

CONCEPTS AND ROLES

The focus of the school system is on the student. It is incumbent upon the School Board, district and school administration and teachers to provide for the physical and intellectual welfare of the students in their charge. The school district shall work closely with parents/guardians and the community in order to achieve a harmony of interests.

Students must be recognized and understood as individuals, each with his/her own unique abilities, social and economic background, ambitions and educational needs. The programs and services of the district must be designed and executed with this concept well in mind if the fullest development of each is to be achieved.

Students are expected to accept personal responsibility for making maximum use of those educational opportunities afforded by applying themselves diligently to learning both in the classroom and in other school-sponsored settings. It is also expected that as a result of the total school experience students will come to appreciate the values of self-discipline, responsibility, respect for others, their country and its governmental processes.

Discrimination with respect to color, creed, race, sex, religion, marital status, ancestry, handicap, or national origin is prohibited as regards admission, attendance, and educational programming.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination)

Role of School Board

The Board:

1. Establishes policies to provide the best attainable program of education for the district's students.
2. Authorizes the establishment of special classes, programs, or other facilities for students who are in need of special education in keeping with all legal provisions.
3. Provides for the physical and mental well-being of students.
4. Determines policies regarding student behavior and attendance within the limits of the law.
5. Determines the boundaries of school attendance within the district.

Role of Superintendent:

The Superintendent or designee:

1. Administers all schools and classes established by the Board.
2. Directs the instruction, guidance and discipline of all students.

CONCEPTS AND ROLES (continued)

3. Assigns students to alternative programs or grades as may improve their education, reduce the expense of maintaining schools, or relieve geographic or demographic conditions.
4. Enforces compliance with compulsory attendance laws.
5. Has immediate authority for the closing of schools in case of emergencies involving the health and safety of students.

Revised 9/11
Reviewed 2/15
Reviewed 4/18
Reviewed 10/21

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(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination)

Note: The following list of roles for the School Board and Superintendent is not definitive and may be expanded by the district.

Role of School Board

The Board:

1. Establishes policies to provide the best attainable program of education for the district's students.
2. Authorizes the establishment of special classes, programs, or other facilities for students who are in need of special education in keeping with all legal provisions.
3. Provides for the physical and mental well-being of students.
4. Determines policies regarding student behavior and attendance within the limits of the law.

CONCEPTS AND ROLES (continued)

5. Determines the boundaries of school attendance within the district.

Role of Superintendent or Designee

The Superintendent or designee:

1. Administers all schools and classes established by the Board.
2. Directs the instruction, guidance and discipline of all students.
3. Assign students to alternative programs or grades as may improve their education, reduce the expense of maintaining schools, or relieve geographic or demographic conditions.
4. Enforces compliance with compulsory attendance laws.
5. Has immediate authority for the closing of schools in case of emergencies involving the health and safety of students.

Revised 9/97
Reviewed 10/2021

STUDENTS

BP 5021

NONCUSTODIAL PARENTS

Both natural or adoptive parents of any student may access their child's student records, participate in school activities, visit the student at school and pick up the student after school. These rights shall be respected even if legal custody is vested in only one named parent, unless a court order restricts the right of the noncustodial parent. Parents/ guardians may be asked to provide evidence of any completed or pending legal action which curtails the noncustodial parent's rights. School staff shall always abide by the most recent court order on the matter.

Upon request, the district shall provide noncustodial parents with school announcements and notices that are sent to the custodial parent.

(cf. 5125 Student Records)

(cf. 5142 Student Safety)

(cf. 6159 Individualized Education Program)

(cf. 6159.1 Procedural Safeguards and Complaints for Special Education)

Legal Reference

ALASKA STATUTE

25.20.130 Access to records of the child

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT, 20 U.S.C. 1232g

Revised 9/11

Reviewed 2/15

Reviewed 4/2018

Reviewed 10/2021

STUDENTS

BP 5021

NONCUSTODIAL PARENTS

Note: The following policy addresses the legal rights of noncustodial parents to have access to their children's school records..

Both natural or adoptive parents of any student may access their child's student records, participate in school activities, visit the student at school and pick up the student after school. These rights shall be respected even if legal custody is vested in only one named parent, unless a court order restricts the right of the noncustodial parent. Parents/ guardians may be asked to provide evidence of any completed or pending legal action which curtails the noncustodial parent's rights. School staff shall always abide by the most recent court order on the matter.

Note: The following optional paragraph expresses the district's desire to cooperate with noncustodial parents who want to take an interest in their child's education.

Upon request, the district shall provide noncustodial parents with school announcements and notices that are sent to the custodial parent.

(cf. 5125 Student Records)

(cf. 5142 Student Safety)

(cf. 6159 Individualized Education Program)

(cf. 6159.1 Procedural Safeguards and Complaints for Special Education)

Legal Reference

ALASKA STATUTE

25.20.130 Access to records of the child

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT, 20 U.S.C. 1232g

Revised 9/97

Reviewed 10/2021

Students

SCHOOL DISCIPLINE AND SAFETY

BP 5030 (a)

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. The School Board seeks to ensure that students, regardless of ethnicity, race, disability, religious or cultural preference, gender identity, sexual orientation or socioeconomic background, do not disproportionately experience suspension, expulsion or other disciplinary actions. An effective school discipline and safety program is necessary to ensure a safe and conducive learning environment. The School Board shall adopt, and the Superintendent or designee shall implement and maintain, an effective, trauma-informed and culturally responsive school discipline and safety program. The discipline and safety program should reflect community and cultural values resulting in standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, teachers, elders, 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)

(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)

Students

SCHOOL DISCIPLINE AND SAFETY

BP 5030 (b)

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 district will work to build students self-regulation skills, incorporating preventative and restorative practices to minimize the need for discipline and maximize instructional time for every student. The district will also establish these practices and seek to address or reduce disproportionate treatment or use of punitive school discipline based on racial or economic disparities.

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. Restorative or corrective practices place relationship building with students and families at the center. These can include conferences with students and their parents/guardians; use of student study teams or other intervention-related teams; enrollment in a program teaching social/emotional behavior, intensive and intentional relationship building with students and family, participation in a restorative justice program or restorative circles; and positive behavior support approaches.

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. The Superintendent or designee shall provide professional development or supports as necessary to assist staff to offer consistent classroom management skills, model skills for students, and implement effective relationship building and disciplinary techniques, eliminating unconscious bias. This includes establishing collaborative relationships with parents/guardians.

(cf. 5142.3 – Restraint and Seclusion)

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)

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.

The School Board will review annually disciplinary action data to understand conduct and discipline of specific disaggregated groups of students. The School Board and district administrators will periodically review research on effective practices to proactively create trauma informed environments and culturally responsive discipline practices. Results of the review will be used to determine how to incorporate new practices and strategies into district policies and practices.

The School Board desires to give all administrators, teachers, and other employees the authority, knowledge and skills they need to effectively implement the discipline and safety program of the district. Personnel should adhere to lines of primary responsibility and district adopted protocols 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.

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

(cf. 4158 – Employee Security)

(cf. 5144 – Discipline)

(cf. 4119.21 -- Code of Ethics)

(cf. 4119.3 – Duties of Personnel)

The School Board further desires to give all students, no matter their ethnicity, race, gender or gender identification, sexual orientation or socioeconomic status, 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:

UNITED STATES CODE

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

No Child Left Behind Act of 2001, 20 U.S.C. §§ 2361-2368 (P.L. 107-110)

ALASKA STATUTES

11.81.430 Justification, use of force, special relationships

11.81.900 Definitions

14.03.078 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*

Adopted AASB policy 9/2015
Reviewed 4/2018
Revised to AASB Update: 06/2019
Reviewed 10/2021

Report on School Disciplinary and Safety Programs

The district shall submit to the State Department of Education and Early Development the following information annually, in a format required by the Department:

Program Development and Review

The report shall include, for each school:

- a description of the collaboration with community, parents, and students in development and review of the school's disciplinary and safety standards;
- the procedures used to develop the community-based standards of school behavior and safety contained in the safety and discipline program;
- the individuals involved in developing the standards;
- the parameters for evaluation to assess the effectiveness of the standards; and
- the period of review and evaluation of the standards.

Incident Reporting

The report shall include, for each school, the number of:

- 1) infractions involving violence against a person at school;

“Infractions involving violence against a person” means a violation of school rules in which a person was injured, was threatened with injury, or reasonably perceived a threat of injury.

- 2) infractions involving a weapon at school;

“Infractions involving a weapon” means a violation of school rules in which a student possessed, used, attempted to use, or threatened to use a weapon, regardless of whether the possession, use, or sale of the weapon was the main infraction committed.

“Weapon” means a dangerous instrument as defined in AS 11.81.900, and any object or instrument that, in the circumstances in which it is used, attempted to be used, or threatened to be used, is capable of causing injury.

- 3) days students were suspended for infractions involving violence against a person or infractions involving a weapon at school;

SCHOOL DISCIPLINE AND SAFETY (continued)

AR 5030(b)

- 4) expulsions for infractions involving violence against a person or infractions involving a weapon at school;
- 5) transfers requested and provided under 4 AAC 06.210 (persistently dangerous schools); and 4 AAC 06.240 (parent request to remain in transfer school);
- 6) victims of violent criminal offenses as determined under 4 AAC 06.230;
- 7) trancies, as determined by district procedures; and
- 8) incidents resulting in suspension or expulsion for harassment, intimidation, or bullying on school premises or on transportation systems used by the school.

“Harassment, intimidation, or bullying” means “an intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and/or:

- (A) physically harms the student or damages the student's property; or
- (B) has the effect of substantially interfering with the student's education; or
- (C) is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) has the effect of substantially disrupting the orderly operation of the school.

*Adopted AASB policy 9/2015
Revised 4/2018
Reviewed 10/2021*

SCHOOL DISCIPLINE AND SAFETY

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 November 23, 2003, the No Child Left Behind Act requires states to implement a system of school safety assessment. Under NCLB, 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 Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. An effective school discipline and safety program is necessary to ensure a learning environment free of disruptions. The Board shall adopt, and the Superintendent shall implement and maintain, an effective school discipline and safety program. The discipline and safety program should reflect community standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, 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. 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: HB 99 (2001) requires that school districts 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 be amended by January 1, 2002, to 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 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: 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 – 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, beginning with the 2007-08 school year, the District is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. 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.

SCHOOL DISCIPLINE AND SAFETY (continued)

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

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

(cf. 4158 – Employee Security)

(cf. 5144 – Discipline)

(cf. 4119.21 -- Code of Ethics)

(cf. 4119.3 – Duties of Personnel)

SCHOOL DISCIPLINE AND SAFETY (continued)

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 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)

SCHOOL DISCIPLINE AND SAFETY (continued)

Legal Reference:

UNITED STATES CODE

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

ALASKA STATUTES

*11.81.430 Justification, use of force, special relationships
11.81.900 Definitions
14.03.078 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 06.200-.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 2/08

Reviewed 10/2021

SCHOOL DISCIPLINE AND SAFETY

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, beginning with the 2007-08 school year, the District is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. 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.

Report on School Disciplinary and Safety Programs

The District shall submit to the State Department of Education and Early Development the following information annually, in a format required by the Department:

Program Development and Review

The report shall include, for each school:

- a description of the collaboration with community, parents, and students in development and review of the school's disciplinary and safety standards;
- the procedures used to develop the community-based standards of school behavior and safety contained in the safety and discipline program;
- the individuals involved in developing the standards;
- the parameters for evaluation to assess the effectiveness of the standards; and
- the period of review and evaluation of the standards.

