Public Comments
8. **DELEGATIONS**
 - a. Lake and Peninsula Borough
 - b. LSAC
 - c. Student--none
 - d. Principal/Teacher
9. **REPORTS**
 - a. School Board Committee Reports
 - b. Superintendent's Report 2
 - c. Financial Report 5
 - d. Personnel Report 7
10. **UNFINISHED BUSINESS**
11. **NEW BUSINESS**
 - a. AASB Call for Resolutions--Safety Resolution 8
 - b. Board Policy Updates--1st Reading 9
12. **PERSONNEL**
13. **MISCELLANEOUS**
14. **FUTURE AGENDA ITEMS AND MEETING DATE**
 - a. October 19th Meeting in King Salmon--During Teacher In-Service
15. **ADJOURNMENT**



Date: August 28, 2017
To: Lake and Peninsula School Board
From: Ty Mase
Re: Superintendent's Report – August 2017

I. Start Up

- A) **Data Review Process:** Our goal is to use our resources (teachers, aides, curriculum, tutors, software, etc.) to the best of our ability to instruct each and every student in Lake and Pen.
- B) **Calendar:** We are starting out with parent letters, subsistence magnets, newsletters, etc. It is our plan to communicate as much as possible to ensure the success of our new calendar.
- C) **Back to School Nights:** Aside from calendar discussions, we are pinpointing self-regulation and student, staff and community safety.

II. What's New

- A) **PowerSchool:** Goodbye Educate, hello PowerSchool. This software promises to be much more robust and user friendly.
- B) **Infinite Visions:** Our new business software program has been received positively so far and seems to be streamlining how we do business.
- C) **College and Career Readiness:** We have discussed this in the past, but our plan is to roll this program out this school year. There are many benefits to this program...
- D) **Attendance Challenge:** Based on the reality TV show, "Street Outlaws," we will be rolling out an attendance challenge/King of the Hill which will hopefully generate some excitement around school-wide attendance.
- E) **Laura:** She will continue as our Finance Director and work via distance from her home office in the Valley. Her new contact number will be made available to you.
- F) **Flex Days:** To be eligible for a full year of retirement, teachers will have to work five extra school days each school year. "Flex days" can be worked in the summer or on weekends.

III. PEAK Data

We have a lot of work to do... I will share some of our thoughts and findings at the meeting.

Language Arts

State-Wide Proficiency Rate: 38.3%

Lake and Peninsula Proficiency Rate: 28.5%

Math

State-Wide Proficiency Rate: 31.7%

Lake and Peninsula Proficiency Rate: 21.4%

School Site	Language Arts	Math
Newhalen	19% Prof. Rate	19% Prof. Rate
Nondalton	17% Prof. Rate	11% Prof. Rate
Lakeview	100% Prof. Rate	0% Prof. Rate
Kokhanok	27% Prof. Rate	27% Prof. Rate
Chignik Lake	9% Prof. Rate	0% Prof. Rate
Chignik Lagoon	29% Prof. Rate	14% Prof. Rate
Chignik Bay	25% Prof. Rate	0% Prof. Rate
Levelock	14% Prof. Rate	0% Prof. Rate
Port Alsworth	56% Prof. Rate	51% Prof. Rate
Pilot Point	11% Prof. Rate	0% Prof. Rate
Perryville	21% Prof. Rate	14% Prof. Rate
Port Heiden	17% Prof. Rate	25% Prof. Rate
Igiugig	50% Prof. Rate	25% Prof. Rate

IV. Lake and Peninsula School District's Subsistence Calendar

ANE Grant: We have been working hard trying to ensure the success of our new subsistence calendar. We are working with Igiugig Village Council have written an ANE grant to support summer programs in our villages. The grant will support summer program coordinators in each village and will also support the district in paying for our counselors who will play the role of student advocates. They will

be charged with keeping track of activities outside of the school day/week/year and making sure that the kids participating will gain some academic credit. We also want to revise our cultural standards, making them more relevant and better tied to our communities.

