

Lower Kuskokwim School District



Kusquqvii Anenran Elitnaurvii

Parent-Student Handbook

August, 2021

Mission Statement

The mission of the Lower Kuskokwim School District is to ensure bilingual, culturally appropriate and effective education for all students, thereby providing them with the opportunity to be responsible, productive citizens.

The LKSD schools are accredited by AdvancED and adhere to the AdvancED Standards for Schools:

AdvancED Standards for Schools

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing for Learning

The schools curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

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**A Summary of Important Board
Policies (BP), Administrative
Regulations (AR) and Other
Directives Relating to Students**

IMPORTANT NOTE

The information in this edition of the handbook was cross-referenced with the board manual in July 2017. However, it is not a comprehensive source of district policies. For a complete, up-to-date list of these, check the LKSD web site (www.lksd.org) or ask your school's Site Administrator.

In addition, policies are frequently proposed or updated. The most important of these are listed in the back of this handbook. Check with your school and/or LKSD board representative on the status of these proposals.

Philosophies , Goals, Objectives & Comprehensive Plans

BP 0000 Concepts and Roles

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

BP 0100 Philosophy

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

The LKSD School Board is committed to providing a program of instruction which offers each child an opportunity to develop to the maximum of his/her individual capabilities. The Board believes that all students can succeed regardless of their race, background or ability.

Furthermore, the School Board believes that a culturally responsive education in which District staff practice a high level of cultural proficiency will honor and positively influence the opportunity for students of all cultures to become successful individuals, exemplifying positive values and improving communities and the world. School staff shall embody this philosophy in all district programs and activities.

Understanding and Supporting Healing

Intergenerational healing and racial equity are necessary to create successful outcomes for students and stronger, healthier communities. This involves recognition of the needs, resources, and contributions of students, families, culture, and community, as well as the educational system made up of administrators, staff, teachers, the school board, and the land and structures comprising the public school system. Healing supports should be designed to have the following impacts: correct injustice and other wrongs, accurately represent history, educate educators to ensure an accurate understanding of history and protocols, establish schools as an Indigenous place and community, orient, and welcome people to the land and place, create and implement healing in policies and partnerships, and integrate ceremony and protocol. Healing supports are intended to make reparations and new experiences within the educational setting.

The School Board strives to support all students to succeed by creating conditions for learning, teaching, and partnering in the schools. The District's policies and regulations should be considered, adopted, and implemented to further equity and nondiscrimination, cultural safety and responsiveness, student-centered learning and teaching, restorative or trauma sensitive practices, and collaboration with community.

BP 0200 Goals for the School District

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

BP 0210 Goals for Student Learning

The LKSD School Board believes that a quality education provides an opportunity for each student to develop:

1. The concept of self-worth and the ability to exercise self-discipline.
2. A positive attitude toward responsible citizenship.
3. Mastery of the basic skills and a working knowledge of mathematics, technology, reading, language arts (including effective oral and written communication), the sciences, geography, history, government and citizenship, world languages and fine arts.
4. Skills and other competencies leading toward economic independence consistent with the individual's interests and basic potential.
5. Skills to think logically and critically.
6. An awareness and understanding of our country's history and ideals and its diverse ethnic, racial and cultural heritage.
7. An awareness and understanding of the heritage, ideals and contributions of other cultures, races and countries.
8. The opportunity to develop the capability of students to appreciate beauty in literature, art, music and nature, and to recognize, value and use creativity.
9. A recognition of the importance of physical and mental health and an understanding of skills for a healthy life.
10. An ability to adapt and participate constructively in a changing society.
11. An understanding of the relationship of people and his/her environment.
12. Moral and ethical values based on the rights and responsibilities of individuals and their relationships to each other.

BP 0410 Non-Discrimination in District Programs and Activities

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

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

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

Community Relations

BP 1000 Concepts and Roles

The School Board recognizes that local, regional, national, and international organizations, Alaska Native tribes, and all levels of government share its concerns and responsibility for the welfare, health and safety of our youth.

The LKSD School Board further recognizes that the state and local community and Advisory School Boards determine the number of educational programs available and the quality of the educational process in general. Therefore, it is imperative that members of the community work with the LKSD School Board and staff in developing sound educational policies, implementing programs and establishing an effective evaluation process for those programs.

School/community relations cannot merely be described as a process of reporting and interpreting, but rather can be characterized as a partnership in pursuit of excellence. It is a partnership in which community members, educators, and other school personnel perform their respective roles in view of the best interests of the schools and, most importantly, the students. The administration is responsible for all public communication except for such matters as the Board may wish to deal with publicly itself.

BP 1020 Youth Services

The LKSD School Board perceives that increasing numbers of children live in poverty or neglect. Children who come to school with unmet physical, social and emotional needs are unable to devote themselves to learning. Our future depends upon these children becoming literate, independent and productive citizens. The Board believes that all aspects of a child's welfare must become our society's top priority.

The Board realizes that local schools alone cannot meet our children's complex individual needs. The schools have, therefore, a legitimate interest in cooperating with public and private agencies that provide day care, nutrition, and health services for children. The victims of homelessness, exploitation, substance abuse and child abuse may need multiple services, which should be coordinated in order to avoid gaps, duplication, or delay. Schools, local government, businesses, foundations and charitable organizations all must work together to improve conditions for our community's youth.

Children have a right to have their physical, emotional and intellectual needs met. The Board supports public policies, which respect children by meeting their needs. The Board will advocate for local, state and national public and private policies, legislation and programs designed to provide or better coordinate services that help children to make the most of their educational opportunities.

BP 1312 Public Complaints Concerning the Schools

The LKSD School Board believes that a quality educational program is dependent upon a strong relationship with its communities. The School Board further believes that improved student success results when the district listens to complaints, considers differences of opinion, and resolves disagreements through an established, objective and culturally responsive process.

The Board encourages complainants to resolve problems early and informally whenever possible. The School Board expects that all district staff who respond to complaints and resolve problems will do so in a manner that is culturally responsive and is not influenced by discrimination or biases. If a problem remains unresolved, the individual should

submit a formal complaint as early as possible in accordance with appropriate district procedures. District procedures shall be readily accessible to the public and if needed, an interpreter will be made available in languages which parents use and understand.

Individual Board members do not have authority to resolve complaints. If approached directly with a complaint, however, School Board members should also demonstrate cultural responsiveness while listening to the complaint and providing assistance by referring the complainant to the Superintendent or designee so that the problem may receive proper consideration and due process. The conflict resolution will be documented in writing and shared when appropriate.

BP 1312.1 Public Complaints Concerning School Personnel

The LKSD School Board places trust in its employees and desires to support their actions in such manner that employees are free from unwarranted, spiteful or negative criticism and complaints. The Superintendent or designee shall develop procedures which will permit the public to lodge complaints or criticism against staff members, assure full consideration, and protect the rights of the staff members and the district. Verbal complaints against an employee initially made to a School Board member, Advisory School Board member, or at a School Board meeting will be referred to the Superintendent or designee for appropriate consideration and action.

The District will respond to complaints concerning school personnel, investigate as appropriate, and take action as may be necessary or advisable to resolve the concern. Complaints should follow the complaint filing and resolution process set forth in administrative regulations.

The process for complaints concerning school personnel will be administered in a fair and nondiscriminatory manner on behalf of both the complainant and the personnel involved.

When public complaints involve accusations of child abuse, the provisions of this policy and regulation shall be implemented only after the child abuse reporting requirements specified in law have been fulfilled. The investigation by the District will be coordinated with law enforcement officials so that it does not compromise the investigation by the police.

AR 1312.1 (a) Public Complaints Concerning School Personnel

All written complaints regarding district personnel other than administrators shall be initially filed with the site administrator or immediate supervisor. If the complaint regards a site administrator or central office administrator, the written complaint shall be initially filed with the Superintendent or designee. If the written complaint concerns the Superintendent or designee, it shall be initially filed with the Board president. If the complaint is also against the district, the Site administrator or designee shall provide a copy of the complaint to the district compliance officer so that appropriate procedures may be followed.

If the complaint cannot be resolved informally by the persons involved, the complainant may submit the complaint in writing to the appropriate individual as identified in the paragraph immediately above. When necessary, the district shall assist in the preparation of the written complaint so as to meet the requirements of this regulation. The administrative staff shall inform the complainant that such assistance is available if he/she is unable to prepare the written complaint without assistance. A written complaint must include the name of each employee involved and a brief but specific summary of the complaint and the facts surrounding it. It must also include any specific description of a prior attempt to discuss the complaint with the employee involved and the failure to resolve the matter.

The site administrator or immediate supervisor shall investigate and attempt to resolve the complaint to the satisfaction of the person(s) involved. If the complaint is resolved, the site administrator will so advise all concerned parties, including the Superintendent or designee.

If the complaint remains unresolved after review by the site administrator or the immediate supervisor, the site administrator shall refer the written complaint, together with a report and analysis of the situation, to the Superintendent or designee. Complainants should consider and accept the Superintendent or designee's decision as final.

However, the complainant, the employee, or the Superintendent or designee may ask to address the LKSD School Board regarding the complaint.

Except when a complaint is directed against the Superintendent, no party to a complaint may address the Board, either in closed or open session, unless the Board has received the Superintendent or designee's written report concerning the complaint. School Board members shall make every effort to not prejudice themselves by listening to or discussing the matter of the complaint with any other School Board members, staff, students, or public prior to receiving the Superintendent's report and formally meeting as a Board on the issue.

Complaints before the Board concerning an employee that may tend to be prejudicial to the employee's reputation or character shall be addressed in executive session of the Board. All parties to a complaint, including the school administration, may be asked to attend a Board meeting or part of such meeting for the purpose of presenting all available evidence and allowing every opportunity for explaining and clarifying the issue. The decision of the Board following the hearing shall be final.

Note: The district should make sure that complaints heard in executive session are indeed complaints against an employee, not against district practice or procedures.

BP 1312.2 Public Complaints Concerning Instructional Materials

The LKSD School Board takes great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students, their parents/guardians, or other district residents. The School Board shall strive to adopt instructional materials that refrain from cultural biases or perspectives that promote discrimination. The school board will strive, when possible, to incorporate culturally responsive materials and materials that support students' cultural identity and local knowledge.

The Superintendent or designee shall establish procedures which will permit the equitable and transparent consideration of any complaints against the use of any instructional materials, including textbooks, supplementary textbooks, library books, and other instructional materials and equipment.

The School Board expects and trusts the Superintendent and staff are well qualified to consider complaints concerning instructional materials. The Superintendent or designee's decision is the final response from the district administration. However, if the complainant finds the decision of the Superintendent or designee unsatisfactory, he/she may request that the matter be placed on the agenda of a regular School Board meeting. The request shall be made in writing and addressed to the President of the Board of Education as well as the Superintendent or designee.

The Board's decision in any such case will be based on educational suitability and will not be influenced by a desire to suppress information or deny students access to ideas with which the Board disagrees.

BP 1312.3(a) Public Complaints Concerning Discrimination

The LKSD School Board recognizes that the district has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The School District will ensure that opportunities and courses are offered and accessible to all students in a fair manner and without discrimination. LKSD enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive Federal financial assistance from the Department of Education. These laws prohibit discrimination on the basis of race, color, national origin, sex, disability, and on the basis of age. The Superintendent or designee shall establish procedures to investigate

and seek to resolve complaints alleging unlawful discrimination related to educational programs and activities.

The Board acknowledges and respects student and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights.

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures.

BP 1330 Use of School Facilities

The Board believes that the schools belong to the citizens of the community and that community use of the school facilities fosters understanding and support for school programs. The Board shall make school facilities and grounds available to citizens and community groups for lawful gatherings and assemblies to the extent that such use serves the interests of the citizens and does not conflict with school or district purposes. The Superintendent or designee shall establish administrative regulations governing the reasonable and impartial use of school facilities and grounds by community members or groups.

Temperature Limitations

School facilities will not be used for village tournaments or other purposes which require travel between villages at temperatures below -35 degrees Fahrenheit with the chill factor, or if visibility is below 1/4 of a mile. The decision not to allow use of the school will be made no later than 1pm on the day of the scheduled event if the weather is poor early in the day. Should the weather deteriorate after that time, the decision to disallow use of the school will be made as soon as the temperature reaches -35 degrees Fahrenheit with the chill factor, or visibility is less than 1/4 mile.

BP 1331 Alcohol, Illegal Drugs, Controlled Substances and Inhalants Prohibited on District Property

The Lower Kuskokwim School District Board of Education believes that students are entitled to a drug, alcohol and inhalant free environment. Therefore, the possession of, or use of alcohol, illegal drugs, controlled substances on district property is strictly prohibited at all times. Persons under the influence of, or in the possession of, tobacco, alcohol, illegal drugs, controlled substances, or inhalants are not permitted to be on district property at any time. Students on LKSD property while under the influence of, or in the possession of, alcohol, illegal drugs or inhalants will be disciplined in accordance with BP5131.6.

Employees on LKSD property while under the influence of, or in the possession of, alcohol, illegal drugs, controlled substances, or inhalants will be subject to disciplinary action up to and including termination. Members of the public on district property while under the influence of, or in the possession of, alcohol, illegal drugs, controlled substances or inhalants will not be allowed on school property under any conditions or at any time for the remainder of the school year in which the infraction occurs.

Site administrators (or designee) are authorized to request the assistance of law enforcement officials both to remove persons under the influence of alcohol, illegal drugs or inhalants from district property and to prevent him/her from entering school property.

BP 3513.3 Tobacco-Free Schools

The Board recognizes its responsibility to promote the health, welfare and safety of students, staff and others on

district property and at school-sponsored activities. Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of second-hand smoke. As role models, district employees should demonstrate conduct that is consistent with school programs to discourage students from using tobacco products.

In accordance with law and to promote the health and safety of all students and staff, it is the intent of the Board to establish a tobacco-free environment. Consequently, it is a violation for students, staff, visitors, contractors and all others to use, distribute or sell tobacco, including any smoking device, on district premises, at school-sponsored activities on or off district premises and in district-owned, rented or leased vehicles.

Staff and/or all others authorized to use district vehicles to transport district students to school-sponsored activities are prohibited from using tobacco in those vehicles.

For the purposes of this policy, “tobacco” is defined to include tobacco in any form and/or any nicotine delivering devices. This does not include FDA approved nicotine replacement therapy products used for the purpose of cessation.

This policy shall be in effect and enforceable at all times regardless of whether or not school is in session. The Superintendent or designee shall post appropriate signs prohibiting tobacco use in accordance with law.

The Superintendent may develop administrative regulations as necessary to implement this policy, including provisions for notification of the district’s policy, through such means as student/parent and staff handbooks, newsletters, inclusion on school event programs; disciplinary consequences; and procedures for filing and handling complaints about violations of the district’s policy.

The Superintendent may consult with local officials to promote enforcement of law that prohibits the possession of tobacco by minors on or off district grounds.

This prohibition does apply to any private residence owned or leased by the district for housing purposes.

AR 3513.3 Tobacco-Free Schools (Business and Non Instructional Operations)

All LKSD Property is designated as tobacco free (TFS – Tobacco Free Schools). Use of any tobacco product (including Iqmik) is prohibited on all LKSD property, including grounds, buildings, parking areas, school vehicles (including vehicles rented while on school district trips), and at any district sponsored event, either on or off campus.

Tobacco means all forms of tobacco (smoke and smokeless) and tobacco use.

All schools will display prominent signage publicizing the Tobacco Free Schools (TFS) policy. Schools will use positive health-promoting messages.

Enforcement:

Students: Refer to LKSD Discipline Guidelines, Group 2 – Acts of Misconduct.
Education/Support including referral to Alaska Tobacco QuitLine.

Staff: Verbal Warning – Reminder of TFS policy.
Education/Support including referral to Alaska Tobacco QuitLine Disciplinary Action, which may include written warning or formal reprimand.

Visitors: Printed request using small card containing reference to TFS policy. Issue verbal request to stop using tobacco on school/district property.
Ask to leave if non-compliant.
If visitor will not leave, contact law enforcement.

Student Policies

BP 5000(a) Concept and Roles

The focus of the school system is on the student. It is the responsibility of the LKSD 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 in regard to admission, attendance, and educational programming.

The role of LKSD School Board is:

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.

BP 5131 (a) Conduct

The School Board believes that student academic success depends upon students being physically present at school. Accordingly, the Board desires to reduce the time students spend away from the classroom and school learning environment due to misconduct. In order to facilitate this goal and increase outcomes for students:

The district shall use trauma-informed and supportive approaches to student behavior that create clear expectations with staff, students, and families.

The district will pro-actively provide structures to cooperatively and independently manage behavior, and to build skills for self-management throughout the school day.

The district will monitor, address, and ensure that students do not disproportionately experience suspension, expulsion or other disciplinary actions due to race, ethnicity, disability, religious or cultural preference, gender identity, sexual orientation or socioeconomic background.

The district will work to build students' self-regulation skills, incorporating preventive and restorative practices to minimize the need for discipline and maximize instructional time for every student.

The district will incorporate culturally responsive models, school wide management, and classroom practices that build student skills, strengthen relationships, and keep students in the classroom.

In-school and out-of-school suspension should not be imposed unless other means of correction have failed to bring out proper conduct, or in circumstances where the student's presence poses a danger to persons or property or disruption to the educational environment.

The district will incorporate restorative or corrective practices that focus on relationship building with students and families. 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 Superintendent or designee shall provide professional development or supports as necessary to assist staff to offer consistent classroom management skills, to model skills for students, to establish collaborative relationships with parents/guardians, and to implement effective relationship building and disciplinary techniques, all while eliminating unconscious bias.

Clear standards for student conduct, classroom expectations, and resolving conflict will be established to ensure that the environment within each district school and classroom supports student learning. The Superintendent or designee, in consultation with staff, parents, students, and the community, shall establish student conduct expectations and identify consequences for violations. In addition, the Superintendent or designee, in consultation with staff, parents, students, and the community, shall develop procedures that school staff, families, and students must follow in order to resolve problems as they develop.

The District shall make available and inform students regarding these policies, and review these policies every three years. At a minimum, the policies must address routine discipline case procedure and chronic or serious discipline case procedure.

The LKSD School Board believes that all students have the right to a public education in a positive environment free from disruptions which interfere with teaching and learning activities. In order to promote an atmosphere conducive to learning, it is imperative that the Board, parents/guardians, students, teachers and the administration be cognizant of their responsibilities related to student conduct.

LKSD School Board

The Board is responsible for prescribing rules for the government and discipline of the schools under its jurisdiction. Consequences for misconduct will be fair and developmentally appropriate in light of the circumstances. The Board holds the certificated personnel responsible for the proper conduct and control of students under their charge within the behavioral guidelines established by the Board in conjunction with the administration. The Board shall provide all reasonable support to certificated personnel with respect to student conduct and discipline.

The LKSD School Board will receive a report that reviews and analyzes disciplinary action data to understand conduct and discipline outcomes of specific groups of students and families.

The LKSD School Board and administrators will review research on effective practices to pro-actively create trauma informed environments and determine how to incorporate into district policies and practice.

Superintendent

The Superintendent or designee shall establish the necessary procedures to implement and enforce the Board's discipline policy. He/she shall notify the parents/guardians of all students of the availability of the district's policy and procedures related to conduct and discipline.

School Principal

The school principal shall initiate and enforce a set of school rules, in keeping with district policy and regulation, which facilitate effective learning and promote attitudes and habits of good citizenship.

The principal or designee shall provide instruction to students regarding their rights and responsibilities.

The principal shall support the classroom teacher in his/her efforts to promote improved and acceptable behavior in students.

Teachers

Appropriate classroom behavior allows teachers to communicate more effectively with students. Teachers shall conduct a well-planned effective classroom program and initiate and enforce a set of classroom regulations that facilitate effective learning.

Teachers shall cooperate with administrators and other classroom teachers in enforcing general school rules and appropriate campus behavior.

Parents/Guardians

Parents/guardians are expected to comply with the laws governing the conduct and education of their children. They shall also be expected to cooperate with school authorities regarding the behavior of their children. Parents/guardians may be held liable for misconduct of their children to the extent provided by law.

Students

Students shall be properly instructed in the rules and regulations pertaining to acceptable conduct as set by the Board. All students shall comply with the regulations of the school district, comply with the course of study and submit to the authority of the teachers and administration of the schools.

Students should have the freedom and be encouraged to express their individuality in any way as long as their conduct does not infringe upon the freedom of other students or interfere with the instructional program.

Students who violate the law or the rules and regulations of the school district may be subject to the transfer to alternative programs, discipline, suspension, or expulsion.

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.

BP 5111(a) Admission

The LKSD 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.

BP 5111 (b) Admission

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 or designee 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)

AR 5111 (b) Early Entrance

A child under school age may be admitted to kindergarten if he/she is at least four years and six months of age before September 1, or to the first grade if he/she is at least five years and six months of age prior to September 1, following the beginning of the school year. In addition a psychologist licensed in the State of Alaska or certified by the Alaska Department of Education, shall have examined the child and certified that he/she has the mental, physical, and emotional capacity to perform satisfactorily in a public school educational setting. Such certification shall be sent directly from the examining psychologist to the Superintendent and Special Education Director.

Any information relevant to the child's early entrance available from the school site shall also be forwarded to the Superintendent and Special Education Director. Relevant site information may include projected class size, based on current district guidelines, available preschool screening information, or other information, which the site may choose to obtain. All assessment information must be submitted to the Superintendent by no later than the last week of May. Therefore, parents seeking early enrollment for their children are encouraged to arrange for an assessment prior to the end of the previous school year. The final decision concerning the child's status shall be made by the Superintendent and Special Education Director. The Superintendent may determine that the child will not be admitted, the child will fully admitted, or the child will be admitted provisionally for a trial period of not longer than four weeks nor shorter than 5 school days (unless removal is made by parent request). Based on teacher or parent observation, a recommendation to terminate the enrollment may be made after the initial 5 day trial. If a child is admitted provisionally, the parent(s) must acknowledge the provisional agreement in writing. By the end of the trial period, based on input from the child's teacher, principal, and school psychologist, the Superintendent and the Special Education Director will render a final decision.

Any and all costs associated with the examination shall be born by the child's parent or guardian. In no case shall a child under school age be admitted pursuant to this section if more than twenty school days have elapsed during the school year. Final approval for early entry will be contingent on space available as well as class size.

AR 5112.2 (a) Exclusion from Attendance

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 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 Board is basing its decision to propose exclusion.
 - B. Challenge any evidence and confront and question any witness presented by the 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.
4. is under a court order that prevents a student from attending school.

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)

A student denied admission because of a court order shall be permitted attendance when the cause for exclusion no longer exists.

BP 5113(a) Absences and Excuses

The LKSD 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.

Excused Absences

The Superintendent or designee may excuse student absences for health reasons, substance abuse treatment, long term treatment facility care, family emergencies or other reasons the Superintendent or designee determines constitute good cause.

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

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

Unexcused Absences/Truancy

The Board is committed to keeping students in school. The Superintendent or designee shall implement whatever steps he/she deems appropriate to reduce student absences and to ensure that all children residing within the district are receiving appropriate educational services as required by law.

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

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. When warranted, the Board shall initiate a complaint with the district court against any person believed to be in violation of state compulsory attendance laws. (AS 14.30.030).

AR 5113 (a) Absences and Excuses

Prearranged Absences

When students contemplate absence for personal reasons, including subsistence activities, their parents/guardians shall write the site administrator to ask that the expected absence be excused. (If no written request is received, the absence will be considered unexcused.) The site administrator 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. Students must meet current semester ASAA and LKSD student activity eligibility standards for their grade level to be approved for a Prearranged absence. An ASB may create more stringent requirements at the site level.

Excused Absences

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

- A. Written note or phone call from parent/guardian or parent-representative.
- B. Name of student.
- C. Name of parent/guardian or parent representative.
- D. Date or dates of absence.
- E. Reason for absence.

This information will be used to determine whether that absence is excused or unexcused.

Intervention for accumulated excused absences:

- A. Three (3) or more continuous excused absences that involve medical reasons will require an excuse slip from the health clinic or school nurse.
- B. After 3-5 excused absences, the Community School Advocate or site administrator will contact the parents to see if there are concerns that the school should know about. The Community School Advocate or site administrator will notify the site social worker of the result of this contact.

Tardiness

Students in kindergarten through 6th grade that come late to school within the first 59 minutes of the start of morning and afternoon classes are considered tardy. Being late more than 60 minutes in either morning (1/2 day) or afternoon (1/2 day) class sessions will be considered an absence.

Junior high and high school students that are on a daily class period schedule and come late to class within the first 9.9 minutes are considered tardy to that class. A tardiness of ten (10) minutes or more is considered an absence.

NOTE: If the junior high students are not on a junior high /high school class period schedule, they should be included in the elementary guidelines.

AR 5113 (b) Minimum Attendance

Students enrolled in Carnegie-unit classes are expected to attend class for ninety (90) days each semester. A student may not receive credit for any Carnegie class during a semester in which s/he has ten (10) or more days of unexcused absences in that class. In certain circumstances and on an individual basis, the site administrator, in consultation with the superintendent or designee, may waive the 10 day rule.

AR 5113(c) 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.

Truancy Procedures (Site):

Step 1 Attendance Alert: (information and notification process)

When a student accumulates 1-3 Unexcused Absences (or the equivalent) the student will be placed on Step 1 Attendance Alert. Parents will be contacted in person, in writing, and/or by phone to review the school, district, and state attendance expectations and policies.

Step 2 Attendance Alert: (communication and problem-solving process)

When a student accumulates 3-5 Unexcused Absences (or the equivalent) the student will be placed on Step 2 Attendance Alert. A parent meeting is required at which time the policies and procedures will be reviewed. A Parent Contract will be developed which will delineate appropriate interventions and subsequent consequences for further Unexcused Absences. The site social worker will be notified.

Step 3 Attendance Alert: (intervention process)

When a student violates the agreement in the Parent Contract, the student will be placed on Step 3 Attendance Alert. Interventions and consequences delineated in the Parent Contract will be initiated

Truancy Procedures (District Office):

When a child of school age (7-16 years of age) accumulates 5 Unexcused Absences*, the District Safety Coordinator will file a truancy citation with the District Court. Additional citations will be filed for each subsequent 5 Unexcused Absences*. In addition to notifying the parents of the student, the Safety Coordinator will notify the Site Administrator, Lead Social Worker, and, if the child has an IEP, the Director of Special Education. The District Safety Coordinator will incorporate site records of parent contacts, interventions attempted, and other appropriate documentation into the truancy citation.

*For truancy purposes, an Unexcused Absence is defined as a full-day unauthorized absence.

The Administration will establish a five-member truancy committee consisting of the superintendent, or designee, school safety coordinator, assistant superintendent for personnel and student services, lead social worker, and director of special education. The truancy committee will review truancy cases at the end of each quarter.

AR 5118 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 performances by their teachers, guidance personnel and the site administrator 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.

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.

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.

BP 5121 Grades / Evaluation of Student Achievement

The LKSD 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 that 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 Superintendent or designee shall establish and regularly evaluate a uniform grading system. Site administrators shall ensure that student grades conform to the system.

AR 5121 Grades / Evaluation of Student Achievement

1. The use of the Power School Web-based grade book is mandatory.
2. Teachers shall enter grades on at least a weekly basis.
3. The Department of Academic Programs will set a minimum number of grades per week that must be entered into the Power School Web-based grade book.

Elementary Grades

1. Students in kindergarten will be evaluated using a checklist system to determine growth.
2. Students in grades 1-8 will be evaluated and assigned grades using the following scale.

For academic classes, students will be assigned grades of:

A	Excellent
B	Good
C	Fair
F	Fail

For work habits and citizenship, students will be evaluated using:

E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unacceptable

High School Credit Grading System (Secondary only)

1. The following grading system will be used in the Lower Kuskokwim School District's secondary schools (grades 9-12) for those courses that grant credits.

A	90-100%	4 grade points	credit earned
B	80-89%	3 grade points	credit earned
C	70-79%	2 grade points	credit earned
P		0 grade points	credit earned

F	below 70%	0 grade point	NO credit earned
NC		0 grade point	NO credit earned (attendance)*
INC	0 grade point	Temporary Grade	No credit earned (credit recovery)**

For work habits and citizenship, students will be evaluated using:

E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unacceptable

2. A semester grade is determined on a cumulative basis as per AR 6145b(2); all work completed by a student throughout the entire semester is used to compute the semester grade. The first- and third-quarter grades are only a mid-semester progress report and are not used to determine the final semester grade.
3. A “F” indicates cases where lack of academic achievement results in failure.
* A “NC” indicates cases where attendance, suspension or expulsion result in failure.
4. A Pass / Fail option may be available to students but only as required under a student’s IEP and when approved by the Special Education Director and Assistant Superintendent of Instructional Programs.
“Pass” is marked as “P” on the report card and transcript. The student earns credit for the course and the grade is not included in the student’s GPA calculation. “Fail” (“F”) receives no credit and is not calculated in the student’s GPA.
5. Any student who wishes to “drop” or change a course must notify the teacher and site administrator (or designee) within two weeks after his/her initial date of enrollment in the course. Only one “drop” can occur per class period per semester. A parent / guardian signature is required. No record of the dropped course will appear on a student’s report card or transcript.
6. F and INC grades receive 0 grade points and are figured into the GPA calculation.
7. AP credit is available only for those courses using Advanced Placement curricula that specifically prepare students to successfully pass the appropriate Advanced Placement course. The instructor will have received training in the AP curricula. Students taking AP classes in LKSD shall receive 5 grade points for an A, 4 grade points for a B and 3 grade points for a C. A grade of “F” receives no credit. All AP courses will be marked as such on the student’s transcript. Any expense for an AP exam will be borne by the site. All Dual Credit and/or AP courses in the district are transferable within the district.
8. All courses (including electives) are counted in the GPA formula and are weighted equally, except for Dual Credit and/or AP credit courses as noted in #7.
9. The calculation formula is based on simple averaging: The sum total of earned grade points is divided by the number of courses completed, excluding Pass/Fail courses.
11. Each student will receive notification of his / her official GPA, class rank, and class level at least twice each school year with each semester report card.

Continuous progress is the goal. For students who exhaust LKSD course offerings before they matriculate, there is a dual credit policy that allows students to take and receive high school credits for university courses which are approved and paid for by the district.

***In certain circumstances students may need additional time to complete courses. In such cases, a temporary grade of “incomplete” (INC) may be issued on the student’s report card at the end of each semester when the student has not completed the requirements of the course. Each school will develop a team to determine if the circumstances for each student receiving an INC warrant the extra time. The school will then offer credit recovery opportunities for students to complete the course and earn credit within 30 school days after the end of the semester. In the event that a student does not complete the course within the 30 day time frame, the incomplete will convert to a “F”. In certain circumstances and on an individual basis, the site administrator, in consultation with the superintendent or designee, may waive the 30 day rule.*

BP5121.1 Home School Credits

The State of Alaska does not offer guidelines for districts in awarding credit for home school courses. Therefore, students who live in LKSD must enroll in pre-approved home school courses if they want the courses to be applied toward graduation. To be considered, home school courses must be accredited through state departments of education or regional accreditation associations.

Home school credit will be granted only by the District Registrar.

BP 5121.2(a) Transfer Students

In those cases where students transfer from other school districts, the following guidelines will apply:

1. Students will be placed in the appropriate grade based on their transfer records. In the absence of transfer records at the elementary level, students will be placed in the grade and classes most closely aligned with their age/peer group. At the secondary level, the registrar, in consultation with the site, will create an official LKSD transcript based on official transcripts received from the transferring school.
2. For secondary students, every attempt will be made to accept all coursework, accumulated credits and grade points / values at face value as they appear on the official high school transcript from the previous school(s). However, GPA's will be recomputed according to district policy.
3. LKSD graduation requirements will not be waived for secondary students who transfer into the district with the LKSD equivalent of thirteen (13) credits or less. Secondary transfer students with more than the LKSD equivalent of thirteen (13) credits will have an individual graduation plan designed as per BP 6146.1 (c). In either case, a worksheet showing the converted grades / credits as they will appear on the official district transcript will be given to the student and his/her parent/guardian no later than two (2) weeks after the student's enrollment in the district. The worksheet will be signed by school officials and the student's parent / guardian to become part of the student's permanent record / file.
4. Quarter credit courses will be converted to semester credits and recorded on the official LKSD transcript as follows:
 - A. Only credits earned from schools offering quarter credit will be accepted for credit by the district. Quarter grades indicating incomplete semester work will not be accepted for quarter credit.
 - B. One quarter credit receives one-half semester credit (0.25 unit). Quarter grades will be clearly identified so as to avoid confusion on the transcript.
 - C. Two quarter credits equal one semester credit and receive a single semester credit (0.5) and grade.
 - D. Quarter credits will not be computed in a student's cumulative GPA.
5. Trimester credit courses will be converted to semester credits and recorded on the official LKSD transcript as follows:
 - A. One trimester credit equals one quarter credit (0.25 unit), computed and identified as above.
 - B. To receive a semester's credit, a student must be enrolled in the course at least eighteen weeks (or 1.5 trimesters). In this case, the semester grade is computed as an average of both trimester grades, with the first trimester's grade receiving twice the weight of the incomplete second trimester's grade.
 - C. Two trimester credits equal one semester credit and a single semester grade is created by an average of the two trimester grades.
 - D. Three trimester credits equal two semester credits or a full year's credit (1.0). The three trimester grades are averaged by: averaging the first and second trimester grades for the first semester grade, and

the second and third trimester grades averaged to produce the second semester grade. The first and last trimester grades receive double the weight of the middle trimester for averaging purposes. (E.g. the first trimester of A receives twice the value of the halved second trimester grade).

BP 5121.3 (c) Graduation With Honors

In order to graduate with honors the following criteria will be used to designate the level of honors

Honors: GPA of 3.5 or higher

High Honors: GPA of 3.75 or higher

Top Honors: GPA of 4.0 or higher and Alaska Performance Scholarship Transcript

BP 5123 Promotion / Retention Policy

Annual Promotion to the next grade level is the expectation. In cases of exceptional need, some students may be double promoted under the continuous progress model and some may be retained. Academic intervention processes will be utilized prior to any retention decision. Retention is only one tool that a school may choose to use in assisting students to complete their academic program.

The double promotion or retention decision shall be a collaborative school education team decision. The education team should be comprised of the site administrator and at least two teachers.

