



Craig City School District

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PUBLIC NOTICE

Monday
1/13/2023

Superintendent's Office - CES
Zoom Video Conferencing Meeting

<https://craigschools.zoom.us/j/7289917333?pwd=WkNaWGd4S1lPV0JIWEJITmx3VXZ0Zz09>

1:00 PM

The policy committee will be meeting to review/update policies. Staff, parents and community members are welcome to attend. The following policies will be reviewed.

Section 5000- Students

Absences and Excuses AR 5113

Section 6000 – Instruction

Vocational Education	BP/AR 6178
Work Experience Education	BP 6178.1
Charter School	BP 6181
Application Procedure for Establishing a Charter Schools	AR 6181
Correspondence Study Program	BP 6182
Evaluation of the Instructional Program	BP 6190

Section 7000 – New Construction

Concepts and Roles	BP 7000
Planning	BP 7100
Relations with Other Governmental Units	BP 7150
Professional Services	BP 7210
Site Selection and Development	BP 7220
Methods of Financing	BP 7310
Protection and Guarantees	BP 7440
Naming of Facility	BP 7511

AR 5113 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 work 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](#))

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.

It is the responsibility of the parent/guardian and student to provide the principal a written request to appeal their student's loss of credit. This written request must provide evidence demonstrating absences are the result of exceptional circumstances and must be submitted to the principal within the first three weeks of the following semester.

If a **parent/guardian and** 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

9/96

VOCATIONAL EDUCATION

BP 6178

The School Board affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job hunting strategies.

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

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board especially desires that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions.

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 6141 - Curriculum Development and Evaluation)

Equal opportunities shall be provided to all students in recruitment, enrollment, and placement activities, without regard to sex or disability.

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

(cf. 6164.2 - Guidance and Counseling Services)

The Superintendent may appoint a vocational education advisory committee to assist the district with planning and evaluating vocational education programs. The committee shall include teachers and students representing each program area and employers and employees of the region served by the programs.

(cf. 3440 - Inventories)

Legal Reference:

ALASKA STATUTES

14.18.030 *Discrimination in counseling and guidance services prohibited*

14.30.375 *School gardens, greenhouses, and farms*

14.35.010-14.35.030 *Vocational education*

ALASKA ADMINISTRATIVE CODE

4 AAC 51.200-4 AAC 51.390 *Secondary vocational educational programs*

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Public Law 98-524, 204

Revised 1/12

Reviewed 2/2016

Reviewed 4/2020

Reviewed 1/2023

VOCATIONAL EDUCATION

AR 6178

Handicapped and Disadvantaged Students

Vocational programs and activities for handicapped persons shall be provided in the least restrictive environment and planned in coordination with appropriate representatives of vocational education and special education staffs. (Public Law 98-524, 204)

By the beginning of the ninth grade, information shall be provided to handicapped and disadvantaged students and to their parents/guardians concerning the opportunities available in vocational education programs and the requirements for eligibility to enroll. (Public Law 98-524, 204)

Individual student records shall identify the category of disadvantage or handicap which warrants any special services which are provided. Each handicapped or disadvantaged student who enrolls in a vocational education program shall receive:

1. Assessment of his/her interests, abilities and special needs with respect to successfully completing the vocational education program.
2. Special services designed to meet identified needs, including adaptation of curriculum, instructional equipment and facilities.
3. Guidance, counseling and career development activities conducted by appropriately trained counselors.
4. Counseling services designed to facilitate the transition from school to post-school employment/career opportunities. (Public Law 98-524, 204)

(cf. 5147 - Dropout Prevention)

When receiving funds through the federal Carl D. Perkins Vocational and Applied Technology Education Act, Title II, Part A Basic Grant, the district shall give priority to sites or programs that serve the highest concentrations of persons who are members of special populations.

Notifications

Before the beginning of each school year, the district shall publicly announce that its vocational programs and courses will be offered without regard to race, color, national origin, sex or handicap. This announcement shall be made through media that reach the general public, minorities, women and handicapped persons and shall include a brief summary of program offerings and admission criteria, as well as the name, address and telephone number of the district's nondiscrimination coordinator. If the district contains a community of national origin minority persons with limited English skills, the announcement will be disseminated to that community in its language and state that lack of English language skills will not be a barrier to admission and participation in vocational education programs.