We should find out this Fall if we receive the grant.

Date: August 28, 2017
To: LPSD School Board
From: Laura Hylton, Business Manager
RE: August Board Report

AHFC Duplex Project

The project bids came in and a contract has been awarded to Congdon Construction Inc., scheduling is still under consideration a decision regarding closing in the structure this fall has not yet been made. Site work will be underway soon.

Food Service

Food service staff completed the Community Eligibility Provision paperwork the program will add a Grab & Go breakfast and provide free meals to all students.

Audit

Audit went well, it was a very busy time with the transitions to iVisions software and all the usual year end and audit tasks as well. I expect one audit finding related to one certified contract adjustment not making it to the board for approval and signature. This situation will not occur in the future due to the change in software which will not allow contracts or adjustments to be electronically published to the employee portal without the board's prior approval.

Transition, I am settled into my new office and can be reached at 907 373-1144 or via my cell.

Financial report attached.

Lake and Peninsula School District

100 Board Report

From Date: 7/1/2017

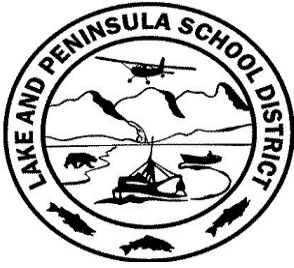
To Date: 8/28/2017

Fiscal Year: 2017-2018

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
100.000.100.000.000	Undesignated	\$5,005,939.00	\$10,103.47	\$10,103.47	\$4,995,835.53	\$439,085.07	\$4,556,750.46	91.03%
100.000.200.000.000	Undesignated	\$1,299,120.00	\$22.08	\$22.08	\$1,299,097.92	\$456,044.29	\$843,053.63	64.89%
100.000.300.000.000	Undesignated	\$3,277,468.00	\$44,516.20	\$44,516.20	\$3,232,951.80	\$2,186,986.44	\$1,045,965.36	31.91%
100.000.400.000.000	Undesignated	\$770,000.00	\$180.74	\$180.74	\$769,819.26	\$50,016.64	\$719,802.62	93.48%
100.000.500.000.000	Undesignated	\$1,251,189.00	\$118,748.54	\$118,748.54	\$1,132,440.46	\$526,553.48	\$605,886.98	48.42%
100.000.600.000.000	Undesignated	\$2,417,538.00	\$80,114.44	\$80,114.44	\$2,337,423.56	\$1,257,377.52	\$1,080,046.04	44.68%
100.000.700.000.000	Undesignated	\$413,959.00	\$207.53	\$207.53	\$413,751.47	\$0.00	\$413,751.47	99.95%
100.000.900.000.000	Undesignated	\$340,000.00	\$0.00	\$0.00	\$340,000.00	\$0.00	\$340,000.00	100.00%
Grand Total:		\$14,775,213.00	\$253,893.00	\$253,893.00	\$14,521,320.00	\$4,916,063.44	\$9,605,256.56	65.01%

End of Report



THE LAKE AND PENINSULA SCHOOL DISTRICT

101 Jensen Drive
P.O. Box 498
King Salmon, Alaska 99613
Phone (907) 246-4280 / Fax (907) 246-4473



August 29, 2017

To: Board of Education
Lake and Peninsula School Board

From: Pat Manning

Re: Personnel Report

New Staff for FY17

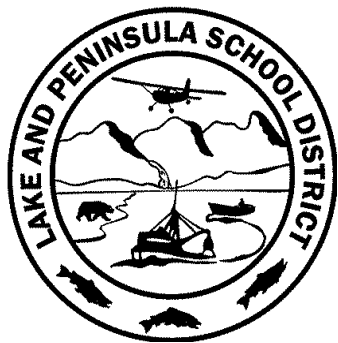
Dana Wolff	Kokhanok	Elementary
Morgan Murray	Kokhanok	Elementary
Charlie Gifford	Igiugig	Elementary
Adam Meade	Levelock	Elementary
Amber Ho	Pilot Point	Secondary
Nathan McArthur	Chignik Bay	Secondary
Bernard Williams	Perryville	Secondary

Moon McCarley has moved to a principal position in Nondalton and Kasie Luke has filled a principal position for Chignik Bay and Port Heiden.