Incident Reporting

The report shall include, for each school, the number of:

- 1) infractions involving violence against a person at school;
"Infractions involving violence against a person" means a violation of school rules in which a person was injured, was threatened with injury, or reasonably perceived a threat of injury.
- 2) infractions involving a weapon at school;
"Infractions involving a weapon" means a violation of school rules in which a student possessed, used, attempted to use, or threatened to use a weapon, regardless of whether the possession, use, or sale of the weapon was the main infraction committed.

SCHOOL DISCIPLINE AND SAFETY (continued)

“Weapon” means a dangerous instrument as defined in AS 11.81.900, and any object or instrument that, in the circumstances in which it is used, attempted to be used, or threatened to be used, is capable of causing injury.

- 3) days students were suspended for infractions involving violence against a person or infractions involving a weapon at school;
- 4) expulsions for infractions involving violence against a person or infractions involving a weapon at school;
- 5) transfers requested and provided under 4 AAC 06.210 (persistently dangerous schools); and 4 AAC 06.240 (parent request to remain in transfer school);
- 6) victims of violent criminal offenses as determined under 4 AAC 06.230;
- 7) truancies, as determined by District procedures; and
- 8) incidents resulting in suspension or expulsion for harassment, intimidation, or bullying on school premises or on transportation systems used by the school.

“Harassment, intimidation, or bullying” means “an intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and

- (A) physically harms the student or damages the student's property;
- (B) has the effect of substantially interfering with the student's education;
- (C) is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) has the effect of substantially disrupting the orderly operation of the school.

Added 01/07
Reviewed 10/2021

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (a)

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore the School District will provide environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating, physical, and subsistence activity.

The School Board understands that:

- (a) Teaching about food and nutrition should support students in both the local community and other community contexts.
- (b) Traditional knowledge of food and harvesting teaches values and skills to all Alaskan students.
- (c) Food nutrition should link students positively to their cultures and ways of life in Alaska or countries of origin.
- (d) Tribal governments and tribal members have extensive indigenous nutrition, scientific, resource management, and legal knowledge about harvesting foods.
- (e) Offering subsistence and local food harvesting opportunities contributes to nutritional health, but also supports cultural identity, improved physical and mental health, and deepens students understanding of an ecosystem.
- (f) Familiar and cultural foods can create cultural safety and contribute to a positive learning environment.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education, school meal, and local food programs.

(cf. 1020 – Youth Services)

A. Planning and Periodic Review by Stakeholders

The school district and when appropriate individual schools within the district will create or work with an existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The school district will permit and encourage the participation of students, parents, food service personnel, School Board members, school administrators, school health professionals, physical education teachers, local SNAP-Ed coordinators and other interested community members in the advisory group. The district will promote opportunities to participate in the advisory group at least once a year through parent and stakeholder communication, which may include newsletters, public announcements, web-postings, parent communication, etc.

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (b)

The school district will provide the advisory group with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies and nutrition and physical activity goals. Goals will be based on available scientific evidence for improving school nutrition and physical activity programs. Goals and progress toward achievement will be presented to the School Board on an annual basis.

School districts will add in a pathway during planning to submit a local foods nutritional plan and an opportunity to determine how donated local foods can meet with occupational health and safety regulations.

(cf. 1000 – Concepts and Roles)

B. Nutrition

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. (7 C.F.R. Parts 210 and 220) To the extent practicable, all schools in the district will participate in available federal school meal programs.

All other foods and beverages made available on school campus (including, but not limited to vending, franchise vendors, concessions, a la carte, student stores, classroom parties, fundraising, and foods and beverages that are not for sale) during the school day, between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day, shall meet nutritional requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School. For the purpose of this policy, the school campus is defined as all property under the jurisdiction of the school district that is accessible to students.

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

Traditional cultural foods may be exempted from the nutritional requirements when offered free of charge and for educational purposes. Traditional cultural foods offered for sale or as a part of the school breakfast or lunch program must meet nutritional requirements.

Foods and beverages will not be offered as a reward for students' performance or behavior.

Schools will provide free potable water in the place where meals are served and elsewhere throughout the school buildings.

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (c)

When practicable, Alaska farm and fish products will be utilized in meals and snacks.

Schools will encourage all students to participate in federal school meal programs and protect the identity of students who eat free and reduced priced meals.

Schools will encourage all students to eat healthy and nutritious meals within the school dining environment and will, to the extent practicable, involve students in menu planning.

To the extent practicable, schools will schedule lunch as close to the middle of the school day as possible. Schools are encouraged to provide opportunities for mid-morning or mid-afternoon healthy snack breaks.

Schools will limit food and beverage marketing on campus to the promotion of foods and beverages that meet the National School Lunch Act, Nutritional Guidelines for All Foods Sold in Schools.

Schools will work to provide age-appropriate nutrition education as part of the health and physical education curricula that respects and integrates the cultural practices of students. Schools will provide opportunities for students to practice nutrition and harvesting skills both inside and outside the school setting. The District will seek to provide evidence-based nutrition education curricula and intergenerational knowledge on local foods that fosters lifelong healthy eating behaviors integrated into comprehensive school health education.

To the extent practicable:

- (a) Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.
- (b) Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators, local advisory group, and teachers.
- (c) Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, on field trips, cafeterias, outreach programs and other school-based activities.
- (d) Nutrition education shall be taught by a certified/licensed health education teacher, and should include input and guest instruction by a locally endorsed Elder or culture bearer.
- (e) Schools will strive to establish or support opportunities to learn about local plants, harvesting, hunting and gardening to provide students with experiences in planting, harvesting, preparing, serving and tasting healthy, nutritious and Alaskan foods.

(cf. 0210 – Goals for Student Learning)

(cf. 3550 – Food Service)

(cf. 3551 – Food Service Operations)

(cf. 3552 – Regular Lunch Program)

Continued....

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (d)

(cf. 3553 – Free and Reduced Price Meals)
(cf. 3554 – Other Food Sales)

C. Mandatory Physical Activity

Pursuant to AS 14.30.360, a district shall establish guidelines for schools in the district to provide opportunities during each full school day for students in grades kindergarten through 8 for a minimum of 90 percent of the daily amount of physical activity recommended for children and adolescents in the physical activity guides by the Centers for Disease Control and Prevention. The time provided for physical activity may involve physical education classes and unstructured physical activity, such as recess. The district shall adopt guidelines that allow students to be excused from physical activity due to medical and health and safety reasons, such as inclement weather.

D. Physical Activity

All students in grades kindergarten through eight will be provided with at least 54 minutes each day of physical activity. This time may be accumulated throughout the school day and may include physical education, recess and classroom based activities. Whenever possible, all students shall be given opportunities for physical activity through a range of programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Elementary students will be

provided at least 20 minutes each day of structured, active recess. Classroom based physical activity is encouraged and counts toward the 54 minute requirement as long as it does not replace recess.

When practicable, recess shall be scheduled before lunch periods and take place outdoors.

Indoor and outdoor facilities shall be available so that physical activity is safe and not dependent on the weather. Physical activity equipment shall be age- appropriate, inviting, and available in sufficient quantities for all students to be active. Equipment shall be inspected regularly (at least weekly) for safety and replaced when needed.

Using physical activity as punishment, or withholding physical activity/physical education time as a means of discipline, is prohibited.

The district/school will promote strategies/events designed to generate interest in and support active transport to school (walking school busses, ‘bicycle trains’ Walk/Bike to School Day, Safe Routes to School Programs).

Schools are encouraged to negotiate mutually acceptable and fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

(cf. 1330 – Community use of school facilities)

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (e)

E. Physical Education

Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

To the extent practicable, all schools will provide daily physical education opportunities for all students. All elementary students will be provided at least:

- the National Association for Sport and Physical Education (NASPE) recommendation of 150 minutes of physical education per week, for the entire school year.

Middle and high school students shall be provided at least:

- the National Association for Sport and Physical Education (NASPE) recommendation of 225 minutes of physical education per week, for the entire school year.

All elementary and middle-school students will be required to participate in physical education for all years of enrollment in school. All high school students shall be required to participate in physical education for one full year. Physical education shall be exclusive of health education and shall be available for all four years of high school. Each district/school will adopt a physical education curriculum that aligns with the Alaska State Standards for Physical Education for grades K-12, with grade level benchmarks. The curriculum shall be reviewed in accordance with the regular curriculum review and adoption schedule of the District.

F. Communication with Parents

The district/school will regularly, at least annually, inform and update the public, including students, parents, and the community, about the content, implementation of, and progress towards goals in this policy. Parents will be actively notified through email or other notification processes and provided access to this policy and all subsequent reports and updates.

The district must make available to the public the wellness policy, including any updates to and about the wellness policy, at least annually. The district must also make available the 3 year assessment described in Section G, including progress toward meeting the goals of the policy.

The district/school will support the efforts of parents to provide a healthy diet and daily physical activity for their children. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards. The district will provide parents & the public with information on healthy foods that meet the requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School, and ideas for policy compliant foods for vending, concessions, a la carte, student stores, classroom parties and fundraising activities

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (f)

The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support the efforts of parents to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information through a website, newsletter, or other take-home materials, special events, or physical education homework.

(cf. 6020 – Parent Involvement)

G. Monitoring, Compliance and Evaluation

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies and administrative regulations. Administrative regulations may be developed to ensure that information will be gathered to assist the School Board and district in evaluating implementation of these policies and to ensure that necessary documentation is maintained in preparation for the triennial administrative review conducted by Child Nutrition Programs, Department of Education & Early Development.

The Superintendent or designee will designate one or more persons to be responsible for ensuring that each school within the district complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with district nutrition and physical activity goals.

The School Board will receive an annual summary report on district-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the district nutrition and physical activity goals, based on input from the schools within the district. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel, and will be made available to the public.

The district must conduct an assessment of wellness policy every 3 years, at a minimum. The assessment must determine: compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy. The policy must be updated as appropriate.

Legal Reference:

UNITED STATES CODE

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

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

CODE OF FEDERAL REGULATIONS

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

Students

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (g)

FEDERAL REGISTER

Nutrition Standards for All Foods Sold in Schools (“Smart Snacks in School”), Vol. 78, No. 125, Part II, Department of Agriculture (2013)

ALASKA STATUTES

AS 14.30.360 Health education curriculum; physical activity guidelines

Revised 9/11

Reviewed 2/2015

Adopted AASB update 06/2019

Reviewed 10/2021

STUDENT NUTRITION AND PHYSICAL ACTIVITY**NUTRITION**

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

Schools will limit food and beverage marketing to the promotion of foods and beverages that meet nutrition standards established by this administrative regulation.

Schools will not use foods or beverages as rewards for academic performance or good behavior.

Schools will not withhold food or beverages as a punishment.

Traditional cultural foods may be exempted from the food standards described below for educational and/or special school events.

Food and beverages (including but not limited to vending, concessions, a la carte, student stores, parties and fundraising), served from one-half hour before the start of the school day until one-half hour after the end of the school day, must meet the following food and beverage nutrition standards:

Beverage Standards:

Water approved for sale is:

1. Plain or carbonated water that does not contain added sweeteners (natural or artificial, including sucralose and aspartame); vitamins; caffeine; or herbal supplements. Water may be sold in any size.

