

Philosophy-Goals-Objectives and Comprehensive Plans

CONCEPTS AND ROLES

BP 0000

The School Board recognizes that the success of our educational system relies heavily on educational planning and ongoing evaluation in order to adapt district programs and activities to the changing needs of society and the community. To guide these efforts, the School Board adopts the following definitions for the development of sound and responsible educational policies:

1. "Philosophy" means a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the district are derived.
2. "Goal" means a statement of broad direction or intent, which is general and timeless and is not concerned with a particular achievement within a specified time period.
3. "Objective" means a specific accomplishment to be achieved, which can be measured within a given time and under specifiable conditions and which, if attained, advances the system toward a corresponding goal.

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 0500 - Review and Evaluation)

The School Board believes that in order for education to succeed there must be an ongoing partnership between educators, parents/guardians, students, and the community. The School Board encourages the participation of all segments of the community in order that an educational climate is created which promotes the positive and healthy development of each child.

Legal Reference:

ALASKA STATUTES

14.03.010 Establishment of school system

ALASKA ADMINISTRATIVE CODE

4 AAC 05.040 Establishment of local schools

Revised 9/97

School Board Statement

The Board has a deep concern for the education and development of children in this District. It is the school's responsibility to help promote the emotional, spiritual, intellectual, and physical development of students. The school should prepare children for life, and help them to grow unhampered by the limitations of bad habits. We are sympathetic regarding the future and believe that the school can make our world a better place. Community and student commitment to excellence in education shall be encouraged through promotion of student's recognition of their culture.

The Board believes that the public should have much input into the school's operation, and that school personnel should have a close relationship with the home in order to better determine the child's needs. We believe that discipline should be firm but fair, without favoritism. We believe that the school is only as good as its teachers and that the hiring and retention of teachers is a prime responsibility of the Board, and that by this means the Board helps assure a quality education and a better community, state, and nation. We believe that the school staff should be of high moral standards, knowledgeable about local heritage, customs, and beliefs, and be willing to assume responsibility for the betterment of the school community in which they reside.

Note: The following paragraph reflects state education policy as stated in AS14.03.015, enacted by Chapter 173, SLA 1990.

In accordance with state education policy, the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

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

Legal Reference:

ALASKA STATUTES

14.03.015 State education policy

14.08.111 Duties

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GOALS FOR THE SCHOOL DISTRICT

BP 0200(a)

Note: The following sample language may be revised as needed to reflect district philosophy and needs. AS 14.07.165 (Ch. 173, SLA 1990) requires the State Board of Education to adopt statewide goals and to require that each governing body adopt written goals consistent with local needs. In 2003, the State Board adopted the goals and indicators of the No Child Left Behind Act, 20 U.S.C. 6301-7941 that by 2013-14, all students will reach proficiency or better in language arts and mathematics. AS 14.03.120 (Ch. 173, SLA 1990) requires districts to annually file and make available to the public a report that establishes district goals and priorities and includes plans for achieving these goals and the means of measuring district achievement. Districts are required to encourage public participation in the preparation of this report.

The School Board is committed to excellence and self-evaluation and believes that the public schools exist to meet the needs of students, parents/guardians and other community members. It is, therefore, important that citizens may express their expectations of the schools. The School Board encourages students, parents, teachers, and other community members to participate in educational planning for the district.

(cf. 0420 - School-Based Management)

The School Board shall adopt written goals for the school district, which reflect local needs. These goals shall be consistent with School Board policy and statewide goals adopted by the State Board of Education. The Superintendent or designee shall develop objectives for meeting these goals. The development and adoption of the budget shall be consistent with district goals and objectives.

(cf. 0000 - Concepts and Roles)

(cf. 0100 - Philosophy)

(cf. 3100- Budget)

The Superintendent or designee shall annually file with the Department of Education and Early Development and make available to the public a report which includes the adopted district goals and priorities, plans for achieving these goals and priorities, and the means of measuring the district's success in reaching its goals and priorities.