1. The team should consider the following:
 - A. A clear history of core instruction at grade level paired with strategic instruction to enrich or accelerate learning.
 - B. Alerting parents to the possibility of double promotion/retention, preferably by the beginning of the third quarter but no later than the end of third quarter, and involving parents in an effort to assist the child to make desired educational progress.
 - C. Students may be double promoted if:
 - Achievement is more than two grade levels above current grade in all subject areas as documented through MAP Testing
 - Learning needs are so advanced they cannot be met through differentiation or enrichment under the current grade system
 - D. Students may be retained if:
 - Excessive absences have negatively affected the student's academic performance; or
 - Requested by parent/guardian;
 - Academic performance and rate of growth is inadequate.
 - E. Retention will not result in a situation where a student aged 16 by September 1st is enrolled in 8th grade or lower.
2. Retention must be approved by the Site Administrator.
3. All double promotions and retentions must be reported by the end of the year.
4. Retention decisions may be appealed by parents / guardians to the superintendent or his/her designee. Appeals must occur before then end of September.
5. There will be no mid year promotion from 8th grade to 9th grade.

BP 5124 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 LKSD 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.

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

BP 5125 Student Records

Note: The Family Educational Rights and Privacy Act (“FERPA”) is a federal law requiring districts to maintain policies and regulations for student records which meet the requirements of law. The complexity of federal and state laws makes it imperative for the district to carefully consider its actions with regard to student records and seek legal advice when deemed necessary. FERPA regulations have been amended, effective January 8, 2012.

The LKSD School Board recognizes the importance of keeping accurate, comprehensive student records. The confidentiality of student records shall be maintained in accordance with legal requirements. Information may be disclosed from student records when necessary to protect the health or safety of a student or others, as permitted by law.

The Superintendent or designee shall establish regulations governing the maintenance of student records. These regulations shall ensure parental rights to inspect student records; to seek amendment of student records which are believed to be inaccurate, misleading, or in violation of the student’s privacy rights; to consent to disclosure of personally identifiable information except when disclosure is authorized without consent by law; and to file a complaint to challenge the District’s compliance with applicable laws governing student records.

BP 5125.2(a) Challenging Student Records

Note: The Family Educational Rights and Privacy Act (FERPA) requires schools districts to have procedures in place for parents and eligible students to challenge an education record as inaccurate, misleading, or in violation of the student’s privacy rights. The requirements for that process are set forth in federal law, 34 CFR 99.20-.22.

Request to Amend Records

The parent of a student or an eligible student who believes that information in an education record relating to the student is inaccurate, misleading, or in violation of the student’s rights of privacy, may request that the District amend the record. Such requests shall be made in writing to the superintendent or the superintendent’s designee. The record amendment process is not available to request changes to substantive decisions by the district, such as student discipline decisions and grade challenges. The parent or eligible student must use the designated processes available to appeal those substantive decisions.

The superintendent or the superintendent's designee shall, within a reasonable period of time following such a request, decide whether to amend the record and shall inform the parent or the eligible student in writing of its decision. If the district decides not to amend the record, it shall advise the parent or eligible student of the right to a hearing to challenge the district's decision.

Request for a Hearing

If the district decides not to amend a student record, the parent of the student or the eligible student may request a hearing.

Requests for a hearing shall be made within ten (10) days after notice of the district's decision is delivered to the parent or eligible student. The request for a hearing must be in writing, and shall be made to the superintendent or the superintendent's designee.

Conduct of the Hearing

The district will hold the hearing within a reasonable time after it has received the request. The district will give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.

The hearing may be conducted by any individual, including an official of the District, who does not have a direct interest in the outcome of the hearing.

The parent or eligible student will have a full and fair opportunity to present evidence relevant to the issues. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals, including an attorney.

A written decision will be issued within a reasonable period of time after the hearing. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Remedies

If, after hearing, the hearing officer determines that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the district shall amend the record.

If the hearing officer decides that the information contained in the record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the district shall so inform the parent or eligible student. The hearing officer's decision shall be final. However, the parent or eligible student may place a statement in the record commenting on the information in dispute and/or describing why the parent or eligible student disagrees with the hearing officer's decision. This statement shall be maintained with the record as long as the district maintains the contested portion of the record. If the district discloses the record, or the contested portion of the record to any person, the statement must also be disclosed.

BP 5125.3 Withholding Grades, Diploma or Transcripts

When school property has been willfully damaged or not returned upon demand, the Superintendent or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that is due.

This notice shall include a statement that the District may withhold grades, progress reports, diploma or transcripts from the student and parent/guardian until reparation is made, except that records will be released to another school district to which the student has transferred.

Upon notification that grades, diploma, and/or transcript will be withheld, the student, parents or guardian may request an opportunity to meet with the appropriate school official to receive an explanation of the evidence of property damage and to provide their own evidence disputing the cause of the property damage and/or the amount of damage. This meeting must be requested within five (5) school days of the student/parents' receipt of the notice, or

the right to a meeting is waived.

If the student and parent/guardian are unable to pay for the damages or return the property, the Superintendent or designee shall provide a program of voluntary work for the student. When this voluntary work is completed, the student's grades, diploma or transcripts shall be released. Alternatively, at the Superintendent's discretion, the District may release grades, diploma, or transcript if the student and parent/guardian are unable to pay reparations due to severe financial hardship.

BP 5127 Graduation Ceremonies and Activities

High school graduation ceremonies shall be held to recognize those students who have successfully completed the district graduation requirements, are eligible to receive a high school diploma, or have met the requirements of their IEP/504 plan.

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

AR 5127(a) Graduation Ceremonies and Activities

Graduation ceremonies shall be held no earlier than 5 school days before the last student contact day of the school year.

BP 5131.3 Student use of Vehicles

Vehicles shall not be operated on school property in excess of fifteen miles per hour. Vehicles shall be operated and parked only in areas as may be designated by the school administrator.

Off road vehicles such as snow machines and four wheelers cannot be operated in areas where licensed vehicles are also operated (such as streets, roads, driveways, and parking lots). Off road vehicles must be parked in designated areas only.

No person shall operate an off road vehicle on a school campus without due regard for the safety and rights of pedestrians, drivers, and occupants of vehicles, and so as to endanger the life, limb or property of any person while in the lawful use of the streets, driveways, parking lots, boardwalks or any other public or private property. Off road vehicles being operated in a manner to endanger lives and/or property as defined by AS 28.35.040 (Reckless Driving) and AS 28.35.045 (Negligent Driving), will result in vehicle restrictions imposed or the vehicle being banned from the school campus.

BP 5131.41 Violent and Aggressive Conduct

Students and staff have the right to feel safe and secure in their classrooms and while on school property or at school events. There are certain behaviors that, if tolerated, would quickly destroy the safe learning environment to which the students and staff are entitled. These behaviors, categorized as violent and aggressive, will not be tolerated and will result in immediate corrective action. The Superintendent shall develop procedures for the reporting of violent and aggressive behavior to appropriate law enforcement authorities.

Violent and aggressive acts include, but are not limited to, possession, threat with or use of a weapon; physical assault; verbal abuse; intimidation; extortion; bullying; gang participation; harassment; stalking; defiance; and racial slurs.

Optional: All acts of violence and aggression shall result in those involved being placed on a compulsory behavior management plan. In addition to this plan, each situation shall result in specific consequences, determined by the seriousness of the act, including consideration of expulsion from school for acts of a serious or chronic nature. The Superintendent or designee shall establish procedures for development of behavior management plans. Plan development should include input from the affected student's parent/guardian, teacher(s), principal, and other individuals as appropriate.

AR 5131.41 Violent and Aggressive Conduct

Violent and aggressive conduct directed toward school district personnel and/or students will not be tolerated. Appropriate action must be taken immediately. The building administrator should follow these procedures when violent or aggressive conduct has occurred:

1. Restore order and contact proper law enforcement authorities, if appropriate;
2. Secure medical assistance, if necessary;
3. Conduct a preliminary investigation;
4. Report any assault to law enforcement authorities according to the procedure below.
5. Submit a written report to the Superintendent.

Nothing in this regulation should be construed as limiting the right or duty of an individual employee or student to report incidents of violent or aggressive behavior.

BP 5131.5 Vandalism, Theft and Graffiti

The LKSD School Board considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging or theft of any district-owned real or personal property, including the writing of graffiti.

Any district student who commits an act of vandalism shall be subject to disciplinary action, reparation for damages, and also may be reported to the appropriate authorities for legal prosecution. If reparation of damages is not made, the district also may withhold the student's grades, diploma and/or transcripts.

BP 5131.6(a) Alcohol, Other Drugs and Inhalants

Note: By January 1, 2001, districts must have in place written standards to address the needs of students for whom mental health or substance abuse may be a contributing factor to noncompliance with the school disciplinary and safety program. AS 14.33.120(a)(6). In addition, districts receiving funds for prevention programs pursuant to the Drug-Free Schools and Community Act of 1986, as amended by the No Child Left Behind Act of 2001, are required to have a policy on drug abuse prevention instruction and procedures for eliminating the sale or use of alcohol and other drugs. NCLB also requires that those districts inform and involve parents in violence and drug prevention efforts. Districts must make reasonable efforts to inform parents of the content of safe and drug-free school programs and activities other than classroom instruction. If a parent objects in writing, the district must withdraw the student from the program or activity. AS 14.30.360 encourages districts to provide K-12 health education, including alcohol and drug abuse education. The following sample policy may be revised as appropriate.

Because the use of alcohol, other drugs, and inhalants adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the School Board intends to keep District schools free of alcohol prohibited drugs, and inhalants.

Alcohol, like any other controlled substance, is illegal for use by minors. The School Board desires that every effort

be made to reduce the chances that our students will begin or continue the use of alcohol, other drugs, and inhalants. The Superintendent or designee shall develop a comprehensive prevention program that includes instruction, intervention, recovering student support, and enforcement/discipline. The Superintendent or designee shall clearly communicate to students, staff and parents/guardians all School Board policies, regulations, procedures and school rules related to this prevention program. Special efforts shall be made to ensure that these materials are understood by parents/guardians and students of limited literacy or limited English proficiency.

Note: Drug use by students is not limited to illegal drugs and can also include abuse of prescription drugs and over-the-counter medications. There is also a growing problem of youth using what are commonly referred to as designer or synthetic drugs. Designer or synthetic drugs come in various forms and may be a chemical compound, a plant-based substance, or a combination. Common names for these drugs include bath salts, K2, spice, salvia, and synthetic marijuana. These drugs have serious and dangerous effects. Effective July 1, 2011, synthetic marijuana became an illegal substance in Alaska. AS 11.71.040-.050, 11.71.160. The following optional language prohibits the possession, use, or distribution of "prohibited drugs," which includes all dangerous substances that pose a risk to district students.

Specifically, the Board prohibits the actual or attempted sale, distribution, use, or possession by a student of alcohol, prohibited drugs or inhalants, drug paraphernalia, substances that are designed to look or act like prohibited drugs or alcohol, or substances purported to be prohibited drugs or alcohol. Prohibited drugs are defined as:

1. Drugs that are illegal under any local, state, or federal law; or any drug that can be legally obtained but which has been obtained through illegal means.
2. Alternatives to illegal drugs such as designer or synthetic drugs, whether or not prohibited by law, which are purported to, designed to, or which do impair, restrict, or alter normal cognitive function when absorbed, ingested, injected, or inhaled.
3. Prescription drugs that are not legally obtained or prescribed, are not being used for the prescribed purpose, are being used in excess of the prescribed amount, are being used by other than the person to whom prescribed, or are being sold, traded or distributed.

Recognizing that keeping schools free of alcohol, other drugs, and inhalants is a concern common to the district and community, the School Board supports cooperation among schools, parents/guardians, law enforcement and other appropriate community organizations involved in preventing alcohol, inhalants, and drug abuse.

Note: Districts are required to establish a citizen advisory committee in order to receive Public Law 99-570 funds. Additionally, AS 14.33.110 requires that the school disciplinary and safety program maintain community standards of school behavior that are developed by members of each school, including students, parents, teachers, school administrators, and other responsible persons.

Instruction

The District shall provide preventative instruction, which helps students avoid the use of alcohol, other drugs, or inhalants and teaches students how to influence their peers to avoid and/or discontinue the use of alcohol, other drugs, or inhalants. Instruction shall be designed to answer students' questions related to alcohol, other drugs and inhalants.

The instructional programs will help students obtain and use current and accurate information, develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social and personal skills to resist involvement with alcohol, other drugs, and inhalants.

The curriculum will be K-12, comprehensive and sequential in nature and suited to meet the needs of students at their respective grade levels. All instruction and related materials shall stress the concept that alcohol, prohibited drugs can be dangerous and should never be used when such use is illegal.

Intervention

The LKSD School Board recognizes that there are students on our campuses who use alcohol, other drugs, and

inhalants and can benefit from intervention. The School Board supports intervention programs that include the involvement of students, parents/guardians and community agencies/organizations.

School personnel should be trained to identify symptoms which may indicate use of alcohol, other drugs and inhalants. The Superintendent or designee shall identify responsibilities of staff in working with, intervening, and reporting students suspected of alcohol, other drug, and inhalant use.

Students and parents/guardians shall be informed about the signs of alcohol, other drug, and inhalant use, and about appropriate agencies offering counseling.

Non-Punitive Self-Referral

The LKSD School Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who self-disclose past use of alcohol or other drugs in order to seek help to quit using shall not be punished or disciplined for such past use. State and local extra-curricular activities eligibility rules may apply further conditions related to the admission of drug or alcohol use.

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol, prohibited drugs, and inhalants and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. Students possessing, selling and/or using alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures which may result in suspension or expulsion.

School authorities may search students and school properties for the possession of alcohol, other drugs, and inhalants as long as such searches are conducted in accordance with law.

AR 5131.6 (a) Alcohol, Other Drugs, and Inhalants

Intervention

The staff shall intervene whenever students use inhalants, alcohol or other drugs while on school property or under school jurisdiction.

Staff members who believe that a student may be under the influence of inhalants, alcohol or drugs shall immediately notify the site administrator or designee.

If the site administrator or designee knows, observes or suspects that a student is under the influence of inhalants, alcohol or drugs, he/she may notify the parent/guardian or law enforcement agency if such action is believed to be in the best interests of the student or required by law.

The site administrator or designee may refer students and their families to services that deal with inhalants, alcohol and drug problems.

In severe cases, if the parents/guardians or the school medical personnel are not immediately available, the site administrator is authorized to call an ambulance to remove the student to a hospital. Parents/guardians will be notified of this action and shall be responsible for the incurred expenses.

Student Possession and/or Use of Alcohol, Inhalants, and/or Illegal Drugs on School Property

Student use, possession, distribution or sale of intoxicating liquor, inhalants, illegal drugs, substances designed to look like illegal drugs substances claimed to be illegal drugs is prohibited in all schools, in all school facilities, on school grounds, at school activities or while on school sponsored trips. It is against the law and the policies of the Lower Kuskokwim School District and will not be tolerated.

If a teacher, Site Administrator, school nurse, teacher aide or other school authority suspects that a student is under the

influence of, or is in the possession of, intoxicating liquor, inhalants, illegal drugs, substances designed to look like illegal drugs, substances claimed to be illegal drugs, the Site Administrator will be notified. The Site Administrator will immediately conduct an investigation of the charges. Such investigation may include student searches conducted in accordance with this policy.

The actual or attempted use of, or possession of intoxicating liquor, inhalants, illegal drugs, substances designed to look like illegal drugs or substances claimed to be illegal drugs, while the student is under the jurisdiction of the school will result in suspension and/or expulsion of the student. Under the jurisdiction of the school means while the student is attending classes, participating in school sponsored activities, is on a school-sponsored trip or is on the school grounds or in the school building. Students who engage in the above activities off-campus and who return to the school grounds or to school sponsored activities will be subject to suspension and/or expulsion as if such conduct occurred on the school grounds. Such suspension and/or expulsion shall occur regardless of whether or not criminal charges or prosecution results from the student's conduct.

1. A first offense in a school year by a student who trades, buys, uses, or possess intoxicating liquor, inhalants, illegal drugs, substances designed to look like illegal drugs or substances claimed to be illegal drugs, while under the jurisdiction of the school will result in the following action:
 - A. The parent(s)/guardian(s) will be contacted immediately and asked to come to the school and pick up the student. If the parent(s)/guardian(s) is unavailable, he/she will be contacted as soon as possible by the Site Administrator
 - B. Five (5) full school days suspension from school and banned from participating in co-curricular activities for one weekend; such weekend to occur during the suspension if the weekend falls during the period of suspension or the weekend immediately preceding the period of suspension if the suspension begins on a Monday.
 - C. The Site Administrator shall determine what level of intervention including counseling is required as a condition of returning to school.
 - D. Required parent/guardian conference with the Site Administrator prior to readmission.
2. A second offense in a school year by a student who trades, buys, uses or possesses intoxicating liquor, inhalants, illegal drugs, substances designed to look like illegal drugs or substances claimed to be illegal drugs, while under the jurisdiction of the school will result in the following action:
 - A. The parent(s)/guardian(s) will be contacted immediately and asked to come to the school and pick up the student. If the parent(s)/guardian(s) is unavailable, he/she will be contacted as soon as possible by the Site Administrator.
 - B. Suspension for fifteen (15) full school days including being banned from participating in co-curricular activities for three weekends, such weekends to fall during the period of suspension or to begin on the weekend immediately preceding the start of the suspension if the suspension begins on a Monday.
 - C. Required referral to a District counselor.
 - D. Required parent/guardian conference with the Site Administrator prior to readmission to school.
3. A third offense in a school year by a student who trades, buys, uses or possesses intoxicating liquor, inhalants, illegal drugs, substances designed to look like illegal drugs or substances claimed to be illegal drugs, while under the jurisdiction of the school will result in the following actions:
 - A. The parent(s)/guardian(s) will be contacted immediately and asked to come to the school and pick up the student. If the parent(s)/guardians(s) is/are unavailable, he/she will be contacted as soon as possible by the Site Administrator.
 - B. Suspension for forty five (45) days or the remainder of the semester whichever is greater.

C. Required documentation that the student has participated in a rehabilitation program prior to readmission to school. The rehabilitation program may be on an out-patient or in-house basis.

D. Required parent/guardian conference with the Site Administrator prior to readmission to school.

4. A fourth offense in a school year by a student who trades, buys, uses, or possesses intoxicating liquor, inhalants, illegal drugs, substances designed to look like illegal drugs or substances claimed to be illegal drugs, while under the jurisdiction of the school will result in a recommendation to the District Board for expulsion. The District Board may impose another penalty if the decision is made not to expel the student. Should the student be expelled from the District's schools, he/she may apply for readmission no earlier than a year from that date of his/her expulsion upon verification that the student has participated in an residential rehabilitation program.
5. Students who have been suspended will be denied participation in other District sponsored activities during any period of suspension and for such additional periods as may be appropriate in each individual case.
6. Students who have been suspended or expelled will not be allowed on the school site for any reason whatsoever except for conferences with the appropriate officials.
7. The Site Administrator has the discretion to allow students to make up work and receive a grade in a class should the student be suspended for over ten (10) days.
8. The Site Administrator has the discretion to allow students to make up work and receive a grade in a class should the student be suspended for less than ten (10) days.

Student Distribution of Alcohol and/or Inhalants, Illegal Drugs, Substances Designed to Look Like Illegal Drugs or Substances Claimed to be Illegal Drugs on School Property

Student use, possession, distribution or sale of intoxicating liquor inhalants, illegal drugs, substances designed to look like illegal drugs or substances claimed to be illegal drugs is prohibited in all schools, in all school facilities, on school grounds, at school activities or while on school sponsored trips. It is against the law and the policies of the Lower Kuskokwim School District and will not be tolerated.

If a teacher, Site Administrator, school nurse, teacher aide or other school authority suspects that a student is distributing or attempting to distribute intoxicating liquor, inhalants, illegal drugs, inhalants, substances designed to look like illegal drugs or substances claimed to be illegal drugs, the Site Administrator will be notified. The Site Administrator will immediately conduct an investigation of the charges. Such investigation may include student searches conducted in accordance with this policy.

The actual or attempted distribution of intoxicating liquor, inhalants, illegal drugs, substances designed to look like illegal drugs or substances claimed to be illegal drugs, while the student is under the jurisdiction of the school will result in suspension and/or expulsion of the student. Under the jurisdiction of the school means while the student is attending classes, participating in school sponsored activities, is on a school-sponsored trip or is on the school grounds or in the school building. Students who engage in the above activities off-campus and who return to the school grounds or to school sponsored activities will be subject to suspension and/or expulsion as if such conduct occurred on the school grounds. Such suspension and/or expulsion shall occur regardless of whether or not criminal charges or prosecution results from the student's conduct.

1. A student apprehended on a first offense during a school year for selling or attempting to sell or giving or attempting to give intoxicating liquor, inhalants, illegal drugs substances designed to look like illegal drugs or substances claimed to be illegal drugs, while under the jurisdiction of the school will result in the following action:
 - A. The parent(s)/guardian(s) will be contacted immediately and asked to come to the school and pick up the student. If the parent(s)/guardian(s) is unavailable, he/she will be contacted as soon as possible by the Site Administrator.

- B. Suspension for forty-five (45) days or the remainder of the semester whichever is greater. Required referral to a district counselor.
 - C. Required parent/guardian conference with the Site Administrator prior to readmission to school.
2. A second offense during a school year by a student for selling or attempting to sell or giving or attempting to give intoxicating liquor, inhalants, illegal drugs, substances designed to look like illegal drugs or substances claimed to be illegal drugs, while under the jurisdiction of the school will result in a recommendation to the District Board for expulsion. The District Board may impose another penalty if the decision is made not to expel the student. Should the student be expelled from the district's schools, he/she may apply for readmission no earlier than a year from that date of his/her expulsion upon verification that the student has participated in a rehabilitation program.
 3. Students who have been suspended will be denied participation in other District sponsored activities during any period of suspension and for such additional periods as may be appropriate in each individual case.
 4. Students who have been suspended or expelled will not be allowed on the school site for any reason whatsoever except for conferences with the appropriate officials.
 5. The Site Administrator has the discretion to allow students to make up work and receive a grade in a class should the student be suspended for over ten (10) days.
 6. The Site Administrator has the discretion to allow students to make up work and receive a grade in a class should the student be suspended for less than ten (10) days

BP 5131.61 Drug Testing of Students Participating in Extra Curricular Activities

The Board believes that a drug testing program for students participating in high school extracurricular activities is a proper and reasonable means of furthering the District important interest in preventing and deterring drug use among its students. Therefore, the District has adopted this student drug testing policy in order (1) to protect the health and safety of its students, (2) to encourage those with drug problems to seek help overcoming such problems, (3) to counteract negative peer pressure by providing a reason to refuse to use drugs, and (4) to otherwise prevent and deter drug use by its students. Illegal drug use is a serious threat to the school system, its students, visitors, and employees. Research and experience has demonstrated that even small quantities of illegal drugs can impair judgment and reflexes, creating unsafe conditions for students and others. Participation in extracurricular activities is a privilege which can be taken away for failure to comply with this policy and any implementing administrative regulations. The Superintendent is to develop such regulations consistent with this policy.

Students of this District who participate in extracurricular activities shall submit to drug testing as outlined in any implementing administrative regulations. Those students will be required to complete an authorization form that allows the district to conduct drug testing. Should a student and parent or guardian decline to complete this form, that student will not be allowed to participate in extracurricular activities until such time as the authorization form is properly completed.

The implementing administrative regulations shall set forth appropriate consequences in the event of a positive test.

The implementing administrative regulations shall set forth procedures for drug testing consistent with applicable legal standards. The regulation shall also set forth procedures regarding the confidentiality of student test results and shall require all persons having access to those results to abide by these procedures.

All students affected by this policy shall be given notice of the policy and of any implementing regulations adopted by the District.

AR 5131.61 (a) Procedure for Implementing Drug Testing of Students Participating in High School Extracurricular Activities

Pursuant to the authority granted by BP 5131.61, entitled Drug Testing of Student Participating in Extracurricular Activities, any Advisory LKSD School Board shall, by written resolution, request the Superintendent to implement a student drug testing program for high school level extracurricular activities at that Advisory LKSD School Board's site.

The resolution shall include a statement that the Advisory LKSD School Board has determined that a serious drug problem exists at the site as a result of illegal drug use by a significant number of high school students. The Superintendent shall investigate the Advisory LKSD School Board's determination and, if credible evidence exists to support that determination, the Superintendent shall implement a drug testing program for students participating in high school level extracurricular activities. Credible evidence shall include student disciplinary records, and statements from students, staff, and parents.

I. Student Drug Testing

At the option of the Superintendent, all students participating in or seeking to participate in a high school level extracurricular activity shall be tested at the beginning of that activity. In addition, random drug testing will be required during the activity for those students who participate. The activities currently covered by this policy are as follows. The Superintendent reserves the right to add other activities.

- A. Basketball
- B. Cross Country
- C. Track
- D. Volleyball
- E. Wrestling
- F. Cheerleading
- G. N.Y.O.

Prior to the beginning of each activity, each student and, if the student is a minor (under the age of eighteen), his or her parent will be required to complete and sign the District Informed Consent Agreement. The agreement will state that the student, and his or her parent, if applicable, understands that by participation in the activity he/she agrees to subject himself/herself to the District's drug testing policy, including random drug testing. No student will be allowed to participate in the activity until this form is completed, signed, and on file with the District.

II. Testing Procedure

If the Superintendent exercises the option to test all students at the beginning of a the activity, the tests will be conducted using the procedure set forth below.

Testing will be performed for the following drugs: marijuana (THC), cocaine, amphetamines, methamphetamines, PCP, and opiates. Students shall not be tested for the presence of any substance other than an illegal drug, nor shall they be tested for the existence of any physical condition other than drug intoxication and/or the presence of illegal drugs in their systems.

The District shall designate a certain area in the high school building as the collection site. Initial screening tests will be conducted by designated District personnel. Those personnel or "test administrators" shall be trained in appropriate procedures for administering the test, recognizing adulteration of samples and evaluating test results.

Students to be tested shall present verification of their identities to the test administrator, if they are not personally known to the test administrator. They shall be asked to remove any jackets or coats and to wash and dry their hands

prior to collection of the specimen. Students must leave their purses or packs outside the collection site, but may remove and retain their wallets. These procedures must be completed in the presence of the test administrator.

Each high school shall decide if it will initially administer a preliminary rapid drug screen type test. If it chooses that option, a student shall be given a choice of at least two sealed drug-testing kits. The drug testing kits shall be the American Bio Medica Corporation Rapid Drug Screen or an equivalent. The student's selected kit shall be opened in full view of the student. The student shall then be directed to a private area for production of a urine specimen. After testing, the student must present the specimen to the test administrator prior to washing his/her hands or flushing the toilet. The specimen shall remain in the student's visual field while the test administrator conducts the following procedures. The test administrator shall measure the specimen and record its temperature. The test administrator shall then divide the specimen in half and shall conduct initial screening using one of the halves. If that screening yields a negative result, the entire specimen will be discarded. If the screening yields an inconclusive or presumptively positive result, the remaining half of the specimen shall be sealed for transmission to a testing laboratory for confirmatory testing. The student shall be requested to initial and date a form identifying the specimen.

If a high school decides not to initially administer a preliminary rapid drug screen test, the urine sample shall be sealed for transmission to a testing laboratory for confirmatory testing. The student shall be requested to initial and date a form identifying the specimen.

The testing laboratory shall conduct confirmatory testing using gas chromatography/mass spectrometry (GC/MS) techniques. Tests shall not be considered positive unless the substance to be tested is present at a level equal to or greater than the cutoff level established by the United States Department of Health and Human Services for that substance. All positive GC/MS test results shall be reviewed by a licensed physician or osteopath. The physician or osteopath shall contact the student within 48 hours of receiving a confirmatory positive test/result from the laboratory and offer an opportunity to discuss the test results. Students may be requested to provide verification of prescriptions or other relevant medical information. Test results that the physician or osteopath concludes are caused by medicine prescribed for the student or by the legal ingestion of any substance shall be reported as negative.

The District shall notify the student of a positive test result and shall provide an opportunity for the student to comment on or explain the result to the principal in a confidential setting prior to taking any action to exclude the student from participation in the activity.

All testing will be scheduled by the administration. A parent of any minor student tested will be notified of the testing within 24 hours of the testing. A student shall be notified of the results of initial screening and confirmatory testing as soon as possible after those results are available to the District. Students have the right to obtain the written results of their tests if they make a written request to the principal for those results within six months after the date of the test. The principal shall provide those results to the student within five working days of receiving a timely written request for test results.

At least one parent of a minor student shall be notified of that student's positive test results, and shall be provided an opportunity to discuss those results with the physician/osteopath and the principal. All parents of minor students and all parents of dependent students are entitled to receive written copies of test results, if they request those results as provided above, and to review any records the District maintains related to their child's testing.

III. Random Testing

Random testing will be conducted weekly during the season/duration for each activity. Approximately, 5 percent of the students participating in covered activities will be tested each week. Students shall be selected for testing by lottery drawing from a pool of all students participating in covered activities at the time of the drawing. The Superintendent shall take all reasonable steps to assure the integrity, confidentiality, and random nature of the selection process, including but not necessarily limited to, assuring that the names of all students currently participating in covered sports are included in the pool, assuring that the person drawing names has no way of knowingly choosing or failing to choose particular students for testing, assuring that the identity of students drawn for testing is not known to those involved in the selection process, and assuring direct observation of the selection process

by at least two adults. The testing procedures set forth in Paragraph II above shall apply.

IV Refusal to be Tested

Should a student refuse to be tested under this regulation, the student will be considered ineligible to participate in the activity for which the test was required.

V. Consequences of Positive Test

A. First Positive Result

In response to the first official test result, a student will be given the option of (1) exclusion from participation in the sport activity for the equivalent of an entire season, or for the equivalent of the full duration of a non-sport activity, or (2) participation in a drug assistance program and submission to periodic drug testing for the equivalent of an entire season, if the activity is a sport, or for the equivalent of the full duration of a non-sport activity, and exclusion from participation in the equivalent of 25 percent of the contests in the sport activity for a season, or exclusion from out-of-district travel for the remaining duration of a non-sport activity. A student participating in a drug assistance program may continue to participate in practice in a sport activity during any period of exclusion from competition in the sport activity unless there is reason to believe that the student's continued participation in practice would present an unreasonable risk of harm to the student or others.

B. Second Positive Result

In response to a student's second positive test result in any two consecutive calendar years, a student shall be excluded from participation in a sport activity for the equivalent of an entire season, or for the equivalent of the full duration of a non-sport activity, and shall be required to obtain a drug assessment from a state certified program and comply with the recommendations contained in the assessment in order to be eligible to participate in any covered activity. A student who complies with drug assessment recommendations may continue to participate in practice in a sport activity during any period of exclusion from competition unless there is reason to believe that the student's continued participation in practice in that sport activity would present an unreasonable risk of harm to the student or others.

C. Third and Subsequent Positive Results

In response to a student's third positive test result, or any positive test result thereafter during a student's high school career, the student shall be excluded from any participation in any covered activity during the current school year and for the next school year. The student must also demonstrate successful completion of a state certified drug rehabilitation program or provide other equally reliable assurance of the student's present abstinence from drugs in order to participate in any covered activity thereafter. If a student successfully demonstrates rehabilitation and abstinence, the student may become eligible for reinstatement in a covered activity prior to the conclusion of the next school year, but in no case prior to the conclusion of the equivalent of at least one entire season if the activity which the student was participating in at the time of the positive drug test is a sport, or for the equivalent of the full duration of any non-sport activity which the student was participating at the time of the positive drug testing.

VI. Periods of Exclusion -- General

Periods of exclusion shall commence immediately following the exhaustion of the student's opportunity to explain positive test results to the principal, unless the principal determines that good cause exists to delay, modify, or revoke the exclusion requirement. Periods of exclusion continue into the next activity season/duration in which the student requests and is otherwise eligible to participate, for as long as necessary in order to reach the equivalent of an entire season/duration of exclusion.

The results of a drug test will be considered medical records and held confidential to the extent permitted by law. The District will limit disclosure of information acquired in a drug test, including the positive and negative results, to the following individuals unless the student consents in writing to other disclosures: (1) the student; (2) the student's

parents; (3) student's principal and other school officials with a need to know; (4) the test administrator and laboratory personnel; (5) medical review personnel; (6) a counselor or other rehabilitation personnel if the student seeks or is required to use such service.

When a student tests positive in response to a drug test administered as part of a series of required periodic drug tests and the positive test result is attributable solely to the fact that a drug the student had ingested prior to commencement of the series of tests has not yet cleared the student's system, the positive test shall not be treated as a second or subsequent positive test for purposes of imposing additional consequences on the student pursuant to this regulation.

VII. Non-Punitive Nature of Policy

No student shall be penalized academically for testing positive for illegal drugs pursuant to this policy. The results of drug tests pursuant to this policy will not be documented in any student's academic records. No student shall be otherwise disciplined for testing positive for illegal drugs pursuant to this policy. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities unless legally compelled by valid and binding subpoena or other legal process, which the District shall not solicit. In the event of service of any such subpoena or legal process, the student and the student's custodial parent or legal guardian will be notified at least 72 hours before the response is made by the District.

This regulation does not govern or restrict the consequences to be applied to students who:

- A. Test positive in response to drug tests that are not performed pursuant to this policy, but are based on reasonable suspicion that the student has engaged in conduct prohibited by Board policies, school disciplinary rules and regulations, and the District's Student Activity Manual.
- B. Separate from any drug test pursuant to this policy, are found to have used illegal drugs in violation of Board policies, school disciplinary rules and regulations, and the District's Student Activity Manual.

VIII. Definitions

Drug – For purposes of BP 5131.61 and this regulation, a drug is defined as a substance considered unlawful under AS 11.71 or the metabolite of the substance.

Parent – For purposes of BP 5131.61 and this regulation, parent is defined to include a student's natural parent, guardian, or an individual acting as a parent in the absence of a parent or guardian.

BP 5131.62 Tobacco

Note: AS 18.35.20 prohibits the designation of smoking sections for students. It is unlawful for minors to give, sell, use, or possess cigarettes or other tobacco products. AS 11.76.100-.105. Minors include all persons under 19 years of age.

Tobacco use presents a health hazard with serious consequences both for tobacco users and non-users alike. Students shall not be allowed to smoke, chew or possess tobacco or nicotine products on school property or during school hours, at school-sponsored events, or under the supervision of district employees. Students who violate this policy shall be subject to disciplinary procedures which may result in suspension from school.

For the purposes of this policy, "tobacco" is defined to include tobacco in any form and/or any nicotine delivering devices. This does not include FDA approved nicotine replacement therapy products used for the purpose of cessation.

Clothing, bags, hats and other personal items used by students to display, promote or advertise tobacco products are prohibited on district grounds, at school-sponsored activities or in district vehicles. Tobacco advertising is prohibited in all school-sponsored publications, in all school buildings, and at all school-sponsored events. District acceptance of gifts or funds from the tobacco industry is similarly prohibited.