Juice or juice/water blends approved for sale are:

1. 100% fruit or vegetable juice, or juice/water blends, plain or carbonated that do not add sweeteners (natural or artificial); caffeine; or herbal supplements. Maximum size allowed for sale is 12 oz.

Milk approved for sale are:

1. 2%, 1% or fat free (skim) milk. Maximum size allowed for sale is 16 oz.
2. Enriched rice, nut or soy milk (may be "lowfat"). Maximum size allowed for sale is 16 oz.

STUDENT NUTRITION AND PHYSICAL ACTIVITY (continued)

- (a) Rice, soy or nut milks must be enriched with calcium, per 8 oz. serving, to at least 30% of the Daily Value set by the U.S. Food and Drug Administration.
3. Flavored milk may contain no more than 55 grams of sugar total per 16 oz. (27 grams of sugar per 8 oz.) including both naturally-occurring and added sweetener. Maximum size allowed for sale is 16 oz.

Sports Drinks approved for sale are:

1. Beverages that contain less than 30 grams of sugar per 16 oz. serving. Maximum size allowed for sale is 16 oz.

Milkshakes and smoothies will follow the Food Standards listed below.

Other Beverages are not approved for sale.

Food Standards:

1. Have 30% or less of total calories from fat (excluding fat that occurs naturally in tofu, nuts, nut butters, seeds, eggs, legumes, fruits and vegetables, cream cheese, low-fat salad dressings, cheese and butter);
2. Have 10% or less of total calories from saturated plus *trans* fat (excluding fat that occurs naturally in tofu, nuts, nut butters, seeds, eggs, legumes, fruits and vegetables, cream cheese, low-fat salad dressings, cheese and butter);
3. Have no more than 35% total sugar by weight including naturally occurring and added sugars (except for sugars that occur naturally in a dairy product, fruit or vegetables);
4. Be limited to the following maximum portion sizes:
 - a. One and one-quarter ounces for chips, crackers, popcorn, cereal, or jerky;
 - b. Two and one-half ounces for trail mix, nuts, seeds or dried fruit;
 - c. Two ounces for cookies or cereal bars;
 - d. Three ounces for bakery items;
 - e. Three fluid ounces for frozen desserts, including, but not limited to, ice cream;
 - f. Eight ounces for non-frozen yogurt.

Exceptions to these administrative regulations for food and beverage may be made for individual products which have sufficient nutritional value to offset sugar or fat content, or other requirements, or to prohibit the sale of individual products which are deemed inappropriate for sale to students despite meeting these guidelines. Nutritional information, along with samples of the product in question (when possible) shall be provided to the superintendent's designee in charge of nutrition services for approval before products are placed in schools.

STUDENT NUTRITION AND PHYSICAL ACTIVITY (continued)

Physical Activity Opportunities

Schools shall strive to allow students the opportunity for moderate physical activity each day to include time before, during, and after school.

Schools will encourage students to walk or bike to school where feasible as a way to promote physical activity.

Schools will discourage extended periods of inactivity.

Physical Education

The district will aim to provide all students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, with quality daily physical education or its equivalent of 90 minutes/week (Elementary) and 250 minutes/week (Secondary) for the entire school year.

Recess

All elementary students shall have at least 40 minutes a day of supervised recess, preferably outdoors as weather permits, during which students are encouraged to participate in moderate to vigorous physical activity with space and equipment to support that.

Other

Teachers and other school and community personnel will not use physical activity (e.g. running laps, pushups) as punishment during the school day.

(cf. 5144 – Discipline)

Schools should provide, at a minimum, one indoor and one outdoor physical activity facility for community, student and school staff use.

Schools are encouraged to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

(cf. 1330 – Community use of school facilities)

*Revised 10/11
Reviewed 2/2015
Reviewed 10/2021*

STUDENT NUTRITION AND PHYSICAL ACTIVITY

*Section 204 of PL 108-265 – June 30, 2004
Child Nutrition and WIC Reauthorization Act of 2004*

(a) IN GENERAL - Not later than the first day of the school year beginning after June 30, 2006, each local education agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for school under the local educational agency that, at a minimum –

3. Includes goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;

Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;

Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9 (f) (1) and 17 (a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758 (f) (1), 1766 (a)), as those regulations and guidance apply to schools;

Establishes a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with the operational responsibility for ensuring that the school meets the local wellness policy; and

Involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.

*Added 10/11
Reviewed 2/15
Reviewed 10/2021*

STUDENT NUTRITION AND PHYSICAL ACTIVITY

Note: This policy is intended to provide a framework for developing a legally compliant wellness policy. The policy adopted by your school board must be developed with the involvement of the identified advisory group discussed in Section A.

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore the School District will provide environments that promote and protect children’s health, well-being, and ability to learn by supporting healthy eating and physical activity.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education and school meal programs.

(cf. 1020 – Youth Services)

A. Planning and Periodic Review by Stakeholders

The school district and/or individual schools within the district will create or work with an appropriate existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The advisory group should be composed of students, parents, food service personnel, school board, school administration, school health professionals, physical education teachers, and other interested community members. The advisory group should be provided with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies.

(cf. 1000 – Concepts and Roles)

B. Nutrition

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity. The Superintendent or designee shall develop and implement nutrition guidelines for all foods available on campus.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with federal nutrition standards. To the maximum extent practicable, all schools in the district will participate in available federal school meal programs.

All other foods and beverages made available on campus (including, but not limited to vending, concessions, a la carte, student stores, classroom parties and fundraising) during the school day will be consistent with nutrition standards developed by the superintendent or designees in administrative regulations based on U.S. Dietary Guidelines for Americans. To the extent feasible, foods grown in the state will be utilized in the meals and snacks provided to students.

Students

STUDENT NUTRITION AND PHYSICAL ACTIVITY

BP 5040 (b)

Health curricula will include instruction on the benefits of good nutrition and the role nutrition plays in preventing chronic diseases and maintaining a healthy weight.

(cf. 0210 – Goals for Student Learning)

(cf. 3550 – Food Service)

(cf. 3551 – Food Service Operations)

(cf. 3552 – Regular Lunch Program)

(cf. 3553 – Free and Reduced Price Meals)

(cf. 3554 – Other Food Sales)

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

C. Physical Activity

All students in grades K-12 will have opportunities, support and encouragement to be physically active before, during and after school, each school day.

Health curricula will include instruction on the benefits of regular physical activity and the role physical activity plays in preventing chronic diseases and maintaining a healthy weight.

Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

D. Communication with Parents

The district/school will inform and update the public, including students, parents, and the community, about the content and implementation of its policies that promote student wellness.

The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will send home nutrition information and/or will post nutrition tips on school websites. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards established by the district. The district will provide parents with information on healthy foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards and fundraising activities.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information through a website, newsletter, or other take-home materials, special events, or physical education homework.

(cf. 6020 – Parent Involvement)

STUDENT NUTRITION AND PHYSICAL ACTIVITY

E. Monitoring, Compliance and Evaluation

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies and administrative regulations. Administrative regulations will be developed to ensure that information will be gathered to assist the Board and district in evaluating implementation of these policies.

The Superintendent or designee will designate one or more persons to be responsible for ensuring that each school within the district complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with district health and nutrition goals.

The school board will receive a summary report (*annually/biannually/triannually*) on district-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the wellness goals, based on input from the schools within the district. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel, and will be made available to the public.

Legal Reference:

ALASKA STATUTES

03.20.100 *Farm-to-school program*

UNITED STATES CODE

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

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

CODE OF FEDERAL REGULATIONS

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

Revised 3/2012

Reviewed 10/2021

STUDENT NUTRITION AND PHYSICAL ACTIVITY

NUTRITION

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

Traditional cultural foods may be exempted from the food standards described below for educational and/or special school events.

Nutrition Education Goals:

The primary goal of nutrition education is to influence students' eating behaviors. Building nutrition knowledge, attitudes, and skills helps children make lifelong healthy eating choices. District schools shall work to provide age-appropriate nutrition education as part of the health and physical education curricula that respects students' cultural practices; that is integrated into core subjects; and provides opportunities for students to practice skills and apply knowledge both inside and outside the school setting. The District shall also seek to provide evidence-based nutrition education curricula that foster lifelong healthy eating behaviors. Knowledge of food – how it is grown, who grows it, how it is prepared, its connection to traditions, sustainability and its influence in shaping society – is integral to a comprehensive education. **To the extent possible:**

- (a) Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.
- (b) Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators and teachers as much as possible.
- (c) Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, cafeterias, outreach programs and other school-based activities.
- (d) District health education curriculum shall be based upon Alaska standards for nutrition and physical activity.

- (e) Nutrition education shall be part of the health education and core curricula (e.g., math, science, language arts).
- (f) Schools shall strive to link nutrition education and physical activity with a coordinated school health program.
- (g) Staff and teachers who provide nutrition education shall have appropriate training.
- (h) Schools shall encourage parents and guardians to support healthy eating and physical activity behaviors.
- (i) Schools shall strive to conduct nutrition and physical education activities that involve families, students and the community.
- (j) Schools shall strive to establish, or support, an instructional garden to provide students with experiences in planting, harvesting, preparing, serving and tasting foods integrated with nutrition education and core curriculum.
- (k) The district shall strive to develop a farm to school program to provide fresh, wholesome, local and sustainably grown foods.

Nutrition Guidelines:

Food and Beverages

Foods served through the National School Lunch and School Breakfast Programs will comply with nutrition standards established by the U.S. Department of Agriculture. Other food and beverages (including but not limited to vending, concessions, a la carte, student stores, parties and fundraising), served from one-half hour before the start of the school day until one-half hour after the end of the school day, must meet the following food and beverage nutrition guidelines.

Beverage Standards:

Water approved for sale is:

1. Plain or carbonated water that does not contain added sweeteners (natural or artificial, including sucralose and aspartame); vitamins; caffeine; or herbal supplements. Water may be sold in any size.

Juice or juice/water blends approved for sale are:

1. 100% fruit or vegetable juice, or juice/water blends, plain or carbonated that do not add sweeteners (natural or artificial); caffeine; or herbal supplements. Maximum size allowed for sale is 12 oz.

Milk approved for sale are:

1. 2%, 1% or fat free (skim) milk. Maximum size allowed for sale is 16 oz.
2. Enriched rice, nut or soy milk (may be “low fat”). Maximum size allowed for sale is 16 oz.
 - (a) Rice, soy or nut milks must be enriched with calcium, per 8 oz. serving, to at least 30% of the Daily Value set by the U.S. Food and Drug Administration.
3. Flavored milk may contain no more than 55 grams of sugar total per 16 oz. (27 grams of sugar per 8 oz.) including both naturally-occurring and added sweetener. Maximum size allowed for sale is 16 oz.

Sports Drinks approved for sale are:

1. Beverages that contain less than 30 grams of sugar per 16 oz. serving. Maximum size allowed for sale is 16 oz.

Milkshakes and smoothies will follow the Food Standards listed below.

Other Beverages are not approved for sale.