Hiring:

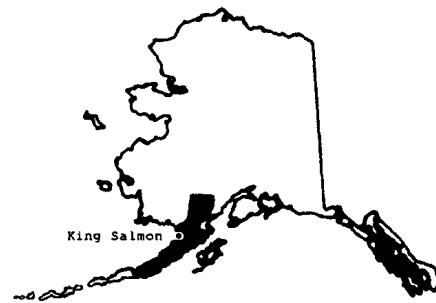
We are fully staffed with certified teacher for the FY18 school year. We are in the process of hiring classified staff members in many of our schools.

This year we have budgeted for eight tutors to bring to the district. We will be attending career fairs during the month of October to recruit for these tutors.



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RESOLUTION 18-1

A RESOLUTION OF THE LAKE AND PENINSULA SCHOOL BOARD PROMOTING STUDENT TRANSPORTATION SAFETY PROGRAMS

WHEREAS, the Lake and Peninsula School District agrees with AASB that our children are "Alaska's Most Valuable Resource."

WHEREAS, accidental and preventable deaths have been plaguing our region and state.

WHEREAS, the encouraged use of helmets while on ATVs, life jackets while on boats, and an emphasis on air travel safety could potentially save the lives of many Alaskan students.

WHEREAS, the Lake and Peninsula School District urges the Alaska School Board Association to consider adopting Student Safety Standards in regards to helmets, life jackets, and student travel through their core resolution process.

NOW THEREFORE BE IT RESOLVED that the Lake and Peninsula School Board would like to partner with the AASB to provide leadership and guidance to schools on how to encourage and promote safety programs within our State, Communities, and Schools.

PASSED AND ADOPTED BY A DULY CONSTITUTED QUORUM OF THE LAKE AND PENINSULA SCHOOL BOARD THIS 31st DAY OF AUGUST 2017.

Gerda Kosbruk
School Board President

Stacy Hill
School Board Clerk

SCHOOL DISTRICT REPORT CARD

BP 0510(a)

Note: Under the federal Every Student Succeeds Act, school districts must prepare and disseminate an annual district report card to parents, schools and the general public that summarizes the academic performance of district schools and students, including individual student achievement on state assessments compared to students and subgroups of students as a whole. Under Alaska law, AS 14.03.120, and 4 AAC 06.895, all schools and districts must prepare annual school and district reports on school and student performance. Also required is reporting of student discipline data. AS 14.33.210, 4 AAC 06.172 and 4 AAC 06.250. See AR 5030 – School Discipline and Safety. Effective October 2014, school districts must annually report incidents of restraint and seclusion. AS 14.33.125. See BP 5030 – School Discipline and Safety, and BP 5142.3 – Restraint and Seclusion. The Alaska Department of Education and Early Development has established criteria for preparing school report cards. Each school and district should consult the applicable statutes and regulations as it begins preparation of the annual report.

In accordance with law, the district shall prepare and disseminate an annual report card. The report card will include information about the district and its schools related to a variety of student and school performance measures, accountability, per-pupil expenditures, and educator qualifications. These reports will be developed in consultation with parents and will help ensure that parents are actively involved and knowledgeable about their schools and their child’s education.

Note: Beginning with information from the 2017-18 school year, report cards must be posted annually on district websites, and disseminated directly to parents, on or before December 31 of the subsequent school year (e.g., by December 31, 2018 for the 2017-18 school year). 34 CFR § 200.31(d)-(e). Dissemination to parents may be through such means as regular mail, email, or other direct means of distribution.