Student violations of this policy will lead to disciplinary action up to and including suspension. The District may provide positive alternatives to suspension, such as in-school suspension, educational programs, school and community service, and promotion of cessation resources. Students may also be subject to removal from any or all extracurricular activities and/or denial or forfeiture of school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, etc.). A referral to law enforcement may be made. Parents shall be notified of all violations involving their student and action taken by the school.

The District may provide instruction regarding the effects of tobacco use on the human body and may take steps to discourage students from tobacco use.

Staff responsible for teaching tobacco use prevention will be encouraged when funds/resources allow to collaborate with agencies and groups that conduct tobacco use prevention education and to participate in ongoing professional development activities that provide basic knowledge about the effects of tobacco use, effective instructional techniques and program-specific activities. As part of the district's tobacco use prevention activities, the Superintendent shall recommend to the curriculum committee the use of evidence-based instructional programs as recommended by the Centers for Disease Control and Prevention, or approved by the Substance Abuse and Mental Health Services Administration (SAMHSA). Programs will be integrated within the health education program and be age- and developmentally-appropriate. Instruction should be provided at every level, pre-kindergarten through grade 12, with particular emphasis on grades six through eight.

BP 5131.63 Performance Enhancing Drugs

The LKSD School Board recognizes that the use of performance enhancing drugs presents a serious health hazard to students. Performance enhancing drugs include anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed or other athletic ability, excluding dietary and nutritional supplements such as vitamins, minerals, and proteins which can be lawfully purchased over-the-counter. The Superintendent or designee shall make every effort to ensure that students do not begin or continue the use of anabolic steroids or other performance enhancing drugs.

Teachers of science, health, physical education and drug education shall include a lesson on this hazard in instruction programs for grades 7-12.

BP 5131.7 (a) Weapons and Dangerous Instruments

Students shall not bring to, possess, or use deadly weapons, firearms, dangerous instruments, or their replicas in school buildings, on school grounds or district-provided transportation, or at any school-related or school-sponsored activity away from school, unless written permission has been previously obtained from the Superintendent or designee specifically authorizing that possession or use. Students who violate this policy are subject to disciplinary action in accordance with district policy and procedures.

School employees may confiscate weapons or dangerous instruments on school grounds or at school-related or school-sponsored activities in order to maintain discipline and to protect the welfare and safety of students, staff and the public.

The district shall, by regulation, define the terms "deadly weapon," "dangerous instrument," and "firearm."

The Board shall expel any student who brings a firearm to school in violation of this policy for a period of not less than one (1) calendar year. The Board shall suspend for at least 30 days, or expel for the school year, or permanently, a student who possesses a deadly weapon other than a firearm. The district may consider requests for early reinstatement by students suspended or expelled for violations of this policy. The Superintendent shall develop

procedures and conditions for early reinstatement.

AR 5131.7 (a) Weapons and Dangerous Instruments

The Superintendent or designee shall permit the possession of weapons, dangerous or deadly instruments, or their replicas at school or at school-related or school-sponsored activities only at the request of a teacher and with the assurance that such possession serves a positive, appropriate purpose. Before granting permission, the Superintendent or designee shall verify that proper precautions have been taken to ensure that no accidents will occur and that the weapon or dangerous or deadly instrument will not be misused while under school supervision.

Weapons Reports

A school employee confiscating any weapon or dangerous or deadly instrument shall deliver it to the building principal or other appropriate authority immediately.

If an employee confiscates a weapon or dangerous or deadly instrument or knows or suspects that a student possesses such a weapon or instrument, which has not been confiscated, the employee shall report the matter to the Principal immediately, and the principal shall take appropriate action.

When informing the principal about the possession or confiscation of a weapon or dangerous or deadly instrument, the employee shall report the name(s) of persons involved, the names of any witnesses, and the location and circumstances of the matter.

The principal shall report any possession of a weapon or dangerous or deadly instrument to the student's parents by telephone or in person, if practicable, and shall follow this notification with written notification to the parents, and shall report all violations of this policy to the Superintendent.

Disciplinary Action

The principal shall take appropriate disciplinary action in accordance with existing Board policies and regulations and shall report all such actions to the Superintendent.

When the weapon involved is a firearm, as defined in Section 921 of Title 18 of the United States Code, or a deadly weapon as prohibited in AS 14.03.160, the principal shall immediately refer the matter to the Superintendent for appropriate action. In cases of firearms, the Superintendent shall recommend the student's expulsion from school for a period of not less than one (1) calendar year. In cases of deadly weapons, the Superintendent shall suspend the student for a period of not less than 30 days. A different period of suspension or expulsion may be justified after consideration of the matter on a case-by-case basis. The Superintendent shall consider any special circumstances involved in the violation, including those in aggravation or mitigation. The Superintendent shall also be responsible for referring to law enforcement authorities any student who violates this policy.

If the student involved has an individual education plan, an IEP team meeting will be called to determine whether there is a connection between the behavior and the disability and to determine appropriate discipline or placement of the student, in accordance with applicable law.

A student who has been suspended or expelled for violating this policy may seek early reinstatement by submitting a written request to the Superintendent. The request must identify all the reasons why the student feels that early reinstatement is appropriate. In evaluating the request, the Superintendent should consider the severity of the weapons violation, the student's discipline record, the amount of the suspension or expulsion the student has served at the time of the request, and any other relevant criteria. As a requirement of early readmission, a student must sign a written contract with the district which identifies conditions of early reinstatement. The contract shall clearly state that any violation of school rules by the student will result in immediate reinstatement of the remaining suspension or expulsion period for the prior weapon violation. A decision of the Superintendent to grant or deny a request for early readmission shall be final and the student will be notified of the decision within 10 school days.

The Superintendent shall provide the Board with a written report of all violations of this policy, including the circumstances of the violation, the type of weapon involved, and the disciplinary or other action taken in response to the violation of policy.

Reports to the State of Alaska

In addition to the Superintendent's report to the LKSD School Board of violations of the Board's policies on weapons and dangerous instruments, the Superintendent shall provide a report to the Alaska Department of Education with a description of the circumstances surrounding expulsions imposed under Board policy relating to violations of the Board's policy on weapons and dangerous instruments. This report shall include, at a minimum, the following information:

1. The name of the school concerned,
2. The number of students expelled from such school, and
3. The types of weapons or dangerous instruments concerned.

Definitions

The term "Firearm" shall have the meaning as defined in section 921 of Title 18, United States Code.

The terms "Deadly Weapon", "Weapon", and "Dangerous Instruments" are defined as anything designed for and capable of causing death or serious physical injury, including, to the extent they are not already included in the above definition, any pistol, revolver, rifle, shotgun, air gun, spring gun or zip gun, any bomb or other explosive, including fireworks, any poison, any dangerous or deadly gas, any slingshot, bludgeon, nightstick, straight razor or throwing star, brass knuckles or artificial knuckles of any kind, any knife, axe, or club.

The term "parent" shall include legal guardians, foster parents, or other individual(s) who have a similar legal responsibility for the child.

BP 5131.8 Student Activity Travel

The Board believes that school-sponsored trips can be beneficial to the overall educational program of the students. All travel should ensure that the educational goals and objectives are relevant to the lives and future of the students. The Board believes that careful planning can greatly enhance the value and safety of such trips. All out-of-district travel shall require prior Board approval. At the first Board meeting of the school year, the administration will submit the names and dates (tentative) for all out of district and district wide activity travel. Sites requesting specific out-of-district travel, for the current year, must submit their tentative plans, including the itinerary and funding source, to the superintendent by November first, unless circumstances of the trip make it impossible to do so. The Board will review these plans during the following Board meeting. The Superintendent may approve out-of-district travel for State sanctioned activities including ASAA, AASG, NYO, Jr. NYO, JROTC Competitions, Close-up, Rose Urban Rural Exchange, FEA, Spelling Bee, Geography Bee, Robotics, AASB Youth Leadership, Academic Decathlon, AkNOS (Alaska Native Oratory Society) Competition, ASTE, etc. The administration will develop and implement regulations that support this policy.

AR 5131.8(a) Student Activity Travel

When students travel from their site (community) the following rules will apply for all trips:

1. All academic and cultural field trips outside the community, including the mode of transportation, must be approved at least two weeks before the trip by the Advisory School Board.
2. All sport related travel must have prior approval by the Advisory LKSD School Board. In case of a cancellation of a previous scheduled event the ASB Chairperson and site administrator, with parent written

permission, may reschedule to another site by giving parents six hours written notice. Before departure the site administrator must have signed parent permission slips for each student.

3. All school activity travel by students will be paid for with school funds - either locally raised funds or funds that may be allocated for the purpose by the District. In no case will parents or students be required to pay for activity travel other than meals while away from home.
4. All Student Travel: At least **three (3) days** prior to the proposed travel, parents, or guardians must be sent a letter and parental permission forms. No student may travel unless the school has received back the written permission form from the parent or guardian. The letter/permission slip must include at least the following:
 - A. Purpose of the trip,
 - B. Destination,
 - C. Departure date and time,
 - D. Return date and time,
 - E. Method of transportation,
 - F. Chaperone(s)
 - G. Name of school contact for further information.
 - H. If snow machines are used, names of designated drivers.
5. Any student who withdraws from going on a trip without a legitimate reason is responsible for paying for all cancellation fees, change fees, or non-refundable tickets.
6. No student may travel unless the parent or guardian has given written permission for the student to receive medical help should it be required.
7. If changes in travel plans occur, parents or guardians must be notified immediately.
8. Students in grades K-3 may not travel out of the village. Grades 4-6 may travel out of the village, but not out of district, without the prior approval of the Board.
9. Students may not be transported on a frozen river, except by snowmachine or by commercial carrier that has district approved insurance certificate on file with the LKSD Business Office.
 - A. Students in grades four (4) through (5) shall not travel beyond the nearest airstrip by snowmachine.
 - B. Students in grades six (6) through eight (8) may travel up to one (1) hour one way by snowmachine. The time allowed for travel means the time it normally takes to travel the distance.
 - C. Students in grades nine (9) through twelve (12) may travel up to two (2) hours one way by snowmachine. The time allowed for travel means the time it normally takes to travel the distance.
 - D. Snowmachine drivers must be from an ASB approved list and drivers names will be included on the parental permission slips.
 - E. No snow machine trip will be taken without at least one certificated teacher and one other adult familiar with the terrain accompanying the students. At least two adults will accompany each group of students and at least one additional adult must accompany each group of additional ten (10) students or fraction thereof when the group is over twenty students. The non-certificated individual(s) must be approved by the site administrator and presiding officer of the Advisory School Board.

10. Boat Travel by Students

When students travel by boat the following rules will apply:

All District Owned Boats must be listed on the District's insurance policy. Non-district owned boats shall not be used to transport students unless they are operated by a commercial carrier that has a district approved certificate of insurance on file with the LKSD Business Office. See Exhibit A.

11. If the students are traveling by other than commercial carrier, the site administrator must confer with the Advisory School Board President or his/her designee no earlier than one hour before the trip is scheduled

to begin to determine whether or not the trip should take place taking into consideration the weather conditions. If regularly scheduled air service is cancelled because of weather conditions, students will not be allowed to travel until such time that weather conditions have improved to meet minimum flying conditions.

12. Students must be accompanied by a certificated chaperone. The only exception to this rule is when the student is placed in an airplane by a certificated chaperone and the airplane is met by a certificated chaperone. A classified employee who has received a waiver of the certificated chaperone requirement by the Superintendent or designee can take the place of the certificated chaperone on a case by case basis for in-district travel.
13. A chaperone must accompany the student(s) when a student overnights away from his/her site, or the student must stay in a certificated teacher's home.
14. Under no circumstances will students be allowed to stay in a hotel or other commercial lodging unless a certificated chaperone is staying in the same hotel or commercial lodging.
15. Pay per view movies or electronic game rental will not be reimbursed by the District. Movies rated higher than PG-13 will not be shown.
16. Students will be accompanied by chaperones of the same sex as the students. When a team stays in a school classroom, the chaperone will stay in the same room. However, when a group is split up into several hotel rooms, then the chaperone may be approved to stay in a room by him/herself (adjoining rooms should be requested). Sites may approve the use of volunteers to serve as an additional chaperone to meet the intent of this section. Prior background checks will be required for non-employee volunteers.
17. Chaperones will keep the original copy of the Parental Travel Permission/Medical Release form (see Exhibit B) and the Travel Behavior Rubric (see Exhibit C). A copy of each will be retained at site.
18. For purposes of this requirement, travel to Yupiit, Kashunamiut, Kuspuk, St. Mary's, and the Lower Yukon School Districts are not considered out-of-district.

Dress Code for Student Activity Travel

1. Each traveler will be adequately dressed. Adequately dressed means each traveler will wear:
 - A. Winter boots (insulated) or mukluks
 - B. Snow pants or heavy long johns or a second pair of heavy pants. Leg warmers are not acceptable.
 - C. Winter parka with hood or a winter coat with a warm hat and scarf. A waist length jacket suitable for walking to school is not acceptable.
 - D. Winter mittens or heavy insulated gloves. Knitted mittens or gloves are not acceptable unless they are the thick mittens worn with a wind shell.
 - E. Thick socks.
2. The clothing requirements may be relaxed somewhat from May through September.
3. All students traveling out of their sites on school sponsored trips shall carry a sleeping bag or blankets, even on a day trip.
4. Rule Six (6) need not be met if the travel is solely by large commercial aircraft to Anchorage or beyond.
5. If travel is not by commercial carrier, survival gear will be carried including:
 - A. Matches, flares, food, first aid equipment, flashlights, and candles
 - B. Sleeping bags for all travelers
 - C. Two shovels and an axe
 - D. A canvas tarp or tent
 - E. A compass
 - F. Picture wire for snares

6. BP5142.4 Cold Weather Travel applies to all student travel.

Site Specific Out of District Student Trips

1. For site specific out of district Academic and Non-Academic student travel, an Out of District Student Travel Request Form (see Exhibit D) must be submitted to the superintendent by November first. The LKSD Board of Education will review the itineraries at their next regular meeting. Sites will have on file a current copy of the Travel request form that was approved by the LKSD Board.
2. Prior to going on the trip each student shall write an essay that explains the purpose of the trip and what he/she hopes to learn from it.
3. Funds generated through the State funding formula can only be used for academic travel. Students may be required to raise a percentage of the total expenses for trip either through student fundraising or by doing an equivalent amount of community service calculated at \$5.00 per hour (site funds). Academic travel will include an equivalent amount of time in educational activities as school time missed.
4. Each student is required to give a report on his/her trip after returning home. This report can be given individually or as part of a group to other students, parents, the ASB or the community. It can be as an artistic performance or an oral or written report.

Out of district NON-Academic travel

When students travel from their site (community) for non-academic trips, but as a school related activity, the following rules will apply for all trips:

1. 1. AR 5131.(a,b,c,d) would apply where appropriate.
2. 2. Non-Academic trips are identified as those trips that do not have a direct relationship to the district's academic program and are not sport activities. Non-Academic travel must be 100% funded by student fundraising.
3. 3. All non-academic trips need to take place on non-school days.

BP 5131.9 Academic Honesty

The LKSD School Board believes that personal integrity is basic to all solid achievement. Students will reach their full potential only by being honest with themselves and with others.

The Board expects students to respect the educational purpose underlying all school activities. All students need to prove to themselves that they can do successful work as a result of their own efforts. The Board expects that students will not cheat, lie or plagiarize.

Each school shall provide an environment that encourages honesty. Students must know that their teachers will not ignore or condone cheating and that anyone discovered cheating will be penalized.

BP 5132 Dress and Grooming

The LKSD School Board believes that appropriate dress and grooming contribute to a productive learning environment. This policy serves to set expectations for personal cleanliness and clothing that are suitable for the school activities in which they participate. Students have the right to make individual choices from a wide range of clothing and grooming styles that do not present a health or safety hazard or cause an undue distraction which would interfere with the educational process.

The school is a partner in ensuring that each student understands and can successfully meet the dress code and

grooming standards. Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A designated staff member will be available to meet with students and families who do not understand the expectations of this policy or who believe they cannot meet the dress and grooming requirements.

A student who violates the dress code shall be subject to corrective or disciplinary action. Corrective action should be considered for first offenses unless, in the judgment of the principal or designee, circumstances indicate that disciplinary action is appropriate.

Schools may choose to have temporary alternative clothing available that will permit a student in violation of the dress code to remain at school for the remainder of the school day, subject to the approval of the principal or designee.

BP 5133 Gifts to School Personnel

The LKSD School Board believes that feelings of appreciation can be expressed in many ways. The Board discourages students and parents/guardians from giving gifts to staff members, and instead encourages them to write personal notes of appreciation. District staff accepting gifts from students or parents/guardians should be sensitive to the feelings of other students and use discretion if gifts are opened in front of others.

BP 5137 Positive School Climate

Note: This optional policy endorses positive steps to create a positive school climate, which is linked to student achievement. All parts of this sample may be modified as desired.

Research indicates that student achievement is often higher in schools with a positive climate. The LKSD School Board expects that all school staff will contribute to a positive and welcoming climate in each school. This encourages staff to have positive interactions and relationships with students and colleagues. A positive school climate includes a safe, culturally responsive, supportive, and well-managed classrooms and school environment. Teachers and staff should consistently acknowledge all students and fairly address student behavior.

School Climate refers to the social and environmental factors that contribute to students' experience of, and attitude towards, their school. School climate is related to how well students feel connected with others at their school and how comfortable the school setting is for them as a student and for their family. The Board recognizes that students experiencing a positive school climate are more likely to achieve success both academically and socially. The District should implement practices that support a positive school environment. These may include: appropriate expectations that are implemented in a nondiscriminatory manner, social and emotional supports, trauma informed practices, culturally responsive education and supports, community and family relationship supports, a positive peer climate, caring adult relationships, a school safety program, and opportunities for student involvement.

The Superintendent or designee may implement and support strength-based activities such as Social Emotional Learning (SEL) efforts, youth leadership initiatives, family involvement in schools, and community service projects.

All members of the school community, including staff, students, administrators, school board members and visitors, are expected to serve as role models by demonstrating positive attitudes, cultural sensitivity, and respect to students and staff members. Staff shall use effective classroom management strategies to foster positive social interactions among students, and encourage and recognize activities that foster a positive school climate.

The Superintendent or designee will administer the School Climate and Connectedness Survey on a regular basis, share results with the school board, staff, students and the community, and commit to improving school climate and connectedness ratings.

The schools shall not tolerate any form of harassment, intimidation, or bullying that would interfere with there being

a positive school climate. Students, staff, administrators and school board members who engage in these acts shall be subject to appropriate disciplinary procedures.

BP 5141 Health Care and Emergencies

The LKSD School Board recognizes the importance of taking appropriate action whenever an accident or illness threatens the safety, health or welfare of a student at school or during school-sponsored activities. The Superintendent or designee shall establish procedures to minimize the effects of an injury by providing first aid and/or medical attention as quickly as possible, to notify parents/guardians of the accident and to take other steps necessary in the interests of the student and the District.

Emergency Contact Information

To facilitate immediate contact with parents/guardians on such occasions, the Board requires parents/guardians to furnish the schools with the current information specified below:

1. Home address and telephone number.
2. Parent/guardian's business address and telephone number.
3. Name, address and telephone number of a relative or friend who is authorized by the parent/guardian to care for the student in cases of emergency when the parent/guardian cannot be reached.
4. Local physician to call in case of emergency.

Referral to Community Resources

School personnel, except those possessing a special services type C certificate, should not recommend that a parent or guardian seek services from a specific physician, psychologist, or other health specialist. Violations of this policy may result in disciplinary action.

School personnel may provide a community resource list that identifies community medical and mental health resources. The Superintendent is responsible for ensuring that any list of community providers complies with legal requirements.

BP 5141.4 Child Abuse and Neglect

Note: AS 14.08.111 and AS 14.14.090 require districts to provide mandatory reporters training in the recognition and reporting of child abuse and neglect. Pursuant to AS 47.17.020, teachers, school administrators, and paid athletic coaches are mandated to report child abuse and neglect.

With concern for the well-being of each student, teachers, school administrators, and paid athletic coaches shall be trained on the recognition and reporting of child abuse and neglect in accordance with state law. District employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

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

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

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

AR 5141.4(a) Child Abuse and Neglect

The Lower Kuskokwim School District recognizes that the State of Alaska Department of Health and Social Services has the duty to investigate suspected cases of child abandonment, neglect, abuse and sexual abuse. Therefore, to insure the District: 1) is in compliance with existing state statutes; 2) is fulfilling its responsibility to protect students' and parents rights, and 3) is cooperating to the end of protecting children from abuse and neglect, the following administrative guidelines and procedures are established:

All staff members of the Lower Kuskokwim School District are required by law to report to the nearest office of the Department of Health and Social Services instances where in the performance of their professional duties, they have cause to suspect that a child has suffered harm as a result of abuse or neglect. Furthermore, if any such person cannot reasonably contact the nearest office of the Department of Health and Social Services, and immediate action is necessary for the well being of a child, that person is required to make the report to a law enforcement officer. In accordance with the reporting requirement found in Alaska Statute 47.17.020, the reporting person shall report the incident promptly by phone or in person and follow up by filling out the attached form mailing or faxing to the LKSD Lead Social Worker. No copy should remain on site.

An employee who reports suspected cases of child abuse or neglect to the employee's job supervisor or to another individual working for the district is not relieved of the obligation to make the report to the Department/law enforcement agency as required by these regulations.

The District will cooperate with the Division or law enforcement agency in the Division's or law enforcement agency's investigation. The student who is believed to have been abused or neglected may be interviewed at school without prior notification to, or permission, from the student's parent/guardian when in the opinion of the Division/law enforcement agency such interview appears to be in the best interest of the child. The Site Administrator shall request a signed statement be given to them stating the need to conduct the interview.

Emergency Custody Provisions

In any case where a representative of the Division/law enforcement agency informs the Site Administrator in writing that emergency custody of a student is being asserted pursuant to Alaska Statute 47.10.142 the Site Administrator shall immediately relinquish custody of the student to the representative of the Division/law enforcement agency. In all such cases, it shall be the responsibility of the Division/law enforcement agency to notify the parent/guardian as soon as practical that the Division/law enforcement agency has assumed custody of the child.

Nothing in these procedures is intended to limit the Division's authority under AS47.10.142 to take emergency custody of children who are the victims of abuse or neglect. The Site Administrator shall provide the Superintendent with a copy of the written notice of emergency custody of the student.

Student Rights

A student who is believed to possess information relative to abuse or neglect but who is not believed to be the object of such abuse or neglect may not be interviewed in school relative to such information without a court order or without prior notification to and written approval from the student's parent/guardian.

Immunity

Alaska Statute 47.17.050 provides that a person who, in good faith, makes a report of child abuse or neglect as provided above, is immune from any civil or criminal liability.

When School Employees are Accused / Charged with Child Abuse

1. Except as set forth in Paragraph 2 below, if the Department of Health and Social Services or a law enforcement agency informs the District that a report has been received that a person employed by the District is suspected of child abuse or neglect, the employee will immediately be suspended pending the results of the investigation conducted by the Department or law enforcement agency.
2. However, the employee shall not be immediately suspended if the Department or law enforcement agency provides written certification to the Superintendent that notifying the employee of his/her suspension may substantially impede the investigation.
3. If the Superintendent believes that failure to suspend the employee will have an immediate and adverse affect upon the educational program, the Superintendent may still suspend the employee.
4. Should the employee be charged with child abuse or found guilty, he/she will be terminated. Should the employee be found not guilty or should the charges be dropped, the District will conduct an internal investigation to determine whether the employee will be reinstated or terminated.

If a school district employee has reasonable cause to suspect child abuse or neglect by another school district employee, the following procedures will be followed:

1. In addition to the reporting process to the Department of Health and Social Services and/or the law enforcement agency outlined above, the Site Administrator or appropriate director will be notified immediately of the allegation.
2. Except as set forth in Paragraph 3 below, within forty-eight (48) hours the Site Administrator or appropriate director will conduct an internal investigation. The results of said investigation will be immediately reported to the Superintendent for a decision as to whether or not the employee will be suspended pending the results of the investigation conducted through the criminal justice system.
3. However, the employee shall not be immediately suspended if the Department / law enforcement agency provides written certification to the Superintendent that notifying the employee of his/her suspension may substantially impede the investigation.
4. Should a Site Administrator or director be suspected of child abuse, the employee will, in addition to the reporting process outlined above, immediately report the allegation to the Superintendent. The Superintendent will conduct an investigation within forty-eight (48) hours to determine whether or not the employee should be suspended pending the results of the investigation conducted through the criminal justice system. However, the employee shall not be immediately suspended if the Department / law enforcement agency provides written certification to the Superintendent that notifying the employee of his/her suspension may substantially impede the investigation.

In any event, the Superintendent has the authority to suspend the employee immediately pending the 48-hour investigation when the Superintendent finds that leaving the employee in the school setting or the job will have an immediate and adverse affect upon the educational program.

BP 5141.41 Child Abuse Prevention

Every child has the right to live free of physical and emotional abuse, including neglect and sexual assault. The LKSD School Board recognizes that such abuse has severe consequences for the child, sometimes resulting in the child's own violent behavior or in drug addiction. Schools are in a position to promote the prevention of child abuse and its recurrence, and to reduce the general vulnerability of children.

Age-appropriate and culturally appropriate child abuse prevention curriculum shall be a component of the district's health and safety instruction. This curriculum shall explain students' rights to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also

shall include training in self-protection techniques.

The Superintendent or designee shall provide coordinated training for teachers who will use the child abuse prevention curriculum, including instruction in the physical and behavioral indicators of abuse, crisis counseling techniques, community resources, rights and responsibilities to report abuse or neglect, and care for a child's needs after a report is made.

The Superintendent or designee shall seek to incorporate community resources into the schools' child abuse prevention programs. To the extent feasible, the Superintendent or designee shall also use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

AR 5141.42 Professional Boundaries of Staff with Students

Boundary Invasions

School employees and volunteers are professionally and ethically obligated to maintain professional boundaries with students when working in an educator's professional role. Staff is defined as school employees and volunteers. In any staff-student relationship, staff is expected to maintain professional boundaries with students and avoid any boundary invasion which does not have a legitimate health, safety, or educational reason.

Schools must pay attention to boundary invasions and unprofessionalism because inappropriate boundary invasions by staff can morph into grooming of students. If there is no legitimate health, safety, or educational reason for such boundary invasions, such boundary invasions are otherwise prohibited.

The Lower Kuskokwim School District Board also recognizes that staff is also part of a small community where the staff and students may be related, neighbors, children of friends, and friends of their children. Staff may play multiple roles in their students lives.

The Lower Kuskokwim School District will provide on going training in regards to inappropriate grooming of students.

Reporting Violations and Administrative Follow Up

Reporting: Staff members must promptly report to the principal or administrative supervisor of any employee or volunteer suspected of engaging in inappropriate boundary invasions they become aware. Do not inform the employee or volunteer suspected of engaging in inappropriate boundary invasions that a report has been made.

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member may be engaging in conduct that violates this policy or procedure.

Administrative Follow Up: The administrator to whom a boundary invasion concern is initially reported must document the concern and promptly provide a copy of that documentation to the Superintendent or Superintendent's designee. The Superintendent or Superintendent's designee shall see to it that (a) the alleged conduct is investigated by LKSD (Investigations will be conducted by a three-person committee made up of the Superintendent, the Director of Human Resources and the District Safety Coordinator.) and/or an independent agency in a timely and responsive manner, (b) any students involved are protected, (c) parents are informed, (d) where appropriate Office of Children's Services (OCS) and/or law enforcement and/or the Professional Teaching Practices Commission (PTPC) are contacted, and (e) where appropriate, remedial and/or disciplinary action is taken.

Reporting Sexual Abuse

A.S. 47.17.020 and Board Policy require that persons who are mandatory reporters who, in the performance of their occupational duties have reasonable cause to suspect that a child has suffered harm as a result of **child abuse** or **neglect**, shall immediately report the harm to OCS or to a peace officer if OCS cannot be reached and immediate action is necessary for the well-being of the child. If there is reasonable cause to suspect sexual abuse, a report must

be promptly made to OCS. Any situation where a school employee or volunteer is believed to have engaged in sexual abuse of a student should also be reported to law enforcement.

Disciplinary Action

Staff violations of this policy may result in disciplinary action up to and including dismissal.

Dissemination of Policy and Reporting Protocols

This policy and procedure will be included on the District website and in all employee, student, and volunteer handbooks.

BP 5141.42 Professional Boundaries of Staff with Students

Purpose

The District is committed to protecting children from inappropriate conduct by adults, including school staff and volunteers. The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children. This policy applies to all District staff and volunteers. For purposes of this policy and its administrative regulation, the terms “District staff,” “staff member(s),” and “staff” also includes volunteers and contractors.

General Standards

Maintain professional boundaries: The Board expects all staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries with students.

The interactions and relationships between District staff and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the District’s educational mission.

District staff will not intrude on a student’s physical and/or emotional boundaries unless the intrusion is necessary to serve a bona fide health, safety, or educational purpose. An educational purpose is one that relates to the staff member’s duties as an educator. Additionally, staff members are expected to avoid any appearance of impropriety in their conduct when interacting with students.

Report violations of professional boundaries: Whenever a staff member observes another staff member engaging in inappropriate boundary invasions with a student, they must report what they have observed to administration. ***When in doubt, report it out.***

Preexisting, outside relationships with students: The Board recognizes that staff may have familial and pre-existing social relationships with parents/guardians/caretakers of students and students. This could create dual relationships with students. Staff members should use sound professional judgment when they have a dual relationship with students to avoid violating this policy. In all such relationships staff should avoid any appearance of impropriety with any student and any appearance of favoritism toward any student. Regardless of any preexisting relationship with students outside of work, when on the job as an educator, staff shall abide by this policy and its accompanying administrative regulations.

Use of technology: The Board supports the use of technology to communicate for educational purposes. However, unless the student is the staff member’s own child, staff are prohibited from communicating privately with students on-line or from engaging in any conduct on social networking websites that violates the law, District policies or procedures, or other generally recognized professional standards. Staff whose conduct violates this policy may face disciplinary and/or termination consistent with the District’s policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

Reporting: The Superintendent or Superintendent's designee will develop regulations relating to this policy, including protocols for reporting and investigating allegations. Investigations will be conducted by a three-person committee made up of the Superintendent, the Director of Human Resources and the District Safety Coordinator.

BP 5141.51 At-Risk Youth

The LKSD School Board believes that, in order to benefit from a learning environment, students must be as free as possible from the dilemma imposed by personal and societal problems. Danger signs for the various at-risk categories must be taken seriously. District personnel must be concerned for the personal development of students, as well as their academic development.

The Superintendent or designee shall investigate and recommend programs, which will address the needs of at-risk youths. At-risk youths include, but are not limited to, those students who abuse drugs or alcohol, are suicidal, exhibit serious attendance problems, drop out of school, are abused or disadvantaged children, or are pregnant or parenting minors.

Program planning should examine, but is not limited, to the following:

1. Classroom learning experiences and the integration of primary prevention programs into the classroom.
2. Staff development requirements.
3. District liability.
4. Community resources.
5. Crisis response/intervention teams.
6. Peer counseling.
7. Parent/guardian education.
8. Student Study Teams.
9. Kindergarten through 12 counseling and guidance curriculum.
10. Attendance and policy procedures.
11. Student discipline.
12. Alternative programs.

BP 5141.6 Violent Behavior Early Warning Signs, Notification, Referral, and Intervention

All staff and faculty members have the responsibility to help keep our schools safe and to intervene when students exhibit early warning signs of violent behavior. This policy is designed to assist staff and faculty members in doing that.

The following early warning signs may indicate that a student is potentially violent. All signs are not equally significant and are not presented in the order of seriousness. They are not to be used as a checklist. For an answer to questions, and explanations of these signs, contact the Lower Kuskokwim School District Social Worker or Special Education Departments.

- Severe social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Victim of violence
- Feelings of being picked on and persecuted

- Poor or deteriorating academic performance
- Expression of violence in drawings and writings
- Uncontrolled anger
- Patterns of impulsive and chronic hitting, intimidating, and bullying
- History of disciplinary problems
- History of violent and aggressive behavior
- Prejudicial attitudes and intolerance for differences
- Affiliation with gangs or hate groups
- Illegal possession of, or misconduct in the use of, firearms
- Continually being teased, picked on or harassed
- Continual threats of violence

If any staff or faculty member observes any of the above signs in a student and believes that the student poses a threat to himself/herself or others, the staff or faculty member shall notify the school principal and district safety coordinator immediately. The school principal and/or the safety coordinator shall then evaluate the student's record, current behavior, and the entire situation and determine the appropriate course of action. The principal shall contact the superintendent, school psychologist, social worker, coordinator of special education, safety officer and the parents and (if applicable) meet with them to discuss the appropriate intervention.

BP 5142.3(a) Restraint And Seclusion

Note: By October 14, 2014, school districts must prohibit the restraint or seclusion of students except in situations where student behavior poses an imminent danger of physical injury. AS 14.33.125. Districts must also provide periodic training in an approved crisis intervention program. AS 14.33.127. The following policy implements the requirements of HB 210 (2014) and further utilizes 2012 guidelines issued by the United States Department of Education in its Restraint and Seclusion: Resource Document.

The Board believes that a safe educational environment is necessary for learning and understands there are times when student behavior may impact on the safety of that student or others. To the maximum extent appropriate, the safety and welfare of students and staff should be secured through positive behavioral interventions. The use of physical restraint and seclusion is prohibited except in emergency situations as set forth below.

Chemical or mechanical restraint of students is never allowed. Chemical restraint means a psycho-pharmacological drug that is administered to a student for discipline or convenience and that is not required to treat a medical symptom. Mechanical restraint means the use of a device to restrict a student's freedom of movement but does not include the use of medical or therapeutic devices or protective gear, including gear designed to protect a student from injury due to falling, to achieve proper body position or balance, or to protect a student from self-injuring behavior.

This policy shall be annually reviewed with school personnel.

Physical Restraint

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student's arms, legs, or head freely. Physical restraint does not include briefly holding a student in order to calm or comfort, or the use of contact that is reasonably necessary to safely escort a person from one area to another

Physical restraint is prohibited unless the student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger. To the extent possible without compromising safety, other interventions should be attempted prior to the use of restraint. Restraint must be limited to that which is necessary to address the emergency and must be immediately discontinued when the student no longer poses an imminent danger or when a less restrictive intervention is effective to stop the danger.

Restraint may not be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute

for appropriate educational support. The use of emergency restraint under this policy does not constitute corporal punishment.

Physical restraint must be implemented in a manner that protects the health and safety of the student and others. Restraint may be administered only by staff trained in crisis intervention, de-escalation, and safe restraint, unless a trained person is not immediately available and the circumstances are rare and present an unavoidable and unforeseen emergency. Restraint may not prevent or restrict the student from breathing or speaking nor may it restrict circulation. A student may not be placed in a prone or supine restraint. A student's well-being must be monitored during restraint through the use of continuous face-to face contact or, if face-to-face contact is unsafe, by continuous direct visual supervision.