Food Standards:

1. Have 30% or less of total calories from fat (excluding fat that occurs naturally in tofu, nuts, nut butters, seeds, eggs, legumes, fruits and vegetables, cream cheese, low-fat salad dressings, cheese and butter);
2. Have 10% or less of total calories from saturated plus *trans* fat (excluding fat that occurs naturally in tofu, nuts, nut butters, seeds, eggs, legumes, fruits and vegetables, cream cheese, low-fat salad dressings, cheese and butter);
3. Have no more than 35% total sugar by weight including naturally occurring and added sugars (except for sugars that occur naturally in a dairy product, fruit or vegetables);
4. Be limited to the following maximum portion sizes:
 - a. One and one-quarter ounces for chips, crackers, popcorn, cereal, or jerky;
 - b. Two and one-half ounces for trail mix, nuts, seeds or dried fruit;
 - c. Two ounces for cookies or cereal bars;
 - d. Three ounces for bakery items;
 - e. Three fluid ounces for frozen desserts, including, but not limited to, ice cream;
 - f. Eight ounces for non-frozen yogurt.

STUDENT NUTRITION AND PHYSICAL ACTIVITY (continued)

AR 5040 (d)

Exceptions to these administrative regulations for food and beverage may be made for individual products which have sufficient nutritional value to offset sugar or fat content, or other requirements, or to prohibit the sale of individual products which are deemed inappropriate for sale to students despite meeting these guidelines. Nutritional information, along with samples of the product in question (when possible) shall be provided to the Superintendent's designee in charge of nutrition services for approval before products are placed in schools.

PHYSICAL ACTIVITY

Schools shall strive to allow students the opportunity for moderate physical activity each day to include time before, during, and after school.

Physical Activity Goals

The primary goals for physical activity are to: build knowledge and skills through physical education (PE) programs that enable all students to participate in a variety of lifetime physical activities; promote safe and appropriate physical activity opportunities for all students; increase the amount of movement for students throughout the school day, while decreasing sedentary time; and to promote a physically active lifestyle for all community members, including staff, families and students. **To the extent possible:**

- (a) Provide quality physical education (PE) programs and adapted physical education programs in accordance with the district's physical education curriculum standards:
 - (1) Adequately and appropriately develop knowledge and skills for a variety of traditional and non-traditional physical activities;
 - (2) Improve and/or maintain students' physical fitness, providing the tools to self assess;
 - (3) Teach short- and long-term benefits of a physically active and healthy lifestyle; and
 - (4) Promote a lifelong physically active lifestyle.
- (b) At a minimum, provide physical education or its equivalent to all students, including students with disabilities, special health care needs, and in alternative educational settings, as follows:
 - (1) Elementary school students – _____ times per week during the school year.

STUDENT NUTRITION AND PHYSICAL ACTIVITY (continued)

- (2) Middle school students – the equivalent of daily physical education for _____ semesters.
- (3) High school students – daily physical education for _____ years in accordance with graduation requirements.
- (c) Whenever possible, physical education classes will be taught by teachers with appropriate training and credentials for physical education.
- (d) Whenever possible, all students shall be physically active during the school day through PE classes, daily recess periods for elementary school students, the use of evidence-based classroom teaching techniques, such as stretching and movement breaks, and the integration of physical activity into the academic curriculum. Recess shall not be a substitute for PE classes.
- (e) Whenever possible, all students shall be given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals and interscholastic athletics and physical activity clubs.
- (f) Schools shall encourage families to support their children’s participation in physical activity, to be physically active role models, and to include physical activity in family events.
- (g) Schools shall provide adequate training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.
- (h) Schools shall encourage, promote and conduct physical activities that involve families, students, school staff and the community, including safe walking or biking to school.
- (i) Schools shall encourage students to meet the American Academy of Pediatrics recommendation of 50 minutes of daily physical activity.

OTHER SCHOOL-BASED ACTIVITIES

The primary goal for other school-based activities is to create a total school environment that is conducive to student well-being. This includes, but is not limited to the following:

Dining Environment Goals

- (a) Schools shall provide clean, safe and pleasant meal environments for students.
- (b) Schools shall provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.
- (c) To the extent feasible, the school district shall make drinking fountains available and accessible in all schools, so that students have access to water at meals and throughout the day.
- (d) The school district shall encourage all students to participate in school meal programs and protect the identity of students who eat free and reduced price meals.
- (e) The school district shall encourage all students to eat healthy and nutritious meals within the school dining environment.
- (f) In accordance with applicable laws, schools are encouraged to involve students in meal preparation, service, and clean-up.
- (g) Schools shall encourage and facilitate access to hand washing before and after meals.

Time to Eat Goals

- (a) Schools shall provide adequate time for students to enjoy eating healthy foods with friends in school; a minimum of ____ minutes of eating time, after being served, for lunch and ____ minutes for breakfast.
- (b) Schools shall schedule lunch as close to the middle of the school day as possible. Opportunities for mid-morning or mid-afternoon healthy snack breaks shall be encouraged.
- (c) Whenever possible, schools shall work to schedule recess for elementary schools before lunch so that children will come to lunch less distracted and ready to eat. Schools are encouraged to schedule separate recess and dining times.

Food or Physical Activity as a Reward or Punishment

- (a) The use of food as a reward or punishment in schools is prohibited.
- (b) Schools shall not deny student participation in recess or other physical activities as a form of discipline or for classroom make-up time. While this practice has been used by many throughout the years, continued use is strongly discouraged and should be avoided.

Consistent School Activities and Environment

- (a) Schools' fundraising efforts should be supportive of student wellness, comply with Nutrition Guidelines, promote physical activity and limit commercial influence.
- (b) The school district shall work to provide opportunities for on-going professional training and development for food service staff and teachers in the areas of nutrition and physical education.
- (c) The school district shall encourage and provide opportunities for parents, staff, teachers, school administrators, students, nutrition service professionals and community members to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.
- (d) The district, to the extent possible, shall provide information and outreach materials about community food programs and other Food and Nutrition Service (FNS) programs such as Food Stamps, the Child Nutrition Program, and Women, Infants and Children (WIC) to students and parents.
- (e) Schools, to the extent possible, shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity, consistent with existing and future Board policy.
- (f) The district supports and encourages the creation of school gardens and integrated food system education that provides hands-on learning experiences linking the cafeteria with the classroom and core curriculum, such as math, science and language arts.
- (g) Schools are encouraged to negotiate mutually acceptable, fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

(cf. 1330 – Community use of school facilities)

Revised 3/2012

Reviewed 10/2021

STUDENT NUTRITION AND PHYSICAL ACTIVITY

*Section 204 of PL 108-265 – June 30, 2004
Child Nutrition and WIC Reauthorization Act of 2004*

(a) IN GENERAL - Not later than the first day of the school year beginning after June 30, 2006, each local education agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for school under the local educational agency that, at a minimum –

3. Includes goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;

Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;

Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9 (f) (1) and 17 (a) of the Richard b Russell National School Lunch Act (42 U.S.C. 1758 (f) (1), 1766 (a)), as those regulations and guidance apply to schools;

Establishes a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with the operational responsibility for ensuring that the school meets the local wellness policy; and

Involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.

*Added 2/06
Reviewed 10/2021*

ADMISSION

The School Board believes that all children should have the opportunity to receive a free appropriate public education. Staff shall encourage parents/guardians to enroll all school-aged children in school.

The Board reserves the right to verify the residency or anticipated residency of any student and the validity of any affidavit of guardianship. These admission policies are not intended to be a barrier to the enrollment and retention of homeless children and youth.

The Superintendent or designee shall verify compliance with all entrance requirements established by law or Board policy.

- (cf. 5112.6 - Education for Homeless Children and Youths)*
- (cf. 5112.1 - Exemptions from Attendance)*
- (cf. 5112.2 - Exclusions from Attendance)*
- (cf. 5116 - School Attendance Boundaries)*
- (cf. 5117 - Interdistrict Attendance)*
- (cf. 5141.3 - Health Examinations)*
- (cf. 5141.31 - Immunizations)*

A child five years of age on or before September 1 may be admitted to kindergarten. The Board authorizes the admission of students under school age who exhibit the ability to perform satisfactorily, including advancement through the curriculum or grade level by the following year. The Superintendent is delegated authority to make early-entrance determinations. Students under school age who were previously enrolled in public school shall be admitted to school at the grade level determined by the Superintendent or designee. (AS 14.03.080)

Legal Reference:

ALASKA STATUTES

- 14.30.010 When attendance compulsory*
- 14.03.020 School year*
- 14.03.070 School age*
- 14.03.080 Right to attend school*
- 14.30.045 Grounds for suspension or denial of admission*

ALASKA ADMINISTRATIVE CODE

- 4 AAC 06.055 Immunizations required*

UNITED STATES CODE

- 42 U.S.C. 11432 - 11433 McKinney-Vento Homeless Assistance Act*

- Revised 9/11*
- Reviewed 10/2015*
- Revised 4/2018*
- Reviewed 10/2021*

ADMISSION

The School Board believes that all children should have the opportunity to receive a free appropriate public education. Staff shall encourage parents/guardians to enroll all school-aged children in school.

The Board reserves the right to verify the residency or anticipated residency of any student and the validity of any affidavit of guardianship. These admission policies are not intended to be a barrier to the enrollment and retention of homeless children and youth.

The Superintendent or designee shall verify compliance with all entrance requirements established by law or Board policy.

(cf. 5112.6 - Education for Homeless Children and Youths)

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5116 - School Attendance Boundaries)

(cf. 5117 - Interdistrict Attendance)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

A child five years of age on or before September 1 may be admitted to kindergarten. The Board authorizes the admission of students under school age who exhibit the ability to perform satisfactorily, including advancement through the curriculum or grade level by the following year. The Superintendent is delegated authority to make early-entrance determinations. Students under school age who were previously enrolled in public school shall be admitted to school at the grade level determined by the Superintendent or designee. (AS 14.03.080)

*Legal Reference:*ALASKA STATUTES

14.30.010 When attendance compulsory

14.03.020 School year

14.03.070 School age

14.03.080 Right to attend school

14.30.045 Grounds for suspension or denial of admission

ALASKA ADMINISTRATIVE CODE

4 AAC 06.055 Immunizations required

UNITED STATES CODE

42 U.S.C. 11432 - 11433 McKinney-Vento Homeless Assistance Act

Revised 9/11

Reviewed 10/2015

Revised 4/2018

Reviewed 10/2021

ADMISSIONS

Proof of age shall be required of all enrolling students. The legal evidences of age, in order of desirability, are a birth certificate, baptismal certificate, passport, immigration certificate, Bible record, or affidavit from the parent/guardian.

Residency

A reasonable effort shall be made to secure an address, phone number and medical release from the parent/guardian when a child is placed in a classroom.

Early Entrance

Consideration for early admission to kindergarten will be given to children who will be five (5) years of age between September 1 and October 1 of the school year for which admission is sought. Consideration for early admission to first grade will be given to children who will be six (6) years of age by September 1 of the school year for which admission is sought.

If a parent/guardian requests that a child be considered for early entrance into kindergarten or first grade, the District will provide for the child to be tested to determine whether early entrance is warranted. The parent/guardian must inform the District of intent to request testing prior to June 1st. Such testing shall be done for a fee of \$75.00 (this fee may be waived in cases where a financial hardship can be shown) and shall be completed no later than one week prior to the beginning of the school year.

The Superintendent will designate appropriate personnel to determine if the child demonstrates the mental, physical and emotional capacity to perform satisfactorily in school. Testing instruments will be selected by the staff and may include, but are not limited to, the following:

1. "Early Prevention of School Failure" (EPSF) or "Developmental Indicators for the Assessment of Learning-Revised (DIAL-R)
2. "Test of Early Socioemotional Development" (ESD) and "Vineland Adaptive Behavior Scales"
3. "Slosson Intelligence Test"

In addition, a staff member may make a home visit to interview the parent and observe the child.