(cf. 0500 - Review and Evaluation)

(cf. 0510 - School District Report Card)

Legal Reference (see next page)

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GOALS FOR THE SCHOOL DISTRICT

BP 0200(b)

Legal Reference:

ALASKA STATUTES

14.03.120 Education planning

14.07.165 Duties

ALASKA ADMINISTRATIVE CODE

4 AAC 06.800 Goals and indicators

4 AAC Chapter 4 Statewide goals

Revised 1/04

Philosophy-Goals-Objectives and Comprehensive Plans

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES BP 0410(a)

Note: District policies must assure equal opportunities and nondiscrimination as required by federal and state law. Discrimination in education programs and activities is prohibited by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, the Individuals with Disabilities Education Act and the Americans with Disabilities Act. The Office for Civil Rights of the U.S. Department of Education has authority to enforce these laws in all programs and activities that receive federal funds. AS 14.18.010-.100 prohibit discrimination on the basis of gender and race. AS 14.18.090 provides that the State Board shall withhold state funds from districts determined to be out of compliance with state nondiscrimination laws and measures ordered to remedy the situation have been ineffective.

The School Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs, which ensure that discriminatory practices are eliminated in all district activities.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 5145.3 - Nondiscrimination)

District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities. The superintendent shall ensure that interested persons, including individuals with disabilities, can obtain information about the programs, facilities and activities available to them.

(cf. 0411 – Service Animals)
(cf. 6164.2 - Guidance Services)

Note: Federal regulations (45 CFR, Section 86.9) require federal aid recipients to take "continuing steps" to notify applicants for admission, students and parents that, in compliance with Title IX, they do not discriminate on the basis of gender in their educational programs or activities. Title VI mandates that prior to the beginning of each school year, recipients of federal funds advise students, parents and the general public that all vocational opportunities will be offered without regard to race, color, national origin, gender or disability. Pursuant to Title VI, if the district serves a community of limited-English speaking persons, the notification must also be published in the language of that community and include a statement that lack of English skills will not be a barrier to participation in vocational education programs.

The superintendent shall annually notify students and parents of the district's policy on nondiscrimination and related complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.6 - Notifications Required by Law)
(cf. 6178 - Vocational Education)

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (continued)

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

TITLE VI, CIVIL RIGHTS ACT of 1964

TITLE IX, EDUCATION AMENDMENTS OF 1972

VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

AMERICANS WITH DISABILITIES ACT

AGE DISCRIMINATION IN EMPLOYMENT ACT

Revised 2/11

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NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

E 0410(a)

NOTICE OF RIGHTS UNDER SECTION 504

The following rights are granted to students with disabilities, and their parents, by Section 504 of the Rehabilitation Act of 1973. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

As a parent of a student with disabilities, you have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disabling condition. If you are identified as a disabled parent you also have the right to ask for reasonable accommodations so that you may participate in the planning of your child's educational program.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school related activities.
5. Have your child educated in facilities and receive services comparable to those provided non-disabled students.
6. Have your child receive special education and related services if she/he is found to be eligible under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.
7. Have evaluation, educational, and placement decisions made based on a variety of information sources, and by persons who know the student, the evaluation data, and placement options.
8. Have transportation provided to and from school if necessary to allow your child to take part in educational services.

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NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES E 0410(b)

9. Have your child be provided an equal opportunity to participate in non-academic and extra-curricular activities offered by the district.
10. Examine relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
12. A response from the school district to reasonable requests for explanations and interpretations of your child's records.
13. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child.
14. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you.
15. File a local grievance.

The person in this district who is responsible for coordinating 504 compliance and identification procedures is: *(local district to insert name, location and telephone number.)*

Added 9/99

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SERVICE ANIMALS

BP 0411(a)

Note: Federal regulations implementing Title II of the Americans with Disabilities Act were amended in 2010 to broaden the right of individuals with disabilities to be accompanied by their service animals on school property. The new regulations, which take effect March 15, 2011, include a clear requirement that individuals with disabilities be permitted to be accompanied by their service animals in all areas of a public entity's facilities where the public and school participants are allowed. Additionally, public entities are to modify existing policies, practices, and procedures to permit the use of service animals.

The following language was adapted from the Service Animal policy of the Anchorage School District.

The Board is committed to providing quality education to all students and ensuring full access to district programs, services and facilities by individuals with disabilities, including those requiring the use of a service animal. The district will comply with all applicable laws concerning the use of service animals on district property, in classrooms, at school functions, and in connection with district services.