Reviewed 4/2020
Reviewed 1/2023

BP 6178 VOCATIONAL EDUCATION

Note: Districts receiving state funds for vocational education programs must meet the program requirements of state regulations, including the development of a vocational education plan. The following sample policy may be revised or deleted to reflect district philosophy and needs.

The School Board affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job hunting strategies.

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

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board especially desires that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions.

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 6141 - Curriculum Development and Evaluation)

Equal opportunities shall be provided to all students in recruitment, enrollment, and placement activities, without regard to sex or disability.

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

(cf. 6164.2 - Guidance and Counseling Services)

Note: The following optional provision provides for an advisory committee to assist in planning and evaluating vocational education programs.

The Superintendent shall appoint a vocational education advisory committee to assist the district with planning and evaluating vocational education programs. The committee shall include teachers and students representing each program area and employers and employees of the region served by the programs.

Note: 4 AAC 51.300 requires districts establish written procedures for the maintenance, repair and replacement of vocational education equipment. Vocational equipment and facilities must be maintained to meet state and federal health and safety standards.

(cf. 3440 - Inventories)

Legal Reference:

ALASKA STATUTES

14.18.030 *Discrimination in counseling and guidance services prohibited*

14.35.010-14.35.030 *Vocational education*

ALASKA ADMINISTRATIVE CODE

4 AAC 51.200-4 AAC 51.390 *Secondary vocational educational programs*

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Public Law 98-524, 204

Revised 3/2017

9/92

AASB Policy Reference Manual

AR 6178 VOCATIONAL EDUCATION

Handicapped and Disadvantaged Students

Note: The following regulation addresses requirements of the reauthorized Carl D. Perkins Vocational and Applied Technology Education Act. Federal funds allocated for disadvantaged students may be used for students of limited-English proficiency who are not succeeding in the vocational education program because of limited language ability. (Federal Register, Vol. 50, No. 159, 8/16/85, p. 3308) Students enrolled in a vocational education program who are from low income families and need financial assistance to succeed in the program may be classified as economically disadvantaged. Students enrolled in a vocational education program who require special services and help in order to enable them to succeed in the program may be classified as academically disadvantaged.

Vocational programs and activities for handicapped persons shall be provided in the least restrictive environment and planned in coordination with appropriate representatives of vocational education and special education staffs. (Public Law 98-524, 204)

By the beginning of the ninth grade, information shall be provided to handicapped and disadvantaged students and to their parents/guardians concerning the opportunities available in vocational education programs and the requirements for eligibility to enroll. (Public Law 98-524, 204)

Individual student records shall identify the category of disadvantage or handicap which warrants any special services which are provided. Each handicapped or disadvantaged student who enrolls in a vocational education program shall receive:

1. Assessment of his/her interests, abilities and special needs with respect to successfully completing the vocational education program.
2. Special services designed to meet identified needs, including adaptation of curriculum, instructional equipment and facilities.
3. Guidance, counseling and career development activities conducted by appropriately trained counselors.
4. Counseling services designed to facilitate the transition from school to post-school employment/career opportunities. (Public Law 98-524, 204)

(cf. 5147 - Dropout Prevention)

When receiving funds through the federal Carl D. Perkins Vocational and Applied Technology Education Act, Title II, Part A Basic Grant, the district shall give priority to sites or programs that serve the highest concentrations of persons who are members of special populations.

Notifications

Note: Federal regulations implementing Title VI require the notification below to be made by districts that receive federal funds and offer vocational education programs. (Federal Register, Vol. 45, No. 92, p. 30929)

Before the beginning of each school year, the district shall publicly announce that its vocational programs and courses will be offered without regard to race, color, national origin, sex or handicap. This announcement shall be made through media that reach the general public, minorities, women and handicapped persons and shall include a brief summary of program offerings and admission criteria, as well as the name, address and telephone number of the district's nondiscrimination coordinator. If the district contains a community of national origin minority persons with limited English skills, the announcement will be disseminated to that community in its

language and state that lack of English language skills will not be a barrier to admission and participation in vocational education programs.

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AASB Policy Reference Manual

WORK EXPERIENCE EDUCATION

BP 6178.1

The School Board believes that work experience education programs can provide students with valuable instruction in the skills, attitudes and understandings they need in order to be successfully employed and that a proper balance between work experience and academic instruction should be maintained.

Students in work experience programs shall receive related classroom instruction or counseling.