Seclusion

Seclusion means the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving. Seclusion does not include time-outs, a student's voluntary choice to enter a secluded environment, supervised detention or in-school suspension rooms that are utilized for instructional purposes, or suspension from school. "Time-outs" are behavior interventions to provide a student with an opportunity to regain self-control or engage in problem solving where the student is separated from other students for a limited period in a setting from which the student is not physically prevented from leaving. Time-out includes placing a student in an area of the classroom where the student observes classroom instruction but does not participate.

Seclusion of a student is prohibited unless the student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger.

Seclusion should last only as long as necessary to resolve the actual risk of imminent danger or when a less restrictive intervention is ineffective to stop the danger. Seclusion should never be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support.

While in a seclusion setting, a student must be continuously monitored by an adult in face-to-face contact or, if face-to-face contact is unsafe, by continuous direct visual contact with the student. Students must be provided necessities such as restroom breaks and food and water as needed. Any signs of medical distress should be immediately addressed. Seclusion must be sensitive to any particular vulnerabilities of the student and to the student's developmental level.

Follow-up and Review

As soon as practicable after restraint or seclusion have been used, staff shall review the incident. The review shall include review of and recommendations for adjusting or amending, as applicable, procedures, strategies, accommodations, the IEP, a student behavior plan, or additional staff training. Follow-up communication shall occur with the student and parent/legal guardian regarding the review process and outcomes.

Students with Disabilities

This policy does not prohibit the inclusion of safe restraint or seclusion in a student's Individualized Education Plan or behavioral intervention plan if determined appropriate by the IEP team after considering all less restrictive alternatives. However, in all instances, the use of physical restraint or seclusion must be in compliance with this policy.

Reporting/Notification Requirements

The parent/legal guardian of a student who has been physically restrained or secluded shall be notified on the same day and provided information about the incident. .

Instances of physical restraint or seclusion shall be documented. A written report must be prepared by school personnel who have restrained or secluded a student, and provided to the school administrator. The report must include: the date and time of the incident; names and job titles of the school personnel who participated or supervised; a description of the conduct that preceded the incident, including efforts and strategies utilized prior to restraint or

seclusion; a description of the restraint or seclusion, including duration; and a description of how the incident ended, including any further action taken. A copy of the written report shall be provided by the parent/legal guardian.

Annually, the District shall report to the Department of Education and Early Development the following information: the total number of restraints and seclusion; the number of injuries or deaths of students or personnel; the number of restraints or seclusion by untrained personnel; and the number of students with a disability who were restrained or secluded, including the category of disability.

Crisis Intervention Training

The Superintendent or designee shall provide for periodic crisis intervention training for a sufficient number of school staff members to meet the needs of the school population. Training should include evidence based techniques effective at preventing restraint and seclusion; evidence-based skills related to positive behavior supports, conflict prevention and management techniques, skills to de-escalate student behavior, and understanding antecedents; the safe use of restraint or seclusion in emergency situations; first aid and cardiopulmonary resuscitations; and applicable policies and procedures. The form of training may vary depending upon the staff member's role and the instructional setting.

Policy Not Applicable to Law Enforcement

This policy is applicable to District employees. It is not intended to limit the use or type of restraint or seclusion by law enforcement personnel who may need to utilize these methods while on District property.

BP 5142.4 Cold Weather Travel

The purpose of this policy is to avoid unnecessary risk to the life and safety of students during winter travel.

Air travel by students will not be allowed at ambient temperatures below -30 degrees Fahrenheit or wind-chill temperatures below -40 degrees Fahrenheit, except by jet or turboprop aircraft. Ground travel (commercial carrier, snowmachine) by students between villages will not be allowed if the temperature including chill factor is below -25 degrees Fahrenheit.

All students and chaperones are required to wear clothing appropriate for existing and anticipated weather conditions. No student or chaperone shall be allowed to travel in cold weather without head cover, gloves, cold weather boots, and a warm parka as specified in ASB Policy BP 8234 and BP 5131.8

It is the responsibility of the Site Administrator to ensure that this policy is followed.

The -30 degrees Fahrenheit requirement may only be by-passed when the safety and health of a student is dependent on receiving immediate medical care, not locally available. In that situation, the Site Administrator shall obtain the consent of the parent(s) or guardian(s) of the student and, if possible, shall obtain the advance approval of the Superintendent or his/her designee.

Even if temperatures are not below -30 degrees Fahrenheit, if weather or runway conditions at the departure or destination point are such that regularly scheduled commercial flights are not taking off and/or landing, student travel is not allowed. This restriction applies even if the student travel was scheduled for a chartered flight.

All LKSD Sites, Administrators, and Advisory LKSD School Boards, will use the new cold weather chill factor chart for making decisions for school travel and closure.

BP 5144 Discipline

The Lower Kuskokwim School District Board of Education believes that good discipline in the school setting provides each pupil with the most favorable atmosphere for learning and takes into consideration that the major

purpose of schools is to provide an education to all students and that the rights and welfare of all students must be protected. The Board further believes that abiding by rules and regulations is in itself an important component of the learning process and prepares the student to participate effectively in a democratic way of life.

To this end, students will remember that supervisory authority is vested by the District Board in all district employees. All district employees who have direct contact with students will be expected to share the responsibility for supervising the behavior of students and for seeing that they abide by the established rules.

In all instances, students shall be expected to conduct themselves in keeping with their level of maturity.

This policy applies to any student who is on school property, in school district vehicles, who is in attendance at school or at a school sponsored activity, or is on a school sponsored trip.

The following activities are prohibited:

1. Those activities or conduct, which at any time or in any place interfere with the safety or welfare of students or employees.
2. Defiance of the authority of the teacher, principal, supervisor, teacher aide, or any other District authority.
3. Intentionally causing or attempting to cause damage to school or private property.
4. Possession of any deadly weapon, knife, gun, instrument, or article that might be injurious to a person or to property.
5. Violation of the District's policies on the possession, use or distribution of drugs, alcohol, or inhalants.
6. Use of tobacco products on school property or while under school supervision.
7. Physically assaulting or causing bodily injury to an employee of the district, a visitor, or another student.
8. Verbally assaulting or threatening an employee of the district, a visitor, or another student.
9. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or visitors.
10. Scholastic dishonesty.
11. Throwing objects that can cause bodily injury or can damage property.
12. Leaving a closed campus during the school day unless permission has been given.
13. Disobeying school or District rules and regulations.
14. Stealing, or the attempt to do so, of any property belonging to the District or of any property belonging to an employee, visitor, or another student.
15. Disrupting the learning process in the school.
16. Lying to, or the giving of false information to, a school district employee.
17. Being truant or tardy.

Any student who engages in any of these prohibited activities either as an instigator or conspirator is subject to disciplinary action. The disciplinary action taken depends on the seriousness and/or frequency of the offense and will follow the discipline process as defined elsewhere in policy.

Students have the responsibility to obey the school rules; therefore each Site Administrator working with the advisory LKSD School Board should develop a discipline procedure to cover disciplinary actions other than suspension and expulsion. Disciplinary action other than for suspension and/or expulsion is called simple discipline. The procedure for simple discipline must include the following: Before simple discipline is administered, that student must be told orally what he/she is accused of doing and what the basis of the accusation is. The student will have the opportunity to present his/her version of the facts. The decision of the Site Administrator in simple discipline situations shall be final. The Site Administrator will report simple discipline cases (as necessary) to the advisory LKSD School Board without revealing the name of the student.

Corporal Punishment

The policies of the Lower Kuskokwim School District prohibit corporal punishment of a student. Corporal punishment means touching a student for disciplinary reasons and includes such things as hitting, slapping, spanking, ear pulling, slapping hands, kicking, tripping, jerking, hitting hands with a ruler, etc. Physical handling of a disruptive student is permitted only if the student must be restrained from doing injury to himself/herself or another person.

AR 5144 Discipline

Rules and Regulations

1. The use of alcohol and/or drugs except by doctor's prescription shall be strictly prohibited on school property.
2. Smoking or the use of smokeless tobacco (snuff) in school buildings or on school property shall be prohibited.
3. Weapons or other articles dangerous or perceived to be dangerous to life or property, illegal items, or items that materially and substantially disrupt school activities shall be prohibited on school property and may be removed from a student's possession by school authorities and, at the discretion of the site administrator, turned over to the police.
4. Except during lunch periods, students shall not leave school property during the school day unless prior approval has been gained through the site administrator. If a school site is designated a closed campus the student may not leave the school grounds during lunch.
5. All social activities on school property or sponsored by the school shall be approved in advance by the site administrator and, when appropriate, by the advisory LKSD School Board.
6. Food and drink shall not be consumed on school property except in the lunch room or such times and places as may be designated by the site administrator.
7. Vehicles shall not be operated on school property in excess of fifteen (15) miles per hour. Vehicles shall be operated and parked only in areas as may be designated by the site administrator.
8. Students will obey the rules and directives of the school bus drivers while at the bus stops and while riding the school bus.

BP 5144.1(a) Suspension and Expulsion

The LKSD School Board recognizes that maintaining an environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify student behavior standards.

The Superintendent or Site Administrator may impose suspension when other means of correction fail to bring about proper conduct or for serious misconduct.

The Board may expel a student for severe or prolonged breaches of discipline. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Students can be expelled for assaulting another student, a school employee, or a volunteer.

Suspended or expelled students shall be excluded from the property of all schools during the suspension or expulsion.

The Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall specify procedures for notices and appeals.

AR5144.1(a) Suspension and Expulsion

Notice of Regulations

At the beginning of each school year, the Site Administrator of each school shall notify all students and parents/guardians in writing of all school rules related to discipline (copy of School discipline plan), suspension and expulsion. Staff, students, and parent/guardian shall be notified about district policies and regulations. Transfer students and their parents/guardians shall be notified at the time of enrollment.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for the following causes:

1. Continued willful disobedience or open and persistent defiance of reasonable school authority;
2. Behavior which is in some way harmful to the welfare, safety or morals of other students;
3. Conviction of a felony which the Board determines will cause the attendance of the child to be in some way harmful to the welfare or education of other students.

A student may be suspended or expelled for behavior occurring at any time, including but not limited to the following circumstances:

1. While on school grounds.
2. While going to or coming from school or a school-sponsored activity.
3. During the lunch period, whether on or off the school campus.

Authority to Suspend

A Site Administrator may suspend a student from school for any of the acts listed under “Grounds for Suspension and Expulsion” for not more than 10 consecutive days and the Superintendent up to 45 days.

Suspension may be imposed upon a first offense if the Site Administrator determines the student’s behavior to be in some way harmful to the welfare, safety or morals of other students or the student’s presence represents a danger to persons or property or threatens to disrupt the instructional process.

If the expulsion of a suspended student is being considered by the Board, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision.

Short Term Suspension Procedures (10 days or less)

1. Informal Conference

Suspension shall be preceded by an informal conference conducted by the Superintendent or Site Administrator, and shall include the student, and whenever practicable, the teacher, supervisor, or school employee who referred the student to the Site Administrator. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to explain his/her version and evidence in support of his/her defense.

If at the end of this discussion the Superintendent or Site Administrator believes the student is guilty of the misconduct charged, the student may be suspended for 10 days or less.

This conference may be omitted if the Site Administrator, designee or the Superintendent determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the pre-suspension conference is not held, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. The

conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school.

2. Administrative Actions

All requests for student suspension are to be processed by the Site Administrator of the school in which the student is enrolled at the time of the misbehavior.

A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.

3. Notice to Parents/Guardians

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/ guardian shall be notified in writing of the suspension.

This notice shall state the reasons for suspension and the date and time when the student may return to school, and may request that the parent/guardian confer with school authorities regarding matters pertinent to the suspension.

Long Term Suspension (more than 10 days)

Where alleged misconduct of a student warrants a suspension of more than 10 days, the student will be provided the opportunity for a hearing as outlined under the expulsion procedure. The long term suspension procedure does not preclude a student from being suspended for up to 10 days if procedures for short term suspension have been followed.

A student requesting a hearing regarding a long term suspension will be readmitted in the program (at the end of a short term suspension if applicable) pending the outcome of the hearing except where the superintendent determines that the student's presence in school poses a threat to harm to him or herself or others.

Authority to Expel

A student may be expelled only by the Board.

The Superintendent or Site Administrator shall recommend a student's expulsion for any of the following acts, unless the Site Administrator or Superintendent finds, and reports in writing to the Board, that expulsion is inappropriate due to particular circumstances which shall be set out in the report of the incident:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any firearm, knife, explosive or other dangerous object at school or at a school activity off school grounds.
3. Unlawful sale of any controlled substance.
4. Robbery, extortion, or the conviction of any other felony which will cause the attendance of the student to be injurious to the welfare or education of other students.

Expulsion Procedures

1. Student's Right to Hearing

The student is entitled to a hearing to challenge the recommendation that the student should be expelled. The hearing shall be held within 30 school days after the Site Administrator or Superintendent or designee determines that cause for expulsion exists.

If the Board finds it impracticable to comply with these time requirements for conducting an expulsion

hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

2. Written Notice of the Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:

- A. The date and place of the hearing.
- B. A statement of the specific facts and charges upon which the proposed expulsion is based.
- C. A copy of district disciplinary rules which relate to the alleged violation.
- D. The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel.
- E. The right to inspect and obtain copies of all documents to be used at the hearing.
- F. The opportunity to confront and question all witnesses who testify at the hearing.
- G. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

3. Conduct of Hearing

- A. Executive Session: The Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public.
- B. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, so long as a reasonably accurate written and complete transcription of the proceedings can be made.
- C. Presentation of Evidence: While technical rules of evidence do not apply to such hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure may subject them to an unreasonable risk of harm.

In cases where a search of a student's person or property has occurred, evidence describing the reason for conducting the search shall be included in the hearing record.

4. Alternative Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may appoint a hearing officer or an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board.

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated.

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and

submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order.

The hearing officer or administrative panel may recommend that the Board suspend the expulsion (see below).

5. Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel must be taken by the Board at a public meeting. The Board shall maintain a record of each expulsion, including its cause.

Upon ordering the expulsion, the Board may recommend a plan for the student's rehabilitation, which may include:

- A. Periodic review and assessment at the time of application for readmission.
- B. Recommendations for counseling, employment, community service and other rehabilitation programs.
- C. Such other recommendations as the Board approves, such as enrollment in a drug rehabilitation program, if appropriate, before returning to school.

6. Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian.

Readmission

An expulsion order shall remain in effect until the Board may order the readmission of the student. Readmission procedures shall be as follows:

1. A written request for review of expulsion action and request for readmission shall be submitted by the parent/guardian to the Superintendent or designee.
2. The Superintendent or designee will hold a conference with the parent/guardian and the student. At the conference the conditions for readmission will be reviewed. The Superintendent or designee shall verify that the conditions have been met. School regulations will be reviewed and the student and parent/guardian will be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee will transmit the request for readmission to the Board, along with his/her recommendation.
4. The Superintendent or designee will notify the student or parent/guardian, by registered mail, of the Board's decision regarding readmission.

Suspension of Expulsion

1. The Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. When deciding whether to suspend an expulsion, the Board shall take into account the following criteria:
 - A. The student's previous behavior.
 - B. The seriousness of the misconduct.
 - C. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

2. During this period the student shall be on probationary status.
3. The suspension of expulsion order may be revoked by the Board if the student commits any of the acts which would constitute grounds for suspension or expulsion or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon rein-statement, the Board may order the expungement of any or all records of the expulsion proceedings.
6. Suspension of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order.
7. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

AR 5144.2(a) Suspension and Expulsion (Individuals with Exceptional needs)

Suspension

A student receiving special education services is expected to follow the same behavior and conduct rules applicable to all students and is subject to discipline as set forth in those rules. The procedural safeguards established by district policies and regulations shall be observed in considering the suspension of special education students. In addition, students receiving special education may have additional rights relating to discipline and continuing services as set forth in the Individuals with Disabilities Education Act ("IDEA").

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates behavior and conduct rules.

A student who has not been identified as a student with disabilities pursuant to the IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards under this administrative regulation only if the district had a basis of knowledge that the student had a disability before the behavior occurred.

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

Removal for up to 10 days

District personnel may suspend a special education student for up to ten school days per year without providing educational services. The days need not be consecutive. Removals for up to ten school days may be out of school suspensions, or, alternatively, an interim alternative educational setting or another setting. Parents must be immediately notified of the discipline decision.

Removal for More Than 10 Days or Placement in an Interim Alternative Educational Setting

Students whose suspension constitutes a change in placement must continue to receive a free and appropriate public education. This means that beginning with the change in placement for disciplinary purposes, educational services must continue to be provided and procedural protections are triggered.

A change in placement occurs if:

1. The removal is for more than 10 consecutive school days; or
2. The student has been subjected to a series of removals that constitute a pattern because:
 - A. The series of removals total more than 10 school days in a school year;
 - B. The student's behavior is substantially similar to the behavior in previous incidents that resulted in removal; and
 - C. Such additional factors support a pattern such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

The District shall determine whether a pattern of removals constitutes a change in placement. This determination is subject to review through due process or judicial proceedings.

The parents shall be immediately notified of the discipline decision and provided a notice of procedural safeguards on the day the change in placement decision is made.

Manifestation Determination

When a change in placement is contemplated for disciplinary purposes, the District must conduct a manifestation determination.

A. Time frame for Making Determination

Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of student conduct rules, a manifestation determination shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.

B. How Determination is Made

In making a manifestation determination, the District, the parent, and relevant members of the student's IEP team (as determined by the District and the parent) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the District's failure to implement the IEP.

C. Manifestation is Found

If the District, the parent, and relevant members of the IEP team determine that either of the conditions above is met, the conduct shall be determined to be a manifestation of the student's disability. If the team determines that the student's conduct is a manifestation, then the child's placement cannot be changed except via the IEP team process. If a manifestation is found, the IEP team must either:

1. Conduct a functional behavioral assessment, unless the District had already conducted one prior to the behavior leading to the change in placement, and implement a behavioral intervention plan for the student; or
2. If a behavior intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior; and
3. Except under special circumstances for drugs, weapons or serious bodily injury as set forth below, return the student to the placement from which the student was removed, unless the parent and the District agree to a change of placement as part of the behavior intervention plan.

D. No Manifestation is Found

If it is determined that the conduct is not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration as applied to students without disabilities, except that a free appropriate public education must continue to be provided. The educational services may be provided in an alternate setting.

Drugs, Weapons, or Serious Bodily Injury

For violations of school policies involving weapons, drugs, or serious bodily injury, school personnel may remove a student to an interim alternative educational setting for up to a maximum of 45 school days without regard to whether the behavior is a manifestation of the student's disability. The interim alternative educational setting shall be determined by the IEP team.

Removal under these special circumstances is available for infractions where a student:

1. Carries or possesses a weapon to school or at school, on school premises, or to or at a school function; or
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury upon another person while at school, or on school premises, or at a school function.

Disciplinary Appeals

In accordance with IDEA, the parent of a student with a disability who disagrees with any decision regarding a change in placement or a manifestation determination may request a due process hearing. Similarly, the District may request a hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the student or to others.

A hearing officer shall hear, and make a determination regarding, an appeal. The State of Alaska Department of Education and Early Development and the District shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

In making the determination on appeal, the hearing officer may order a change in placement of a student with a disability. In such situations, the hearing officer may:

1. Return the student to the placement from which the student was removed; or
2. Order a change in placement to an appropriate alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

Placement during appeals:

When an appeal has been requested by either the parent or the District, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for deciding the hearing, whichever occurs first, unless the parent and the District agree otherwise.

Dangerousness:

A hearing officer may place a student in an appropriate interim alternative educational setting on the grounds of dangerousness if there is a substantial likelihood of injury to the student or others if the student remains in his current placement. Such placement may be ordered for up to 45 days at a time.

Constitutional Rights

Students do not shed their rights guaranteed under the Constitution of the United States at the school house door. However, courts have ruled that the individual rights of the student are “not necessarily coextensive with rights of adults.” Court decisions have held that school districts do have the power to put some limits on how students exercise their First, Fourth and Fourteenth Amendment rights. School rules and regulations offer students three protections: Reasonableness, consistent application, and equal protection.

First Amendment Rights

The Lower Kuskokwim School District recognizes the constitutional rights of students to freedom of speech and press. School assemblies, school newspapers, and other student publications are appropriate vehicles through which students may express their opinions and facts. However, at a minimum, students must observe the same legal responsibilities as those imposed upon the news media, public speakers and all citizens of the United States. Furthermore, just because the First Amendment of the Constitution may allow an adult to make a certain speech in a public park, does not mean that a school district must allow that same speech to be made by a student to other students in a public school. Therefore, students may not publish articles or make presentations that are obscene, vulgar, offensive, abusive, libelous, slanderous, or knowingly incorrect.

Each Site Administrator should develop rules and regulations regarding student assemblies and publications. Students will obey these regulations.

Student Rights

1. Each student has the right to attend school if the student is between the ages of five and twenty and has not yet graduated from high school. Students identified as special education students have the right to attend school from the age of three through the age of twenty- two.
2. Each student has the right to attend school at public expense until high school graduation if the student is twenty or younger. If the student is over the age of twenty, the Advisory LKSD School Board may give permission for the student to attend school until high school graduation providing that the said student abides by the rules governing all other students.
3. Each student has the right to participate in decision making through an active student government selected in a democratic process at the school level, through the district-wide student council, and through representatives elected to each advisory LKSD School Board and the District Board.
4. Each student shall have access to all aspects of the District’s educational and co-curricular activities providing that he/she meets the criteria as outlined in Board Policy 6145 (Eligibility Requirements for Extracurricular and Co-curricular Activities) for participating in the co-curricular activities and that participation in activities governed by the Alaska School Activities Association shall be subject to the rules and regulations of the Association. Further, reasonable prerequisites may be required for participation in certain courses and activities.
5. Each student shall have the right to participate in fair academic competition.
6. Each student shall have the right to expect that school will be a safe place for all students to learn.
7. Each student shall have the right to assist in making the school rules.
8. Each student shall have the right to expect that no student shall be allowed to disrupt the educational process within the schools.
9. Each student shall have the right to express opinions verbally or in writing so long as such expression is not obscene, vulgar, offensive, abusive, libelous, slanderous, or knowingly incorrect. Such freedom of expression shall extend to the wearing of symbols, personal dress, and hair length and style, provided that such expression does not materially and substantially disrupt school activities.

10. Each student has the right to make decisions freely and act according to personal beliefs so long as those personal beliefs do not infringe on the rights of other students or are in conflict with district policy or school rules.
11. Each student has the right to expect a fair and impartial hearing and due process in the event of disciplinary action.
12. Each student has the right to use the appeals process when disagreeing with a school official regarding disciplinary action, rules or records.
13. Each student has the right to use the appeals process when he/she feels that his/her rights have been violated.
14. Each student who has reached at least the 7th grade level of education has the right to inspect his/her student record or any part thereof in the presence of the school counselor and/or other appropriate school official.
15. Each student who has reached the age of 18 regardless of grade level or who is attending an institution of post secondary education has the right to inspect and review his/her student record.
16. Each student shall have the right to expect that his/her student record will be kept confidential and shall be governed by the provisions of the "Family Education Rights and Privacy Act" (PL93-380). Copies of the district policy regarding student records shall be available to students and parents upon request to the site administrator.
17. Each student shall have the right to participate in all educational programs or activities of the District regardless of sex, race, creed, color, national origin, marital status, pregnancy, or handicap consistent with Title IX of the Education Amendments of 1972 and Title VI of the Civil Rights Act of 1964.
18. Each student shall have the right to attend classes and to participate in school activities uninterrupted by law enforcement officials except in the following instances: suspicion that the student has committed a felony; or if the student is being pursued by the police; or if the student is the victim of, or has knowledge of another child being the victim of abuse.

Student Responsibilities

1. Every resident of the Lower Kuskokwim School District between the ages of 7 and 16 shall have the responsibility to attend school as provided by AS 30.010. Students under the age of 7 and over the age of 16 who are enrolled in school have the responsibility to attend school and classes in the same manner as those students between the ages of 7 and 16.
2. Each student shall have the responsibility to be on time for classes and to participate fully in all classes in which he/she is enrolled.
3. Each student shall have the responsibility to show respect for the rights of others.
4. Each student shall have the responsibility to express opinions and ideas in a respectful manner so as not to offend or slander others and to refrain from obscene language or gestures.
5. Each student shall have the responsibility to participate in student government by running for office, voting, and by attempting to improve schools through elected representatives.
6. Each student shall have the responsibility to know all school rules and regulations and be have in accordance with them.
7. Each student shall have the responsibility to abide by reasonable rules and regulations as established by the teachers, school or District administration, District Board, the Advisory LKSD School Board, and rules of the student government that have been approved by the Site Administrator.
8. Each student shall have the responsibility to demonstrate respect for the school, its personnel and property

and the property of other students.

9. Each student shall have the responsibility to meet standards of decency, safety, health and good taste in appearance and to refrain from dressing in a manner that disrupts the educational process.
10. Each student shall have the responsibility to accept the consequences of his/her behavior and actions.
11. Each student shall have the responsibility to use the education and training she/he receives to become a contributing member of society.
12. Each student shall have the responsibility to use school facilities, equipment, books, materials, etc. in a manner that is not willfully or carelessly destructive.
13. Each student shall have the responsibility to practice and encourage honesty in academic work and other school related activities.
14. Each student shall have the responsibility to be prepared for classroom work.

BP 5145.11 Questioning and Apprehension

Conditions Under Which A Student May Be Questioned By Law Enforcement Officials On School Property

Law enforcement officials shall not be allowed to interrogate students on school property except under one or more of the following conditions:

1. The student's parent(s)/guardian(s) has given permission in writing for the student to be questioned.
2. The law enforcement officer is in possession of a court order requiring that the student be interviewed on school premises.
3. There is cause to believe that the student has suffered harm as the result of abuse or neglect and the administrative procedures relating to reporting of child abuse or neglect are being complied with.

Law enforcement officials must receive permission from the Site Administrator to interview the student and, in the event that one of the above conditions is met, will wait in the Site Administrators office or in another appropriate place as designated by the Site Administrator for the student rather than going to the classroom. The Site Administrator will be responsible for seeing that the student is advised that he/she is needed.

In the event that a student is questioned by a law enforcement official, the student will be informed by the Site Administrator or his/her designee that he/she is not obligated to answer questions.

Conditions Under Which A Student May Be Arrested On School Property

A law enforcement official shall not be allowed to arrest a student on school property except in accordance with Alaska Statutes, which include the following circumstances:

1. For a crime committed or attempted in the presence of the law enforcement official.
2. When a felony has been committed, and the law enforcement official making the arrest has reasonable cause for believing the student to have committed it.
3. When the law enforcement official is acting pursuant to a warrant for the arrest of the student issued by a Judge or magistrate.

A law enforcement official may arrest a student without a warrant for a misdemeanor or for the violation of an ordinance when the officer has reasonable grounds to believe that:

- A. The student has committed a misdemeanor or has violated an ordinance.

- B. Personal or property damage is likely to be done unless the student is immediately arrested, and
- C. There is no known judicial officer empowered to issue a warrant within a radius of twenty-five miles of the student.

In the event that a law enforcement official enters school property to arrest a student, he/she will first contact the Site Administrator. **The Site Administrator will locate the student and escort him/her or have him/her escorted to the office.** Every attempt will be made to ensure that such an arrest is not disruptive to the daily routine of the school.

In any event, except as provided for in Board policy and regulation 5141.4, the Site Administrator will notify the parent/guardian if a student is removed from the school.

BP 5145.12(a) Search and Seizure

Fourth Amendment Rights (Student Searches)

Students have the right to privacy, and the school district will not violate this right unless there is reasonable cause to think illegal, dangerous, disruptive or prohibited items are in the student's possession or under the student's control. In the student's possession or under the student's control means in the student's locker and/or desk, as well as on the student's person, or in the student's belongings, such as purses, knapsacks, briefcases, or in the student's snow machine or automobile (if on school property).

Students, their lockers, and their desks cannot be searched by school officials except under the following conditions:

1. If there are reasonable grounds for suspecting that illegal, dangerous, disruptive or prohibited items are present, and
2. For general searches as provided for under General Searches below.

Searches of Student Desks, Lockers, and Property

Searches of property shall be for specific item(s) and shall take place in the presence of the student and a third party if each can be located. No search shall be made without first attempting to contact the student, except in the case that the suspected item(s) poses a threat to life or property.

General Searches

The above provisions do not apply to general searches conducted for specific purpose(s) announced at least forty-eight (48) hours prior to the search.

Searches of Students

If the search is of a student, the search method shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. Searches of the person of a student shall be conducted in a private room by a person of the same sex as the student being searched and witnessed by one other person of the same sex. Such searches are limited to pockets, purses, briefcases, knapsacks or other objects in the possession of the student. A "pat down" of the exterior of the student's clothing is permitted. Searches of the person of a student which require removal of clothing other than a coat or jacket or snow pants shall be referred to and conducted by a law enforcement officer. School personnel will not participate in such searches.

Disposal of Items Found as a Result of a Search

Anything found in a search may be seized, tagged for identification, kept in a secure place by the site administrator and admitted as evidence for disciplinary actions including suspension or expulsion proceedings and/or may, at the discretion of the site administrator, be turned over to the police.

While rights of privacy will be respected, court decisions state that students' privacy interests give way to the school

district's duty to maintain order and discipline.

BP 5131.43 Harassment, Intimidation and Bullying

Note: In 2006, HB 482 was passed requiring districts to have in place by July 1, 2007 a policy prohibiting the harassment, intimidation, or bullying of any student. AS 14.33.200-.250.

The LKSD School Board is dedicated to providing a safe and civil learning environment. Harassment, intimidation and bullying disrupt a student's ability to learn and a school's ability to educate. Students and staff are expected to demonstrate positive character traits and values. Conduct and speech must be civil and respectful in order to promote harmonious and courteous relations in the school environment.

Students, staff and volunteers are prohibited from engaging in any form of harassment, intimidation, or bullying while on school property, on school buses, at the bus stop, or at school-sponsored activities or functions. Students who engage in such acts are subject to appropriate disciplinary action, up to and including suspension or expulsion. Staff who engage in acts of harassment, intimidation or bullying are also subject to appropriate disciplinary action up to and including suspension and termination. Volunteers who engage in such acts will be denied the opportunity to volunteer in the future.

To promote an environment free of harassment, intimidation, or bullying, the Site Administrator or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff in-service and student instruction and counseling. Teachers shall discuss this policy with their students in age appropriate ways and assure students that they need not endure any form of harassment, intimidation, or bullying.

The District will provide parent and community information, and age-appropriate student instruction, on how to identify, respond to, and prevent harassment, intimidation, and bullying.

Harassment, Intimidation and Bullying defined

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

1. Physically harms the student or damages the student's property;
2. Has the effect of substantially interfering with the student's education;
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment;
or
4. Has the effect of substantially disrupting the orderly operation of the school.

Cyberbullying

Note: Technological advances have expanded the ways in which harassment, intimidation, or bullying can occur, including the ability to bully with anonymity and to reach a much broader audience. This language notifies students and staff that cyberbullying is not permitted and will result in disciplinary action.

All forms of harassment, intimidation or bullying via electronic means, commonly referred to as cyberbullying, are prohibited. Cyberbullying also includes, but is not limited to, other misuses of technology to threaten, harass, intimidate, or bully, including sending or posting inappropriate email messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs. An individual who redistributes a cyberbullying communication can be found in violation of this policy, even if the individual did not author or create the original communication or image.

The District's computer network, including access to the Internet via that network, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment, intimidation, or bullying. Users are responsible for the appropriateness of the material they transmit over the system.

In situations in which the cyberbullying originates from a private (non-school) computer or other electronic device, but is brought to the attention of school officials, disciplinary measures may be imposed when the communication:

1. Contains threats of violence or harm against staff members, students, or their property;
2. Suggests or advocates physical harm to staff members or students;
3. Causes a student or staff member to experience a substantially detrimental effect on his or her physical or mental health;
4. Causes a student or staff member to experience substantial interference with academic or work performance, or with his or her ability to participate in or benefit from District services or activities;
5. Threatens vandalism to school property; or
6. Creates a significant disruption to the school's educational mission, purpose or objectives.

Disciplinary action may include, but is not limited to, the loss of computer privileges, detention, suspension, or expulsion for those committing acts of cyberbullying. In addition, any kind of threat or hate crime will be reported to law enforcement officials.

Students and staff who believe they have been the victims of cyberbullying, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and a report made under this policy.

Reporting

Note: A school employee, student or volunteer who makes a good faith report of harassment, intimidation, or bullying is entitled to statutory immunity from suit. The immunity extends to causes of action for damages arising from a failure to remedy the reported incident or for making the report. AS 14.33.230.

Students or staff members who have witnessed or have reliable information that a student has been subjected to harassment, intimidation or bullying should report the incident immediately to the Site Administrator or his/her designee, who shall promptly initiate an investigation. The investigation shall include an assessment of what actions should be taken, as appropriate, to protect the student who has been found to be the victim of harassment, intimidation or bullying. Such actions may include the provision of support services necessary to permit the student to feel safe and secure in attending school. The Superintendent shall develop procedures to implement this policy.

Response

In determining the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, the following factors should be considered:

1. The development and maturity levels of the parties involved;
2. The level of harm;
3. The surrounding circumstances;
4. Past incidences or past continuing patterns of behavior;
5. The relationships between the parties involved;
6. The level of disruption in or interference with the orderly operation of the school.

This policy should not be interpreted to prohibit a reasoned and civil exchange of opinions or debate that is protected by law and School Board policy.

Conduct that does not rise to the level of harassment, intimidation or bullying may still be prohibited by other policies or rules.

AR 5131.43 Harassment, Intimidation and Bullying

It shall be a violation for any student or staff member to harass, intimidate or bully another person while at school, traveling to and from school, or attending school-sponsored events. Moreover, it shall be a violation for any school staff member to knowingly ignore or tolerate harassment, intimidation or bullying at school or at school sponsored events.

For the purpose of this policy, *school staff* includes school employees, School Board members, agents, volunteers, contractors or other persons subject to the supervision and control of the school district.

Sanctions for Harassment, Intimidation or Bullying

Appropriate sanctions will be taken against students and/or employees who commit acts of harassment, intimidation or bullying. For students, the sanctions must be appropriate to the seriousness of the incident and may include detention, suspension, and/or expulsion in accordance with state law, district policy, administrative regulation, and student handbooks. For school staff, sanctions will be in accordance with state law, district policy, administrative regulation, collective bargaining agreements, and applicable codes of ethics.