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

(cf. 1312.3 – Public Complaints Concerning Discrimination)

(cf. 4030 – Nondiscrimination in Employment)

Individuals with disabilities may be accompanied by a working service animal individually trained to do work or perform tasks for the benefit of the individual. The Superintendent or designee shall develop guidelines to implement this policy, including procedures for individuals to request the use of a service animal, proof of animal vaccination, and procedures for accommodating the use of the service animal when a student or staff member has a known allergy.

(cf. 1260 – Visits to the Schools)

It is the responsibility of the handler or the individual assisted by a service animal to ensure that the animal is identified as a service animal and to properly control and supervise the animal at all times while on district property. The district is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself. The care and supervision of service animals for young children unable to care for or supervise the animal should be addressed on a case-by-case basis in the discretion of the building administrator.

Owners of service animals are liable for any harm or physical injury caused by the animal to other students, staff, or visitors. Owners of service animals may be required to pay for property damage caused by the animal to the same extent any individual would be charged for such damage.

(cf. 3515.4 – Recovery for Property Loss or Damage)

(cf. 6161.2 – Damaged or Lost Instructional Materials)

Not reviewed by Board

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SERVICE ANIMALS (continued)

BP 0411(b)

A school administrator may ask that an individual with a disability remove a service animal from a school building or school function if the animal is out of control and the animal's handler does not take effective action to control the animal, or if the animal is not housebroken. If the animal is properly excluded, the individual with a disability must still be permitted to participate in the service, program, or activity without the service animal.

No individual shall intentionally interfere with the use or assistance of a service animal by harassing or obstructing the service animal or its user.

Note: Under the ADA regulations, a service animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, is required to be permitted in schools as a "service animal."

"Service animal" includes those animals as identified in applicable state and federal laws and regulations. Service animal does not include an animal whose primary work or task is to provide emotional support, well-being, comfort, or companionship.

Note: District personnel should not make prohibited inquiries regarding the use of a service animal. Specifically, individuals should not be asked about the nature or extent of the disability and, as a general rule, documentation that the animal has been certified, trained, or licensed as a service animal, cannot be required. To determine whether an animal qualifies as a service animal, the person may be asked if the animal is required because of a disability and what work or task the animal has been trained to perform. If it is clearly observable that the animal is trained to do work or perform tasks for the person (such as a dog observed to be guiding a person with sight impairment or a dog pulling a wheelchair), then no further inquiry should be made regarding whether or not the animal qualifies as a service animal.

Legal Reference:

UNITED STATES CODE

42 U.S.C. 12101, et seq., *Americans with Disabilities Act*
29 U.S.C. 794, *Section 504 of the Rehabilitation Act*

CODE OF FEDERAL REGULATIONS

28 C.F.R. Part 35, *Nondiscrimination on the Basis of Disability in State and Local Government Services*
28 C.F.R. Part 41, *Nondiscrimination on the Basis of Handicap in Federally Assisted Programs*
29 C.F.R. Part 1630, *Implementing the Equal Employment Provisions of the Americans with Disabilities Act*

ALASKA STATUTES

Title 18, Chapter 80, *Discriminatory Practices Prohibited*
AS 11.76.130, *Interference With Rights of Physically or Mentally Challenged Person*

Added 2/11

Not reviewed by Board

Philosophy-Goals-Objectives and Comprehensive Plans

REVIEW AND EVALUATION

BP 0500

The School Board recognizes that ongoing review and evaluation of district policies and programs are necessary if the School Board is to be held accountable for the governance of the district. The School Board accepts that being accountable includes a duty to explain to the public how district responsibilities are being met and will provide for such review and evaluation.

(cf. 0510 - School District Report Card)
(cf. 1312 - Complaints Concerning the Schools)
(cf. 4115 - Personnel Evaluation)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9300 - Governance)
(cf. 9400 - School Board Self-Evaluation)

Legal References:

ALASKA STATUTES

14.03.120 Education planning; reports

ALASKA ADMINISTRATIVE CODE

4 AAC 04.140 Content Standards
4 AAC 04.150 Performance Standards
4 AAC 05.010 Program Planning and Evaluation
4 AAC 06.805 Adequate Yearly Progress
4 AAC 06.812 Growth in Student Academic Performance
4 AAC 06.885 School and District Recognition