The annual report card will be concise and presented in an understandable and uniform format. It must be accessible to persons with disabilities and, to the extent practicable, provided in a language that parents can understand. The report card will be posted on the District’s website and disseminated to parents.

In addition to the components required by law, the Superintendent or designee may include in the report additional indicators, both qualitative descriptions and quantitative measurements, of school and student performance. In determining the indicators which assess school and student performance, the Superintendent or designee shall solicit suggestions from parents, school staff and the community.

The School Board desires that performance reports be reviewed and discussed within the framework of desired outcomes, the context in which education takes place, and the educational policies and practices of the district. The School Board desires that this assessment be viewed as an opportunity to communicate with the public, review achievements, identify areas for improvement, enlist local support, enhance internal operations, build consensus, and establish a vision for the future.

The School Board expects that existing evaluation processes and resources will be used to develop performance report cards and that the usefulness of these reports will improve with each future assessment.

(cf. 0420 - School-Based Management/School Advisory Boards)
(cf. 6190 - Evaluation of the Instructional Program)

SCHOOL DISTRICT REPORT CARD

BP 0510(b)

Legal References:

ALASKA STATUTES

14.03.120 Education planning; reports

14.33.210 Reporting of incidents of harassment, intimidation and bullying

14.33.125 Student restraint or seclusion; limitations

UNITED STATES CODE

Elementary and Secondary Education Act, 20 USC §§ 6311(h)(2), as amended by Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

CODE OF FEDERAL REGULATIONS

34 C.F.R. §200.31 (amend. November 2016)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.895 Report card to the public

4 AAC 06.172 Reporting of school disciplinary and safety programs

4 AAC 06.250 Reporting

Revised 3/2017

CERTIFICATED STAFF DEVELOPMENT

BP 4131(a)

Note: Under state law, 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 by the district receives all of the training not less than every two years and that all of the certificated staff employed by the district 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). 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. 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.

Under federal law, the Every Student Succeeds Act defines professional development to include sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused activities that are available to all school staff, including paraprofessionals. Professional development activities should be developed with educator input and regularly evaluated. Professional development activities must be evidence-based, if reasonably available. 20 U.S.C. §§ 6601-6614.

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. Staff development is a necessary, collaborative, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions. Professional development provided to teachers, principals, and other instructional leaders should focus on improving teaching and student learning and achievement.

Professional development shall be developed with educator input and regularly evaluated. If reasonably available, staff development activities shall be evidence-based.

In order to respond directly to the needs of all our students, staff development activities may address such issues as teacher and staff qualifications, content areas, integrating technology into instruction, using data to improve student achievement, methodology, student privacy, parent, family, and community engagement, interpersonal relations between students and faculty, student learning, growth, development, student welfare and safety, assessments and accommodations, student identification and referral, 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.

CERTIFICATED STAFF DEVELOPMENT (continued)

BP 4131(b)

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.
7. Access to professional literature on education issues.
8. Induction and mentoring programs.

(cf. 4116 - Nontenured/Tenured Status)

Legal Reference:

UNITED STATES CODE

The Elementary and Secondary Education Act, 20 U.S.C. §§ 6601-6614, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

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 12.397 Mandatory training requirements

4 AAC 19.060 Evaluation Training

4 AAC 52.260 Personnel Development

Revised 3/2017

SCHOOL DISCIPLINE AND SAFETY

BP 5030(a)

Note: Each school district must have in place a school disciplinary and safety program. AS 14.33.110-.140. The purpose of the program is to implement community standards of school behavior that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community; and to protect and support teachers who enforce standards of student behavior and safety in the classroom. Effective October 2014, the program must be made available to students, parents, legal guardians, and the public, and must include written policies and procedures consistent with standards for use of restraint and seclusion, outlined in AS 14.33.125. The Every Student Succeeds Act requires states to implement a system of school safety assessment. Under ESSA, districts are required to offer a school choice option in two instances: (1) when a student attends a “persistently dangerous school,” or (2) when a student has been the victim of a violent criminal offense. Alaska’s implementation of these federal mandates is found at 4 AAC 06 in newly added Article 2, Safe Schools.