For early admission to kindergarten, assessment results must show conclusively that the child is clearly performing socially and academically at the six-year level at the time of the testing. Results must indicate a seven-year level of academic and social performance for children being considered for early admission to first grade.

Students

AR 5111(b)

The Superintendent shall determine, based upon the evaluation and recommendations of the staff, whether or not the child qualifies for early admission to school.

Added 8/04

Revised 11/11

Reviewed 2/15

Reviewed 4/2018

Reviewed 10/2021

CRAIG CITY SCHOOL DISTRICT POLICY MANUAL

6/96

ADMISSION

Note: Pursuant to 4 AAC 06.060, authority to deny admission to a student is vested with the School Board. The following sample policy authorizes the Superintendent or designee to deny admission to children who don't meet established entrance requirements.

The School Board believes that all children should have the opportunity to receive a free appropriate public education. Staff shall encourage parents/guardians to enroll all school-aged children in school.

The Board reserves the right to verify the residency or anticipated residency of any student and the validity of any affidavit of guardianship. These admission policies are not intended to be a barrier to the enrollment and retention of homeless children and youth.

The Superintendent or designee shall verify compliance with all entrance requirements established by law or Board policy.

(cf. 5112.6 - Education for Homeless Children and Youths)

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5116 - School Attendance Boundaries)

(cf. 5117 - Interdistrict Attendance)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

Note: A child who is six years of age on or before September 1 following the beginning of the school year, and who is under the age of 20 and has not completed the 12th grade, is of school age. AS 14.03.070. The school year begins on July 1 and ends June 30. Under regulations passed by the Department of Education and Early Development in 2000, a child is not considered to have completed the 12th grade unless the child has passed the high school graduation qualifying exam, even if the child has met all other graduation requirements. 4 AAC 06.076. Pursuant to AS 14.03.080, the Board may admit children under school age who meet Board standards of mental, physical, and emotional capacity necessary to perform satisfactorily in school. In 2003, the legislature amended the early-entrance statute for the purpose of clarifying that two-year kindergarten programs are not authorized. Districts with early entry into kindergarten must have an educational program prescribing that under school age students advance through the curriculum or grade level by the following school year. This is a programmatic requirement and is not meant to limit individualized student assessment. In 2004, the early entrance statute was again amended to provide school boards with the option of delegating early entrance decisions to the Superintendent. The Board may establish a kindergarten class for children who are five on or before September 1 following the beginning of the school year; must admit children under school age who move into the district and who were previously enrolled in public school in another district or state; and may admit students over school age and charge them tuition.

ADMISSION (continued)

A child five years of age on or before September 1 may be admitted to kindergarten. A child six years of age on or before September 1 may be admitted to first grade. The Board authorizes the admission of students under school age who exhibit the ability to perform satisfactorily, including advancement through the curriculum or grade level by the following year. The [Superintendent/Chief School Administrator] is delegated authority to make early-entrance determinations. Students under school age who were previously enrolled in public school shall be admitted to school at the grade level determined by the Superintendent or designee. (AS 14.03.080)

*Legal Reference:*ALASKA STATUTES*14.30.010 When attendance compulsory**14.03.020 School year**14.03.070 School age**14.03.080 Free education**14.30.045 Grounds for suspension or denial of admission*ALASKA ADMINISTRATIVE CODE*4 AAC 06.055 Immunizations required**4 AAC 07.076 Determination of School Age*UNITED STATES CODE, TITLE 42*42 U.S.C. 11432 - 11433 McKinney-Vento Homeless Assistance Act**Revised 12/04**Reviewed 10/2021*

Students

AR 5111

ADMISSION

Age of Admission

Proof of age shall be required of all enrolling students. The legal evidences of age, in order of desirability, are a birth certificate, baptismal certificate, passport, immigration certificate, Bible record, or affidavit from the parent/guardian.

Residency

Note: The following language reflects the intent of federal law (McKinney Act of 1987) which holds that a permanent and fixed dwelling is not necessary to establish residency for school purposes.

Children living in the district who do not reside in a permanent, fixed residence shall be admitted to district schools upon presentation of any of the following:

1. Hotel or motel receipts.
2. A letter from a social service agency verifying that the child lives within the district.
3. An affidavit from the parent/guardian stating that the family lives within the district with the intent of remaining there.

A reasonable effort shall be made to secure an address, phone number and medical release from the parent/guardian when a child is placed in a classroom.

Reviewed 10/2021

EXEMPTIONS FROM ATTENDANCE

The School Board is responsible for enforcing state compulsory attendance laws. The Board may excuse a child from compulsory public school attendance as allowed by law. Parents/guardians of children granted exemption shall not incur penalties for violations of the compulsory attendance laws.

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5113 - Absences and Excuses)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension/Expulsion)

Legal Reference:

ALASKA STATUTES

14.30.010 When attendance compulsory

14.30.020 Violations

14.30.030 Prevention and reduction of truancy

14.30.340 When not required to enroll

14.45.030-14.45.200 Private and denominational schools

Revised 11/03

Reviewed 3/2015

Reviewed 4/2018

Reviewed 10/2021

EXEMPTIONS FROM ATTENDANCE

Requests for exemption from compulsory full-time attendance must include satisfactory evidence of conditions upon which an exemption can be legally justified.

A child may be exempt from compulsory public school attendance if he/she:

1. is provided a comparable academic education by attending private school in which teachers are certified, or by being tutored by certified personnel, or by attending a religious or private school operated in compliance with AS 14.45.100 - 14.45.200;
2. attends a school operated by the federal government;
3. has a physical or mental condition which a competent medical authority determines will make attendance impractical;
4. is in the custody of a court or law enforcement authorities;
5. is temporarily ill or injured;
6. has been suspended or expelled under AS 14.03.160 or suspended or denied admittance under AS 14.30.045;
7. resides more than two miles from a public school or public school transportation route and no federal or private schools are available to him/her within two miles of his/her home;
8. is excused by Board action or by action of the Superintendent subject to Board approval;
9. has completed 12th grade;
10. is enrolled in the state boarding school or in a full-time state-approved correspondence study program;
11. is equally well-served in educational experience approved by the Board contingent upon the written request of the parent/guardian and approval of the school principal;
12. is being educated in the child's home by a parent or legal guardian.

Revised 9/11

Reviewed 3/2015

Reviewed 4/2018

Reviewed 10/2021

EXEMPTIONS FROM ATTENDANCE

Note: Under AS 14.30.010, every child between the ages of seven and 16 must attend public school, except in certain authorized instances. (cf. AR 5112.1) As amended in 2002, if a parent or guardian elects to enroll a child who is six years of age in first grade, the child is subject to compulsory education. However, if a parent or guardian subsequently determines, within 60 days after the child is enrolled, that the best interests of the child are not being served by enrollment in the first grade, the child may be withdrawn from school. If this occurs, the compulsory attendance laws do not apply to the child until the child is seven years of age.

The School Board is responsible for enforcing state compulsory attendance laws. The Board may excuse a child from compulsory public school attendance as allowed by law. Parents/guardians of children granted exemption shall not incur penalties for violations of the compulsory attendance laws.

(cf. 5112.2 - Exclusions from Attendance)
(cf. 5113 - Absences and Excuses)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension/Expulsion)

Legal Reference:

ALASKA STATUTES

14.30.010 *When attendance compulsory*

14.30.020 *Violations*

14.30.030 *Prevention and reduction of truancy*

14.30.340 *When not required to enroll*

14.45.030-14.45.200 *Private and denominational schools*

Revised 1/03

Reviewed 10/2021

EXEMPTIONS FROM ATTENDANCE

Note: The following sample regulation reflects the provisions of AS 14.30.010.

Requests for exemption from compulsory full-time attendance must include satisfactory evidence of conditions upon which an exemption can be legally justified.

A child may be exempt from compulsory public school attendance if he/she:

1. is provided a comparable academic education by attending private school in which teachers are certified, or by being tutored by certified personnel, or by attending a religious or private school operated in compliance with AS 14.45.100 - 14.45.200;
2. attends a school operated by the federal government;
3. has a physical or mental condition which a competent medical authority determines will make attendance impractical;
4. is in the custody of a court or law enforcement authorities;
5. is temporarily ill or injured;
6. has been suspended or expelled under AS 14.03.160 or suspended or denied admittance under AS 14.30.045;
7. resides more than two miles from a public school or public school transportation route and no federal or private schools are available to him/her within two miles of his/her home;
8. is excused by Board action or by action of the Superintendent subject to Board approval;
9. has completed 12th grade;
10. is enrolled in the state boarding school or in a full-time state-approved correspondence study program;
11. is equally well-served in educational experience approved by the Board contingent upon the written request of the parent/guardian and approval of the school principal;
12. is being educated in the child's home by a parent or legal guardian.

Revised 9/97

Reviewed 10/2021

EXCLUSIONS FROM ATTENDANCE

The School Board recognizes that there may be cases where denying admission is necessary because a student's presence in school presents a danger to the life, safety or health of students or school personnel.

The Board may exclude students from school because of a physical or mental condition which in the opinion of a competent medical authority will render the student unable to reasonably benefit from the programs available or will cause the attendance of the student to be harmful to the welfare of other students.

(cf. 5141.22 - Infectious Diseases)
(cf. 6159 - Individualized Education Plan)
(cf. 6164.3 – Student Mental Health – Medication and Services)

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

(cf. 5144.1 - Suspension/Expulsion)

Legal Reference:

ALASKA STATUTES

- 14.30.045 Grounds for suspension or denial of admission*
- 14.30.047 Admission or readmission, when caused no longer exists*
- 14.30.171 Prohibited actions*

ALASKA ADMINISTRATIVE CODE

- 4 AAC 06.060 Suspension or denial of admission*

Revised 9/11
Reviewed 3/2015
Reviewed 4/2018
Reviewed 10/2021

EXCLUSIONS FROM ATTENDANCE

AR 5112.2

Prior to excluding a student from attendance because of a physical or medical condition, or denying admission due to a reason set forth in AS 14.30.045, the Superintendent or designee shall send a notice to the parent/guardian of the student. The notice shall contain the following statements:

1. A statement of the facts leading to a decision to propose exclusion.
2. A statement that the parent/guardian has a right to meet with the School Board to discuss the proposed exclusion.
3. A statement that at any such meeting the parent/guardian shall have an opportunity to:
 - a. Inspect all documents on which the School Board is basing its decision to propose exclusion.
 - b. Challenge any evidence and confront and question any witness presented by the School Board.
 - c. Present oral and documentary evidence on the student's behalf, including witnesses.
 - d. Have one or more representatives of the parent/guardian present at the meeting.
4. A statement that the decision to exclude the child is subject to periodic review and a statement of district procedures for such review.

The Superintendent or designee may exclude without prior notice of exclusion any student who:

1. resides in an area subject to quarantine.
2. is exempt from a medical examination but is believed to suffer from a contagious or infectious disease.
3. is determined to be a clear and present danger to the life, safety, or health of students or school personnel.

However, the Superintendent or designee shall send a notice of exclusion and due process hearing procedures as soon as reasonably possible after the exclusion.

A student denied admission because of a physical or mental condition shall be permitted attendance when the cause for exclusion no longer exists. (AS 14.30.047)

*Revised to AASB Update 06/2020
Reviewed 10/2021*

EXCLUSIONS FROM ATTENDANCE

The School Board recognizes that there may be cases where denying admission is necessary because a student's presence in school presents a danger to the life, safety or health of students or school personnel.