Revised 2/08

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SCHOOL DISTRICT REPORT CARD

BP 0510

Note: Under the federal No Child Left Behind 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. In 2008, NCLB final regulations became effective and now require local school districts to report the state NAEP (National Assessment of Educational Progress) date on their report cards. Additionally, districts must include participation rates for students with disabilities and LEP students. Under Alaska law, AS 14.03.120, 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 14.33.120, AS 14.33.210, 4 AAC 06.172 and 4 AAC 06.250. See AR 5030 – School Discipline and Safety. 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, each school and the district shall annually assess school and student performance and prepare reports to the public on these assessments. These reports will help ensure that parents are actively involved and knowledgeable about their schools and their child's education. 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 the school staff and 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)

Legal References:

ALASKA STATUTES

14.03.120 Education planning

NO CHILD LEFT BEHIND ACT, 20 USC §§ 6311, 6312 and 6316

Revised 1/09

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SCHOOL DISTRICT REPORT CARD

AR 0510(a)

Note: Pursuant to AS 14.03.120, the "School District Report Card to the Public" must include the items specified below. Additionally, this AR includes the reporting requirements of No Child Left Behind for districts receiving Title I funds.

Annually, the Principal/ Head Teacher or designee shall prepare a report on his/her school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By July 1 of each year, the Superintendent or designee shall provide to the Department of Education and Early Development, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the Department of Education and Early Development and shall include:

1. The accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded; and for districts receiving Title I funds, the professional qualifications of teachers;
2. The number and percent of district students in the top and bottom quarter of standardized norm-referenced achievement examinations and the national percentile of the mean normal curve equivalent;
3. For districts receiving Title I funds, student academic achievement at the basic, proficient, and advanced levels on state assessments, disaggregated by subgroups:
 - economically disadvantaged students
 - students from each major racial and ethnic group
 - children with disabilities
 - LEP students
 - student gender
 - student's migrant status
4. The number and percent of students tested who are in each of the proficiency categories for the state standards-based assessments in reading, writing, and math; and, for districts receiving Title I funds, the percent of students who were not tested (disaggregated by subgroup);
5. For high schools, the number and percent of students in the "pass" and "not pass" categories for the high school graduation qualifying exam;

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SCHOOL DISTRICT REPORT CARD (continued)

AR 0510(b)

6. A description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;
7. Attendance, retention, dropout, and graduation rates, including the number and percent of students receiving a diploma under a waiver from the HSGQE; for districts receiving Title I funds, graduation rates should be disaggregated by subgroup;
8. The annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;
9. The performance designation assigned the school under AS 14.03.123 and the methodology used to assign the performance designation, including the measures used and the relative weights;
10. A summary of student, parent, and community member comments on the school's performance, including the number of persons commenting;
11. For districts receiving Title I funds, the number and percentage of schools identified for school improvement; how long the schools have been so identified; and how students achieved on a statewide academic assessment compared to students in the state as a whole. 20 U.S.C. § 6311(h)(2). For each school served under Title I, the district must determine and publicize annually whether the school is making adequate yearly progress. 20 U.S. C. § 6316(a)(1)(C);
12. If Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;
13. Without disclosing personally identifiable information, the number and percentage of students in each school who take and successfully complete an alternative assessment program in reading, English, or mathematics; and the number and percentage of pupils in each school who successfully complete the alternative assessment program but who do not reach the state performance standards at the competency exam level in reading, English, or mathematics;
14. The most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematics assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with disabilities and LEP students.

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SCHOOL DISTRICT REPORT CARD (continued)

AR 0510(c)

15. Other indicators of school performance selected by the district or required by state regulation.

Note: The district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.
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Revised 2/2010

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SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

BP 0520(a)

Note: Section 6316 of the No Child Left Behind Act requires districts receiving Title I funds to use state and local assessments or indicators to annually review the progress of each school receiving Title I funds to determine whether the school is making “adequate yearly progress” (AYP) as defined by the state. The State of Alaska has determined that it will assess AYP for each school, district, and the statewide education system. AYP is measured by criteria set forth at 4 AAC 06.805, 06.810 and 06.812. These criteria include student performance on statewide assessments and graduation rate or school attendance. For a school or district to make AYP, all identified student groups (i.e., economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and English learners) must meet the statewide achievement goal; or the percentage of non-proficient students must be reduced by at least 10 percent with the group showing improvement on other academic indicators. At least 95 percent of each student group must participate in state assessments.