Reporting Procedure

Note: A staff member or student who observes or receives a sexual image on a computer or personal electronic device should not forward that image electronically. The image should be secured and the device turned over to an administrator. Any sexual image of a minor requires reporting to OCS and/or law enforcement.

1. Any student or staff member who believes he or she has been the victim of harassment, intimidation or bullying may report the alleged act to the school Site Administrator or designee. If a student is more comfortable reporting to a person other than the Site Administrator, the student may contact any school employee. The principal or designee will accept anonymous reports but formal disciplinary action may not be taken without corroborating evidence.
2. Any school employee, or an employee of an entity under contract with the school district, who receives a report, witnesses harassment, intimidation or bullying, or has reliable information that a student has been subject to harassment, intimidation or bullying shall act immediately to protect the alleged victim, if necessary, and shall immediately report the incident to the student's Site Administrator or designee for prompt investigation.
3. Upon receipt of a report of harassment, intimidation or bullying, the Site Administrator or designee shall forward a timely written report of the incident and his or her response to the Safe and Drug-Free Schools Coordinator or other individual identified by the Superintendent. That individual shall compile and maintain data of all incidents of harassment, intimidation or bullying that result in suspension or expulsion. Such data shall be reported to the Department of Education and Early Development on an annual basis.
4. The Site Administrator or designee shall by telephone and in writing notify the parents or guardians of the students involved of the alleged harassment, intimidation or bullying incident. The notice shall advise individuals involved of their due process rights.

Investigation and Corrective Action

1. The Site Administrator or designee shall promptly and thoroughly investigate all alleged acts of harassment, intimidation or bullying.
2. All involved in an alleged act of harassment, intimidation or bullying shall be advised by the Site Administrator of his or her due process rights.
3. At the conclusion of the investigation, the Site Administrator shall take such disciplinary action deemed

necessary and appropriate to end the misconduct and prevent its recurrence. The Site Administrator will act in accordance with the student conduct code, the teacher code of ethics, and paraprofessional code of ethics to discipline the offending party(ies).

4. Incidents of harassment, intimidation or bullying that involve criminal activity shall be reported to law enforcement.

False Report

Students and staff who knowingly or willfully make a false report of harassment, intimidation or bullying, or provide false information in connection with an investigation, will be subject to disciplinary action up to and including suspension/expulsion for students and termination for staff.

Retaliation Prohibited

Retaliation or reprisal against any person who reports an incident of harassment, intimidation or bullying, or cooperates in an investigation, is strictly prohibited. Any such retaliation or reprisals will result in suspension or expulsion of offending students, and disciplinary action up to termination for school employees.

BP 5145.7 Sexual Harassment

The Board recognizes that sexual harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform schoolwork, and increased absenteeism or tardiness.

To promote an environment free of sexual harassment, the site administrator or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff in-service or student instruction and counseling. Teachers shall discuss this policy with their students in age-appropriate ways and shall assure them that they need not endure any form of sexual harassment.

The Board shall not tolerate the sexual harassment of any student by any other student, any district employee, or any visitor to the school. Any student or employee who is found guilty of sexual harassment shall be subject to disciplinary action.

The Board encourages students or staff to immediately report incidences of sexual harassment to the site administrator or designee. If the Site Administrator is accused of sexual harassment, the report will be made to the Superintendent who shall promptly investigate each complaint. The Superintendent or designee shall promptly investigate each complaint of sexual harassment in a way that ensures the privacy of all parties concerned. In no case shall the student be required to resolve the complaint directly with the offending person.

AR 5145.7 Sexual Harassment

Types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome sexual flirtations or propositions.
2. Verbal abuse of a sexual nature.
3. Sexual or “dirty” jokes.
4. Graphic verbal comments about an individual’s body.
5. Sexually degrading words used to describe an individual.
6. Display of sexually suggestive objects or pictures in the educational environment.
7. Unwelcome touching, such as patting, pinching, or constant brushing against another’s body.

8. Graffiti of a sexual nature.
9. Sexual gestures.
10. Touching oneself sexually or talking about one's sexual activity in front of others.
11. Spreading rumors about or rating other students as to sexual activity, performance or sexual orientation.
12. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.
13. Harassment of student due to their sexual orientation.

BP 5146 Married/Pregnant/Parenting Students

Married, pregnant and parenting students in the district shall have the same educational opportunities as all students.

The LKSD School Board believes that pregnancy and parenting should not be a barrier to education or a reason for dropping out of school. Rather than ending the teenager's need for education, pregnancy and parenting increase the need to cope with adult responsibilities and to prepare for an economically self-sufficient future.

The instructional program provided for pregnant students shall be determined on a case-by-case basis and shall be appropriate to the student's individual needs. The student may continue attending school in the regular classroom setting, may attend a separate program established for pregnant students, or may pursue a home instruction or correspondence study program.

Wherever possible, program staff shall work closely with the pregnant student's partner and/or parents/guardians and shall collaborate with local public and private agencies in order to expand the student's learning opportunities and support system. After the birth of her baby, the student may:

1. Return to regular school program.
2. Remain in an alternative program.
3. Request exemption from attendance because of personal reasons which may relate to the care of the child.

Instructional Policies

BP 6020 Parent Involvement

The LKSD School Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. The district shall include parent involvement strategies as a component of instructional planning.

Teachers and parents/guardians can better understand and meet student needs if they work together. All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques which support classroom learning. Administrators and teachers should keep parents/guardians well informed about school expectations and tell them when and how they can assist their children in support of classroom learning activities. The Board encourages staff training in effective communication with the home.

The Board encourages parents/guardians to serve as volunteers in the schools and to attend student performances and school meetings.

BP 6114.4 (a) Pandemic Emergencies

The LKSD Board recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the Board establishes this policy in the event the community and/or school district is affected by a pandemic/epidemic outbreak. At all times the health, safety and welfare of the students shall be the first priority.

Planning and Coordination

The Superintendent shall designate one or more staff members to serve as a liaison between the school district and local and state health officials. This designee is responsible for communicating with health officials to identify local hazards, determine what crisis plans exist in the school district and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school district.

With fiscal concerns in mind, the District may purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by health officials.

The Superintendent shall develop procedures and plans for the emergency closure of schools in the event a pandemic / epidemic outbreak in accordance with 4 AAC 05.090.

Response

In the event anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic, that person may be quarantined pending further medical examination. Parents/guardians and local and state health officials shall be notified immediately.

In conjunction with local and state health officials, the Superintendent shall ascertain whether an emergency closure, or shelter-in-place needs to be established. As soon as such a decision has been made, the school district shall attempt to notify the parents of all students.

In the event of an evacuation, the Superintendent is charged with determining when the school shall re-open. In the event of a lockdown or shelter-in-place, the Superintendent shall notify all proper authorities and relief agencies to seek their assistance for the duration of the lockdown or shelter-in-place.

In addition to powers already delegated, the School Board may delegate authority to the Superintendent, to make

emergency decisions in a pandemic/epidemic response which are consistent with federal, state, and local law and these Board Policies. Consistent with applicable law, the Superintendent may take action including, but not limited to, adopting teleworking agreement for school staff and establishing remote education. The Superintendent and/or designee will notify the School Board weekly via email when implementing changes in response to a pandemic/epidemic.

Infection Control

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by that individual's primary care physician or other medical personnel indicating that person does not bear the risk of transmitting the communicable disease.

Continuance of Education

The Superintendent shall develop a plan of alternate means of educating students in the event of prolonged school closings and/or extended absences. Such a plan may include providing students with assignments via mail, local access cable television, or the school district's website.

BP 6141 Curriculum Development and Evaluation

Note: 4 AAC 05.080 mandates that the School Board formally adopt at a regular meeting a curriculum, as specified, describing what will be taught. The following sample policy may be revised to reflect district philosophy and needs.

The School Board shall provide a comprehensive instructional program to serve the educational needs of the district's Students. The School Board accepts responsibility for establishing what students should learn. Therefore, the School Board shall adopt a district curriculum which to the extent possible reflects the desires of the community, the needs of society, and the requirements of law.

Curriculum development and improvement is of primary importance and as such will be part of an ongoing process in this district. The Superintendent or designee shall have general coordinating authority over the design and development of curriculum. The Superintendent or designee shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students and parents/guardians. The School Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and in-service training.

Note: 4 AAC 05.080 requires that the adopted curriculum include a statement that the curriculum is a guide for planning instructional strategies, a statement of goals the curriculum is expected to accomplish, the content designed to accomplish the goals, and a description of the means of evaluating the effectiveness of the curriculum.

The curriculum shall be consistent with and aligned to established state standards and the philosophy, goals and objectives of the district. The Superintendent or designee shall keep the School Board informed regarding current district curriculum efforts and student achievement. The Superintendent or designee shall provide all necessary assistance to the School Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the School Board. Prior to adoption of district wide curriculum, the School Board shall discuss its findings with the staff, community and students.

Note: 4 AAC 05.080 requires the review of content areas every six years.

The School Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the time line for district wide curriculum development. The School Board shall review each content area at least once every six years. Learning will be enhanced by an adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and school to school. Teachers are to align their teaching to district standards and curriculum.

BP 6142.1 Family Life/Sex Education

The LKSD School Board believes that a wholesome, well-planned sequence of instruction about family life and human sexuality is essential to the general education of all students. Lack of information or pervasive misinformation can cause low self-esteem, increased risk for sexually transmitted disease, unintended pregnancy or sterility, and school dropout. The district curriculum shall help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality.

The family life/sex education program shall encourage students to be abstinent and to conceptualize sexual behavior in the ethical and moral context of marriage. The program shall be age-appropriate and shall address a full range of topics, including parenting and birth control, and shall emphasize that abstinence from sex is the only totally effective protection against unwanted pregnancy and sexually transmitted diseases.

The Superintendent will inform district curriculum specialists, those who teach sex education, school nurses, and other appropriate school staff of federal funding restrictions regarding the distribution of contraceptives and the development and distribution of materials that may promote or encourage sexual activities. Teachers who provide instruction in family life/sex education shall have professional preparation, either pre-service or in-service, in the subject area.

The Superintendent or designee shall ensure that family life/sex education materials and instruction are continuously evaluated in light of information received from students, parents/guardians, and teachers, including information about what students did or did not learn, whether the program was workable for the teachers, and how it can be improved.

The Superintendent or designee may appoint a Family Life/Sex Education Advisory Committee representing a divergence of viewpoints to participate in planning, implementing and evaluating the district's family life/sex education program.

Parents/guardians shall be notified in writing before students are offered any instruction in which human reproductive organs and their functions, processes, or diseases are described, illustrated, or discussed. This notification shall inform parents/guardians that they may review instructional materials to be used in family life, sex education instruction and that they may request in writing that their child not attend the class. At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction.

BP 6142.2 Aids Instruction

The LKSD School Board recognizes that Acquired Immune Deficiency Syndrome (AIDS) poses a public health crisis. At the present time, society's most effective weapon against the spread of this deadly disease is public education.

The number of AIDS cases is steadily increasing. In the course of living their daily lives, our students will come into contact with people who have AIDS. Therefore the district's health education program will include factual information about AIDS and how the disease is transmitted. Students must be told what voluntary behaviors result in infection and also be motivated to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence from sex is the only totally effective protection against AIDS through sexual transmission.

Instruction must be appropriate to the age and grade level of the students receiving it. The Board particularly desires that students receive proper AIDS education before they reach the age when they may adopt behaviors which put them at risk of contracting AIDS.

In order for AIDS instruction to be most effective, the Superintendent or designee shall ensure that staff members who will present this instruction receive continuing in-service training which includes appropriate teaching strategies and techniques.

Parents/guardians and community members representing divergent viewpoints should have input into the selection and/or development of instructional materials to be used in AIDS instruction. The curriculum shall be updated regularly.

In the elementary grades, AIDS education shall be provided by the regular classroom teacher and shall be designed principally to allay excessive fears of the epidemic and of becoming infected.

In middle school and high school, AIDS education shall be provided as part of a comprehensive health education program.

Sufficient classroom time should be provided to fully cover essential knowledge appropriate for each grade level and allow students time to ask questions and discuss issues raised by the information presented.

In cooperation with local health agencies, the Superintendent or designee shall provide a program of orientation and information about AIDS and the AIDS Instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials before they are used with our students.

Before students receive AIDS instruction, parents/guardians shall be notified; however students may not “opt out” of such instruction.

BP 6142.4 Community Service

Note: The following optional policy recognizes volunteer work experience as part of the curriculum.

The LKSD School Board desires that all students develop a sense of social responsibility and encourages opportunities for students to perform volunteer duties in the community. The School Board believes that through volunteer service, students may gain a better understanding of local culture and will have the opportunity to reinforce cultural values that support community wellbeing. The School Board also believes that volunteer service can help students gain self-esteem, reinforce skills, discover career options and learn the value of volunteer work. Community service can motivate students to learn by relating the curriculum to the needs of the community at large and reinforcing community cultural values.

The Superintendent or designee may develop with staff, parents/guardians and community organizations a community service course which reinforces the student’s educational curriculum and provides opportunities for student volunteers to meet community needs and understand the community cultural impacts.

Parents/guardians of student volunteers shall receive information about the community service program and its benefits for both the community and the student.

BP 6145(a) Extracurricular and Co-Curricular Activities

The LKSD School Board recognizes that extracurricular and co-curricular activities enrich the educational and social development and experiences of students and shall annually adopt a plan for student participation in extra/co-curricular activities which does not compromise the integrity and purpose of the educational program.

Eligibility Requirements

Note: The following optional policy establishes academic eligibility requirements for student participation in extracurricular and co-curricular activities in grades 7-12.

In order to participate in extra/co-curricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in meeting the requirements for graduation.

The Superintendent or designee may exempt from eligibility requirements extra/co-curricular activities or programs which are offered primarily for the student’s academic or educational achievement.

To encourage and support academic excellence, the School Board requires students in grades 7 through 12 to earn a minimum 2.0 or “C” grade point average on a 4.0 scale in order to participate in extra/co-curricular activities.

OPTION 1: Students with any “F” grades must also maintain minimum progress towards graduation in order to meet eligibility requirements.

OPTION 2: Students with any “F” grades do not meet eligibility requirements.

The School Board desires to balance the academic needs of students with the benefits they receive from participating in school activities. The Superintendent or designee may grant ineligible students a probation period of not more than one semester. In implementing this policy, the Superintendent or designee shall help ineligible students regain eligibility.

The Superintendent or designee may revoke a student’s eligibility for participation in extra/co-curricular activities when a student’s poor citizenship is serious enough to warrant loss of this privilege.

The Superintendent or designee shall facilitate the opportunity for transitioning military children’s participation in extracurricular and co-curricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

AR 6145 (a) Extracurricular and Co-Curricular Activities

Before February 1 of each year, the Superintendent or designee shall survey students in grades 5 - 11 to determine student interest in extra-curricular recreational activities and interscholastic and intra-scholastic athletic activities. Before April 1 of each year, the district shall adopt a plan outlining such activities for the following year. The plan shall provide substantial equal opportunities for each sex and be based on the interests of the students.

(4 AAC 06.520)

“Substantial equal opportunities” shall be evaluated annually based on the following criteria:

(4 AAC 06.520)

1. The provision of equipment and supplies.
2. The schedule of games and practice.
3. Travel schedules and trips taken.
4. Opportunities to receive coaching.
5. Assignment of coaches and tutors.
6. Provision of locker, practice, and competitive facilities.
7. Provision of administrative support services.
8. Publicity.

A copy of the survey results and recreational/athletic activities plan shall be available for public inspection by September 15 at each school site. (4 AAC 06.520)

Co-Curricular Activities Eligibility Requirements

Co-curricular activities are those school activities that are school funded or sponsored, that occur outside of regular class hours, and are not taken for grades or credit. Although the Alaska Schools Activities Association (ASAA) rules apply only to high school students involved in interscholastic activities, wherever possible, all students will meet ASAA eligibility guidelines for co-curricular activities with the exception that ASAA age limitations and previous semester requirements do not apply to district-level academic and leadership activities. There are two types of eligibility requirements--those for the previous semester, and those for the current semester. These eligibility requirements will pertain to both co-curricular and extra-curricular activities in the LKSD. Home-school students are not eligible to participate in district/school activities unless they are enrolled in the LKSD ‘school of eligibility’ for more than half of the instruction day.

Eligibility for Activities

Sites may create citizenship and academic eligibility requirements more stringent than the guidelines below with the approval of the local ASB. Students will not have an unexcused absence or a documented disciplinary referral (or its equivalent) during the five school days immediately prior to the event that is scheduled (including the day of the event itself). For academic events, students must demonstrate appropriate preparation for that specific activity prior to traveling as determined by the activity coach.

LKSD Drug and Alcohol Policy

The ASAA Tobacco, Alcohol, and Drug (TAD) Policy applies to all Jr. High and High School student activities. When a student infraction of the TAD policy occurs, the determination of the Site Administrator is final for the 1st and 2nd TAD violations. An administrative appeal to the Superintendent may be requested for 3rd and 4th TAD violations. TAD violations in Jr. High do not carry over to High School. Prior to participating in Jr. High and High School activities, a student must provide documentation of completing the ASAA “Play for Keeps” orientation. Sites may implement a drug and alcohol policy for student activities that is more stringent than the TAD policy with the approval of the local ASB.

Junior High

Junior High eligibility for activities will be based on citizenship grades.

The Citizenship Rubric will be a four-point scale with warning category as follows:

1. (Exceptional)--Student is courteous, respectful to teacher, staff members, and fellow students. Student observes all class rules, follows directions the first time asked. Student prepared for day's lesson by bringing all required materials and assignments to class. Student follows all school rules. Student is on time to class each day, attends class regularly. Student strives to be enthusiastic learner, “lends a helping hand” when appropriate. Student rarely off-task, making wise use of class time.
2. (Satisfactory)--Not all students are able to perform exceptionally all the time. This classification encompasses the OCCASIONAL slips on classroom behavioral expectations. Student does nothing that interferes with the teacher or another student's learning.
3. (Warning/Needs Improvement!)--The student who is in violation of behavior expectations defined in classifications 1 and 2 and who behaves below classroom behavioral expectations. The teacher would have indicated student behavior was inappropriate by verbal warnings, etc.
4. (Ineligible:)--A student who continues behavior, which warranted the three classifications despite the warnings, is ineligible, or if the student does the following: Continuously violates a school or classroom rule, or is defiant toward a teacher, aide, or substitute teacher.

High School

In addition to the Citizenship Rubric for High School Activities, students will:

- A. Meet initial ASAA requirements each semester (pass 5 high school level courses, or the equivalent, with an overall 2.0 GPA or be a first semester freshman). A grade of ‘Incomplete’ at the end of a semester is considered as not passing until the incomplete is changed on the official school records.
- B. For the first 3 weeks of each semester, eligibility will be based on the student's citizenship grade.
- C. Starting on the 4th week of school a student must:
 1. Be passing 5 classes
 2. Have an overall 70% average in all classes
 3. Have no grade lower than a 60%

Elementary/Junior High Participation

Elementary activities include students in grades 4-6.

Junior High activities include students in grades 7-8 (schools may choose to include 6th grade students in Junior High activities).

A student will not be eligible for Junior High sports if the student turns 16 on or before February 15th of the current school year.

Maximum Participation Rule (ASAA)

- No student will have more than 8 consecutive semesters of eligibility after first entering High School.

BP 6145.2 Interscholastic Competition

The School Board considers the interscholastic program an integral component of the district educational program. The interscholastic athletic program shall be geared to the interests and abilities of students of both sexes and varied in scope to ensure wide participation, consistent with the financial and personnel constraints of the district.

The School Board shall not approve membership of the district, or any school in the district, in any voluntary interscholastic athletic organization which discriminates against or denies the benefits of any program to any person on the basis of race, sex, or ethnic origin.

The School Board shall maintain general control over all aspects of the interscholastic athletic policies, programs and activities in the district, including eligibility, season of sport, number of sports, personnel, and sports facilities. The Superintendent or designee shall be responsible to the School Board for district compliance with federal and state law.

The School Board recognizes its responsibility to ensure that the health and welfare of students is given the highest consideration in planning a program of interscholastic competition. Special care shall be taken to ensure that all interscholastic training and competition is organized and supervised in a manner which will not overtax the physical capabilities of the participants. The district interscholastic program shall require for medical examinations, ongoing medical supervision, and the use of protective equipment as appropriate.

BP 6145.21 Sportsmanship

The LKSD School Board expects athletes, coaches and spectators to demonstrate good sportsmanship during all athletic competitions. District staff and parents/guardians have a duty to promote an environment of good sportsmanship by serving as models of fair play and proper conduct.

Students and employees are responsible for maintaining sportsmanlike behavior at all times and may be subject to disciplinary action for improper conduct.

The Superintendent or designee shall provide for the proper supervision and safety of students at athletic events.

BP 6145.3 Publications

While serving to instruct students in the basic skills of responsible journalism, official school publications shall be free to provide thoughtful, relevant commentaries on all topics within the bounds of good taste.

Student editors in journalism, newspaper, yearbook, and writing classes shall assign and edit the news, editorial and feature content of their publications. Faculty advisors shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication. All statements and editorials must be

substantiated by fact. Editorials may freely aim constructive criticism at school organizations, procedures, and policies, but such criticism should reflect the opinions of a cross-section of the publication staff. Editorial columns, which express only the opinion of the writer, shall be bylined.

As space permits, editorial pages shall be open to any students wishing to express their ideas or to rebut editorials in a letter. School newspapers shall print a fair selection and accurate representation of the letters they receive.

Faculty advisors shall supervise student publications so as to maintain professional standards of English and journalism and to assure that their content is not obscene, libelous, or slanderous, and does not incite students to commit unlawful acts, violate school rules, or disrupt school operations.

BP 6145.5 Student Organizations and Equal Access

The LKSD School Board believes that curriculum- and non-curriculum-related student organizations have an important place in students' lives. Besides extending and reinforcing the instructional program, such groups can give students practice in democratic self-government and provide wholesome social and recreational activities. Student organizations also serve to honor outstanding student achievement and to enhance school spirit and students' sense of belonging.

Since the district allows schools to sponsor student groups not directly tied to the curriculum, student-initiated groups not sponsored by the school district have the right to meet on school premises during times established for a limited open forum in accordance with provisions of the Federal Equal Access Act.

District policy requires that each high school and/or junior high school shall have an active student government. In addition to student councils, other clubs or organizations, may be formed by students. Each of these clubs or organizations shall have an advisor/sponsor assigned by the Site Administrator. Student organizations shall not be allowed to form or continue without such an advisor/sponsor.

Student Meetings

All student meetings of student groups or organizations must be scheduled in advance and be approved by the Site Administrator. Should the advisor/sponsor be unable to attend the meeting, the Site Administrator will appoint a substitute for that meeting or will attend the meeting him/her self. Under no circumstances will a student group meet without the presence of an advisor/sponsor.

AR 6145.5 Student Organizations and Equal Access

School-sponsored Organizations

School-sponsored student organizations must be organized at the school, have a certificated advisor, be composed primarily of current student body members and be approved by the Superintendent or designee in accordance with Board policy. They shall hold the majority of their meetings at school and have a democratic plan for the selection of members. Organization activities shall not conflict with the authority and responsibilities of school officials.

Non-school Sponsored Organizations

The Superintendent or designee shall not deny any student-initiated group access to school facilities during non-instructional time on the basis of religious, political, philosophical or any other content to be addressed at such meetings. The Superintendent or designee shall provide for a limited open forum during non-instructional time so that any such meetings do not interfere with regular school activities.

The Superintendent or designee shall insure that student meetings are voluntary, with no direction, or control by non-school persons, and that students leave the meeting place in a clean, orderly and secure condition after their meetings.

School staff shall not promote or participate in these meetings, but may be assigned voluntarily to observe them for purposes of maintaining order and protecting student safety.

Meetings held within the limited open forum shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space. Any announcement of meetings shall clearly state that the group is not sponsored by the school or school staff. Such announcements may be posted in accordance with Board policy and state law applicable to all students, but students shall not use the school's equipment or public address system to publicize the meetings of groups not sponsored by the school.

BP 6146.1(a) High School Graduation Requirements

Although students may earn a diploma with meeting minimal graduation requirements, all Lower Kuskokwim School District students are encouraged to complete the transcript requirements of the Alaska Performance Scholarship. There are two pathways to meet this transcript requirement, Math/Science or Social Studies/ Language. Additionally, to be eligible for the scholarship, students must meet GPA and test score requirements for either a collegiate scholarship or a career and technical scholarship. Students will be encouraged to participate in the transcript requirement regardless of their test score or GPA.

1. In order to qualify for a Lower Kuskokwim School District high school diploma, a student must have completed an educational program meeting not less than the minimum standards outlined below:

A. 22 credits consisting of:

- 5.0 credits of Language Arts
- 3.0 credits of Mathematics
- 3.0 credits of Social Studies
- 3.0 credits of Science
- 1.0 credit of Health
- 1.0 credit of Physical Education
- 1.0 credit of Life Skills
- 5.0 credits of Electives

B. Attend High School for no less than 8 semesters

For specific course requirements see Administrative Regulation AR 6146

2. In order to qualify for an Alaska Performance Scholarship (see BP 5128 for different levels of scholarship award and specific requirements of each), a student must complete the Alaska Performance Scholarship course requirements for either a Math/Science path or Social Studies/Language path.
3. Definition of a High School Student and Class Standing

A student may officially be enrolled in his/her first year of high school (and be eligible to participate in high school activities) when s/he has completed the district junior high curriculum (see *). All students who turn 16 by September 1st will be classified as high school students (BP 5123). Additionally, students may be enrolled in high school classes as determined by their IEP.

NOTE: High school courses completed while enrolled as a junior high student will NOT count for high school credit and will NOT be listed on a student's transcript.

* Minimum district standards specify that a student must pass at least two core classes (reading, writing or math). Local ASBs may establish more rigorous requirements for promotion into high school. Under special circumstances and on an individual basis, the school educational team, consisting of the site administrator and at least two teachers, may determine to advance a student to high school. When making a decision this team shall consider test data, ,

course grades, attendance, and other data including anecdotal evidence.

Freshman (Grade 9)

- Meets above requirements to enter high school.

Sophomore (Grade 10)

- Has completed at least 2 semesters of high school, and
Has earned at least 5.5 credits

Junior (Grade 11)

- Has completed at least 4 semesters of high school, and
Has earned at least 10.5 credits

Senior (Grade 12)

- Has completed at least 6 semesters of high school, and
Has earned at least 15.0 credits

4. General Provisions

- A. Carnegie credits are earned at the rate of 1/2 credit for the successful completion of a semester course consisting of approximately 67 1/2 classroom hours.
- B. A student's graduation requirements are based upon the school year in which s/he first enrolled in the district as a ninth grader.
- C. Upon approval of the Site Administrator, a student may take independent study courses for credit. Approved online curriculum or approved independent study using the full approved curriculum will be used for these courses. Not more than four such credits may be applied toward minimum graduation requirements without approval by the Director of Secondary Education.
- D. A student must be enrolled in a full schedule, except upon approval of the Site Administrator, seniors may be allowed to enroll in no less than five credits in one year (including college level and advanced placement courses). These minimums may be waived for students enrolled in district-approved alternative education programs.
- E. The Director of Secondary Education may approve credit for summer courses. Credit may be applied towards minimum graduation requirements. These courses must meet district content standards.
- F. In alignment with state legislative requirements, students may earn credit through testing-out of core courses. Students will be required to complete the course in test-out mode using approved online course curriculum.
- G. Credits earned at the college level (see BP 6146.11(a)) shall be converted per the following One three semester-hour (or four quarter-hour) college course equals one semester (0.5 credit) of high school credit. College courses less than three semester hours (or four quarter hours) will not receive high school semester credit; however, these courses may appear on the high school transcript. Other credit hour options may be approved by the Department of Academic Programs and Support on an individual basis. [For example, the Department of Academic Programs and Support may choose to grant one year's high school algebra credit for one semester college credit if the content is comparable.]

For Credit to be granted the following conditions need to be met.

- Student must submit a completed Dual Credit form to the Department of Academic Programs prior to the beginning of the course. (Credit may be granted "after the fact" through the petition

process.

- The student must meet the college course requirements and receive a passing grade to receive high school credit.
- The student is responsible for providing the high school with an official copy of the transcript if s/he wishes high school credit. The grade recorded on the official college transcript will be recorded as the high school grade.

H. Students may apply duplicate elective credits earned for the same course title only where specifically stated in the current edition of the District's Student/Teacher Handbook.

I. If a student completes his/her high school credits prior to eight semesters s/he will be encouraged to take college credit courses. If a student wishes to graduate prior to having been in high school for 8 semesters, the Parents and student must meet with the Site Administrator and Advisory LKSD School Board for approval before final application to the LKSD Regional LKSD School Board.

J. Transfer students who have earned thirteen (13) or more credits while in attendance outside the District may be excused from the District's graduation requirements if an alternative graduation plan is developed in consultation with a committee composed of a parent / guardian, the Site Administrator (or designee), and academic counselor. Otherwise, the student will graduate under the District graduation requirements in effect when s/he would have originally enrolled in the District as a ninth grader.

An Advisory LKSD School Board may develop graduation requirements in addition to those described above, subject to the approval of the District Board.

For specific year requirements prior to SY 10-11 please contact the LKSD Registrar.

BP 6146.2 HS Graduation Requirements for Special Education Students

The Individual Education Program (IEP) determines the graduation requirements for all special education students. To the extent appropriate, the special education student's course of study and graduation requirements should be the same as for other students.

Therefore, during IEP meetings, careful consideration should be given to which courses in the regular program curriculum a special education student should take. If a special education student is enrolled in regular courses, it is expected that she/he can meet the course demands with appropriate accommodations and modifications provided by the regular education teacher in collaboration with the special education teacher.

These graduation requirements must then be set forth in the IEP and can be reviewed and revised annually.

BP 6146.11(a) Dual Credit (Core Subjects)

High school students may simultaneously be enrolled in college courses and receive high school credit for successful completion of LKSD elective or core required courses under the following conditions:

- The student meets any prerequisites for the course(s) as determined by the Department of Academic Programs and Support and/or the college.
- The course must be from an accredited institution and receive prior approval from the Department of Academic Programs and Support.
- The following credit scale will be used:
 - 1-2 university credits = 0.5 LKSD credit

- 3-5 university credits = 1.0 LKSD credit
- 6-8 university credits = 1.5 LKSD credit
- 9 university credits = 2.0 LKSD credit

There are two types of Dual Credit classes;

1. District sponsored dual credit – courses offered jointly through the district and the university, often through a partnership agreement.
2. Standard University Courses – these are courses that are offered through the regular University course schedule, typically at a standard tuition rate.

Credit Award Process:

District sponsored course credit: the student will receive the LKSD grade through the District; students/parents will need to sign a release of information to the university to provide grades directly to LKSD.

Standard university course credit: the student is responsible for providing the high school with an official copy of the transcript if s/he wishes high school credit. The grade recorded on the official college transcript will be recorded as the high school grade.

Course Payment:

District-Sponsored courses are paid directly by the District. No tuition-reimbursement form is required.

A Standard University Course may be paid by either the student/parent or the District.

A student may request district-payment of up to two standard university courses during their high school time in LKSD. In order for the student to be eligible for district payment of any costs associated with a standard university course (included, but not limited to, registration fees, tuition, textbooks) the following conditions must be met:

1. Requested course is in a core subject: Language Arts, Math, Science, Social Studies
2. Student has completed all appropriate and available courses offered in the core subject
3. The student meets the college/university requirements for enrollment in the course, including the University approval to enroll in a college course as a high school student
4. Course is at the 100 level or higher
5. Course is appropriate for the student’s education plan and participation does not constitute an overload or jeopardize the student’s ability to graduate in a timely manner
6. Student has not met maximum number of district-paid standard university courses (2)
7. Parents complete a tuition reimbursement agreement

Tuition Reimbursement Requirement:

Standard university courses paid for by the district if the student meets the above criteria, and signs a dual credit form indicating that the student will reimburse the district for his/her tuition if the course is not completed, or if the student fails to pass the course.

Prior to standard university course registration, each student/parent/guardian will be notified that reimbursement to the district [in the form of cash or in-kind payment] will be required in case of withdrawal or non-completion of the course. The student’s diploma, or transcript will be withheld until reimbursement is made. No future courses requiring fees paid by the District will be allowed until all financial obligations to the district are met.

District-Sponsored and Standard University courses during the school year:

District-sponsored university courses are typically arranged during the school day. Some courses may be asynchronous, and students may set up class time during the day to work on these courses.

Students taking standard university courses may request class time during the day to take a college course regardless of whether it is a district-paid or student-paid course.

Standard University courses outside of the school day or year:

This policy does not preclude a student's right to take college courses for college credit outside the regular school day and the jurisdiction of LKSD for personal reasons at personal cost. Additionally, students may take university courses through summer programs. Students should follow the procedure of submitting a university transcript with their grade if they wish these courses to be placed on their high school transcripts.

BP 5128 Alaska Performance Scholarship Program

Note: School districts must take certain steps to implement the Alaska Scholarship Program. This Program provides scholarship for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state. School districts must determine scholarship eligibility for each graduating senior and record the eligibility level on the student's permanent record. The record must then be forwarded to the Department of Education and Early Development.

The Board supports and encourages all students to obtain higher education through enrollment in college or career and technical programs upon graduation. The Board believes that institutions within the State of Alaska provide strong and varied opportunities to meet the needs and interests of graduating students and further believes that state school attendance helps support a skilled, local workforce. The District supports student participation in the Alaska Performance Scholarship Program so that students may have maximum opportunity to obtain higher education within the State of Alaska.

Students and parents/guardians will be notified at least annually of the opportunities available through the Alaska Performance Scholarship Program. This notice should include information about scholarship eligibility levels; coursework, testing, and grade point average ("GPA") requirements; residency requirements; and the participating colleges and career and technical programs.

The Superintendent or designee shall determine scholarship eligibility for graduating students and will record the appropriate eligibility level on each student's permanent academic record. Students will be provided an opportunity to challenge an error in the eligibility determination. The academic record of graduating students will be transmitted to the Alaska Department of Education and Early Development to facilitate the award of scholarships.

Note: Effective June 6, 2015, the regulation providing for a grace period and waiver of curriculum requirements was repealed and a new section added to provide for students to request a scholarship eligibility extension. 4 AAC 43.035(repealed); 4 AAC 43.045 (extensions of eligibility period).

The Alaska Department of Education and Early Development may extend a student's scholarship eligibility period beyond six years after the date of the student's graduation from high school.

AR 5128(a) Alaska Performance Scholarship Program

The Alaska Performance Scholarship Program provides scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the State of Alaska. The district is required to determine student eligibility for the three levels of scholarships available. The district must then notify the Alaska Department of Education and Early Development of each qualifying student's eligibility.