The Board may exclude students from school because of a physical or mental condition which in the opinion of a competent medical authority will render the student unable to reasonably benefit from the programs available or will cause the attendance of the student to be harmful to the welfare of other students.

(cf. 5141.22 - Infectious Diseases)

(cf. 6159 - Individualized Education Plan)

(cf. 6164.3 - Student Mental Health - Medication and Services)

Note: 4 AAC 06.060 requires that denial of admission be by Board action.

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

(cf. 5144.1 - Suspension/Expulsion)

Legal Reference:

ALASKA STATUTES

14.30.045 Grounds for suspension or denial of admission

14.30.047 Admission or readmission, when caused no longer exists

14.30.171 Prohibited actions

ALASKA ADMINISTRATIVE CODE

4 AAC 06.060 Suspension or denial of admission

Revised 01/07

Reviewed 10/2021

EXCLUSIONS FROM ATTENDANCE

Note: The following regulation provides sample due process procedures for exclusions and may be revised or deleted to reflect district practices and needs.

Prior to excluding a student from attendance because of a physical or medical condition, or denying admission due to a reason set forth in AS 14.30.045, the Superintendent or designee shall send a notice to the parent/guardian of the student. The notice shall contain the following statements:

1. A statement of the facts leading to a decision to propose exclusion.
2. A statement that the parent/guardian has a right to meet with the School Board to discuss the proposed exclusion.
3. A statement that at any such meeting the parent/guardian shall have an opportunity to:
 - a. Inspect all documents on which the School Board is basing its decision to propose exclusion.
 - b. Challenge any evidence and confront and question any witness presented by the School Board.
 - c. Present oral and documentary evidence on the student's behalf, including witnesses.
 - d. Have one or more representatives of the parent/guardian present at the meeting.
4. A statement that the decision to exclude the child is subject to periodic review and a statement of district procedures for such review.

The Superintendent or designee may exclude without prior notice of exclusion any student who:

1. resides in an area subject to quarantine.
2. is exempt from a medical examination but is believed to suffer from a contagious or infectious disease.
3. is determined to be a clear and present danger to the life, safety, or health of students or school personnel.

However, the Superintendent or designee shall send a notice of exclusion and due process hearing procedures as soon as reasonably possible after the exclusion.

A student denied admission because of a physical or mental condition shall be permitted attendance when the cause for exclusion no longer exists. (AS 14.30.047)

Revised 04/2020

Reviewed 10/2021

OPEN/CLOSED CAMPUS

The School Board establishes a "closed campus" at the elementary school, middle school and high school. The requirement to keep students on campus is part of the Board's efforts to maintain a safe school climate and to reduce afternoon absenteeism. Once students arrive at school, they must remain on campus until the end of the school day unless they have permission from school authorities and their parents to leave for a specific purpose. Students who leave campus without such authorization shall be classified as truant and subject to disciplinary action.

(cf. 5113 - Absences and Excuses)

The Board finds that school facilities and resources are adequate to serve the lunchtime needs of all of our students. The Board further perceives that a closed campus benefits students by encouraging them to participate in school activities, rather than following other pursuits which may not be in their best interests. The administration shall provide educational, recreational, organizational, and social opportunities for students during the lunch period. Students who have finished eating shall have a quiet place to read or study.

*Revised 5/04
Reviewed 3/2015
Reviewed 4/2018
Reviewed 10/2021*

OPEN/CLOSED CAMPUS

Note: The School Board should adopt policy which establishes either open or closed campuses within the district. The following sample may be revised or deleted to reflect district philosophy related to various grade levels.

OPTION 1: Closed Campus

The School Board establishes a "closed campus" at district schools. The requirement to keep students on campus is part of the Board's efforts to maintain a safe school climate and to reduce afternoon absenteeism. Once students arrive at school, they must remain on campus until the end of the school day unless they have brought written authorization from their parents/guardians and received permission from school authorities to leave for a specific purpose. Students who leave campus without such authorization shall be classified as truant and subject to disciplinary action.

(cf. 5113 - Absences and Excuses)

The Board finds that school facilities and resources are adequate to serve the lunchtime needs of all of our students. The Board further perceives that a closed campus benefits students by encouraging them to participate in school activities, rather than following other pursuits which may not be in their best interests. The administration shall provide educational, recreational, organizational, and social opportunities for students during the lunch period. Students who have finished eating shall have a quiet place to read or study.

OPTION 2: Open Campus

The School Board establishes an "open campus" at district middle and high schools. By allowing our students to leave campus during the lunch period, the Board entrusts them with an opportunity to learn responsibility and demonstrate good citizenship. Students shall not leave the school grounds at any other time during the school day without written authorization of their parents/guardians and permission of school authorities. Students who leave school without such authorization shall be classified as truant and subject to disciplinary action.

(cf. 5113 - Absences and Excuses)

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

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

The Superintendent 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

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.

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

School Enrollment and Attendance

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 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.

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

CHILDREN AND YOUTH IN FOSTER CARE

The Superintendent 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.

Transportation

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 next page...

INSTRUCTION

BP 5112.6(d)

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

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 9/11

Reviewed 3/2015

Revised 4/2018

Reviewed 10/2021

INSTRUCTION

BP 5112.6(a)

EDUCATION FOR HOMELESS CHILDREN AND YOUTHS

Note: The No Child Left Behind Act (NCLB) 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.

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 students 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

The [Superintendent/Chief School Administrator] shall designate at least one staff person to serve as a 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; 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; 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.

EDUCATION FOR HOMELESS CHILDREN AND YOUTHS (continued)

Homeless Student Defined

Note: Homeless student is defined in the No Child Left Behind 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 NCLB as the school the student attended at the time of becoming homeless. 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.

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. 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 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)

EDUCATION FOR HOMELESS CHILDREN AND YOUTHS (continued)

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 child or youth 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 child shall immediately be admitted to the school in which enrollment is sought by the child's parent or guardian or by the child 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.

Legal Reference:

UNITED STATES CODE

*McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431, et seq.
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g*

Added 1/03

Reviewed 10/2021

ABSENCES AND EXCUSES

The School Board believes that regular attendance plays a key role in the success a student achieves in school. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 7 to 16 are obligated to send their children to public school except as allowed by law. The Board shall abide by all state attendance laws and may use any legal means to correct the problems of excessive absence or truancy.

The School Board believes that extracurricular activities such as athletics, the arts, and academic competition, enhance our students' overall educational experience. The travel associated with these activities can create challenges for students trying to meet academic requirements, and for staff through disruptions to classroom planning. It is incumbent on the students to prioritize their activities in order to maintain an academic focus. Families, coaches, and staff should assist in developing ideas for minimizing the impact of absences due to travel.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

Excused Absences

The Superintendent or designee may excuse student absences for health reasons, family emergencies or other reasons the Superintendent or designee determines constitute good cause.

(cf. 6154 - Homework/Makeup Work)

Unexcused Absences/Truancy

The Board is committed to keeping students in school. Truancy is defined as the absence of a student from class without the knowledge or prior consent of the parent/guardian. The Superintendent or designee shall implement all steps appropriate to reduce student absences and to ensure that all children residing within the district are receiving appropriate educational services as required by law.

(cf. 5147 - Dropout Prevention)

(cf. 6164.5 - Student Study Teams)

(cf. 6176 - Weekend/Saturday Classes)

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

(cf. 5121 - Grades/Evaluation of Student Achievement)

The Superintendent or designee shall report to the Board any apparent violations of compulsory attendance laws. The Board shall investigate such reports and any public complaints of violations of state compulsory attendance laws.

Continued...

ABSENCES AND EXCUSES (continued)

Legal Reference:

ALASKA STATUTES

14.03.070 School age

14.17.500 Student count estimates

14.17.160 Student counting periods

14.30.010 When attendance compulsory

14.30.020 Violations

14.30.030 Prevention and reduction of truancy

ALASKA ADMINISTRATIVE CODE

4 AAC 09.005-4 AAC 09.105 State aid

Revised 10/11

Reviewed 3/2015

Reviewed 4/2018

Reviewed 10/2021

ABSENCES AND EXCUSES

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian or parent-representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student.
 - b. Name of parent/guardian or parent representative.
 - c. Name of verifying employee.
 - d. Date(s) of absence.
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee.
4. Any other reasonable method which establishes the fact that the student was actually absent for the reasons stated. A written recording shall be made, including information outlined above.

Excused Absences

When students contemplate absence for personal reasons, their parents/guardians should write the principal to ask that the expected absence be excused. The principal or designee may deny the request if he/she believes that the absence would be educationally harmful to the student or set a poor example in matters of school attendance for the student or other students. If the request is denied, reasons will be given.

Unexcused Absences

If a student misses classes as a result of unexcused absences, a zero will be recorded for the worked missed. The student may arrange with his/her teacher to make up the work in accordance with the individual teacher's grading policy.

Truancy

Unless a child subject to compulsory attendance laws is exempted, excluded or expelled from school attendance, each five days of unlawful absence constitutes a separate violation of state law. (A.S. 14.30.020)

ABSENCES AND EXCUSES (continued)

The parents/guardians shall be notified of any unexcused absence of their child and informed of state compulsory attendance laws.

The Superintendent or designee shall establish procedures for notifying parents/guardians and students when a student's absenteeism violates the district's attendance policies.

Students experiencing difficulty with attendance shall be counseled in an attempt to alleviate the problem. The district, the parents/guardians, and the student shall work together to develop an appropriate plan for improving school attendance.

Continued truancy will ultimately result in suspension. A student suspended under this provision is entitled to due process protections and appeal procedures as set forth in Board policy and administrative regulation.

Minimum Attendance Limit

A student can miss no more than 20 days of school per semester. The school administration shall notify the parent/guardian when the 20-day limit is approached.

All excused and unexcused absences are considered in the calculation of a student's absence record. Absences due to an academic, credit bearing class or state or national competition from the result of a qualifying event or special selection do not count toward this limit. The principal may, in exceptional circumstances, grant a waiver to exceed this number. Exceptional circumstances are defined as serious illness, family emergencies such as the death of an immediate family member, or circumstances otherwise determined by the principal to be exceptional.

If a student wishes to appeal a loss of credit because of attendance problems, s/he may do so in writing to the Superintendent. If further action on the matter is desired, an appeal may be made to the Board of Education.

Revised 10/11
Reviewed 3/2015
Reviewed 4/2018
Reviewed 10/2021

ABSENCES AND EXCUSES

The School Board believes that regular attendance plays a key role in the success a student achieves in school. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 7 to 16 are obligated to send their children to public school except as allowed by law. The Board shall abide by all state attendance laws and may use any legal means to correct the problems of excessive absence or truancy.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

Excused Absences

The Superintendent or designee may excuse student absences for health reasons, family emergencies or other reasons the Superintendent or designee determines constitute good cause.

Note: The Board, may allow students to be absent for religious exercises or instruction. The following optional language may be revised or deleted as needed.

Student absence for religious instruction or participation in religious exercises away from school property may be excused.

No student excused for religious holiday shall be denied the opportunity to make up a test given on the religious holiday or denied an award or eligibility to compete for an award.

(cf. 6154 - Homework/Makeup Work)

Unexcused Absences/Truancy

Note: AS 14.30.030 requires school boards to establish procedures to reduce and prevent truancy.