The School Board is committed to the successful performance of the district and its schools. The Superintendent or designee shall implement the following requirements for schools that have not achieved adequate yearly progress as determined by the Department of Education and Early Development.

If any district school is identified for improvement, the Superintendent or designee shall develop and implement a school improvement plan in accordance with federal and state law. This school plan shall be presented to the School Board for approval.

School Choice

Note: This section applies to only those students enrolled in a school that receives Title I funds and has been identified by the State Board of Education for school improvement, corrective action, or restructuring according to federal and state law. NCLB final regulations, effective November 2008, require school districts to notify parents at least 14 calendar days before the start of the next school year the option to transfer their children to another public school and the available school choices.

Note: A parent that elects to transfer his or her student under the school choice provisions is entitled to district-provided transportation to the transfer school. However, transportation is not required if the school is more than 50 miles from the student’s home, or if the student’s home and the school are not connected by road. 4 AAC 06.855.

Students attending a school that has failed to make adequately yearly progress for two or more consecutive years may transfer to another public school within the district, if any that has not been identified for improvement. At least 14 calendar days before the start of the school year, parents will be notified of the option to transfer their children to another public school and the available school choices. If possible, the district will offer a choice of more than one school and will consider the parents’ preferences among the schools offered. The district will not use lack of capacity to deny parents the option to transfer. The lowest-achieving students from low-income families will be given priority for school transfer. All students transferring are entitled to enroll in classes and activities in the same manner as all other students in the school.

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SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)

BP 0520(b)

A student who transfers to another school under this policy may remain at that school until the student completes the highest grade offered at the school. The district shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement. All notices provided to parents/guardians and transfer requests are governed by State and federal law.

If there are no district schools available into which a student may transfer, or district-provided transportation is unavailable, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area or offer supplemental educational services to qualifying students.

Supplemental Educational Services

Note: Your district may not disclose to the public, absent parental consent, the identity of those students who are eligible for, or are receiving, supplemental services.

Note: The Department of Education and Early Development may waive, in whole or in part, the requirement that a district make available supplemental educational services if, at the request of the district, the Department of Education and Early Development determines that (1) none of the providers on the list approved by the Department of Education and Early Development makes those services available in the area serviced by the district or within a reasonable distance of that area; and (2) the district provides evidence that it is not otherwise able to make those services available.

Students from qualifying low-income families shall be provided supplemental educational services as provided in federal and state law if they attend any district school that has been designated as Level 3 or higher by the Department of Education and Early Development. The district will provide annual notice to parents of the availability of supplemental educational services, explain its benefits and identify and describe the services of state-approved providers available within the district. The notice must be clear and concise, and easily distinguishable from other information sent to parents. Upon request, the district will assist parents in choosing a provider.

Supplemental educational services include tutoring and other high-quality research-based supplemental academic enrichment services. These services are in addition to instruction provided during the school day and should enable students to attain proficiency on assessments, as well as increased academic achievement.

The Superintendent shall [enter into/prepare for School Board approval] a written agreement with each provider selected by a parent. The agreement shall be prepared in accordance with law.

Note: The required terms of the agreement between the district and supplemental service provider are found at 4 AAC 06.860. Districts are advised to consult this regulation and confer with your attorney in preparing the written service agreements.

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SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)

BP 0520(c)

Website Notification

Note: NCLB final regulations, effective November 2008, require school districts to publish information on their websites regarding school choice and supplemental educational services. The following language sets forth the required information.

The Superintendent or designee, shall publish on the district's website, and keep current, the following information:

1. The number of students eligible for and that participated in school choice;
2. The number of students eligible for and that participated in SES;
3. A list of approved SES providers that serve the district and the locations of their services;
4. A list of available schools for choice.

Legal Reference:

ALASKA STATUTE

14.03.123 School and District Accountability

ALASKA ADMINISTRATIVE CODE

4 AAC 06.800 - .899 School and District Accountability

Elementary and Secondary Education Act, 20 U.S.C. § 6316, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Revised 1/09

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SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

AR 0520(a)

School Improvement Plan – Development, Approval and Implementation

Note: All schools in a district designated at Level 2 or higher by the Department of Education and Early Development are required to develop, issue, and implement a school improvement plan. A school will be designated at Level 2 if it fails to demonstrate adequate yearly progress for two consecutive years. A school improvement plan is required even if the school does not receive Title I funds. The following procedures for development of the plan are consistent with the requirements of 4 AAC 06.845, School Improvement Plan, and 4 AAC 06.852, Technical Assistance.