Eligibility Determinations

The principal or designee of each high school shall determine scholarship eligibility for each graduating student by application of the following criteria.

A. Course Work Requirements

Note: The following curriculum requirements are in place for students graduating and after 2015. Qualifying units of credit shall include a student's completion of a high school level course in an earlier grade if: 1) the course meets content standards for a grade 9-12 course; 2) is within a qualifying curriculum (math, science, language arts, etc.); and 3) appears on the student's high school transcript. A course does not satisfy the requirements of this section, regardless of the course name unless it is: 1) a college or industry preparatory course; and 2) meets or exceeds the standards and grade level expectations in Alaska Standards; Content and Performance Standards for Alaska Students. An advance placement and international baccalaureate course meets curriculum requirements and is considered an approved course as fully stated in 4 AAC 43.030

The Alaska Performance Scholarship may be awarded based on a student's completion of either a math and science curriculum track, or a social studies and language curriculum track. (Refer to APS checklist for specific courses)

2015 and after Curriculum Requirements

Students graduating in and after 2015 must meet the following curriculum requirements to qualify for all scholarship levels (Achievement, Performance, and Honors):

Math and Science Curriculum:

- 1) Math – 4 units of credit
- 2) Science – 4 units of credit
- 3) Language arts – 4 units of credit
- 4) Social studies – 4 units of credit, one of which may be a foreign or Alaska Native language, fine arts, or cultural heritage

Social Studies and Language Curriculum

- 1) Math – 3 units of credit
- 2) Science – 3 units of credit
- 3) Language arts – 4 units of credit
- 4) Social studies – 4 units of credit
- 5) Foreign, Alaska Native or American sign language – 2 units of credit in the same language

B. Grade Point Average and Standardized Examination Scores

In addition to the curriculum requirements above, students must meet certain GPA and standardized examination score requirements. It is the student's responsibility to provide proof of results achieved on one of the standardized examinations required for scholarship eligibility. GPA and test scores determine a student's level of eligibility for each of the three scholarships set forth below:

1. Alaska Performance Honors Scholarship

Grade Point Average: 3.5 or higher

Test Scores: ACT score of 25 or higher; or

SAT Score of 1210 or higher; or

A combined WorkKeys score of 13 or higher, with no single score lower than 4, in each of the following:

1. Applied mathematics
2. Reading for information
3. Locating information

Note: The Alaska Performance Honors Scholarship has an award level of \$4,755.

Note: A student who qualifies for one of the above scholarships using the WorkKeys examination must use the scholarship award in a career and technical program that results in the award of a certificate. 4 AAC 43.020.

2. Alaska Performance Achievement Scholarship

Grade Point Average: 3.0 or higher

Test Scores: ACT score of 23 or higher; or
SAT score of 1560 or higher; or
A combined WorkKeys score of 13 or higher, with no single score lower than 4, in each of the following:

1. Applied mathematics
2. Reading for information
3. Locating information

Note: The Alaska Performance Achievement Scholarship has an award level of \$3,566.

3. Alaska Performance Opportunity Scholarship

Grade Point Average: 2.5 or higher

Test Scores: ACT score of 21 or higher; or
SAT score of 1450 or higher; or
A combined WorkKeys score of 13 or higher, with no single score lower than 4, in each of the following:

1. Applied mathematics
2. Reading for information
3. Information

Note: The Alaska Performance Opportunity Scholarship has an award level of \$2,378.

Notice to Parents/Guardians of Eligibility Determination

Option 1:

The principal or designee shall provide written notice to all parents/guardians, or to students if 18 or older, of the eligibility determination. The notice should also explain how a parent/guardian or eligible student may challenge this determination.

Option 2:

The principal or designee shall provide written notice to all parents/guardians, or to students if 18 or older, of how they may learn the eligibility determination. The notice should also explain how a parent/guardian or eligible student may challenge this determination.

Permanent Record:

Once eligibility levels are determined, the district will record the level of eligibility on each qualifying student's permanent record. No notation should be made for those students who are not eligible for a scholarship award.

Annual Transmittal of Records:

No later than July 15 of each year, the district will transmit an electronic version of each graduating student's permanent record that describes the student's eligibility for the Alaska Performance Scholarship Program. This is a mandatory reporting obligation and parents/students may not opt out of this disclosure.

Appeal Procedures:

The district provides the following appeal process for students who believe an error has been made regarding a student's eligibility for an Alaska Performance Scholarship. A student can request that the district review the determination of whether or not he or she is eligible or, if eligible, the level of scholarship available.

A. Appeal Form:

To request an appeal, a student must complete the Alaska Performance Scholarship Appeal Form for Public School Students. [E 5128] The form requires:

1. Name, mailing address, and contact information;
2. Eligibility information in the form of official examination scores and an official transcript indicating courses taken and GPA;
3. A statement explaining why the student believes the eligibility determination is in error; and,
4. All documents, papers, or other materials that support a reversal or modification of the eligibility determination.

Students who have questions about the form or require assistance should contact a counselor or principal at the student's high school.

Students must complete the Appeal Form and provide supporting documents as soon as possible after receiving notice of his or her eligibility determination. No appeals will be considered unless submitted within thirty (30) days of receiving the district's eligibility determination, absent unusual circumstances that prevented a timely appeal.

B. Appeal Process:

1. Student submits the completed Appeal Form and supporting documentation to _____ [identify appropriate school official to process appeals].
2. The District will designate a reviewer to review and decide the appeal.
3. The reviewer will consider all information submitted and issue a determination of whether or not the student meets scholarship eligibility, and if eligible, the student's level of eligibility.
4. The reviewer's determination is the final decision of the District.
5. Notice of the District's decision will be sent to the student no later than thirty (30) days after the student submits a timely appeal.
6. If the reviewer determines that scholarship eligibility was incorrect, the District will notify the Alaska Performance Scholarship Program of the correct eligibility determination and revise the student's transcript to correctly identify APS eligibility.

Note: Effective June 6, 2015 the regulation providing for a grace period and waiver of curriculum requirements was repealed and a new section added to provide for students to request a scholarship eligibility extension. 4 AAC 43.035 (repealed); 4 AAC 43.045 (extensions of eligibility period). An extension of scholarship eligibility does not permit a student to receive a scholarship for more semester hours than is permitted under AS 14.43.825.

Extension of Scholarship Eligibility

The district should notify appropriate students about the availability of a scholarship eligibility extension that may be granted by the Alaska Commissioner of Education. Upon request, the Commissioner may grant a student who

has previously been determined eligible for a scholarship under APS, a scholarship eligibility extension. Such an extension allows a student to remain eligible for a scholarship for longer than six years after the date of the student's graduation from high school.

To qualify for an extension of scholarship eligibility, a student must:

1. Submit a written request to the Commissioner no later than 30 days before the student's period of scholarship eligibility under 14.43.825(b) is set to expire; and
2. Submit with the request a signed statement from the institution of higher learning in which the student is admitted or enrolled attesting that the student has experienced or is experiencing an enrollment delay due to the availability of coursework required by the degree program the student is pursuing, and that the enrollment delay is beyond the student's control.

BP 6154 Homework / Makeup Work

Homework

The LKSD School Board believes that homework serves many important purposes. The administration and certificated staff shall design homework plans and assignments so that through their homework, students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively and become life-long learners.

The Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. The Board encourages teachers at all grade levels to use the parent/guardian as a contributing resource and to structure homework assignments so as to involve the parent/guardian without diminishing the student's sense of responsibility. When assigning homework that involves interaction with parents/guardians, teachers should include instructions, which show how parents/guardians can best help their children.

To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce classroom learning objectives and be related to student needs and abilities.

Makeup Work

Students shall be given the opportunity to make up school work missed because of an excused absence and shall receive full credit if the work is turned in according to a reasonable makeup schedule.

Students who miss school work because of unexcused absences or suspensions may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

AR 6154(a) Homework / Makeup Work

The site administrator and staff at each school shall develop a homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall inform parents/ guardians as to how much time on homework will be expected and how homework relates to the student's grades.

Homework for Elementary Grades

Kindergarten homework assignments should stimulate students to talk often with their parents/guardians. Parents/guardians should be encouraged to read to their children.

Homework assignments in grades one through three should promote the development of skills and encourage family participation.

In grades four through six, homework should continue to reinforce skill development and encourage family participation. Assignments should help develop good personal study habits and may include occasional special projects. Teachers should instruct students on how to develop good study techniques and habits.

Homework assignments should not require use of the internet or other specialized materials unless sufficient time is allowed for students to get such materials from the library.

Homework for Grades Seven through Nine

Teachers of academic subjects should provide regular homework activities, which promote the development of skills and provide students with the opportunity to grow academically.

The teaching staff should coordinate assignments so that students do not receive an overload of homework assignments one day and very little the next.

Homework for Grades Ten through Twelve

To help students learn to use time effectively, homework assignments should emphasize independent research, reports, special reading, and problem solving activities.

BP 6157 Tutoring

The LKSD School Board endorses the extra instructional assistance and individual tutoring of students after the regular school day that emphasizes any of the following areas: reading, academics, technology and the cultural resources of the community.

BP 6161.4(c) Internet Use Guidelines

Internet access is limited to only those acceptable uses as detailed in this policy. Internet users may not engage in unacceptable uses.

1. School officials will develop a written permission slip for Internet use. This signed form must be on file prior to allowing students direct access to the Internet.
2. School officials must apply the same criterion of educational suitability used for other educational resources when providing access to Internet informational resources. The District will not allow school access for on-line games or any other areas determined to be non-education related.
3. Students and staff have the right to examine a broad range of opinions and ideas in the educational process, including the right to locate, use, and exchange information and ideas via all information formats including interactive electronic media and the Internet.
4. Users are responsible for the ethical and educational use of their own Internet accounts. These accounts are to be used only by the authorized owner of the account for the authorized purpose. Users shall not intentionally seek information on, obtain copies of, or modify files, other data or passwords belonging to other users on the network. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
5. Users have the responsibility to respect the privacy of other Internet users. The illegal installation of copyrighted software for use on District computers is prohibited.
6. Users are expected to display proper “netiquette” (network etiquette) at all times.

7. Staff members shall supervise students while students are using district Internet access to ensure that the students abide by these procedures. Users must follow all rules and regulations posted in the computer lab or other room where computers are in use. Users must follow the directions of the adult in charge of the computer lab or other room where computers are in use.
8. Students and staff are expected to act in a responsible, ethical, and legal manner in accordance with District policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:
 - A. Use of the network to facilitate illegal activity.
 - B. Use of the network for commercial or for-profit purposes.
 - C. Use of the network for non-work or non-school related work.
 - D. Use of the network for product advertisement or political lobbying.
 - E. Use of the network for hate mail, discriminatory remarks, offensive or inflammatory communication, harassment, or bullying.
 - F. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
 - G. Use of the network to access obscene or pornographic material.
 - H. Use of inappropriate language or profanity on the network.
 - I. Use of the network to transmit material likely to be offensive or objectionable to recipients.
 - J. Use of the network for hacking or intentionally obtaining, accessing, or modifying files, passwords, and data belonging to other users.
 - K. Impersonation of another user, anonymity, and pseudonyms.
 - L. Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws.
 - M. Loading or use of unauthorized games, programs, files, or other electronic media.
 - N. Use of the network to disrupt the work of other users.
 - O. Destruction, modification, or abuse of network hardware and software.
 - P. Quoting personal communications in a public forum without the original author's prior consent.
 - Q. Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature.
9. Loss of access and other disciplinary actions shall be consequences for inappropriate use. When appropriate, law enforcement agencies may be involved.

BP 6162.5* Standardized Testing

Note: Alaska has a statewide student assessment system consisting of standards-based tests, work ready/college ready skills assessments, and the High School Graduation Qualifying Exam (HSGQE). The standards-based assessments are selected by the Commissioner of Education and are intended to measure each student's mastery of the academic performance standards for reading, writing, mathematics and science. The Alaska Department of Education and Early Development scores the tests and provides each district with results. A student's test results must be kept confidential by the district except that within 20 days of receiving the results, or before the end of the school year whichever is earlier, the district must distribute the class and individual results to each teacher for that teacher's students, and the individual student results to each student's parents. If the district is unable to distribute results to teachers before the end of the school year, the district must distribute the results

to teachers no later than the first day that school is in session in the next school year. A secondary student may not be issued a diploma unless he or she has passed the HSGQE. The HSGQE tests student competency in three areas: reading, English, and math. There are three methods for a student to receive a diploma without having passed the HSGQE: through a waiver (see AR 6146.3); through an alternative assessment program for qualifying students with disabilities (see BP 6146.5); or through passage of a qualifying exam in a student's prior state of enrollment (see BP/AR 6146.4). DEED has developed regulations that include criteria and procedures for local school boards to follow in using a waiver to grant a diploma to a student. Likewise, a special education student who does not achieve a passing score on the examination, with or without accommodation, is eligible for a diploma if the student successfully completes an alternative assessment program required by the IEP. The Department is charged with establishing uniform standards for an alternative assessment program.

The School Board believes that schools must consider each student as an individual and that testing, by itself, cannot determine the best educational choices for a student.

Standardized tests are one component to measure student performance related to state standards and often measure only the most commonly tested skills. The results of these tests should not be overly emphasized nor limit curricular options and the richness of district programs. The School Board believes that major conclusions about students and district programs must always be based upon a variety of evaluation measures.

The district shall administer all tests required by state law. When district test scores are published, the Superintendent or designee shall provide supplementary information to interpret the results.

AR 6162.5 Standardized Testing/Test Administration

Test Center:

The Superintendent or designee shall identify a school test center(s) where all state required assessments shall be administered, as required by state regulation or the Department. The test center must be well lighted, secure, free of disruptions, and have an established seating arrangement. Only designated district test coordinators, associate coordinators, proctors or test administrators may be in the test center rooms during student testing.

District Test Coordinator and Testing Personnel:

The Superintendent or designee shall designate a certificated employee of the district to be the test coordinator. If more than one test center is required, an on-site associate test coordinator will also be designated for each test center. The test coordinator or associate coordinator is responsible for assigning as many test administrators or test proctors to each test center as necessary to ensure adequate supervision or monitoring of students. Test proctors must hold an Alaska teacher certificate. No teacher may be assigned to proctor the exam if the teacher's classroom students are taking the exam. Enough proctors must be assigned to ensure adequate supervision of the testing process with a minimum of one test proctor for each 30 examinees.

District personnel responsible for test administration shall:

1. Annually execute a test security agreement prepared by the Department affirming the employee's obligation to follow required procedures for test security and administration;
2. Provide training in test procedures to all district staff involved in testing as directed by the Department, and ensure staff completes the training; and
3. Ensure that all district staff involved in testing read and follow testing procedures and manuals published by the test publisher.

Test Security:

Each test booklet and test administration manual must be accounted for from the time the materials arrive at the district until the time the materials are returned to the test publisher. All district staff shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure.

In ensuring test security, the Superintendent or designee shall:

1. Inventory and track the test materials;
2. Securely store the materials before and after their distribution to school test centers;
3. Control the distribution of the tests to and from the test centers;
4. Control the storage, distribution, administration, and collection of tests at the test center;
5. Ensure that no student or other individual receives a copy of the test, or learns of a specific test question or item, before the time and date of testing, unless knowledge of the question or item is necessary for delivery of accommodations; and
6. Ensure that no test or test question is copied in any manner, whether on paper or by electronic means.
7. Require that staff members administering tests supervise students during the testing period, and require that those staff members limit access to electronic devices during the testing period.

Test Administration

The following measures shall be taken before and during test administration by the Superintendent or designee and by those individuals supervising the testing process:

1. Prior to administering the tests, code the tests according to test administration directions;
2. Ensure that examinees use only those reference materials allowed by the test publisher's testing procedures;
3. Ensure that examinees do not exchange information during a test, except when specified by the test procedure;
4. Ensure that an examinee's answer is not altered after testing is completed;
5. Ensure that no test or test question is copied, reproduced, or paraphrased in any manner by an examinee or anyone else; and
6. Ensure that no examinee is assisted in responding to, or review of, specific test questions or items before, during, or after a test session.

Breach of Test Security

District personnel in charge of testing shall immediately report any breach of test security to the Department. A certificated employee who breaches test security is subject to investigation and action by the Professional Teaching Practices Commission.

Note: If a student's IEP requires a modification that violates test security, the modification will be provided only if it does not affect test security for other students. A modification that violates test security results in an invalid assessment. 4 AAC 06.765.

BP 6164.2 Guidance and Counseling Services

The LKSD School Board shall provide a counseling program to enhance academic achievement and emotional security. The Board recognizes that some students are in greater need of guidance than others. The counseling program shall serve students' diverse needs and shall encourage productive learning experiences.

Counselors shall make every effort to respect student confidentiality as appropriate and shall consult with the Superintendent or designee or with the District's legal counsel whenever unsure of how to respond to a student's personal problem. Parental consultation and consent for counseling shall be obtained as appropriate.

Academic counseling shall help students establish immediate and long-range educational plans consistent with their

individual needs, abilities, interests and aptitudes without regard to sex. Insofar as possible, parents/guardians shall be included when making these plans, and student placement shall not be limited by past grades and test scores. Minority, disadvantaged, low-income and other students shall not be automatically or systematically channeled into vocational or special education.

Counseling staff shall help secondary students to plan for the future, become aware of their career potential, understand the business world and develop realistic perceptions of work. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships. Post-secondary institutions, prospective employers, and military recruiters may be granted access to students as deemed appropriate by counseling staff and the building administrator.

As required by law, the Superintendent or designee shall provide biennial training for guidance and counseling staff in recognizing and overcoming sex bias.

NOTICE TO THE PARENTS

Lower Kuskokwim School District

Title I LKSD Parent Involvement Guidelines

The district and parents of students participating in Title I district programs have jointly developed the following parent involvement guidelines. The superintendent or designee shall implement and incorporate these guidelines into the district's Title I plan.

Involvement with Title I Planning

The district shall provide Title I schools with technical assistance and other support necessary to successfully conduct the site Title I annual meetings.

Title I school sites shall hold an annual meeting for parents of students in Title I programs, as well as school Title I staff, and other interested persons to discuss the Title I program plan, review implementation of the Title I plan, discuss how Title I funds allotted for parent involvement activities shall be used, and invite suggestions for improvement.

Title I parents shall be consulted as to the most convenient time and place for the annual Title I meeting, with the meeting being conducted by the end of November.

District Support for Parent Involvement

The district shall provide coordination, technical assistance and other support necessary to assist participating schools in building the capacity for strong parent involvement to improve student academic achievement and school performance.

This coordination, assistance and support shall include:

- Professional development to enable teachers to involve parents in their child's education.
- Training for parents to understand the importance of parent involvement and ways to help their children succeed in school.
- Resources to increase communication between parents and the school.
- Collaboration with other programs to build strong ties between parents and the school.

The district, with the assistance of parents, shall develop and implement a district professional development plan to enhance the skills of teachers, pupil services personnel, principals and other staff in:

Requesting, recognizing and using parent contributions.

Communicating and working with parents as equal partners.

Implementing and coordinating parent programs.

Building ties between parents and the school.

Coordination of Parent Involvement Activities with Other District Programs

The district shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with district preschools and other programs, and conduct other activities that encourage parents to participate in their child's education.

The district shall, to the extent practicable:

- Coordinate parent involvement training with Family Nights or other district programs.
- Facilitate collaborative meetings for Title I and other district programs.

Student Learning

The district shall coordinate and integrate Title I parental involvement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who:

- Are economically disadvantaged
- Have disabilities
- Have limited English proficiency
- Have limited literacy
- Are of any racial or ethnic minority background
- Are parents of migratory children

The district shall use the findings of the Title I LKSD Parent Involvement Guidelines Evaluation to design strategies for more effective parental involvement and coordinate and integrate these strategies with other educational programs in the district.

The district shall encourage schools to partner with local tribal entities to increase parent involvement and improve student achievement.

The district shall provide to parents, as appropriate, information to help them understand the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor students' academic progress and how to work with school staff to improve the achievement of students. The district shall develop written materials and training for staff to help parents work with students to improve student achievement.

The district shall support:

- School level training for parents in literacy through collaboration with Family Nights.
- School level professional development for staff to help parents work with students to improve student achievement.
- Parent/teacher conferences and community meetings that inform parents about the state's academic content and achievement standards, state and local academic assessments, Title I requirements, and educational programs.

School-based Parent Involvement Activities

- Parents shall be encouraged to:
- Attend community meetings.
- Participate in developing district and school level improvement plans.
- Volunteer in their child's school.
- Participate in advisory/regional LKSD School Board meetings.
- Provide feedback on educational programs.
- Participate in parental involvement policy development.
- Enter into parent-school compacts.
- Participate on planning committees.
- Attend parent trainings.
- Become active participants in their child's education.
- Participate in regular, two-way, and meaningful communication with the school.

Method of Communicating with Parents

All information related to school and parent programs, meetings and other activities shall be sent to parents in a format and, to the extent practicable, in a language the parents can understand.

Annual Evaluation

The district shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of these guidelines. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance.

The evaluation shall specifically address barriers to greater participation by parents in activities authorized by law, particularly by parents who:

- Are economically disadvantaged
- Have disabilities
- Have limited English proficiency
- Have limited literacy
- Are of any racial or ethnic minority background
- Are parents of migratory children

The district shall use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, these guidelines.

The district shall provide such other reasonable support for parental involvement activities as parents may request.

Development of School-Level Title I Parent Involvement Policy and School-Parent Compacts.

Each school receiving Title I funds shall jointly develop with and distribute to parents of students participating in the Title I program a written School-Level Title I Parent Involvement Policy agreed upon by the parents in accordance with the requirements of federal law.

The policy shall contain a school-parent compact or agreement that outlines how parents, school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students.

Lower Kuskokwim School District
Annual Parent Notice
Right to Request Teacher Qualifications

Dear Parent or Guardian:

The Every Student Succeeds Act of 2015 requires school district that receive Title I funds to notify parents that they can ask for and receive specific information about a teacher's qualifications.

You have the right to request information regarding the professional qualifications of your child's classroom teacher(s). If you request this information, the district or school will provide you with the following as soon as possible:

- A. Whether the teacher has met the state's certification and licensing criteria for the grade levels and subjects in which the teacher is providing instruction.
- B. Whether the state has waived its qualification and licensing criteria to permit the teacher to teach on an emergency or other provisional basis.
- C. Whether the teacher is teaching in the field or discipline of his/her certification
- D. Whether teacher's aides or similar paraprofessionals provide services to your child and, if they do their qualifications.

If you would like to request this information, please contact your school principal or the LKSD Personnel Department.

LKSD
Attn: Personnel Department
PO Box 305
Bethel, AK 99559-0305

Thank you.

High School Graduation Requirements, Course Offerings and Descriptions

Graduation Planning & Requirements

Expectation vs. Requirements

Graduation requirements are a minimum standard. The expectation for all LKSD students is to graduate with credits beyond the requirements, with the additional credits aligned to individual needs and/or post secondary goals. Meeting only requirements is only used as a fallback.

The Alaska Performance Scholarship requires a rigorous math and science path or social studies path designed to take along with other district requirements.

	LKSD Graduation	APS Math/Science	APS Social Studies
Language Arts	5	4	4
Math	3	4	3
Science	3	4	3
Social Studies	3	4 (art or culture may substitute for 1)	4
World Language			
Life Skills	1		
Health/PE	2		
Electives	5		

LKSD students are counseled to take is the APS transcript, regardless if the student may or may not meet other APS requirements. This requires scheduling and expecting math, science, and social studies every year. This may be adjusted for students needing specific support. Some tiered support classes in Math and Language Arts do not meet the APS criteria, but may still be used in an expectation of courses beyond requirements. Additionally, some tiered support may include a year without a science or social studies if needed to increase success.

To make this possible, schools should be equipped to offer 4 credits of Math, Science, and Social Studies. In order for sites to offer this opportunity, at least 4 courses in each content area have been designated to meet graduation requirements to allow schools to move forward with scheduling even if a student or two has failed a course.

The following document provides a comprehensive plan for meeting APS as well as options for meeting individual educational needs under the philosophy of “Response to Intervention”, continuous progress, and every student with a post secondary goal. It includes graduation requirements and recommended RTI pathways.

Graduation Requirements- Definitions

Each required content area has specific requirements and menu requirements. Language Arts and Math additionally have “menu replacements” that may only be used for students as part of the response to intervention/instruction model. Allowed substitutions are used only in special circumstances.

Specific Requirements:

These courses are required. The intent is that every student will graduate with these courses on their transcript. If an IEP student is unable to pass these courses with appropriate accommodations or modifications, a non-diploma track may be considered. The Director of Secondary Education may approve “equivalent” courses for transfer students, (i.e. English 9 for LA 1).

Content Menu Requirements:

Courses listed in menu requirements meet the content requirement. Selections should be made to meet individual student needs for support, enrichment, or alignment with post-secondary goals.

Tiered Support Menu Replacements:

Menu replacements listed as tiered support are designed to provide additional foundational instruction for students not yet prepared for the core requirements in math and reading. These may be used as a graduation requirement only as part of an individual (IEP or RTI) plan. Test scores and other student data will be reviewed to determine eligibility. Courses with an *must be approved by the Director of Secondary Education or the student's IEP team before approved to meet graduation requirements. IEP team must document the plan in the IEP, students placed based on tier 3 RTI needs will require approval by the director of secondary education based on RTI benchmark or progress monitoring data used for RTI placement (i.e. MAPS, AIMSWeb).

Allowed Substitutions:

Allowed Substitutions are courses typically offered as an elective class. However, these courses cover similar or related objectives of the required class. **LKSD schools must continue to offer the main requirements.** Substitution requests should only when there is a schedule conflict or off-rotation credit need or a specific individual academic needs (i.e. part of a career pathway).

Substitutions must be requested through the school counselor. A student must complete a form for the substitution to be moved on the transcript from elective to the requirement.

Courses in red are still under development or have not yet been approved by the board of education.

LKSD GRADUATION REQUIREMENTS

for those officially enrolled in high school during SY '15-'16,

LANGUAGE ARTS:		5.0
	HS Language Arts I	(1.0)
	HS Language Arts II	(1.0)
	American Literature	(1.0)
	Menu Course (additional courses can be selected for the students)	(2.0)
MATH:		3.0
	Algebra I ₆	(1.0)
	Courses can be chosen from a list	(2.0)
SCIENCE:		3.0
	Any 3.0 credits of the following:	
	Biology*	(1.0)
	Earth Science	(1.0)
	Physical Science**	(1.0)
	* May substitute AP Biology ₂	
	**May substitute Physics ₂ , Chemistry ₂ , or Robotics and Engineering	
SOCIAL STUDIES:		3.0
	Alaska History	(0.5)
	American Government	(0.5)
	American History West Exp. to Present	(1.0)
	World History ₄ 300 CE to Present	(1.0)
PHYSICAL EDUCATION:		1.0
	Physical Education I	(0.5)
	Physical Education II	(0.5)
HEALTH:		1.0
	Health I (taken either in Grade 9 or 10)	(0.5)
	Health II (taken either in Grade 11 or 12)	(0.5)
LIFE SKILLS:		1.0
	Personal Life Skills*	(0.5)
	Consumer Life Skills**	(0.5)
	* May substitute Psychology	
	** May substitute Economics	
ELECTIVES:		5.0
MINIMUM CREDITS REQUIRED FOR GRADUATION _{3,5} :		22.0

₁ Class of 2019 (four-year student)

₂ Offered only at approved sites.

₃ Not including any other courses required by your local ASB (e.g. Yup'ik courses)

₄ Replaced Survey of Social Sciences and Contemporary World Studies in 08/09

₅ For specific year requirements prior to SY 15-16 please contact the LKSD Registrar.

₆ If taken prior to 9th grade, it can be substitute by Algebra II course.

₇ Math courses MUST follow a learning sequence and should be kept in the proposed sequence.

To receive an LKSD diploma, you must have at least the minimum credit required in each area. Additionally, a student must attend High School for 8 semesters. To qualify for an APS you need to complete an APS transcript and a CCRA assessment.

LKSD GRADUATION REQUIREMENTS

for those officially enrolled in high school during SY '16-'17,

LANGUAGE ARTS: 5.0

HS Language Arts I (1.0)

HS Language Arts II (1.0)

Menu Course (3.0)

- American Literature A&B (1.0)
- Native American Language A&B (1.0)
- British Literature A&B (1.0)
- Advance Composition A&B (1.0)
- Contemporary Lit & Creative Writing A&B (1.0)
- Novel Study (Great Books) A&B (1.0)₂
- Alaska Literature & Native voices A&B (1.0)₂
- Classic Literature A&B (1.0)₂
- Digital Composition (0.5)₂
- Creative Writing (0.5)₂
- Public Speaking (0.5)₂
- AP Composition & Literature A&B (1.0)₂

Tiered Support replacement:

May meet requirement for a menu credit as part of IEP or RTI Plan

-LA Foundations A&B (Up to 2.0 replacements)

-Lit Lab Elective (Elective credit only)

Allow substitutions:

- Psychology in Literature (0.5), which taught in tandem with a College Psychology 101 course may substitute for Language Arts (0.5)
- Theater Arts (1.0) for LA (0.5) & Elective (0.5)

MATH: ₅ 3.0

Algebra I A&B₄ (1.0)

Menu Course: (2.0)

- Geometry A&B
- Algebraic Applications A&B
- Algebra 2A&B
- Trigonometry (0.5)
- Pre-Calculus A&B
- AP Calculus A&B
- Statistics A&B
- Math for Health (dual credit) (0.5)

Tiered Support replacement:

- Pre-Algebra (Tier 2) (1.0)
- My Path Math (Tier 3 ONLY) (1.0)
- Math Lab A&B (Elective credit only)

SCIENCE:		3.0
	Biology A&B*	(1.0)
	Menu course:	
	- Earth Science A&B	(1.0)
	- Physical Science A&B **	(1.0)
	- Chemistry A&B	(1.0)
	- Physics A&B	(1.0)
	- Ecology	(0.5)
	- Geology	(0.5)
	- Forensic Science (APS, Elective only)	(0.5)
	* May substitute AP Biology ₂	

SOCIAL STUDIES:		3.0
	Alaska Study	(0.5)
	American Government	(0.5)
	<u>Menu requirements:</u>	
	- American History A&B	(1.0)
	- World History A&B	(1.0)
	- Economics	(0.5)
	- Tribal Government ₂	(0.5)

HEALTH / PHYSICAL EDUCATION:		2.0
	<u>HE Menu Courses:</u>	

- Health I (0.5)
- Health II (0.5)
- Local Health Issue & Prevention A&B (1.0)

PE Menu Courses:

- | | | |
|------------------------|--|---|
| - Physical Ed I (0.5) | | - Physical Ed II (0.5) |
| - Weight Lifting (0.5) | | - Swimming(0.5) |
| - Yup'ik Dance (0.5) | | - Yup'ik outdoor Acty. ₂ (0.5) |

Allow substitutions:

- Survival Skills A&B may substitute for (0.5) PE and (0.5)HE
- 1.0 credits of completed JROTC may substitute for PE
- Medical Terminology with Health substitutes (0.5)
- Online Health Opportunities through Physical Education (HOPE) (0.5) PE and 0.5 Health
- PE Waiver for ASAA/NYO participation.

LIFE SKILLS:		1.0
	Personal Life Skills*	(0.5)
	Consumer Life Skills**	(0.5)
	* May substitute Personal Psychology or Psychology	
	** May substitute Economics	

ELECTIVES:		5.0
MINIMUM CREDITS REQUIRED FOR GRADUATION _{3,5} :		22.0

₁ Class of 2020 (four-year student)

₂ Offered only at approved sites.

₃ For specific year requirements prior to SY 15-16 please contact the LKSD Registrar.

₄ If taken prior to 9th grade, it can be substitute by Algebra II course.

₅ Math courses MUST follow a learning sequence and should be kept in the proposed.

To receive an LKSD diploma, you must have at least the minimum credit required in each area. Additionally, a student must attend High School for 8 semesters. To qualify for an APS you need to complete an APS transcript and a CCRA assessment.

LKSD GRADUATION REQUIREMENTS

For those officially enrolled in high school during SY '17-'18,

LANGUAGE ARTS: 5.0

HS Language Arts I (1.0)

HS Language Arts II (1.0)

Menu Course (3.0)

- American Literature A&B (1.0)
- Native American Language A&B (1.0)
- British Literature A&B (1.0)
- Advance Composition A&B (1.0)
- Contemporary Lit & Creative Writing A&B (1.0)
- Novel Study (Great Books) A&B (1.0)₂
- Alaska Literature & Native voices A&B (1.0)₂
- Classic Literature A&B (1.0)₂
- Digital Composition (0.5)₂
- Creative Writing (0.5)₂
- Public Speaking (0.5)₂
- AP Composition & Literature A&B (1.0)₂

Tiered Support replacement:

May meet requirement for a menu credit as part of IEP or RTI Plan

-LA Foundations A&B (Up to 2.0 replacements)

-Lit Lab Elective (Elective credit only)

Allow substitutions:

- Psychology in Literature (0.5), which taught in tandem with a College Psychology 101 course may substitute for Language Arts (0.5)
- Theater Arts (1.0) for LA (0.5) & Elective (0.5)

MATH: ₅ 3.0

Algebra I A&B₄ (1.0)

Menu Course: (2.0)

- Geometry A&B
- Algebraic Applications A&B
- Algebra 2A&B
- Trigonometry (0.5)
- Pre-Calculus A&B
- AP Calculus A&B
- Statistics A&B
- Math for Health (dual credit) (0.5)

Tiered Support replacement:

- Pre-Algebra (Tier 2) (1.0)
- My Path Math (Tier 3 ONLY) (1.0)
- Math Lab A&B (Elective credit only)

SCIENCE:		3.0
	Biology A&B*	(1.0)
	Menu course:	
	- Earth Science A&B	(1.0)
	- Physical Science A&B **	(1.0)
	- Chemistry A&B	(1.0)
	- Physics A&B	(1.0)
	- Ecology	(0.5)
	- Geology	(0.5)
	- Forensic Science (APS, Elective only)	(0.5)
	* May substitute AP Biology ₂	

SOCIAL STUDIES:		3.0
	Alaska Study	(0.5)
	American Government	(0.5)
	<u>Menu requirements:</u>	
	- American History A&B	(1.0)
	- World History A&B	(1.0)
	- Economics	(0.5)
	- Tribal Government ₂ A&B	(1.0)

HEALTH / PHYSICAL EDUCATION:		2.0
	<u>HE Menu Courses:</u>	
	- Health I	(0.5)
	- Health II	(0.5)
	- Local Health Issue & Prevention A&B	(1.0)

	<u>PE Menu Courses:</u>		
	- Physical Ed I (0.5)	- Physical Ed II (0.5)	
	- Weight Lifting (0.5)		- Swimming(0.5)
	- Yup'ik Dance (0.5)		- Yup'ik outdoor Acty. ₂ (0.5)

Allow substitutions:

- Survival Skills A&B may substitute for (0.5) PE and (0.5)HE
- 1.0 credits of completed JROTC may substitute for PE
- Medical Terminology with Health substitutes (0.5)
- Online Health Opportunities through Physical Education (HOPE) (0.5) PE and 0.5 Health
- PE Waiver for ASAA/NYO participation.