The Board is committed to keeping students in school. Truancy is defined as the absence of a student from class without the knowledge or prior consent of the parent/guardian. The Superintendent or designee shall implement all steps appropriate to reduce student absences and to ensure that all children residing within the district are receiving appropriate educational services as required by law.

(cf. 5147 - Dropout Prevention)

(cf. 6164.5 - Student Study Teams)

(cf. 6176 - Weekend/Saturday Classes)

ABSENCES AND EXCUSES (continued)

Note: The following optional paragraph is for use by districts that authorize teachers to assign failing grades for excessive unexcused absences as provided in BP 5121.

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

(cf. 5121 - Grades/Evaluation of Student Achievement)

The Superintendent or designee shall report to the Board any apparent violations of compulsory attendance laws. The Board shall investigate such reports and any public complaints of violations of state compulsory attendance laws.

Legal Reference:

ALASKA STATUTES

14.03.070 School age

14.17.500 Student count estimates

14.17.160 Student counting periods

14.30.010 When attendance compulsory

14.30.020 Violations

14.30.030 Prevention and reduction of truancy

ALASKA ADMINISTRATIVE CODE

4 AAC 09.005-4 AAC 09.105 State aid

Revised 1/09

Reviewed 10/2021

ABSENCES AND EXCUSES

Note: The following sample regulation may be revised or deleted as needed to reflect district procedure.

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian or parent-representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student.
 - b. Name of parent/guardian or parent representative.
 - c. Name of verifying employee.
 - d. Date or dates of absence.
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee.
4. Any other reasonable method which establishes the fact that the student was actually absent for the reasons stated. A written recording shall be made, including information outlined above.

Excused Absences

When students contemplate absence for personal reasons, their parents/guardians should write the principal to ask that the expected absence be excused. The principal or designee may deny the request if he/she believes that the absence would be educationally harmful to the student or set a poor example in matters of school attendance for the student or other students. If the request is denied, reasons will be given.

Truancy

Unless a child subject to compulsory attendance laws is exempted, excluded or expelled from school attendance, each five days of unlawful absence constitutes a separate violation of state law. (A.S. 14.30.020)

ABSENCES AND EXCUSES (continued)

The parents/guardians shall be notified of any unexcused absence of their child and informed of state compulsory attendance laws.

The Superintendent or designee shall establish procedures for notifying parents/guardians and students when a student's absenteeism violates the district's attendance policies.

Students experiencing difficulty with attendance shall be counseled in an attempt to alleviate the problem. The district, the parents/guardians, and the student shall work together to develop an appropriate plan for improving school attendance.

Continued truancy will ultimately result in suspension. A student suspended under this provision is entitled to due process protections and appeal procedures as set forth in Board policy and administrative regulation.

Revised 9/97
Reviewed 10/2021

INTERDISTRICT ATTENDANCE

Although students generally must attend school in the district where their residency has been established, the School Board recognizes justifiable reasons for interdistrict transfers.

Upon request, the Superintendent or designee may accept students from another district and may also allow students who live within the district to attend out-of-district schools. Interdistrict attendance may be approved for reasons such as the following:

1. When child care needs of the student are met by a parent/guardian, relative or sitter in another district.
2. When special mental or physical health needs, as certified by a physician, school psychologist or other appropriate school personnel, can be met in another district.
3. When the student has brother(s) or sister(s) attending school in a different district, to avoid splitting the family's attendance.
4. To start or complete a school year when parents/guardians are moving during that year.
5. To allow students to remain with a class graduating from an elementary, middle or senior high school.
6. When a student's interest would be best served by the educational program not offered in the district of residency or by a change in school environment.
7. When the student will be living out of the district only for one year or less.
8. When serious home or community problems make it inadvisable for the student to attend the school of residence.
9. When the student's parent/guardian works within the boundaries of the District.

Students admitted from outside of the District's attendance area may continue attending district schools only as long as they do academically acceptable work and obey school rules.

The parent/guardian of a student who is denied a transfer shall receive notice regarding the process for appeal to the Board.

Legal Reference (see next page):

INTERDISTRICT ATTENDANCE (continued)

Legal Reference:

ALASKA STATUTES

14.14.120 Inoperative district

ALASKA ADMINISTRATIVE CODE

4 AAC 06.027 Establishment of attendance areas

4 AAC 09.005 Funding communities and attendance centers

4 AAC 09.030 Tuition Costs

Added 10/96

Reviewed 3/2015

Reviewed 4/2018

Reviewed 10/2021

INTERDISTRICT ATTENDANCE

Note: The following sample policy should be revised or deleted as needed.

Although students generally must attend school in the district where their residency has been established, the School Board recognizes justifiable reasons for interdistrict transfers.

Upon request, the Superintendent or designee may accept students from another district and may also allow students who live within the district to attend out-of-district schools. Interdistrict attendance may be approved for reasons such as the following:

1. When child care needs of the student are met by a parent/guardian, relative or sitter in another district.
2. When special mental or physical health needs, as certified by a physician, school psychologist or other appropriate school personnel, can be met in another district.
3. When the student has brother(s) or sister(s) attending school in a different district, to avoid splitting the family's attendance.
4. To start or complete a school year when parents/guardians are moving during that year.
5. To allow students to remain with a class graduating from an elementary, junior or senior high school.
6. When a student's interest would be best served by the educational program not offered in the district of residency or by a change in school environment.
7. When the student will be living out of the district only for one year or less.
8. When serious home or community problems which make it inadvisable for the student to attend the school of residence.

Note: The following paragraph is optional.

Students admitted by interdistrict agreement may continue attending district schools only as long as they do academically acceptable work and obey school rules.

INTERDISTRICT ATTENDANCE (continued)

The parent/guardian of a student who is denied a transfer shall receive notice regarding the process for appeal to the Board.

Note: The district may decide whether or not to provide transportation as outlined in the two following optional paragraphs.

OPTION 1: Transportation normally provided for students living in the district may be provided for students attending on an interdistrict attendance agreement if space is available and if approved by the Superintendent or designee.

OPTION 2: Transportation shall not be provided for students attending on interdistrict agreement.

Legal Reference:

ALASKA STATUTES

14.14.120 *Inoperative district*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.027 *Establishment of attendance areas*

4 AAC 09.005 *Funding communities and attendance centers*

4 AAC 09.030 *Tuition Costs*

Reviewed 10/2021

TRANSFERS

Transfers into the District

Students who apply for admission to district schools will be placed at the grade level they have reached elsewhere pending observation and evaluation of their academic, social and emotional performance by their teachers, guidance personnel and the principal or designee.

Within 15 days of the student's enrollment, staff shall complete its observation and evaluation and the principal or designee shall determine the student's appropriate grade placement.

(cf. 5111 - Admission)

(cf. 5116 - School Attendance Boundaries)

(cf. 5119 – Children of Military Families)

(cf. 5141.31 - Immunizations)

(cf. 6146.3 - Reciprocity on Standards of Proficiency/Graduation Requirements)

Transfers out of the District

When a student transfers out of the district, a brief statement will be included in his/her permanent record showing the student's current level of performance according to the standards of the district. This statement will be appended to any permanent record sent to another school.

(cf. 6146.1- High School Graduation Requirements/Standards of Proficiency)

Students transferring or withdrawing from school shall return all school books and materials and settle any unpaid fines on or before their last day of attendance.

(cf. 5125.2- Withholding Grades, Diploma or Transcripts)(cf. 6161.2 - Damaged or Lost Instructional Materials)

Legal Reference:

ALASKA STATUTES

14.03.080 Free education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

Added 12/96

Reviewed 3/2015

Reviewed 4/2018

Reviewed 10/2021

TRANSFERS

Transfers into the District

Students who apply for admission to district schools will be placed at the grade level they have reached elsewhere pending observation and evaluation of their academic, social and emotional performance by their teachers, guidance personnel and the principal or designee.

Note: The grade placement of a newly enrolled student should be finalized as soon as possible in order to minimize disruption of the student's instructional program. The 15-day period specified below may be modified to reflect district practice.

Within 15 days of the student's enrollment, staff shall complete its observation and evaluation and the principal or designee shall determine the student's appropriate grade placement.

(cf. 5111 - Admission)

(cf. 5116 - School Attendance Boundaries)

(cf. 5119 - Children of Military Families)

(cf. 5141.31 - Immunizations)

(cf. 6146.3 - Reciprocity on Standards of Proficiency/Graduation Requirements)

Transfers out of the District

When a student transfers out of the district, a brief statement will be attached to his/her permanent record showing which basic proficiencies, if any, have been assessed and satisfactorily met according to the standards of this district. This statement will be appended to any permanent record sent to another school.

(cf. 6146.1- High School Graduation Requirements/Standards of Proficiency)

Students transferring or withdrawing from school shall return all school books and materials and settle any unpaid fines on or before their last day of attendance.

(cf. 5125.2- Withholding Grades, Diploma or Transcripts)

(cf. 6161.2 - Damaged or Lost Instructional Materials)

Legal Reference:

ALASKA STATUTES

14.03.080 Free education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

Revised 2/2010

Reviewed 10/2021

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The Board believes that students and parents/guardians have the right to receive course grades that represent an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level, not in relation to the work of other students.

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through classroom participation, homework and tests.

(cf. 5113 - Absences and Excuses)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5124 - Communication with Parents/Guardians)

(cf. 5125.3 - Challenging Student Records)

(cf. 6154 - Homework/Make-up Work)

Students in kindergarten through third grade shall receive narrative performance or skill-based evaluations rather than letter grades.

The Superintendent shall establish and regularly evaluate a uniform grading system. Principals shall ensure that student grades conform to this system. Teachers shall inform students about the class grading system at the beginning of the semester.

Unexcused Absences

If a student misses classes as a result of unexcused absences, a zero will be recorded for the work missed. The student may arrange with his/her teacher to make up the work in accordance with the individual teacher's grading policy.

Revised 8/03

Reviewed 3/2015

Reviewed 5/2018

Reviewed 12/2020

Reviewed 10/2021

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

Grades for Achievement

Grades for achievement shall be reported each marking period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or No Achievement	0
I		Incomplete	0

In kindergarten through second grade, teachers shall use narrative descriptions to indicate the student's level of achievement and may also furnish examples of student work. Level of achievement grades shall be reported as follows:

- A Advanced
- D Developing
- P Proficient
- / Not Assessed

Students who receive an Incomplete (I) on their report card are allowed two (2) weeks to make up work for the marking period. Grades to replace Incompletes will be calculated no later than 2 weeks after the grading period. Any assignments not completed within that time period will receive a zero and will be used in the calculation of the quarter grade for the class. An incomplete is given only when a student's work is not finished because of illness or other excused absence.

Criteria for determining grades for achievement may include but are not limited to:

1. Preparation of assignments, including accuracy, legibility and promptness.
2. Contribution to classroom discussions.
3. Demonstrated understanding of concepts in tests.
4. Application of skills and principles to new situations.
5. Organization and presentation of written and oral reports.
6. Originality and reasoning ability when working through problems.
7. Completion of independent or group projects.

Continued...

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

Grades for Citizenship and Work Habits

Grades for citizenship and work habits (general behavior and study habits at the elementary level) shall be reported each quarter.

Honor Roll

The middle and high school shall post an Honor Roll. All courses shall be counted in computing eligibility for the Honor Roll. To qualify for the High Honor Roll, a student must have a grade point average of 3.5 or better in a minimum of (4) graded classes. A student must have a grade point average of 3.0 to 3.49 in a minimum of four (4) graded classes to qualify for the Honor Roll. In addition, students may not have a D or an F in any class during the quarter.