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

A. Plan Contents

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

1. **Duration.** The plan will cover a two-year period.
2. **Strategies.** The plan will incorporate scientifically-based strategies to strengthen the school's core academic subjects and address the specific academic issues that lead to the designation.
3. **Policies.** The plan will implement policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all students demonstrate proficiency or better on state assessments by school year 2013-14.
4. **Funding.** The plan will provide for the school's allocation and spending of at least 10% of the funding allocated to the school under Title I in order to provide the school's teachers and Principal/Head Teacher with high-quality professional development that directly addresses the academic performance problem that caused the designation.
5. **Professional Development.** The plan will explain how the high-quality professional development will directly address the academic performance problem that caused the designation.

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SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)

AR 0520(b)

6. **Annual Objectives.** The plan will establish specific annual measurable objectives for continuous and substantial progress by all students collectively, and each subgroup of students, to ensure that all students demonstrate proficiency or better on state assessments by school year 2013-14.
7. **Parental Notice.** The plan will describe how written notice of the designation will be provided to the parents of each student enrolled in the school. To the extent practicable, the notice should be in a format and in a language that the parents can understand.
8. **Responsible Parties.** The plan will specify the respective responsibilities of the school, the district, and the Department of Education and Early Development in implementing the plan.
9. **Parental Involvement.** The plan will include strategies to promote effective parental involvement in the school.
10. **Extended Day Programs.** As appropriate, the plan will incorporate activities for students before and after school, during the summer, and during any extension of the school year.
11. **Teacher Mentoring.** The plan will incorporate a teachers mentoring program.
12. **Proficiency.** The plan will address what measures the school will take to ensure that students remain proficient in future years. This plan component must be included by those schools which have had proficient students decline from proficiency for any reason other than regression to the mean.

B. Plan Approval

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

C. Plan Implementation

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

Philosophy-Goals-Objectives and Comprehensive Plans

SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued) AR 0520(c)

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

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

1. Assistance in analyzing assessment data and other examples of student work in order to identify and develop solutions to problems in instruction, parental involvement and professional development, and plan implementation, including district- and school-level responsibilities under the plan.
2. Assistance in identifying and implementing professional development and instructional strategies and methods that have proven effective, through scientifically-based research, in addressing the specific instructional issues that caused the school's designation; and/or
3. Assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement and remove the school from its designation.

District Improvement Plan – Development and Contents

Note: A school district designated as Level 2 or higher is required to develop, issue, and implement a district improvement plan. The development of a plan is necessary regardless of whether the district receives federal funding under Title I. However, districts that do receive federal Title I funding may request technical assistance from the Department of Education and Early Development. Other federal law implications for your district that receives Title I funds may be found at 34 C.F.R. 200.47 and 34 C.F.R. 200.49 through 200.51. The progress of each district under an improvement plan will be monitored by DEED. The following plan contents comply with the requirements set forth at 4 AAC 06.850, District improvement plan.

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

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

1. **Duration:** The plan will cover a two-year period.
2. **Strategies:** The plan will incorporate scientifically-based strategies to strengthen the core academic program in the schools served by the district.
3. **Improvement Measures:** The plan will identify actions that have the greatest likelihood of improving student achievement on the state's academic performance standards.

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SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)

AR 0520(d)

4. **Professional Development:** The plan will address professional development needs of the instructional staff.
5. **Goals:** The plan will include specific measurable achievement goals and targets for all students collectively and each subgroup of students.
6. **Needs Assessment:** The plan will address the fundamental teaching and learning needs in the schools of the district, and the specific academic problems of low-achieving students, including a determination of why the district's prior plan failed to bring about increased student academic performance.
7. **Extended Day Programs:** As appropriate, the plan will incorporate activities for students before and after school, during the summer, and during any extension of the school year.
8. **Responsible Parties:** The plan will specify the respective responsibilities of the district and the Department of Education and Early Development in implementing the plan. The plan should specify any technical assistance to be provided by the Department of Education and Early Development.
9. **Parental Involvement:** The plan will include strategies to promote effective parental involvement in the district.