The School 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 School Board shall adopt, and the Superintendent or designee 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, teachers, school administrators, and advisory school boards in each community.

(cf. 1230 – Citizen Advisory Committees)
(cf. 1410 - Interagency Cooperation for Student and Staff Safety)
(cf. 4158 –Employee Security)
(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5131.4 – Campus Disturbances)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.42 – Threats of Violence)
(cf. 5131.43 – Harassment, Intimidation and Bullying)
(cf. 5131.5 – Vandalism, Threats, and Graffiti)
(cf. 5131.6 – Alcohol and Other Drugs)
(cf. 5131.62 – Tobacco)
(cf. 5131.63 – Performance Enhancing Drugs)
(cf. 5131.7 – Weapons & Dangerous Instruments)
(cf. 5131.9 – Academic Honesty)
(cf. 5132 – Dress and Grooming)
(cf. 5136 – Gangs)
(cf. 5137 – Positive School Climate)
(cf. 5141.51- At-Risk Youth)
(cf. 5142.2 – School Safety Patrol)
(cf. 5142.3 – Restraint and Seclusion)
(cf. 5144 – Discipline)
(cf. 5144.1 – 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. 5145.5 – Nondiscrimination)
(cf. 5145.5 – Harassment)
(cf. 5145.7 – Sexual Harassment)

SCHOOL DISCIPLINE AND SAFETY (continued)

- (cf. 5147 – Dropout prevention)*
- (cf. 6159- Individualized Education Program)*
- (cf. 6164.2 – Guidance and Counseling Services)*
- (cf. 6164.4 – Child Find)*
- (cf. 6164.5 – Student Study Teams)*
- (cf. 6172 – Special Education)*

Note: School districts must adopt policies for implementing a student conflict resolution strategy. The strategy must provide for the nonviolent resolution or mediation of conflicts, and procedures for reporting and resolving conflicts. AS 14.33.120(a)(7). A district’s school disciplinary and safety program must provide for a student conflict resolution strategy.

Providing young people with knowledge and skills to settle disputes peacefully is a critical component of an effective disciplinary and safety program. Students who possess skills in negotiation, mediation, and consensus decision making are able to explore peaceful solutions to conflict and to resolve these conflicts in a nonviolent manner. The Superintendent or designee shall implement and maintain a conflict resolution strategy for district students. The strategy will provide conflict resolution education and resources to students to learn skills in the nonviolent resolution and mediation of conflicts. The strategy should identify and teach effective approaches for students to follow in reporting and resolving conflicts.

Note: Effective October 2014, districts must include in the school disciplinary and safety program written policies and procedures consistent with standards for use of restraint and seclusion. The following language incorporates this requirement.

The district recognizes that a key component of its school disciplinary and safety program involves appropriate staff response when student behavior impacts on the safety of that student or others. The district prohibits the use of physical restraint and seclusion except in emergency situations as outlined in law and policy.

- (cf. 5142.3 – Restraint and Seclusion)*

Note: AS 14.33.120 requires the discipline and safety program to have procedures for periodic revision and review. 4 AAC 07.050 requires that a district’s student rights and responsibilities policies be reviewed at least once every three years. The following language utilizes a maximum three-year duration for the review process.

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, staff, and advisory school boards in each community. 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 – School Board Policies)*
- (cf. 9313 – Administrative Regulations)*

Note: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district's disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Effective October 2014, the district is to annually report, not later than June 30, the total number of incidents involving the restraint or seclusion of a student as required by AS 14.33.125 and 4 AAC 06.175 (see BP 5142.3). The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.120, 14.33.210, 4 AAC 06.172 and 4 AAC 06.250.

The district will submit annual reports to the Department of Education and Early Development, as required by law. These reports will permit assessment of the district's School Discipline and Safety program.