LIFE SKILLS:		1.0
	Personal Life Skills*	(0.5)
	Consumer Life Skills**	(0.5)
	* May substitute Personal Psychology or Psychology	
	** May substitute Economics	

ELECTIVES:		5.0
MINIMUM CREDITS REQUIRED FOR GRADUATION _{3,5} :		22.0

₁ Class of 2021 (four-year student)

₂ Offered only at approved sites.

₃ For specific year requirements prior to SY 15-16 please contact the LKSD Registrar.

₄ If taken prior to 9th grade, it can be substitute by Algebra II course.

₅ Math courses MUST follow a learning sequence and should be kept in the proposed.

To receive an LKSD diploma, you must have at least the minimum credit required in each area. Additionally, a student must attend High School for 8 semesters. To qualify for an APS you need to complete an APS transcript and a CCRA assessment.

LKSD GRADUATION REQUIREMENTS

For those officially enrolled in high school during SY '18-'19₁

LANGUAGE ARTS: 5.0

HS Language Arts I (1.0)

HS Language Arts II (1.0)

Menu Course (3.0)

- Language Arts III A&B (1.0)

- Language Arts IV A&B (1.0)

- Native American Language A&B (1.0)

- British Literature A&B (1.0)

- Advance Composition A&B (1.0)

- Contemporary Lit & Creative Writing A&B (1.0)

- Novel Study (Great Books) A&B (1.0)₂

- English Classics A&B (1.0)₂

- Creative Writing (0.5)₂

- Public Speaking (0.5)₂

- AP Composition & Literature A&B (1.0)₂

Tiered Support replacement:

May meet requirement for a menu credit as part of IEP or RTI Plan

-LA Foundations A&B (Up to 2.0 replacements)

-Lit Lab Elective (Elective credit only)

Allow substitutions:

- Psychology in Literature (0.5), which taught in tandem with a

College Psychology 101 course may substitute for Language Arts (0.5)

- Theater Arts (1.0) for LA (0.5) & Elective (0.5)

MATH: 5 3.0

Algebra I A&B₄ (1.0)

Menu Course: (2.0)

- Geometry A&B

- Algebraic Applications A&B

- Algebra 2 A&B

- Trigonometry (0.5)

- Pre-Calculus A&B

- AP Calculus A&B

- Statistics A&B

- Math for Health (dual credit) (0.5)

Tiered Support replacement:

- Pre-Algebra (Tier 2) (1.0)

- My Path Math (Tier 3 ONLY) (1.0)

- Math Lab A&B (Elective credit only)

SCIENCE: 3.0

Biology A&B* (1.0)

Menu course:

- Earth Science A&B (1.0)

- Physical Science A&B ** (1.0)

- Chemistry A&B (1.0)

- Physics A&B (1.0)

- Ecology (0.5)

- Geology (0.5)

- Forensic Science (APS, Elective only) (0.5)

* May substitute AP Biology₂

SOCIAL STUDIES:		3.0
Alaska Studies	(0.5)	
American Government	(0.5)	
<u>Menu requirements:</u>		
- American History A&B	(1.0)	
- World History A&B	(1.0)	
- Economics	(0.5)	
- Tribal Government A&B ₂	(1.0)	

HEALTH / PHYSICAL EDUCATION: 2.0

HE Menu Courses:

- Health I (0.5)
- Health II (0.5)

PE Menu Courses:

- | | |
|---|---|
| <ul style="list-style-type: none"> - Physical Ed I (0.5) - Weight Lifting (0.5) - Yup'ik Dance (0.5) | <ul style="list-style-type: none"> - Physical Ed II (0.5) - Swimming(0.5) - Yup'ik outdoor Acty.₂ (0.5) |
|---|---|

Allow substitutions:

- Survival Skills A&B may substitute for (0.5) PE and (0.5)HE
- 1.0 credits of completed JROTC may substitute for 0.5 for HE and 0.5 for PE
- Medical Terminology with Health substitutes (0.5)
- Online Health Opportunities through Physical Education (HOPE) (0.5) PE and 0.5 Health
- PE Waiver for ASAA/NYO participation.

LIFE SKILLS: 1.0

- Personal Life Skills* (0.5)
- Consumer Life Skills** (0.5)

* May substitute Personal Psychology or Psychology

* May substitute Yugtun Personal Life Skills

** May substitute Economics

ELECTIVES: 5.0

MINIMUM CREDITS REQUIRED FOR GRADUATION_{3,5}: 22.0

₁ Class of 2022 (four-year student)

₂ Offered only at approved sites.

₃ For specific year requirements prior to SY 15-16 please contact the LKSD Registrar.

₄ If taken prior to 9th grade, it can be substitute by Algebra II course.

₅ Math courses MUST follow a learning sequence and should be kept in the proposed.

To receive an LKSD diploma, you must have at least the minimum credit required in each area. Additionally, a student must attend High School for 8 semesters. To qualify for an APS you need to complete an APS transcript and a CCRA assessment.

LKSD GRADUATION REQUIREMENTS

For those officially enrolled in high school during SY '19-'20₁

LANGUAGE ARTS: 5.0

HS Language Arts I (1.0)

HS Language Arts II (1.0)

Menu Course (3.0)

- Language Arts III A&B (1.0)

- Language Arts IV A&B (1.0)

- Native American Language A&B (1.0)

- British Literature A&B (1.0)

- Advance Composition A&B (1.0)

- Contemporary Lit & Creative Writing A&B (1.0)

- Novel Study (Great Books) A&B (1.0)₂

- English Classics A&B (1.0)₂

- Creative Writing (0.5)₂

- Public Speaking (0.5)₂

- AP Composition & Literature A&B (1.0)₂

Tiered Support replacement:

May meet requirement for a menu credit as part of IEP or RTI Plan

-LA Foundations A&B (Up to 2.0 replacements)

-Lit Lab Elective (Elective credit only)

Allow substitutions:

- Psychology in Literature (0.5), which taught in tandem with a

College Psychology 101 course may substitute for Language Arts (0.5)

- Theater Arts (1.0) for LA (0.5) & Elective (0.5)

MATH: ₅ 3.0

Algebra I A&B₄ (1.0)

Menu Course: (2.0)

- Geometry A&B

- Algebraic Applications A&B

- Algebra 2A&B

- Trigonometry (0.5)

- Pre-Calculus A&B

- AP Calculus A&B

- Statistics A&B

- Math for Health (dual credit) (0.5)

Tiered Support replacement:

- Pre-Algebra (Tier 2) (1.0)

- My Path Math (Tier 3 ONLY) (1.0)

- Math Lab A&B (Elective credit only)

SCIENCE: 3.0

Biology A&B* (1.0)

Menu course:

- Earth Science A&B (1.0)

- Physical Science A&B ** (1.0)

- Chemistry A&B (1.0)

- Physics A&B (1.0)

- Ecology (0.5)

- Geology (0.5)

- Forensic Science (APS, Elective only) (0.5)

* May substitute AP Biology₂

SOCIAL STUDIES:		3.0
Alaska Studies	(0.5)	
American Government	(0.5)	
<u>Menu requirements:</u>		
- American History A&B	(1.0)	
- World History A&B	(1.0)	
- Economics	(0.5)	
- Tribal Government A&B ₂	(1.0)	
HEALTH / PHYSICAL EDUCATION:		2.0
<u>HE Menu Courses:</u>		
- Health I	(0.5)	
- Health II	(0.5)	
<u>PE Menu Courses:</u>		
- Physical Ed I (0.5)		- Physical Ed II (0.5)
- Weight Lifting (0.5)		- Swimming(0.5)
- Yup'ik Dance (0.5)		- Yup'ik outdoor Actv. ₂ (0.5)
Allow substitutions:		
- Survival Skills A&B may substitute for (0.5) PE and (0.5)HE		
- 1.0 credits of completed JROTC may substitute for 0.5 for HE and 0.5 for PE		
- Medical Terminology with Health substitutes (0.5)		
- Online Health Opportunities through Physical		
- Education (HOPE) (0.5) PE and 0.5 Health		
- PE Waiver for ASAA/NYO participation.		
LIFE SKILLS:		1.0
Personal Life Skills*	(0.5)	
Consumer Life Skills**	(0.5)	
* May substitute Personal Psychology or Psychology		
* May substitute Yugtun Personal Life Skills		
** May substitute Economics		
ELECTIVES:		5.0
MINIMUM CREDITS REQUIRED FOR GRADUATION _{3,5} :		22.0

₁ Class of 2023 (four-year student)

₂ Offered only at approved sites.

₃ For specific year requirements prior to SY 15-16 please contact the LKSD Registrar.

₄ If taken prior to 9th grade, it can be substitute by Algebra II course.

₅ Math courses MUST follow a learning sequence and should be kept in the proposed.

To receive an LKSD diploma, you must have at least the minimum credit required in each area. Additionally, a student must attend High School for 8 semesters. To qualify for an APS you need to complete an APS transcript and a CCRA assessment.

*[Note: Not all courses are offered at any LKSD school every year.
Please check with your Site Administrator for a current list of courses offered at your school]*

LKSD GRADUATION REQUIREMENTS

For those officially enrolled in high school during SY '20-'21,

LANGUAGE ARTS: 3.0

HS Language Arts I (1.0)

HS Language Arts II (1.0)

Menu Course Options: (3.0)

- Language Arts III A&B (1.0)

- Language Arts IV A&B (1.0)

- Native American Language A&B (1.0)

- Advance Composition A&B (1.0)

- Contemporary Lit & Creative Writing A&B (1.0)

- Novel Study (Great Books) A&B (1.0)₂

- English Classics A&B (1.0)₂

- Creative Writing (0.5)₂

- Public Speaking (0.5)₂

- AP Composition & Literature A&B (1.0)₂

- Poetry (0.5)

Tiered Support Menu Replacements:

May meet requirement for a menu credit as part of IEP or RTI Plan

-LA Foundations A&B (Up to 2.0 replacements)

-Lit Lab (Elective credit only)

Allowed substitutions:

- Psychology in Literature (0.5), which taught in tandem with a

College Psychology 101 course may substitute for Language Arts (0.5)

- Theater Arts A&B, if both completed: A (0.5) = ELA and B (0.5) = Elective

MATH: 5 3.0

Algebra I A&B₄ (1.0)

Menu Course Options: (2.0)

- Geometry A&B

- Algebraic Applications A&B

- Algebra 2 A&B

- Pre-Calculus A&B

- AP Calculus A&B

- Calculus A&B (1.0)

- Statistics A&B

- Math for Health (dual credit) (0.5)

Tiered Support Menu Replacements:

- Introduction to Algebra A&B (Tier 2) (1.0) (Up to 2.0 replacements)

- My Path Math (Tier 3 Only) (1.0) (Up to 2.0 replacements)

- Math Foundations (Tier 3) (1.0) (Up to 2.0 replacements)

- Integrated math (Tier 2/3) (1.0) (Up to 2.0 replacements)

- Math Lab A&B (Elective credit only)

SCIENCE: 3.0

Biology A&B (1.0)

Menu Course Options: (2.0)

- Earth Science A&B (1.0)

- Physical Science A&B (1.0)

- Ecology (0.5)

- Geology (0.5)

- Chemistry A&B (1.0)

- Physics A&B (1.0)

- Astronomy A&B (1.0)

- Concepts of Chemistry (0.5)

- Concepts of Physics (0.5)

APS/Elective Only:

- Environmental Science/Water Management (0.5)
- Forensic Science (0.5)
- Intro to Engineering (0.5)

SOCIAL STUDIES: 3.0

Alaska Studies (0.5)

Government (0.5)

Menu Course Options: (2.0)

- American History A&B (1.0)
- World History A&B (1.0)
- Economics (0.5)
- Tribal Government A&B₂ (1.0)

APS/Elective Only:

- Psychology (0.5)
- Sociology (0.5)

HEALTH / PHYSICAL EDUCATION: 2.0

Health Menu Courses: (0.5)

- | | | |
|---------------------------|--|----------------------------|
| - Health I (0.5) | | - Health II (0.5) |
| - Yuuyaraq Health I (0.5) | | - Yuuyaraq Health II (0.5) |

PE Menu Courses:

- | | | |
|------------------------|--|------------------------|
| - Physical Ed I (0.5) | | - Physical Ed II (0.5) |
| - Weight Lifting (0.5) | | - Swimming (0.5) |
| - Yup'ik Dance (0.5) | | |

Allowed substitutions:

- Survival Skills A&B may substitute for 0.5 PE and 0.5 HE if the full year is completed.
- 2.0 credits of completed JROTC may substitute for 0.5 HE and 0.5 PE.
- Medical Terminology with Health substitutes for 0.5 HE and 0.5 Elective credit.
- Online Health Opportunities through Physical Education (HOPE) for 0.5 PE and 0.5 Health
- PE Waiver for ASAA participation.

LIFE SKILLS: 1.0

Personal Life Skills* (0.5)

Consumer Life Skills** (0.5)

* May substitute: Personal Psychology/ Psychology / Yuuyaraq PLS

** May substitute: Economics

ELECTIVES: 5.0

MINIMUM CREDITS REQUIRED FOR GRADUATION_{3,5} : 22.0

₁ Class of 2024 (four-year student)

₂ Offered only at approved sites.

₃ For specific year requirements prior to SY 15-16 please contact the LKSD Registrar.

₄ If taken prior to 9th grade, it can be substitute by Algebra II course.

₅ Math courses MUST follow a learning sequence and should be kept in the proposed.

To receive an LKSD diploma, you must have at least the minimum credit required in each area. Additionally, a student must attend High School for 8 semesters. To qualify for an APS you need to complete an APS transcript and a CCRA assessment.

*[Note: Not all courses are offered at any LKSD school every year.
Please check with your Site Administrator for a current list of courses offered at your school]*

LKSD GRADUATION REQUIREMENTS

For those officially enrolled in high school during SY '21-'22,

LANGUAGE ARTS: 3.0

HS Language Arts I (1.0)

HS Language Arts II (1.0)

Menu Course Options: (3.0)

- Language Arts III A&B (1.0)

- Language Arts IV A&B (1.0)

- Native American Language A&B (1.0)

- Advance Composition A&B (1.0)

- Contemporary Lit & Creative Writing A&B (1.0)

- Novel Study (Great Books) A&B (1.0)₂

- English Classics A&B (1.0)₂

- Creative Writing (0.5)₂

- Public Speaking (0.5)₂

- AP Composition & Literature A&B (1.0)₂

- Poetry (0.5)

Tiered Support Menu Replacements:

May meet requirement for a menu credit as part of IEP or RTI Plan

-LA Foundations A&B (Up to 2.0 replacements)

-Lit Lab (Elective credit only)

Allowed substitutions:

- Psychology in Literature (0.5), which taught in tandem with a

College Psychology 101 course may substitute for Language Arts (0.5)

- Theater Arts A&B, if both completed: A (0.5) = ELA, B (0.5) = Elective

MATH: 5 3.0

Algebra I A&B₄ (1.0)

Menu Course Options: (2.0)

- Geometry A&B

- Algebraic Applications A&B

- Algebra 2 A&B

- Pre-Calculus A&B

- AP Calculus A&B

- Calculus A&B (1.0)

- Statistics A&B

- Math for Health (dual credit) (0.5)

Tiered Support Menu Replacements:

- Introduction to Algebra A&B (Tier 2) (1.0) (Up to 2.0 replacements)

- My Path Math (Tier 3 Only) (1.0) (Up to 2.0 replacements)

- Math Foundations (Tier 3) (1.0) (Up to 2.0 replacements)

- Integrated math (Tier 2/3) (1.0) (Up to 2.0 replacements)

- Math Lab A&B (Elective credit only)

SCIENCE: 3.0

Biology A&B (1.0)

Menu Course Options: (2.0)

- Earth Science A&B (1.0)

- Physical Science A&B (1.0)

- Ecology (0.5)

- Geology (0.5)

- Chemistry A&B (1.0)

- Physics A&B (1.0)

- Astronomy A&B (1.0)

- Concepts of Chemistry (0.5)

- Concepts of Physics (0.5)

APS/Elective Only:

- Environmental Science/Water Management (0.5)
- Forensic Science (0.5)
- Intro to Engineering (0.5)

SOCIAL STUDIES: 3.0

Alaska Studies (0.5)

Government (0.5)

Menu Course Options: (2.0)

- American History A&B (1.0)
- World History A&B (1.0)
- Economics (0.5)
- Tribal Government A&B₂ (1.0)

APS/Elective Only:

- Psychology (0.5)
- Sociology (0.5)

HEALTH / PHYSICAL EDUCATION: 2.0

Health Menu Courses: (0.5)

- | | | |
|---------------------------|--|----------------------------|
| - Health I (0.5) | | - Health II (0.5) |
| - Yuuyaraq Health I (0.5) | | - Yuuyaraq Health II (0.5) |

PE Menu Courses:

- | | | |
|------------------------|--|------------------------|
| - Physical Ed I (0.5) | | - Physical Ed II (0.5) |
| - Weight Lifting (0.5) | | - Swimming (0.5) |
| - Yup'ik Dance (0.5) | | |

Allowed substitutions:

- Survival Skills A&B may substitute for 0.5 PE and 0.5 HE if the full year is completed.
- 2.0 credits of completed JROTC may substitute for 0.5 HE and 0.5 PE.
- Medical Terminology with Health substitutes for 0.5 HE and 0.5 Elective credit.
- Online Health Opportunities through Physical Education (HOPE) for 0.5 PE and 0.5 Health
- PE Waiver for ASAA participation.

LIFE SKILLS: 1.0

Personal Life Skills* (0.5)

Consumer Life Skills** (0.5)

* May substitute: Personal Psychology/ Psychology / Yuuyaraq PLS

** May substitute: Economics

ELECTIVES: 5.0

MINIMUM CREDITS REQUIRED FOR GRADUATION_{3,5} : 22.0

₁ Class of 2025 (four-year student)

₂ Offered only at approved sites.

₃ For specific year requirements prior to SY 11-12 please contact the LKSD Registrar.

₄ If taken prior to 9th grade, it can be substitute by Algebra II course.

₅ Math courses MUST follow a learning sequence and should be kept in the proposed.

To receive an LKSD diploma, you must have at least the minimum credit required in each area. Additionally, a student must attend High School for 8 semesters. To qualify for an APS you need to complete an APS transcript and a CCRA assessment.

*[Note: Not all courses are offered at any LKSD school every year.
Please check with your Site Administrator for a current list of courses offered at your school]*

HIGH SCHOOL COURSE DESCRIPTIONS

Prior to the availability of improved technologies for the writing of curricula and the monitoring of curricula implementation, many courses were maintained on the LKSD list of approved high school courses for credit with no supporting curricula available. The courses were available as a course name or as a course name with a rudimentary list of goals, only. Beginning in 2010, “name only” courses have been dropped from the list of approved courses. We are working toward a list of required and elective courses, which have sound curricula written into Rubicon-Atlas, to assure the quality of instruction our students need and consistency among schools.

During the transition period from the old to the new, we have included as current courses both whole curricula written by curriculum review committees, and courses which have initial curriculum maps written by district teachers for specific courses. Each listed course will note where the map might be found in Rubicon-Atlas. The notation will say “district map available” or will list the teacher map by the name of the teacher. Over the coming semesters, each of the currently available maps will be improved to meet a district standard set by the Rubicon-Atlas Leadership PLC (professional learning community). Our thanks to the many teachers and other professional educators in LKSD who have written district curricula or who have allowed us to direct other teachers to their course maps for assistance.

High School Course Descriptions included in the pages below are those currently available for teacher/school use. LKSD schools are limited to the courses listed for all high schools. Some courses are available at BRHS, only. As noted, some courses are available if you have a highly qualified teacher. Please call the district office if your site wishes to offer those courses. Some courses are offered only through charter schools. Charter schools are usually created for the expressed purpose of offering a specialized curriculum.

There are two methods for adding courses to the approved list of High School Credit bearing courses for all LKSD schools:

1. Through the curriculum review process courses may be designed, written and mapped by professional teachers and administrators as a part of the curriculum review process. The courses would be added to the approved list of credit bearing courses. Current courses may also be revised through this process.
2. All teachers/schools may design single courses in any content area for pilot, using the course adoption process described below. This is a two-year process. During the first year only the pilot teacher(s) may offer the course for credit. After the course has been mapped into Rubicon-Atlas by the pilot teachers, and approved by the LKSD School Board, the course will be offered district-wide. Courses available through charter schools may also be approved through this process for general use in the district.

LKSD Course Adoption Process

The course adoption process refers to the following situations:

* Courses developed by an LKSD department (*except the curriculum department in the case of curriculum review and revision of an entire district curriculum*).

OR

* Courses written by one or more school staff author(s)

OR

* Course adoption of a commercially written and marketed course

STAGE 1 Pilot Approval: 1 year limit

1. Submit to Kimberly Hankins, Director of Secondary Education, or to a Content Area Educational Specialist, a detailed course description and syllabus for the course(s).
2. The syllabus must present a time-line, course objectives, a materials list including text (if any), major course assignments and assessments that will contribute to the student's grade.
3. Please refer to the LKSD Online or the LKSD Framework to find all necessary submission forms, guidelines and an example of a course syllabus for the Course Adoption Process.

Submission deadline for courses to be taught in the fall is the previous March 31. Submission deadline for courses to begin at semester is October 30 prior to the January start date.

After pilot approval, the course may **only** be offered and taught by the author(s) of the curriculum. Each course will receive a "PLT" number for enrollment in Power School for the course. Only the course initiator's students can/will be enrolled in the PLT course.

Pilot course syllabi will be posted in LKSD Online under "**Current Pilot Courses**".

During the implementation of the pilot course, author(s) of the curriculum will fully develop the curriculum using the curriculum template Rubicon Atlas and gather information regarding the effectiveness of the course.

STAGE II District Approval:

After the pilot course, the author(s) of the course(s) will present the fully developed course to the standing curriculum committee and the subject area educational specialist for approval. Authors will present effectiveness data.

Post curriculum committee approval, the curriculum will be presented to the LKSD Board for approval.

Upon approval by the LKSD School Board, the course may be used by LKSD schools and teachers district-wide.

Approved courses will be filed electronically by the Registrar. Approved course Curricula can be requested from the Registrar.

Course Offerings and Descriptions

English/ Language Arts

The graphic above shows how students are placed in the High School Language Arts Courses required for graduation. Here are additional notes to help clarify which Language Arts courses are required and the recommended sequence

Language Arts I

****Specific Requirement for Graduation****

Glencoe is a research-based language arts program that combines skill development with high-interest selections from a variety of genres. Scaffolding and spiraling of skills help students build a strong Language Arts' foundation. Each unit includes a "Big Question" and a workshop lesson used as a context for reading and writing.

Student performance is measured against the Common Core Standards for reading, writing, speaking and listening (Grade 9) for evidence of completion in this course.

There is one District Rubicon Map for Language Arts IA, IB and the supporting Literature Lab. Use filters, Subject: Language Arts; Map Type: District. Click Browse. Then select Course: *LA I and Lit Lab*

Language Arts II

****Specific Requirement for Graduation****

This is a 2-semester course that is worth 0.5 credits per semester. To receive credit, students must successfully complete one novel study and at least three themed units per semester. The literature covered throughout the year is organized by genre into six units: The Short Story, Nonfiction, Poetry, Drama, Legends and Myths, and Genre Fiction.

Student performance is measured against the Common Core Standards for reading, writing, speaking and listening (Grade 10) for evidence of completion in this course.

There is one District Rubicon Map for Language Arts IIA, IIB and the supporting Literature Lab. Use filters, Subject: Language Arts; Map Type: District. Click Browse. Then select Course: *LA II and Lit Lab*.

Language Arts III

****Menu Course: May be used to meet LA Grad Req****

Glencoe Literature is a research-based language arts program that combines skill development with high-interest selections from a variety of genres. Scaffolding and spiraling of skills helps students build a strong language arts' foundation. Each unit includes a "Big Question" and a workshop lesson used as a context for reading. This literature course encourages all students to be part of a community of learners.

American Literature is a two semester class, with each semester worth 0.5 credits. Semesters typically consist of three era-based units of study, each culminating with a writing workshop and speaking, listening, and viewing presentations. American Literature requires one novel study per year. Student performance measured against the Common Core Standards for reading, writing, speaking and listening (Grade 11) will be used as evidence of completion in this course.

There is one District Rubicon Map for American Literature A and B. Use filters, Subject: Language Arts; Map Type: District. Click Browse. Then select Course: *American Literature*.

Language Arts IV

****Menu Course: May be used to meet LA Grad Req****

This is a two semester literature course that is worth 0.5 credit per semester. To receive credit, students must successfully complete one novel study and at least three themes units per semester. The literature you will read is organized chronologically into seven units spanning the Anglo-Saxon period to the present. Students will learn to use many higher order thinking skills, and literary elements. Students will read on their own and will also prepare oral presentations. Fidelity of implementation is required.

There is one District Rubicon Map for British Literature A and B. Use filters, Subject: Language Arts; Map Type: District. Click Browse. Then select Course: *British Literature*.

Native American Language Arts

****Menu Course: May be used to meet LA Grad Req****

Native American Language Arts is a **1 Credit, year-long**, language arts course that uses various texts by Native authors. The *Glencoe Native American Literature* textbook is the primary text. The course asks students to engage many aspects of multiple Native culture(s) and histories. Content includes traditional stories, encounters with white Americans, and modern Native life. Students are expected to read, write, and discuss these topics in class. Fidelity of implementation is required. There is one District Rubicon Map for Native American Literature A. Use filters, Subject: Language Arts; Map Type: District. Click Browse. Then select Course: *Native American Language Arts*.

Advanced Composition

****Menu Course: May be used to meet LA Grad Req****

Advanced Composition is a writing course. Students will produce pieces in the following modes: persuasive, informative, descriptive, narrative and poetry. The culminating work for Advanced Composition will be a portfolio of complete work for the year. Glencoe Writer's Choice Grade 12 is the resource used. Student performance compared to the Common Core State Standards for writing will be used as evidence of completion in this course.

Fidelity of implementation is required. There is one District Rubicon Map for Advanced Composition A and B. Use filters, Subject: Language Arts; Map Type: District. Click Browse. Then select Course: *Advanced Composition*.

Contemporary Lit & Creative Writing

This course infuses contemporary literature with creative writing. Students will study short stories and the short story cycle, poetry, drama, songwriting, creative non-fiction, and select novels. Students will be responsible for creating and maintaining a portfolio of work.

Novel Study (Great Books)

****Menu Course: May be used to meet LA Grad Req****

Students in this course will identify and analyze elements of nonfiction, fiction and drama with an in-depth analysis of common literary devices. Increasing vocabulary sophistication will be incorporated into the writing and reading process. The student will demonstrate a clear understanding of literary devices and the writing process. Emphasis will be on the acquisition of reading skills as defined in the Alaska Content Standards for 9th grade Reading. Opportunities for research and oral presentations will be provided. District Map not available. Teacher map: Deb Hagedorn

Public Speaking

****Menu Course: May be used to meet LA Grad Req****

Public speaking is an elective for high school students. Students will develop communication and public speaking skills, enhance their ability to analyze media forces, and further develop logic and critical thinking skills. Students will study media, bias, persuasion techniques, and the components of successful public speaking. No District Map available.

Creative Writing

****Menu Course: May be used to meet LA Grad Req****

Students will express themselves through different types of creative writing while furthering their own reading and writing skills. No District Map available.

Language Arts Tier Support replacement:

Language Arts Foundation

****Menu Course: May be used to meet LA Grad Req****

High School Language Foundations is a tier 3 replacement course. Students should only be placed in this class as part of a RTI placement process. See RTI Matrix Grades 9-12 for guidance of placement. This is meant to be a structured intensive intervention, sites may choose between Read 180, Language!, or SRA. These programs typically require an additional class period to meet program implementation. Sites may schedule students for a Lit lab connected to Language Foundations to provide the double block of time. Lit lab for LA credit may only be taken once, so if a student has already taken Lit Lab for LA credit this would be Lit Lab Elective. If a student is placed in Lit Lab for LA credit as part of this tier 3 placement, all future Lit Lab placement for the student will be Lit Lab Elective credit.

Lit Lab I

(Elective credit ONLY)

This course consists of two 1-semester courses that are worth 0.5 credits each. The courses are an extension of Language Arts, Course 4, and offer two levels of enrichment: supplemental instruction for students below proficient in reading and/or language usage, and extension activities for students scoring at or near advanced in reading and/or language usage. Students are placed in one of the two levels based on alignment of MAP and SBA data, with and at the discretion of the site's professional team. Students are required to participate in Lit Lab I when they are enrolled in Language Arts I, described above.

There is one District Rubicon Map for Language Arts IA, IB and the supporting Literature Lab. Use filters, Subject: Language Arts; Map Type: District. Click Browse. Then select Course: *LA I and Lit Lab*

Language Arts allowed substitutions:

Theater Arts (Drama)

May substitute for LA (0.5) and elective credit (0.5)

Theatre is an elective for high school students ninth to twelfth grade. Students will actively engage in all components of theatre and drama: set and costume design, stage directions and choreography, as well as acting. Students will be exposed to different styles of drama and dramatic works. As a final project, students will perform a short play during an assembly on the last day

of the fall semester; this play will be chosen, choreographed, performed and managed by the class. District Map not available. Cross reference under drama.

This is a two semester course, the credit will split in the following way: 0.5 credits will go to LA and 0.5 credits will go to electives

Psychology in Literature

May substitute 0.5 in LA credit

Psychology in Literature, which is taught in tandem with a College Psychology 101 course may substitute 0.5 credit for Language Arts.

Students will, through reading, research, and student presentation, develop an understanding of basic psychological concepts while improving reading, writing, researching, and public speaking skills. No District Map available.

Mathematics

Algebra 1

****Specific Requirement for Graduation****

This course includes the study of positive and negative numbers, equations, inequalities, polynomials, factoring, rational expressions and problem solving. Linear and quadratic equations, functions, graphing, radicals, systems of equations, and an introduction to statistics, probability and trigonometry are covered. An LKSD curriculum map is available.

Mathematics Menu Courses:

Geometry

****Menu Course: May be used to meet Math Grad Req****

This course concentrates on the basic terms of geometry, giving their meanings and notations. Measurement, angles, congruent triangles, parallels and polygons are studied, with an emphasis on proving theorems. More advanced theorem proofs are included in the second half of the course, as well as a study of probability, similarity, loci, area, and volume, circles and spheres. An LKSD curriculum map is available.

Algebra 2

****Menu Course: May be used to meet Math Grad Req****

This course reviews and expands upon the topics of first-year algebra and some geometry. Topics include: linear equations and inequalities, matrices and determinants, quadratic equations and polynomials, functions, powers, roots and radicals, exponential and logarithmic functions, polynomials and polynomial functions, rational functions, sequences and series, probability and statistics. An LKSD curriculum map is available.

Statistics

****Menu Course: May be used to meet Math Grad Req****

The student will understand how statistics are used in the media, sports, education, business, and the political arena to make informed decisions. Major concepts include: exploring data through sampling distributions, frequency distributions, descriptive statistics, elementary probability, population parameters, correlation, simple linear regression, and statistical references. Students will design a study using local data. This is an applications oriented course. Use of computers and graphing calculators will occur.

Algebraic Applications

****Menu Course: May be used to meet Math Grad Req****

This course introduces students to real-life mathematics through applications and practical problem solving. It provides opportunities to develop skills and understand the importance of mathematics in everyday life. Topics include: decimal notation, measurement, uses of variables and patterns leading to addition and subtraction and problem-solving strategies. An LKSD curriculum map is available.

Pre-Calculus

****Menu Course: May be used to meet Math Grad Req****

This course provides a transition between high school and college mathematics courses and covers intermediate to advanced algebra, trigonometry and vectors, analytic geometry, sequences/series, and introductory calculus topics. An LKSD curriculum map is available.

Calculus

****Menu Course: May be used to meet Math Grad Req****

This course begins with a brief review of Algebra II followed by topics including: the Cartesian Plane and functions; limits and their properties; differentiation; integration; logarithmic, exponential and other transcendental functions; integration techniques and improper integrals. Students are introduced to infinite series; conic sections; plane curves, parametric equations and polar coordinates; vectors and the geometry of space; vector-valued functions; functions of several variables; multiple integration;

vector analysis and differential equations.

AP Calculus

****Menu Course: May be used to meet Math Grad Req****

This course is the same as Calculus, except that it specifically prepares students for the Advanced Placement (AP) exam. Only an instructor trained in the AP curriculum can teach the course.

KUC Math in Healthcare (dual credit)

****Menu Course: May be used to meet Math Grad Req****

Math for health will present the practical application of mathematics in health care, including arithmetic review, percentages, interest, ration, proportion, dimensional analysis, metric system, medication calculation, graphs, charts, and measurement instruments.

Mathematic Tiered Support Replacement:

Math Foundation A & B

****Menu Course: May be used to meet Math Grad Req per IEP or RTI PLAN****

This course provides preparation for grade-level mathematics material. Student needs determine fundamental skills and concepts covered. A holistic approach is used to provide comprehensive mathematical understanding in preparation for higher-level math coursework. This course continues to develop student math skills in preparation for Algebraic concepts. General Elective Credit. District Map available. Fidelity of implementation required.

Introduction to Algebra A & B

****Menu Course: May be used to meet Math Grad Req per IEP or RTI PLAN****

This course introduces students to the concepts and skills necessary to continue their mathematical studies into first-year algebra. Students will be exposed to mathematical ideas regarding patterns, integers, the language of algebra, data and graphs, number theory, rational numbers and percentages, proportion, probability; real numbers and inequalities; geometric concepts and spatial thinking; linear equations and polynomials. An LKSD curriculum map is available.

Math Lab

(Elective credit ONLY)

This course provides support for struggling students. The lab will provide the opportunity to identify and address individual student needs, focus on specific learning styles, and provide greater depth. The smaller class size and opportunities to approach algebra in a variety of ways are designed to increase student achievement. Concurrent enrollment in another math class to create a double block is required. General Elective Credit.

Science

Biology A&B

****Specific Requirement for Graduation****

Biology is the study of living organisms and how they carry out the processes necessary to life. Students will be introduced to the scientific method, characteristics of life, organic molecules, cell structure and function, energy and cells, cell reproduction, genetic influence, gene structure and function, biotechnology and the theory of evolution. While all living organisms show unity by accomplishing these processes in similar ways, there is at the same time a great diversity of life forms. A study of various organisms will illustrate the great diversity of life on Earth. Structure will be related to function at many different levels ranging from the molecular level to that of populations interacting in ecosystems. Students will be introduced to topics such as microbiology, protists, fungi, plants, animals and the human body. District Map available. Fidelity of implementation required.