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Philosophy-Goals-Objectives and Comprehensive Plans

DISCONTINUATION OR CLOSURE OF SCHOOLS

BP 0530(a)

Note: This optional policy complies with 4 AAC 05.090 establishing required procedures to be followed before a school can be permanently or temporarily closed.

The School Board strives to maintain schools in local communities but recognizes that low student enrollment or other factors may necessitate temporary or permanent closure of a school. School Board action to close a school will only occur after written notice to the affected families which will be provided at least 10 days prior to school closure, absent emergency circumstances that do not permit such notice.

Absent emergency circumstances, no school closure will occur until development and approval of a closure plan. The plan must provide for the continued educational services to all eligible students, including students with disabilities. The plan must address pupil transportation services, if applicable. Additionally, the plan should contain a schedule for providing compensatory services that may be required under state and federal laws for the education of students with disabilities. Finally, the plan will provide for reimbursement to the State of money already paid for the period of closure, unless the school year is extended. If the closure is temporary, the plan will identify steps for reopening the school.

Note: The Department of Education and Early Development must approve all permanent and non-emergency temporary school closures. Permanent school closure plans will be considered approved if the Department of Education and Early Development does not disapprove the plan within 90 days. 4 AAC 05.090(b). Temporary school closure plans must be submitted to the Department of Education and Early Development for approval at least ten days before the planned closure. 4 AAC 05.090(c).

The plan will be reviewed and approved by the School Board at a public meeting. Following School Board approval, the plan will be submitted to the Department of Education and Early Development for approval. The plan will not be executed until Department of Education and Early Development approval.

Emergency Closure Days

The Superintendent or Chief School Administrator may order one or more emergency closure days if conditions exist posing a threat to the health or safety of students, staff, or the community. To the extent practicable, the Superintendent or Chief School Administrator shall consult with the Department of Education and Early Development and with federal and state health and safety agencies. In all cases of emergency closure, the Superintendent or Chief School Administrator shall notify the School Board and the Department of Education and Early Development, in writing, within 24 hours.

Philosophy-Goals-Objectives and Comprehensive Plans

DISCONTINUATION OR CLOSURE OF SCHOOLS (continued)

BP 0530(b)

Note: Under 4 AAC 05.090(h), a district may, on a form prescribed by the Department of Education and Early Development, apply to the Commissioner for approval to substitute an emergency closure day for a day in session or a day used for in-service training. The Commissioner may approve all, none, or some of the days the school was closed as emergency closure days, and require that the district replace the remaining days. In determining whether to approve, deny, or partially approve the request, the Commissioner will consider (1) the extent to which the district implemented a continuation of educational services plan during the closure; (2) the depth and quality of the educational services the district provided to students during the closure; (3) if the district had warning of the pending emergency, the extent to which the district used the warning to prepare for continuation of educational services specific to the pending emergency; (4) the communication with families of students to facilitate delivery of educational services during the emergency; (5) the nature and duration of the emergency; (6) whether teachers and administrators were in on-duty status working to deliver educational services during the emergency; (7) the academic needs of the students in the district; and (8) the public interest.

As soon as practicable after ordering an emergency closure, the Superintendent shall submit a modified calendar to the Department of Education and Early Development. The calendar will be modified using one or more of the following options:

- (1) if the original calendar provided for more than 180 days, reduce the number of days in session or days used for in-service training for the school, so the combined number of days in session and days used for in-service training under the modified calendar remains in compliance with state law (AS 14.03.030);
- (2) designate emergency closure days in place of days in session or days used for in-service training if the emergency closure days have been approved by the Commissioner of Education;
- (3) designate additional days that the school must be in session to replace school closure days that were not reduced under (1) of this subsection or approved as emergency closure days by the Commissioner.

(cf. 6111 - School Calendar)

If a school is temporarily closed for disciplinary or safety reasons, the facility must remain closed for all purposes until the school is reopened.

Legal Reference:

ALASKA STATUTES

14.03.030 School Term

14.33.120 School Disciplinary and Safety Program

ALASKA ADMINISTRATIVE CODE

4 AAC 05.090 Discontinuation or closure of schools

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