Note: One of the purposes of the school disciplinary and safety program is to protect and support teachers who enforce standards of student behavior and safety in the classroom. AS 14.33.110(3). The law provides that a teacher, teacher's assistant, a principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. It is recommended that a district desiring to take disciplinary action against a staff member for unreasonable or unlawful enforcement of student discipline should contact legal counsel. Finally, school employees are also protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140 and the No Child Left Behind Act.

The School 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 School Board policy and administrative regulations. In fulfilling duties and responsibilities in student discipline and safety, all employees shall comply with School 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 School 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)

Note: On July 15 of each year, the Department of Education and Early Development will determine the safety status of the schools in the state. The Department will designate a school as safe, at-risk, or persistently dangerous. A district that has a school identified as persistently dangerous must provide notice within 10 days to all parents of students who attend the school that the school has been designated as persistently dangerous and that the parent has 30 days to request that the district transfer the student to a safe school within the district. A transfer must occur within 30 days of a transfer request. A district that has only one public school of the appropriate grade level is not required to create a second public school in order to offer a transfer option. Additionally, within 10 days of an incident in which a student is a victim of a violent criminal offense at school, a district shall notify the parents of the student that they may have their student transferred. If a parent requests a transfer, the district shall provide the transfer within 30 days. A student shall be eligible for a transfer if substantial evidence indicates that the student was a victim of a violent criminal offense on the grounds of the school attended by the student. If a district refuses to offer to transfer a student whom the student's parent believes was the victim of a violent criminal offense, the parent may, within 30 days of the refusal, appeal to the Commissioner of Education. Again, a district that has only one public school of the appropriate grade level is not required to create an additional public school in order to provide the option to transfer. A violent criminal offense does not have to be the subject of a criminal charge, and includes incidents that would establish the elements of the following violent criminal offenses: (1) an offense against the person under the Alaska Criminal Code, AS 11.41.100-11.41.530; (2) recruiting a gang member in the first degree, AS 11.61.160; and (3) misconduct involving weapons in the first degree, AS 11.61.195. A parent who has exercised the parent's option to transfer a student may have the student remain in the receiving school until the student completes the highest grade level offered by that school. A district that is required to offer a student a transfer to a safe school, but that does not contain a safe school of an appropriate grade level, must offer to transfer the student to the parent's choice of any school designated at Level 2 or higher under 4 AAC 06.835 and work with the parent to identify other suitable educational opportunities for the student, including transfer to another district or attending a statewide correspondence school. 4 AAC 06.200-.270.

The School 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 a 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 (see next page)

Legal Reference:

UNITED STATES CODE

*20 U.S.C. §§ 1400, et seq. Individuals with Disabilities Education Act
Every Student Succeeds Act, PL 114-95 (2015)*

ALASKA STATUTES

*11.81.430 Justification, use of force, special relationships
11.81.900 Definitions
14.03.078 Report
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
14.33.210 Reporting of incidents of harassment, intimidation or bullying*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.060 Suspension or denial of admission
4 AAC 06.172 Reporting of school disciplinary and safety programs
4 AAC 06.175 Reporting restraint and seclusion incidents.
4 AAC 06.200-.270 Safe schools
4 AAC 06.250 Reporting
4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities
4 AAC 52.010-.990 Education for exceptional children
20 AAC 10.020 Code of ethics and teaching standards*

Revised 3/2017

EDUCATION FOR HOMELESS CHILDREN AND CHILDREN IN FOSTER CARE

BP 5112.6(a)

Note: The Every Student Succeeds Act (ESSA) amended the federal McKinney-Vento Homeless Assistance Act. The primary purpose of the law is to provide continuity and necessary services to homeless students so they can achieve the educational standards set for all children. The law reiterates that homeless students are to be permitted to participate in all programs for which they are eligible: Head Start, Title I, special education, bilingual, free and reduced price meals, etc. The amendments require that districts, under most circumstances, either allow a homeless child to continue to attend his or her “school of origin,” or allow the student’s parent to choose another school – the one the student would attend based on current living arrangements, or the one the student is eligible for under open enrollment plans, as examples.