(cf. 6164.2 - Guidance and Counseling Services)

Legal Reference:

ALASKA STATUTES

23.30.237 High school students in work-study programs as employees of the state

*Reviewed 2/2016
Reviewed 4/2020
Reviewed 1/2023*

BP 6178.1 WORK EXPERIENCE EDUCATION

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

The School Board believes that work experience education programs can provide students with valuable instruction in the skills, attitudes and understandings they need in order to be successfully employed and that a proper balance between work experience and academic instruction should be maintained.

Students in work experience programs shall receive related classroom instruction or counseling.

(cf. 6164.2 - *Guidance and Counseling Services*)

Legal Reference:

ALASKA STATUTES

23.30.237 *High school students in work-study programs as employees of the state*

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AASB Policy Reference Manual

CHARTER SCHOOL

BP 6181 (a)

Charter schools are schools established under AS 14.03.250 that operate within the public school district. Charter schools are established upon the approval by the Board and the State Board of Education of an application for a charter school. Charter schools shall operate under a written contract between the charter school and the School Board.

Establishment of Charter Schools

The Board shall give appropriate consideration to any charter school petition, in light of its overall effect on the district's children and the proposed school's ability to function effectively and meet its goals. The Board desires to support innovations which improve student learning and views charter schools as an opportunity to implement school-level reform. In accordance with law, the proposed charter must include descriptions of the vision, mission and goals of the charter school, the governance structure which will be used, the educational outcomes to be attained by students, and the method by which progress in meeting these outcomes will be measured.

Applications for a charter school to operate during the next school year shall be submitted to the Board no later than October 15 of the current school year. Applications received after the October 15 deadline shall not be considered until the next school year. A charter school shall begin operation as agreed with the Board but no later than October 1st.

Charter schools in the Craig City School District shall comply with the following general requirements:

1. The charter school shall establish an Academic Policy Committee that will function according to the terms of law.
2. The charter school Academic Policy Committee shall report directly to the Board or a subcommittee of the Board unless mutually agreed otherwise.
3. The charter school shall operate in compliance with Craig City School District policies unless mutually agreed otherwise.
4. The charter school shall comply with the requirements of the district accounting system.
5. The charter school shall comply with the requirements of the district purchasing system.
6. The charter school shall be designed to advance basic skills areas (mathematics, science, language arts, and social studies) appropriate to the age of students included in the program. The charter school disciplinary program shall enforce Alaska statutes, state and federal regulations, and district policies with respect to drugs, alcohol, weapons, tobacco, harassment, and violence.
7. The charter school shall participate in the Craig City School District's report card process as required by Alaska statute.

CHARTER SCHOOL

BP 6181 (b)

8. The charter school shall participate in all tests and assessments required by either the State Department of Education or the Craig City School District unless the contract specifies otherwise.
9. The charter school shall not promote religious ideologies or philosophies.
10. The charter school shall operate in compliance with negotiated agreements established between employee groups and the Board.
11. A charter school operating as a correspondence program shall comply with all requirements of Alaska statute and regulation.

State Notification of a Charter School Application

Upon approval or rejection of a charter school application, the School Board will submit to the State Board of Education a copy of the charter school application and a report on the action taken by the School Board no later than 20 (twenty) working days following the School Board action.

Annual Review of the Charter School

Once approved by both the School Board and the State Board of Education, the charter school will be subject to an annual review of its operations and finances by the School Board. Annually, the charter school will submit a written report and make a presentation to the School Board and the public. This report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the School Board.

If there is evidence of a breach of contract, then the School Board shall have a right to investigate this breach of contract and meet with the charter school to discuss possible remedies, including termination of the charter school contract.

Organization and Operation of a Charter School

A charter school operates as a school in the school district except that a charter school:

- is exempt from the school district's textbook, program, curriculum, and scheduling requirements.
- is exempt from AS 14.14.130(c) which states "If the district employs a chief school administrator, the administrator shall select, appoint, and otherwise control all school district employees who serve under the chief school administrator subject to the approval of the school board."

CHARTER SCHOOL

BP 6181 (c)

- operates under the charter school's annual program budget as set out in the contract between the Board and the charter school.
- shall designate a contact person for all communications between the charter school and the district administration.

“A charter school is subject to secondary school competency testing as provided in AS 14.03.075 and other competency tests required by the Department of Education and Early Development.”

Operation of a Charter School

The charter school principal or designated administrator:

- shall keep financial records of the charter school;
- shall oversee the operation of the charter school to ensure that the terms of the contract are being met;
- shall meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
- shall meet with the Academic Policy Committee at least once each year to monitor progress in achieving the committee's policies and goals.