Advanced Placement/Honors Courses

The district may offer Advanced Placement and Honors courses in academic subjects for eligible high school students. The evaluation system for such classes shall be weighted to reflect the more rigorous nature of these courses. Grades received in these courses will be counted on the following scale only after the student takes the AP exam:

- A = 5 points
- B = 4 points
- C = 3 points
- D = 1 point
- F = 0

Repeated Classes

With the approval of the principal, a student may repeat a course in order to raise his/her grade. The student shall receive credit only for taking the course once. The highest grade received will be the permanent grade on the student's transcript.

Withdrawal from Classes

A student who drops a course during the first two weeks of the semester may do so without any entry on his/her permanent record. A student who drops a course after the first two weeks of the semester shall receive an F grade on his/her permanent record, unless otherwise decided by the principal because of extenuating circumstances.

Reviewed 3/2015

Reviewed 5/2018

Reviewed 12/2020

Reviewed 10/2021

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

Note: The following sample policy may be revised as desired.

The School Board believes that students and parents/guardians have the right to receive course grades that represent an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level, not in relation to the work of other students in one particular class.

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through classroom participation, homework and tests. The student's behavior and effort shall be reported in separate evaluations, not in his/her academic grade.

(cf. 5113 - Absences and Excuses)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5124 - Communication with Parents/Guardians)

(cf. 5125.3 - Challenging Student Records)

(cf. 6154 - Homework/Make-up Work)

Note: The following optional paragraph requires performance or skill-based evaluations rather than letter grades for children in the early elementary grades and may be revised as desired to reflect district philosophy and needs.

In order to promote self esteem and experiences of success, students in kindergarten through third grade shall receive narrative performance or skill-based evaluations rather than letter grades.

The Superintendent or designee shall establish and regularly evaluate a uniform grading system. Principals shall ensure that student grades conform to this system.

Unexcused Absences

Note: The following optional policy authorizes teachers to assign failing grades to students who have excessive unexcused absences and may be revised or deleted as desired. While the use of academic penalties for truancy is probably permissible, districts must bear in mind that academic penalties are a severe form of sanction with the potential for permanent harm. In adopting such a policy, several precautions should be followed. First, the school policy must be applied fairly and consistently among students; there should be no question about arbitrary or capricious enforcement. Second, the severity of the academic penalty should correspond to the gravity of the offense. Third, students should be warned ahead of time of all requirements and consequences pertaining to the use of academic penalties. Finally, students should be accorded due process before penalties are consummated, including an opportunity for the student to explain his or her conduct.

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (CONTINUED)

The Board desires to emphasize the importance of school attendance. Therefore, students with excessive unexcused absences (___ absences per semester) shall receive a failing grade and shall not receive credit for the class(es).

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance. Teachers shall inform students about the class grading system at the beginning of the semester.

Revised 9/98
Reviewed 10/2021

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

Note: The following sample regulation may be revised or deleted to reflect your district's practice and philosophy.

Grades for Achievement

Grades for achievement shall be reported each marking period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or No Achievement	0
I		Incomplete	0

Note: The following optional paragraph is for use by districts that do not use letter grades for evaluating student achievement in the early elementary grades.

In kindergarten through third grade, teachers shall use narrative descriptions to indicate the student's level of achievement and may also furnish examples of student work.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

An incomplete is given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the incomplete will become an F.

Note: District practice varies with regard to the use of plus and minus signs. Either of the following optional paragraphs may be used if desired.

OPTION 1: Plus and minus signs may be used at the option of the teacher.

OPTION 2: Plus and minus signs are not part of the grading system and are not to be used.

Teachers are encouraged to allow for trends in the quality of student work. When a student finishes a grading period doing high quality work which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement. Similarly, high grades at the beginning need not compensate for a downward trend in achievement.

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

Criteria for determining grades for achievement may include but are not limited to:

1. Preparation of assignments, including accuracy, legibility and promptness.
2. Contribution to classroom discussions.
3. Demonstrated understanding of concepts in tests.
4. Application of skills and principles to new situations.
5. Organization and presentation of written and oral reports.
6. Originality and reasoning ability when working through problems.

Grades for Citizenship and Effort

Grades for citizenship and effort shall be reported each marking period as follows:

- O Outstanding
- S Satisfactory
- N Needs Improvement

Criteria for determining grades for citizenship may include but are not limited to:

1. Student obeys rules.
2. Student respects public and personal property.
3. Student maintains courteous, cooperative relations with teachers and fellow students.
4. Student works without disturbing others.

Criteria for determining grades for effort may include but are not limited to:

1. Student takes responsibility for having necessary tools and materials.
2. Student shows interest and initiative.
3. Student goes to work immediately, and completes assignments.

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

4. Student uses free time resourcefully.

Honor Roll

Each school shall post an Honor Roll. All courses except Pass/Fail shall be counted in computing eligibility for the Honor Roll. To qualify for the Honor Roll, a student must receive no current grade below a C and have a grade point average of 3.5 or better.

Advanced Placement/Honors Courses

The district wishes to encourage high school students to take advanced placement and honors courses in academic subjects. Because of the extra work involved, the evaluation system shall be weighted to reflect the more rigorous nature of these courses. Grades received in these courses will be counted on the following scale:

A = 5 points

B = 4 points

C = 3 points

D = 1 point

F = 0

Pass/Fail Grading

With parental approval, students may elect to earn a "Pass" or "Fail" grade instead of an A-F grade in the following courses:

1. All courses taken in the Alternative Education Program
2. All courses taken in the Special Education Program
3. 9-12th grade non-college preparatory courses taken in summer school

Students who receive a "Pass" grade will acquire the appropriate semester units of credit for the course, and the grade will not be counted in determining class rank or honors list. Students who receive a "Fail" grade will not receive credit for taking the course.

Students shall be graded Pass/Fail for classes in which they serve as student aides unless predetermined goals and objectives related to specific subject knowledge are on file and have been approved by the principal or designee.

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

Repeated Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. The student shall receive credit only for taking the course once.

OPTION 1: The highest grade received will be the permanent grade on the student's transcript.

OPTION 2: Both grades received will be entered on the student's transcript.

Withdrawal from Classes

A student who drops a course during the first six weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the semester shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Unexcused Absences

Note: The following optional regulation is for use by districts in which the Board has authorized teachers to assign failing grades to students who have excessive unexcused absences.

When an unexcused absence occurs, the student and parent/guardian shall be notified and informed of the district's policy regarding excessive unexcused absences. The student and parent/guardian shall have a reasonable opportunity to explain the absence.

Reviewed 10/2021

PROMOTION/ACCELERATION/RETENTION

The School Board desires to see student's progress with their peers through the school system's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

Promotion

Students shall progress through the elementary grade levels by demonstrating growth in learning the required basic skills.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary School Promotion)

Acceleration

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

Retention

The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent shall promote alternatives to retention among certificated staff.

When a teacher believes that retention is necessary to meet a student's needs, a team comprised of the principal and the student's teacher(s) and parent/guardian shall meet to consider the child's academic, social and emotional performance.

(cf. 6164.5 - Student Study Teams)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)

Before retaining a student, the principal or designee shall determine that:

1. The student has not met grade-level standards of expected student achievement.
2. Remedial help for the student has not sufficiently prepared the student for advancement.
3. Appropriate treatment targeted to the student's needs will be provided in addition to retention.

PROMOTION/ACCELERATION/RETENTION (continued)

4. The student's parent/guardian has been provided the opportunity to participate in decisions regarding alternative intervention and retention.

Parental agreement is suggested, but not required, for retention.

*Added 8/97
Reviewed 3/2015
Reviewed 5/2018
Reviewed 10/2021*

PROMOTION/ACCELERATION/RETENTION

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

The School Board desires to see students progress with their peers through the school system's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

Promotion

Students shall progress through the school system's grade levels by demonstrating growth in learning the required basic skills.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary School Promotion)

Acceleration

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

Retention

The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent or designee shall promote alternatives to retention among certificated staff.

Note: Strategies for reducing retention rates may include reading intervention programs, tutorial programs, and the use of ungraded schools, combination classes, year-round education, and developmentally appropriate primary curriculum designed to meet the needs of children at their own developmental stage.

Note: The following paragraph requires the use of student study team when retention is recommended.

When a teacher believes that retention is necessary to meet a student's needs, he/she shall ask the principal to establish a student study team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student study team.

PROMOTION/ACCELERATION/RETENTION (Continued)

(cf. 6164.5 - Student Study Teams)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)

Reviewed 10/2021

PROMOTION/ACCELERATION/RETENTION

Before retaining a student, the principal or designee shall determine that:

1. The student has not met grade-level standards of expected student achievement.
2. Remedial help for the student has not sufficiently prepared the student for advancement.
3. Appropriate treatment targeted to the student's needs will be provided in addition to retention.
4. The student's parent/guardian has been notified and given reasons for the retention.

Note: The following optional sentence may be revised if the Board wishes to require parental consent prior to retention.
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Parental agreement is suggested, but not required, for retention.

Reviewed 10/2021

COMMUNICATION WITH PARENTS/GUARDIANS

Because parental involvement contributes greatly to student achievement and conduct, and school-family partnerships result in improved outcomes for students, the School Board encourages two-way communication channels between school and home that are frequent, effective, and reliable. Communication methods may be tailored to family and school staff needs and may include classroom visits, parent-teacher conferences, class newsletters, mail, telephone, home visits, and school visits by parents/guardians. School staff are encouraged to learn about supportive family structures, and, if appropriate, to seek parent/guardian approval for additional family members or caregivers to be included in communications throughout the year.

School staff are encouraged to participate in community and cultural activities in order to better understand and relate to the community in which they teach.

Schools are encouraged to offer training on effective and positive family/school communication.

School staff should regularly assess the effectiveness of communication and adjust communication strategies to best meet the needs of students and their families.

(cf. 1250 - Visits to the School)
(cf. 6020 - Parent Involvement)

School staff are encouraged to communicate with families to celebrate and note the progress of each student. As part of this communication, teachers shall send progress reports and other data relating student welfare, academic and social success, and results of standardized testing. Communication should occur at regular intervals to establish a cohesive support structure for students, families and school staff.

The School Board and staff shall encourage parents/guardians to communicate any concerns to school staff and their teacher.

(cf. 5113 - Absences and Excuses)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5145.6 - Notifications Required by Law)
(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)
(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)
(cf. 6162.5 - Research/Standardized Testing)

Revised 9/11
Reviewed 3/2015
Reviewed 5/2018
Revised to AASB 06/2019
Reviewed 10/2021

COMMUNICATION WITH PARENTS/GUARDIANS

Because parental involvement contributes greatly to student achievement and conduct, the School Board encourages frequent communication between parents/guardians and teachers by means of parent-teacher conferences, class newsletters, mail, telephone, and school visits by parents/guardians.

(cf. 1250 - Visits to the Schools)

(cf. 6020 - Parent Involvement)

As part of this communication, teachers shall send progress reports and other data relating to standardized testing results to parents/guardians at regular intervals and shall encourage parents/ guardians to communicate any concerns to the teacher.

(cf. 5113 - Absences and Excuses)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5145.6 - Notifications Required by Law)

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)

(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)

(cf. 6162.5 - Research/Standardized Testing)

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Reviewed 10/2021