Note: Title I of the ESSA also includes new obligations for school districts to children in foster care. School districts are to collaborate with the State or local child welfare agency to designate a point of contact and to develop and implement written procedures governing transportation to maintain children in foster care in their school of origin when in their best interest, for the duration of the time in foster care. Further information regarding these obligations is contained in USDOE and USDHHS Non-Regulatory Guidance: Ensuring Education Stability for Children in Foster Care, dated June 23, 2016 and AS 47.10.080.

HOMELESS CHILDREN

The Board believes that all students should have stability in school attendance and services and that this stability should not be denied as a result of homelessness. To this end, it is the Board’s intent to remove barriers to the enrollment and retention of homeless children and youths in school. Special attention will be given to ensuring the enrollment and attendance of homeless youth not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs. Homeless students will not be segregated in a separate school or in a separate program within a school.

(cf. 5111 – Admission)
(cf. 5112.1 – Exemptions from Attendance)
(cf. 5112.2 – Exclusions from Attendance)

Homeless Student Liaison

Note: The ESSA requires districts to designate a homeless student liaison to perform various services to meet the needs of homeless youth and their families. Specifically, the liaison must: (a) Ensure that school personnel providing services under the McKinney-Vento Act receive professional development and other support, (b) ensure that unaccompanied homeless students are enrolled in school, have opportunities to meet the same challenging State academic standards as other students, and are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid, and (c) ensure that public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians of such students, and unaccompanied homeless students, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is understandable. In addition, LEA liaisons who receive appropriate training may affirm that a child or youth who is eligible for and participating in a program provided by the LEA, or the immediate family of such a child or youth, is eligible for homeless assistance programs administered under Title IV of the McKinney-Vento Act.

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BP 5112.6(b)

The [Superintendent/Chief School Administrator] shall designate at least one staff person to serve as the Homeless Student Liaison to fulfill the duties set forth in law. The Liaison shall work to identify homeless children and facilitate each homeless child's access to and success in school. The Liaison will: assist parents, students, and unaccompanied youth in enrolling and attending school, with the opportunity to meet the same high academic standard as other students; mediate disputes concerning school enrollment; assist in making transportation arrangements; assist in requesting the student's records; provide information and give referrals on services and opportunities, including assistance with status verifications for federal student aid applications; provide public notice of educational rights for homeless students in locations frequented by homeless youth and their families; and assist any homeless child who is not in the custody of a parent or guardian with enrollment decisions. The Liaison will also be responsible for periodic review and evaluation of this policy and recommending changes to reduce barriers for homeless children enrolling in and attending school.

Homeless Student Defined

Note: Homeless student is defined in the Every Student Succeeds Act. Districts must ensure that all students who fall within the federal definition are served by the policy.

A homeless child is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age.

School Enrollment and Attendance

Note: For purposes of the enrollment procedures below, "school of origin" is defined in ESSA as the school the student attended at the time of becoming homeless including preschools. If the student became homeless at a time when the student was not in school, including summer break, the last school attended shall be the school of origin. When a student completes the final grade level served by the school of origin, the designated receiving school at the next grade level is the school of origin.

The District, in consultation with the child's parent or guardian, will consider the best interest of the child in determining whether the child should be enrolled in the school of origin or the current neighborhood school. The District presumes that keeping a homeless student in the school of origin is in the student's best interest unless doing so is contrary to the request of the student's parent or guardian, or (in the case of an unaccompanied youth) the youth. To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing, except when contrary to the wishes of the parent or guardian. Instead of remaining in the school of origin, parents or guardians of homeless

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students may request enrollment in the school in which attendance area the student is actually living, or other schools.