Definitions

“Designated Administrator” means a person selected by the Academic Policy Committee to perform the administrative functions of the charter school. An administrator who does not possess a current Type B administrative certificate may not conduct employee evaluations.

“Employees” of charter schools are considered employees of the Craig School District with all rights guaranteed by their respective collective bargaining agreements unless specifically waived by mutual agreement between the appropriate bargaining unit and Board.

“Principal” means a person selected by the Academic Policy Committee to select, appoint, or otherwise supervise employees of the charter school. This person is not required to possess an Alaska Type B Administrative Certificate. The school district assumes no responsibility for employing this person after the termination of the charter school contract unless the person is also employed as a teacher.

“Per-pupil allocation” means the funding generated, calculated on a per student basis, using the formula for basic need defined in AS 14.17.410.

CHARTER SCHOOL

BP 6181 (d)

Legal Reference:

Alaska Statutes

14.03.250-14.03.280 Charter Schools

AS 14.16.100 Application for residential school

Alaska Administrative Code

4 AAC 33.110 Charter Schools

4 AAC 33.405 - .490 Correspondence Study Programs

4 AAC 33.090 District-operated statewide and district-wide residential schools

Added 1/12

Revised 10/2015

Reviewed 4/2020

Reviewed 1/2023

BP 6181 CHARTER SCHOOLS

Charter schools are schools established under AS 14.03.250 that operate within the public school district. Charter schools are established upon the approval by the School Board and the State Board of Education of an application for a charter school. Charter schools shall operate under a written contract between the charter school and the School Board.

Establishment of Charter Schools

The School Board shall give appropriate consideration to any charter school petition, in light of its overall effect on the district's children and the proposed school's ability to function effectively and meet its goals. The School Board desires to support innovations which improve student learning and views charter schools as an opportunity to implement school-level reform. In accordance with law, the proposed charter must include descriptions of the vision, mission and goals of the charter school, the governance structure which will be used, the educational outcomes to be attained by students, and the method by which progress in meeting these outcomes will be measured.

Applications for a charter school to operate during the next school year shall be submitted to the School Board no later than _____ of the current school year. A charter school shall begin operation as agreed with the School Board, but no later than October 1st of the year approved for opening.

Charter schools shall comply with the following general requirements:

1. The charter school shall establish an Academic Policy Committee that will function according to the terms of law.
2. The charter school Academic Policy Committee shall report directly to the School Board or a subcommittee of the School Board unless mutually agreed otherwise.
3. The charter school shall operate in compliance with state and federal law, and with School District policies unless mutually agreed otherwise.
4. The charter school shall comply with the requirements of the district accounting system.
5. The charter school shall comply with the requirements of the district purchasing system.
6. The charter school shall be designed to advance basic skills areas (mathematics, science, language arts, and social studies) appropriate to the age of students included in the program. The charter school disciplinary program shall enforce Alaska statutes, state and federal regulations, and district policies with respect to drugs, alcohol, weapons, tobacco, harassment, and violence.
7. The charter school shall participate in the district's report card process as required by Alaska statute.
8. The charter school shall participate in all tests and assessments required by either the State Department of Education and Early Development or the district unless the contract specifies otherwise.
9. The charter school shall not promote religious ideologies or philosophies.
10. The charter school shall operate in compliance with negotiated agreements established between employee groups and the School Board.
11. A charter school operating as a correspondence program or a residential program shall comply with all requirements of Alaska statute and regulation.

Note: Charter schools operating correspondence programs must comply with the requirements for state approval and operation as set forth in 4 AAC 33.405 - 4 AAC 33.490. Charter schools operating residential programs must comply with the requirements set forth in AS 14.16.100 and 4 AAC 33.090.

School Board Review of Charter School Application and Appeals

No later than 60 days after submission of a charter school application, the School Board will issue a written decision approving or rejecting the charter school. The written decision will include all relevant findings of fact and conclusions of law.

If the School Board approves an application, it shall forward the application to the State Board of Education for review and approval. If the School Board denies an application for a charter school, the applicant may appeal the denial to the Commissioner of Education and Early Development within 60 days of the School Board's denial. A decision of the Commissioner upholding the denial may be appealed by the charter school applicant within 30 days to the State Board of Education. If the Commissioner approves the application, her/she shall forward it to the State Board of Education for review and approval.