(cf. 5116 – School Attendance Boundaries)

(cf. 5117 – Interdistrict Attendance)

The school selected shall immediately enroll the homeless child, even if the child is unable to produce records normally required for enrollment, such as previous academic records, immunization and health exam records, proof of residency, or other documentation. However, the District may require a parent or guardian of a homeless student to submit contact information.

(cf. 5141.3 – Health Examinations)

(cf. 5141.31 – Immunizations)

The District must provide a written explanation, including a statement regarding the right to appeal, to the homeless student’s parent or guardian, or the homeless student if unaccompanied, if the District sends the student to a school other than the school of origin or other than a school requested by the parent or guardian. If a dispute arises over school selection, the student shall immediately be admitted to the school in which enrollment is sought by the parent or guardian or by the youth if unaccompanied, pending resolution of the dispute. The child, parent or guardian shall be referred to the Homeless Student Liaison, who will carry out the dispute resolution process as expeditiously as possible.

Transportation

In the event that it is in the best interest of the homeless child or youth to attend the school of origin, transportation to and from that school may be provided at the request of the parent or guardian or, in the case of an unaccompanied student, the Homeless Student Liaison. Policies or practices regarding transportation of students which might cause a barrier to the attendance of a homeless child or youth may be waived by the [Superintendent/Chief School Administrator].

Records

Any records ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records and evaluations for special services or programs of each homeless child shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made, and so that records may be transferred in a timely fashion when a homeless child or youth enters a new school district. Copies of records shall be made available upon request to students or parents. Information about a homeless student’s living situation is an education record and shall not be deemed to be directory information.

**EDUCATION FOR HOMELESS CHILDREN AND
CHILDREN IN FOSTER CARE**

BP 5112.6(d)

CHILDREN AND YOUTH IN FOSTER CARE

Note: AS 47.10.080 provides for continuity in the educational services of foster youth who are moved from one setting to another. Specifically, in cases where the Department of Health and Social Services transfers a child to a new placement setting in the same municipality and connected by road to the student's current school, and it is reasonable and in the child's best educational interests, the department shall immediately, and in advance of the transfer if possible, coordinate with the current school to ensure the child is permitted to continue in attendance through the end of the school term. The department shall consult with the school district regarding the child's best interests, but the school district may not override the department's decision to allow a child to remain in the current school through the end of the school term.

The [Superintendent/Chief School Administrator] will designate a District point of contact regarding children in foster care in order to facilitate communication and cooperation with child welfare agencies.

School Enrollment and Attendance

The District recognizes that educational stability is critical for all students and particularly for children in foster care. Accordingly, educational disruption should be minimized for children with changing foster care placements by maintaining foster children in their schools of origin for the remainder of the school term, unless it is determined to be in their best interest to change schools.

The school of origin is the school in which a child is enrolled at the time of placement in foster care or when foster care placement changes. In determining whether it is in a child's best interest to remain in his or her school of origin, the District should take into consideration all factors relating to a child's best interest, including the appropriateness of the current educational setting and proximity of placement.

Districts should coordinate with State and local child welfare agencies when a foster child is transferred from one placement setting to another to ensure the child is permitted to attend their school of origin through the end of the school term when reasonable to do so and in the child's best educational interest.

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BP 5112.6(e)

Transportation

Note: AS 47.10.080 provides that if federal funds and school district transportation funds are not available to pay for the cost of transportation for the child, DHSS shall pay the costs of transporting the child to school.

In the event that it is in the best interest of the foster youth to attend their school of origin, transportation to and from that school may be provided through coordination with State or local child welfare agencies. This coordination shall address transportation to their school of origin in a prompt and cost effective manner.

Legal Reference:

UNITED STATES CODE

*McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431, et seq.
Elementary and Secondary Education Act, 20 U.S.C. § 1112(c)(5), as amended by Every Student Succeeds Act.*

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g

FEDERAL REGISTER

McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81 No. 52, Department of Education (March 17, 2016).

ALASKA STATUTES

AS 47.10.080 Judgments and Orders.

Revised 3/2017