Review of the Charter School

Once approved by both the School Board and the State Board of Education, the charter school will be subject to an annual review of its operations and finances by the School Board. Annually, the charter school will submit a written report and make a presentation to the School Board and the public. This report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the School Board.

If academic performance targets for student achievement are not reached by the identified timelines specified in the contract, the Academic Policy Committee must submit a Plan for Improvement, outlining activities for remediation, a process for monitoring the progress of the Plan, and a process for reporting progress of the Plan to the School Board.

If there is evidence of a breach of contract, the School Board shall have a right to investigate and meet with the charter school to discuss possible remedies, including termination of the charter school contract.

The Department of Education and Early Development may audit the charter school's program and may take any action necessary to ensure compliance with federal and state law, including the withholding of funding.

Organization and Operation of a Charter School

A charter school operates as a school in the school district except that a charter school:

- is exempt from the school district's textbook, program, curriculum, and scheduling requirements.
- is exempt from AS 14.14.130(c) which states "If the district employs a chief school administrator, the administrator shall select, appoint, and otherwise control all school district employees who serve under the chief school administrator subject to the approval of the school board."
- operates under the charter school's annual program budget as set out in the contract between the School Board and the charter school.
- shall designate a contact person for all communications between the charter school and the district administration.

A charter school must participate in all student assessments required by the Department of Education and Early Development.

Operation of a Charter School

A charter school shall:

- keep financial records of the charter school;
- oversee the operation of the charter school to ensure that the terms of the contract are being met;
- meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
- meet with the Academic Policy Committee at least once each year to monitor progress in achieving the committee's policies and goals.

Amendment of Charter

A charter school may apply to the School Board for an amendment to its charter during the term of its contract. If the School Board approves the amendment, an amended contract must be executed to conform to the amended charter. The School Board must forward an amended charter and amended contract to the Department of Education and Early Development. A charter school may make minor changes to its program without review by the Department, if they are approved by the district. A change of program that involves the addition of an elementary or secondary program must be approved by the School Board and the State Board of Education and Early Development.

Definitions

"Employees" of charter schools are considered employees of the district with all rights guaranteed by their respective collective bargaining agreements unless specifically waived by mutual agreement between the appropriate bargaining unit and School Board.

"Principal" means a person selected by the Academic Policy Committee to select, appoint, or otherwise supervise employees of the charter school. This person is not required to possess an Alaska Type B Administrative Certificate, but if a type B is not possessed, the individual may not conduct certificated employee evaluations. The school district assumes no responsibility for employing this person after the termination of the charter school contract unless the person is also employed as a teacher.

"Annual program budget" means the funding generated by students enrolled in the charter school as set forth in AS 14.03.260.

(cf. 3540 - Transportation)

Legal Reference:

Alaska Statutes

14.03.250-14.03.280 Charter Schools

AS 14.16.100 Application for residential school

Alaska Administrative Code

4 AAC 33.110-119 Charter Schools

4 AAC 33.405 - .490 Correspondence Study Programs

4 AAC 33.090 District-operated statewide and district-wide residential schools

APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL

The following steps shall be followed in making application for the establishment of a charter school in the school district.

Administrative Meeting

Any person(s) wishing to establish a charter school shall notify the Superintendent of their intention at their earliest convenience. The Superintendent shall establish an administrative committee to meet with the charter school representatives to review the application procedures, discuss the requirements of the application form and the contract between the charter school and the Board, and to answer any questions the charter school representatives may have.

Following the initial meeting with the administrative committee, the charter school representatives shall prepare the information required on the application form, and shall prepare a proposed contract between the charter school and the Board. The required provisions of the contract are the same as the elements required in the application form set forth in this policy. These documents shall be submitted to the Board no later than October of the school year prior to the school year in which the charter school begins operation. Applications received after the October deadline shall not be considered until the next school year.

School Board Work Session

Following the timely receipt of the complete application form and the proposed written contract between the charter school and the Board, the Board shall hold a public work session with the charter school representatives. During this work session, the charter school representatives shall present their proposal for a charter school and the contract with the Board. The Board and the charter school representatives may negotiate provisions of the contract during this meeting.

Public Hearing on the Charter School Application

Following the work session, the Board may hold a public hearing on the proposed charter school application.

School Board Action

Following the work session and the public hearing (if held), the Board shall place the charter school proposal on the agenda for a regular Board hearing. The Board will take action to approve or deny the request to establish the charter school.