Advanced Biology

****BRHS only****

The course covers the state science Performance Standards and Grade Level Expectations (PSGLEs) to a greater depth than Biology.

AP Biology

****Menu Course: May be used to meet Science Grad Req****

The biology content for AP Biology has been established by the College Board and adopted by LKSD. Students who elect to take the AP Exam upon completion of the course may earn college credit. Students will study the chemistry of life, cells, cell processes, heredity, molecular genetics, evolutionary biology, diversity of organism, structure and function of plants and animals, and ecology. Major unifying themes include: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature and science, technology and society. District Map available. Fidelity of implementation required.

Earth Science A & B

****Menu Course: May be used to meet Science Grad Req****

In all LKSD science courses, students will apply the processes and applications of scientific inquiry. A student will study and be able to apply the concepts, processes, theories, models, evidence and systems of earth and space science. In the first semester the focus is on the study of the Earth's geology, atmosphere, and hydrosphere, and meteorology. Students analyze and describe Earth's interconnected systems and examine how materials, landforms, and continents are modified across geological time. On the second semester the focus is on space science. Students will learn about the solar system, stars, galaxies, and the universe, and how Earth's cycles are influenced by its position in the solar system. District Map available. Fidelity of implementation required.

Chemistry A & B

****Menu Course: May be used to meet Science Grad Req****

Prerequisite: upper math / science background This course covers conservation of mass, properties of matter, precision and accuracy, the periodic table (and the atomic model), ions and ionic compounds, covalent compounds, chemical formulas, chemical equations and reactions, solutions, acids and bases. [NOTE: This course is offered only at sites with approved facilities. No Map Available

Physics

****Menu Course: May be used to meet Science Grad Req****

Prerequisite: Biology or Chemistry and advanced mathematics Physics is the study of mathematical relationships in the natural world. Students will sharpen their mathematical skills in relation to this discipline. This course will enable students to deepen their understanding of the way physical laws govern motion and acceleration, including Newton's Laws, mass, weight, friction, and motion in two dimensions. Other topics will include: vectors, momentum, work, power and simple machines. Students continue their study of mathematical relationships in the natural world by working with simple and complex machines, energy, thermodynamics, waves, sound, light, reflection and refraction, electricity, electric fields and currents. No Map Available

Physical Science A & B

****Menu Course: May be used to meet Science Grad Req****

In all LKSD science courses, students will apply the processes and applications of scientific inquiry. During this semester, students will study the concepts, models, theories, universal principles, and facts that explain the physical world. The main focus will be on chemistry. Students will interpret and evaluate chemical concepts in relationship to their daily lives. They will study structures, properties of matter and chemical reactions, chemical formulas and equations, acids, bases, bonding and the periodic table, study the metric system, motion, forces, gravitation, work, machines, energy, power, waves, light sound, electricity and magnetism. District Map available. Fidelity of implementation required.

Ecology

****Menu Course: May be used to meet Science Grad Req****

This is a study of the environment, which includes two parts. The first part covers ecology, which is a study of interrelationships between living organisms and nonliving components of the environment. The second part analyzes the impact of humans on the environment through their activities and use of natural resources.

Emphasis will be on Alaskan ecosystems and issues. Students will be aided in developing critical thinking skills and forming their own judgment about proper use of natural resources. The main goal of the course is to create understanding of the natural environment and the impact that human activity can have on it. District Map available. Fidelity of implementation required.

- Counts as the 0.5 Ecology credit only for the 2010-11 cohort or below.

Geology

****Menu Course: May be used to meet Science Grad Req****

This semester long course will introduce students the geology of Alaska with a focus on studying how volcanoes and plate tectonics. During the semester, students will learn how to collect geological data and to interpret landforms found in Alaska. They will apply their learning to a virtual exploration of Denali National Park.

Forensic Science

****APS, elective credit ONLY****

This class is an applied science course integrating biology, chemistry and physics. It is designed to challenge Juniors and Seniors with contemporary topics such as fingerprinting, DNA analysis, blood typing and spattering, trajectories (for ballistics as well as blood spattering), comparative anatomy, and analysis of chemicals and trace evidence. The focus is on using the scientific method to solve crimes with appropriate science tools and procedures.

This course is designed to capture student's interest in science in an innovative way. It is an elective course that can be easily taught in both rural and city schools, needing few additional resources beyond traditional biology/chemistry/ physics equipment. It also give students some practical applications in using scientific tools and technology in authentic situations. District Map available under Rubicon Browse filter, Subject: Science.

Astronomy A&B

****Menu Course: May be used to meet Science Grad Req****

This is a full year course, one-credit course. It can be taught as a block using the calendar map. It is recommended for grades 11 and 12.. The class will integrate the history of astronomy, current topics and techniques in astronomy and the origin and future of the universe. Astronomy will be conducted using Google Classroom, which includes many assignments and our unit readings/textbook. It is recommended that this course count towards the APS scholarship under science. Students should take Biology and 2 other standard science courses to fulfill graduation requirements.

Social Studies

Alaska History

****Specific Requirement for Graduation****

This course introduces the student to Alaska's history and geography and their impact on the state and nation. The student will also learn about and understand the current (regional and state) issues faced by all Alaskans and how they affect Alaska's villages, cities, Native corporations, state and the world. District Map available.

Government

****Specific Requirement for Graduation****

The focus of this course is on the principles and beliefs upon which the United States was founded and on the structure, functions and powers of government at the national, state and local levels. Students learn major political ideas and forms of government in history. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights; and compare the U.S. system of government with other political systems. Students also identify examples of governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical thinking skills to create a product on a contemporary government issue. District Map available. Fidelity of implementation required.

World History

****Menu Course: May be used to meet Soc Stu. Grad Req****

This course is designed to build a foundation for understanding the beginnings of human history across different cultures and civilizations in both Western and non-Western societies. Emphasis will be placed on the interaction among world cultures, the linking of the past and present, and the importance of the relationship of geography and history. Students will discover the advancements in science, religion, government, education and philosophy from civilization around the world and how they continue to impact our lives in the modern world. Students will use multiple sources and strategies including, historical documents, films and photographs, simulations, debates and mock trials to make the lessons of history come to life. Students will complete several essays, presentations and research projects throughout the year. Skills in reading, writing, critical thinking and analysis will be emphasized. District Map available. Fidelity of implementation required.

American History

****Menu Course: May be used to meet Soc Stu. Grad Req****

This course will include the study of United States history from the Western Expansion period, following Reconstruction, through 21st century America. Emphasis will be on the political, social, economic, geographic and cultural factors that have shaped the above of events. Students will use multiple sources and strategies including, historical documents, films and photographs, simulations, debates and mock trials to make the lessons of history come to life. Students will complete several essays, presentations and research projects throughout the year. Skills in reading, writing, critical thinking and analysis will be emphasized. District Map available. Fidelity of implementation required.

Economics

****Menu Course: May be used to meet Soc Stu. Grad Req****

Basic economic theory is applied on a practical level in this course. Case studies emphasize the economic decisions faced by individuals and nations. District Map available. Fidelity of implementation required.

Tribal Government

****Menu Course: May be used to meet Soc Stu. Grad Req****

An introduction to the study of tribal government and politics in Alaska, including tribal legislative, judicial, and administrative responsibilities. Presents key concepts of Federal Indian Law, self-determination and self-governance for building and enhancing tribal governments.

Health & Physical Education

Health I

****Menu Course: May be used to meet Health Grad Req****

Students will be introduced to the concepts of proper care for their bodies, communication and problem solving skills, what constitutes healthy relationships, and how to cope with life's many challenges. District Map available.

Health II

****Menu Course: May be used to meet Health Grad Req****

Students will further develop their coping skills, increase awareness of what constitutes healthy relationships, recognize family responsibilities, and learn how to become part of healthful communities. District Map available.

Physical Education I

****Menu Course: May be used to meet PE Grad Req****

This course introduces students to physical fitness and recreational activities or skills beyond those that are already included in daily life. The association between physical activity and good mental and physical health will be emphasized. Special focus is on the development of basic skills. District Map available.

Physical Education II

****Menu Course: May be used to meet PE Grad Req****

This course introduces students to physical fitness and recreational activities or skills beyond those that are already included in daily life. The association between physical activity and good mental and physical health will be emphasized. Special focus is on personal fitness for lifetime skills. Grade Level 11-12. District Map available.

Weight Training & Conditioning

****Menu Course: May be used to meet PE Grad Req****

This class will take an in-depth look into weight training, training modes, individual program design, and how it fits into a complete fitness program. Students will design and keep track of their own weight training programs and personal fitness plans. Special focus is on personal fitness for lifetime skills. District Map available. Fidelity of implementation required.

Survival Skills A (0.5 PE credit);

Survival Skills B (0.5 Health credit)

The goal of this course is for students to gain knowledge and enthusiasm for outdoors in an educational setting: to develop students' confidence in their ability to survive and better their situation in a challenging or emergency situation. Students learn and apply survival techniques while engaging in physical activities in typical Alaska weather.

This course is a yearlong class focusing on the different seasons and how to be prepared and ready for the unexpected. When successfully completed, this course will give students half a required credit in Physical Education and half a required credit in Health. The default is PE credit for semester 1 and Health credit for semester 2.

Survival Skills A is to be taught during the fall semester only.

Survival Skills B is to be taught during the winter semester only.

District Map available, teach it with fidelity

Health & Physical Education Elective Courses:

Junior ROTC

****BRHS & KLA only****

This course introduces students to physical fitness and recreational activities or skills beyond those that are already included in daily life. The association between physical activity and good mental and physical health will be emphasized. Special focus is on the development of basic skills. This description will be attained using approved LKSD activities as well as exercises and activities outlined in the physical fitness training manual pertaining to JROTC. Passage of HP 201 will earn .5 credit of P.E. and .5 credit of JROTC elective credit. Prerequisite: Enroll in JROTC as a LET 1. District Map not available.

Junior ROTC II

****BRHS & KLA only****

Students will be introduced to the concepts of proper care for their bodies, communication and problem solving skills, which constitutes healthy relationships and how to cope with life's many changes. This will be accomplished by using the Leadership Education and Training manual, the BRHS health I text and instruction by YKHC trainers to get our students CPR qualifications. Passage of HP 101 Health will earn 0.5 P.E. Health credit and 0.5 JROTC elective credit Prerequisite: HP 201 and be enrolled in JROTC as a LET 2. District Map not available.

Junior ROTC III, IV

****BRHS & KLA only****

Junior ROTC is an elective high school course taught by military personnel. Junior ROTC awards academic grades, but its true measures of success are the young people it motivates to stay in school and graduate. It also develops the personal confidence and pride in self to avoid drugs and other negative peer pressures, and attain life skills that enhance success after graduation. The mission of Junior ROTC is to motivate and develop young people by combining classroom instruction and extracurricular activities oriented on attaining an awareness of the rights, responsibilities, and privileges of citizenship; developing the student's (Cadet's) sense of personal responsibility; building life skills; and providing leadership opportunities. District Map not available.

Life Skills

Personal Life Skills

****Required for Graduation****

In this one semester class, students will introduce, review or summarize skills necessary for successful living in multicultural society. Students will study personal values and self-esteem, family functions and trends, the changing male/female roles in society, dating and marriage, prenatal and child development, the birthing process, as well as crises and crisis management. Successful completion of this course fulfills the Personal Life Skills requirement for graduation. District Map available. Fidelity of implementation required.

Consumer Life Skills

****Required for Graduation****

In this one semester course, students will introduce, review or summarize the skills for successful living in a multicultural society. Students will study their personal values, attitude and abilities to select career options; how to find and keep a job; consumer rights and responsibilities; and money management. Successful completion of this class fulfills the Consumer Life Skills requirement for graduation. This course may substitute Economics. District Map available. Fidelity of Implementation required.

Psychology

This one-semester course is designed to teach students the basic of psychology through the reflection on things in their everyday lives. Through this course students will develop an understanding of the scientific research process and how it relates to psychology and their own lives. They will also learn about the biology of the human body and the brain in relation to the effects they have on human psychology. They will study the life span development as well as personality and intelligence. Students will also learn an understanding of the process of learning, memory, motivation and emotion. District Map available. Fidelity of implementation required.

General Electives

Elective On-Site delivery using distance course material:

LKSD has access to several on-line courses. Many of these courses are designed to be used in multiple ways, including the option of teachers using the material as in-class instruction. Teachers are able to use the on-line courses as the scope and sequence and material from which to teach, with the teacher providing direct guidance, supplemental instruction, and facilitation of projects and hands on activities.

- GradPoint Courses

LKSD has a license with GradPoint, there is no additional cost to the site. The catalog can be accessed on line:

<http://www.pearsonschool.com/pdl/national/Brochure/GP-Catalog/index.html>

- AKTEACH Partnership-online courses available

LKSD is a partner with AKTEACH, a distance delivery consortium. Within this partnership, LKSD students have access to several courses including all elective courses offered by edynamic learning. Courses available through edynamic learning can be viewed at:

www.edynamiclearning.com

Additionally, AKTEACH has a variety of typical courses available. The courses available may be viewed at www.akteach.org view courses at bottom of website.

VTC Elective Offerings:

Many of our VTC offered electives are intro courses into one of our career pathways. There are designed to be a survey of the industry with lots of fun hands-on-activities. Completion of these courses allow a student to apply to more advanced courses-intensives and variable boarding options-in the industry area.

As we develop these courses, many will be available for on-site delivery. Our model, however, is to develop them as VTC courses first as we refine curriculum.

As with all VTC courses there require an active on-site cooperating teacher.

Intro to Skilled Trades-VTC	The goal is for students to complete the safety module of NCCER (Construction curriculum) which will make a student eligible to apply to come in for longer intensives in the constructions and welding fields. (Planned for AMP testing week and summer next year) Instruction requires very hands on instructor on other end.
Intro to Information Technology-VTC	Piloted this year, next year will be second year of development. Students who complete this will be eligible to do a job shadow experience with GCI in the summer and may also be eligible for an internship.
Intro to Health Careers-VTC	This is similar to the UAF on-line option of the past, however UAF is working with our staff to deliver the course in an synchronous model. This will include short intensive in Bethel.
Intro to Multimedia-VTC	This is like the original ejournalism course which surveyed a variety of multimedia for publication and production. It is designed to be a pre-requisite for the more intensive or advanced ejournalism that includes significant video productions. May include short intensive.
Microsoft Office-VTC	This course can be combined with intro to information technology for an IT pathway, but also builds skills for many other jobs.
HS Robotics & Engineering	HS Robotics is moving into Java Programing
UAF Health Career courses	These are listed on the VTC schedule and available as asynchronous courses from UAF and would work well as a group of students taking it at a site with a teacher.

Arts

Beginning Instrumental Music 1A – 1B

Students will be introduced to the various musical instruments in a concert band, and will receive beginning instruction on one of the instruments. Some instruction will take place in a large group; some individually or in small groups. Various musical styles will be examined while beginning to develop basic skills as a beginning instrumental musician. Teacher Map: Greg Carlson.

Band 1A – 4B

Students will continue to higher levels of physical and mental maturity as a instrumental musician and have opportunities for public performance as a part of an ensemble, or as a solo performer. Teacher Map: Greg Carlson.

Choir A1 - 4B

****BRHS only****

Choir offers the student the opportunity to explore the study of music, to develop one's individual singing skills, and to work as part of a team in the rehearsal and performance of a variety of musical literature. A variety of choir music will be examined. Examples of choir music include rounds, folk music, popular music, and classical works illustrating various historical styles. Some attention will also focus on solo and feature pieces as well as small ensemble music. No Map available.

Fine Arts I, II, III, IV

**Fine Arts I available District-wide.
Fine Arts II, III, IV **BRHS only****

Students will be introduced to topics which may include: color, line/perspective, shape/space, composition, art appreciation, lettering, batik, jewelry, crafts, sculpture/carving, weaving and sewing (fabric and skin). Registration to 1A – 1B is open. For the Art IIA - IVB it is a pre-requisite to complete the previous course or to obtain permission of the instructor.

District Map not available. Teacher Map: Jennifer Bradley

3D Art

Students will be introduced to a variety of methods of creating three dimensional art. Media may include wood / stone carving, wheel throwing, and other ceramic constructions, plaster, found objects sculpture, etc.

District Map not available. Teacher Map: Jennifer Bradley

Graphic Arts / Yearbook

****BRHS only****

Students will develop skills in the use of computers and related cameras, presses and scanners in order to design and produce projects which may include the student newspaper, yearbook, etc. Students will learn to use desktop publishing software, drawing and painting programs, and page-layout software.

District Map not available.

Theater Arts (Drama) 1A – 4B

Theatre is an elective for high school students ninth to twelfth grade. Students will actively engage in all components of theatre and drama: set and costume design, stage directions and choreography, as well as acting. Students will be exposed to different styles of drama and dramatic works. As a final project, students will perform a short play during an assembly on the last day of the fall semester; this play will be chosen, choreographed, performed and managed by the class. District Map not available. Cross reference under drama.

This is a two semester course, the credit will split in the following way: 0.5 credits will go to LA and 0.5 credits will go to electives

Digital Photography

Course is provided online LKSD Moodle.

Course has been developed on Moodle. On-Site teachers have access to the developed moodle site with assignments and resources pre-loaded. The class still requires active teaching to make it dynamic, it cannot be offered as a stand-alone online course.

This course is an art and technology elective that allows students to explore their creative abilities and while learning more about the traditional concepts of exposure and art elements.

Many of our schools do not have high school art electives. By providing this course in an online format we are providing opportunities for students to explore the art of photography.

District Map available under Rubicon Browse filter, Subject: Fine Arts

World Languages

Cup'ik

This course is currently offered ONLY at Mekoryuk. District Map not available.

French IA & IB

Sites contact D.O. for permission to offer course.

This course is a beginner level French course designed to teach students French Language, culture and history. Students will learn basic grammar and vocabulary skills, which will enable them to pursue further study in French. There is no pre-requisite course for French IA. Students must successfully pass French IA to enroll in second semester French IB. District Map available under Rubicon Browse filter, subject: World Languages

German I

Sites contact D.O. for permission to offer course.

The course acquaints students with the German language, culture, and history, and develops the student's ability to understand, speak, read, and write German at the introductory level. Grammar and vocabulary skills along with the spoken language gives the student a basic understanding of German upon which more advanced study may be built. District Map not available.

German II (Prerequisite: German I)**Sites contact D.O. for permission to offer course.**

This course will help students grow in their speaking, reading, writing and comprehension of the German language. Students will participate in a variety of activities designed for students who already have a basic knowledge of the language at the beginner (first-year) level. District Map not available.

Spanish I**Sites contact D.O. for permission to offer course.**

The course acquaints students with the Spanish language, culture, and history, and develops the student's ability to understand, speak, read, and write Spanish at the introductory level. Grammar and vocabulary skills along with the spoken language gives the student a basic understanding of Spanish upon which more advanced study may be built. District Map not available.

Spanish II (Prerequisite: Spanish I)**Sites contact D.O. for permission to offer course.**

This course will help students grow in their speaking, reading, writing and comprehension of the Spanish language. Students will participate in a variety of activities designed for students who already have a basic knowledge of the language at the beginner (first-year) level. District Map not available.

Spanish III (Prerequisite: Spanish II)**Highly Qualified Instructor Required.****Sites contact District Office for permission to offer course.**

This course will help students grow in their speaking, reading, writing and comprehension of the Spanish language. Students will participate in a variety of activities designed for students who already have a basic knowledge of the language at the intermediate (second-year) level. District Map not available.

Yup'ik Language & Culture IA& IB**Available currently only as a pilot VTC course.**

District Course is available for credit during school year 2012-2013. Yup'ik Language Course IA is currently designed for students at all levels of proficiency with differentiation provided. In future years, Yup'ik Language IA will be for beginning level students, only. This is a World Language Course designed to develop students' Yup'ik Language reading, writing, listening and speaking skills. No District Map available. VTC pilot, only.

Yup'ik Orthography A& IB**Available currently only as a pilot VTC course.**

District Course is SHEILA WALLACE will submit the rest

Cultural Studies

Yuuyaraq I-IV

Yup'ik language and cultural knowledge are taught within a framework of fourteen seasonal thematic units. Orthography (9-10) and grammar (11-12) are also presented. The Yup'ik curriculum document Yuuyaraq provides the framework for the course. Actual course content varies slightly because of the unique linguistic, cultural and lifestyle differences found in each region. District Map available. Rubicon filter; subject: Yup'ik Studies, pg 3,4.

Mass Media, Yup'ik

This curriculum leads students to examine the art of storytelling in Yup'ik culture and to use technology and mass media to re-tell Yup'ik stories. No District Map Available. Teacher Map: Sheila Wallace

Yup'ik/Cup'iq Dance A (PE credit); Yup'ik/Cup'iq Dance B (FA GE credit)

Yup'ik/Cup'iq Dance class nurtures students' participation in Native ways of knowing the stories told traditionally, using the Yup'ik language in music and movement. It is a meaningful way to collect Yup'ik/Cup'iq dance songs from various regions of the Yukon/Kuskokwim Delta. It is also a powerful way to teach collaboration among dancers and drummers. To observe, listen, and participate is the way in which stories are told through dancing. It nurtures personal self-worth, community self-worth, embracing of ancestral history and traditional values. The desired outcomes include practice of life-long Yup'ik/Cup'iq values like preparation, participation, and the power of attitude as well as the school-expected values of physical education (health through exercise) and fine arts (cultural expression).

Yup'ik/Cup'iq Dance A is offered semester I and successful completion results in PE credit. The course *may be used to fulfill part or all of the PE requirement for graduation*. Yup'ik/Cup'iq Dance B is offered semester II and successful completion

results in Fine Arts General Elective credit. The course *may be used to fulfill part of the General Elective* requirement for graduation.

Yup'ik/Cup'iq Dance may be taken and repeated through out all years of high school, grades 9 – 12. Once graduation requirements for PE are met, all remaining coursework in Yup'ik/Cup'iq Dance will be recorded as Fine Arts or PE elective credit. District Map is available under Rubicon Browse filter, Course Name: Yup'ik Dance A or Yup'ik Dance B.

LKSD College and Career Ready

Being College and Career Ready is about setting a goal and having the skills, knowledge and confidence to pursue that goal after high school. To achieve this, students are encouraged to participate in programs designed to explore career areas and interest, meet academic challenges with hard work, actively participate in post-secondary goal setting and seek out opportunities in high school to prepare for that goal.

Pathways:

Pathways provide students a series of opportunities that lead to concentrated preparation in a career field. Key industry areas have been identified for full pathway development.

Pathways include:

- Middle School Exploration Activity
- Instruction course
- Core Academic Requirements
- Advances courses
- Bridge to Industry or Post-Secondary Training

The Middle School Exploration activity is designed to provide an opportunity to explore a career field and learn about future opportunities. The introduction courses are encouraged for students wanting to learn more about a career and practice introduction skills that are helpful even if a student does not decide to go into that career field.

Students who enjoy an introductory course are encouraged to make a high school plan to take the required core academic courses and participate in the advanced courses in that industry. Many of the advances courses include certificates or specific preparation for college.

Bridging experiences include internships or summer college programs designed to help a student access job experience or college.

Key Industries:

STEM-Engineering Health Careers Aviation	Construction Education Information Technology Media and Communication
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Career Exploration

Using a variety of assessment tools, Career Exploration empowers students to identify their aptitudes, work values, and career interests to develop and initiate career goals. Students will produce a resume and master job application. Emphasis will be on job seeking and job keeping skills; development of a personal budget; and a fundamental understanding the banking, credit, insurance and the U.S. tax system. Time management, coping with change, and personal wellness will also be addressed. District Map available. Fidelity of implementation required.

Accounting IA-B, II A-B

Helps the student acquire skills and knowledge in the following areas: Analyzing business transactions, journalizing, posting, financial statements, closing ledger, interpreting financial information banking, payroll, cash receipts and payments, adjusting accounts, bad debts, and depreciation. A combination of problem solving and practice sets simulation is used. District Map available. Fidelity of implementation required.

Computer Applications I – II

This course is designed to allow students to become computer literate by: Demonstrating knowledge and proficiency in setting up a computer, including printer maintenance, word processing procedures, data base procedures, and spreadsheet applications. Computer software program will vary depending upon use of Macintosh or IBM computers. The primary computer software programs will be Microsoft Office Suite. District Map available. Fidelity of Implementation required.

Office Procedures

Clerical Office Procedures is designed to prepare the student for the many jobs available to beginning office workers. A wide variety of procedures and tasks that make up office work will be covered. In addition, office case studies will help the student make judgments and work with others. District Map available. Fidelity of implementation required

Entrepreneurship

The Entrepreneurship course has been designed for students who are interested in business education particularly entrepreneurship and small business management. Traditionally vocational education has been geared primarily to preparing students for employment. Yet, there is another career path available students can learn how to set up and manage their own business. They can become entrepreneurs. Entrepreneurship recognizes the importance of business opportunity. From the initial idea to operating and maintaining a business this course explores every aspect of business ownership. In the United States small businesses makes up close to 90% of all business. Entrepreneurship integrates the functional areas of business accounting, finance, marketing, and management. District Map available. Fidelity of Implementation required.

CAD Drafting

**Instructors for this course must be Trained to use the CAD Program.
Please contact CTE or Instructional Programs.**

In CAD (computer aided design) Drafting students learn to interpret and communicate ideas using the universal language of technical drafting. They learn to create sketches useful to architectural design, scaled drawings, multi-view projections, isometric drawings, sectional views and auxiliary views.

Students develop skills valuable to the pursuit of many vocations, including engineering, architecture, production and fabrication. District Map available under Rubicon Browse filter, Subject: Career Technology Education.

General shop

****BRHS and KLA only****

Other sites with highly qualified instructors may contact the district office for permission to offer this course.

This comprehensive shop course is divided into four areas of industrial education skill and is designed to be an introductory course to each one. These courses are: 1. Drafting, 2. Woodworking, 3. Metalworking, 4. Electricity. No map available.

Small Engine Repair

A class with work being done on a variety of snow machine engines and outboard motors. The class will place emphasis on the use of electronic analyzing equipment, proper disassembly and assembly procedures. The student will gain experience in the use of special and electronic tools put to use in the proper disassembly and reassembly of 1 and 2 cylinder snow machine engines and outboard engines. District Map available. Fidelity of implementation required.

Auto Mechanics IA – IIB

****BRHS only****

Designed to give the student entry-level skills in the automotive trades. Hands-on experience with engines, fuel systems, ignition, drive trains, and electronic analyzing equipment. Students taking this class will be expected to supply some of this work. Much of the experience the student gains in this class will depend on what type of work is made available. Prerequisite small engine repair. No map available.

Metal Fabrication I A – IIB

****BRHS only****

This welding course is intended for those who need a substantial background in welding fundamentals. It will help the student obtain a working knowledge of the properties and characteristics of metals, and common testing procedures. It covers a multitude of welding procedures—not only the more common gas, arc and resistance processes, but those used in aerospace and other modern industries as well. No map available.

Woodworking

****BRHS and KLA only****

Other sites with highly qualified instructors may contact the district office for permission to offer this course.

A one-year course so designed as to introduce students to basic woodworking materials, processes and procedures. Individual student progress will be emphasized through instructional methods that utilize assigned and optional projects as well as lecture and demonstration. Safety in the use of hand and power tools will be emphasized. Students will be encouraged to assume the responsibility for the general maintenance and upkeep of the shop through the student leadership program. Students taking this course will select, construct and properly finish wood projects. No map available.

Basic Foods

This one-semester course covers the safe and correct use of kitchen equipment and appliances. Students learn to read recipes, to plan, prepare, and serve well-balanced breakfasts, lunches and dinners. Successful completion of the course requires a completed career research project and a cookbook. District Map not available. Teacher Map: Lynnette Strickland

Foods & Nutrition IA-IB

This two semester high school course is designed to increase basic knowledge and develop skills in nutrition, consumer food planning, purchasing, and preparation and food preservation. In Addition, students will cover food and kitchen safety, sanitation and management. District Map not available. Teacher Map: Lynnette Strickland

Foods & Nutrition IIA-IIB

The purpose of this two semester course is to stress the importance of food and kitchen safety, sanitation and management, instruct students in the basic principles of cooking and baking, increase basic knowledge and develop skills in nutrition, consumer food planning, purchasing and preparation. District Map not available. Teacher Map: Lynnette Strickland

Parenting and Child Development

This course includes an examination of human relationships with and among children from a multicultural perspective, including physical, intellectual, emotional and social development beginning before birth through middle childhood. This course is designed to develop the foundation for understanding, identifying, and teaching to the developmental abilities of children and early adolescents with special emphasis placed upon the correlation of the development of individuals with typical child growth and development and a minor focus on individual with exceptional abilities. Of particular focus are the physical, cultural, emotional, cognitive, and social aspects of a child's development from the prenatal period through early adolescence. Focus will be on developmental theories, including Erickson, Gardner, Piaget, Vygotsky and other contemporary theories of child and adolescent development. District Map not available. Teacher Map: Lynnette Strickland.

Other

Study Skills

With a response to intervention philosophy, this class is to help students them with time management, organization, test-taking skills, and coping in the classroom. District Map available. Fidelity of implementation required.

Trapping

This course is developed to study, trap, and market red and Arctic fox. It is designed to adapt to different animals, areas, and times of year. The course of study includes fox biology, making and setting traps, tapping, skinning and fleshing, fur preparation, and marketing. Students will learn and practice the laws and ethics of trapping. District Map available. Fidelity of implementation required.

Literacy Through World Geography

This course provides a transitional social studies class for freshmen to strengthen their reading and writing skills as well as critical thinking and historical analysis through the investigation of world geography. Students will classify data from the six identified regions of the world into their understanding of the five themes of Geography. They will investigate forces that affect the movement of people, including migration, immigration and diffusion. Human characteristics of place, including the human features of religion, government, language, and culture in different regions will be explored. Modification, adaptation, dependence, resources, and development of lands and spaces will allow students to gain knowledge of people, places, and environments. District Map available. Fidelity of implementation required.

Literacy Skills Through Science and Social Studies

This is a scripted program for secondary students who read minimally and need to improve their reading, writing, vocabulary, and comprehension skills using social studies and science content. Writing Refinement (year long) Literacy Skills through Science Semester A; Literacy Skills through Social Studies Semester B.

District Map available. Fidelity of implementation is required.

Environmental Science, Water Management

Students will develop a water resource plan to balance the needs of farmers, residents and the environment.

To develop the plan, students will use their understanding of farm water use and irrigation, dam and river flow relationships, and water storage in aquifers. This course covers significant environmental science content in the context of real-world water resource management. District Map available. Fidelity of implementation required.

- Counts as the .5 Ecology credit only for the 2010-11 cohort or below.
- Can **ONLY** be used as a *science elective* for all other students.

Itinerant Program

Carpentry I & II

****Available through KLA or District Itinerant Prog****

Other sites with a highly qualified instructors may contact the District office for permission to offer these courses.

This course provides detailed coverage of all aspects of light frame construction; including site layout, foundations, framing, sheathing, roofing, windows and doors, exterior finish, and interior wall, floor and ceiling finish. Special emphasis is placed on the use of modern materials and prefabricated components in the application of interior trim, and the construction of stairs and cabinetwork. Also included is basic information covering post-and-beam construction, chimney and fireplaces and prefabricated structures. Units are arranged in a logical sequence – similar to the order in which the various phases of building construction are performed. No Map available.

Drivers Education

Provide the student with the knowledge and skills to safely and efficiently operate a motor vehicle on our nation's street and highways. Equip students with the knowledge to enable them to make wise decisions as drivers, and to assist students to become responsible users of the roads and highway transportation system. District Map available. Fidelity of implementation required.

Welding

An introduction to the fundamentals used in ARC welding, including welding safety print reading, reading symbols, welding processes used in shielded metal Arc Welding (SMAW), and basic metallurgy. Welding skills are learned using virtual reality simulators. Welding simulators are intended to serve as a precise tool and are used as a supplement to further skill development. District Map available. Fidelity of implementation required.

Woodworking I, II, III

****District Itinerant Program****

Other sites with highly qualified instructors may contact the District office for permission to offer these courses.

This course provides detailed coverage of all aspects of light frame construction; including site layout, foundations, framing, sheathing, roofing, windows and doors, exterior finish, interior wall, floor materials, and prefabricated components in the application of interior trim, and the construction of stairs and cabinetwork. Also included is basic information covering post-and-beam construction, chimney and fireplaces, and prefabricated structures. Units are arranged in a logical sequence--similar to the order in which the various phases of building construction are performed.

District Map not available.

Health Services

Human Anatomy, Physiology & Medical Language

****BRHS only****

OR Dual Credit through KUC and LKSD

Integrated view of human structure and function for students in pre-professional allied health programs, biology, physical education, psychology and art. Covers cells, tissues and organs, skeletal and muscle systems, the nervous system and integument. District Map not available

Work Based Learning

Introduction to Work Based Learning (WBL)

****KLA only****

Introduction to Work Based Learning is a basic course for students new to KLA. The course consists of a variety of topics pertinent to these new students, with the main goal of the course being to introduce the world of work – getting and keeping a job, and planning for life after high school graduation.

Duration of the class in one KLA session. The class will count as 0.5 elective credits, also a first step toward the required three consecutive successful sessions of WBL.

WBL– Arts & Communication

****KLA only****

Work Based Learning (WBL) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Sample occupations include: Actor, Video Producer, Journalist, Audio Engineer, Telecommunications Technologist and Printing / Graphics Technologist. Local job placement may include—KYUK, Delta Discovery, Tundra Drums, LKSD Graphic Arts Department, etc. District Map not available. Questions? Contact site administrator, KLA.

WBL – Information Technology

****KLA only****

Work Based Learning (WBL) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to designing, developing, managing and operating communication and information technology networks and related hardware and software for the recording, storage, transformation, transmission and distribution of voice, video, images, and data including both telecommunications and computing services. Sample occupations include Software Engineer, Network Administrator, Web Designer/Developer, Database Manager, Technical Writer, and Multimedia Producer. Local job placement opportunities might include: LKSD Technology Dept., YKHC. District Map not available. Questions? Contact site administrator, KLA

WBL – Wholesale, Retail Services

****KLA only****

Work Based Learning (WBL) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to planning, managing and performing wholesaling and retailing services and related marketing and distribution support services including merchandise/product management and promotion. Sample occupations include Sales Associate, Interior Designer, Buyer, Real Estate Broker, and Customer Service Representative. Local job placement opportunities might include: AC, Swansons, ANICA, The Lumber Yard. District Map not available. Questions? Contact site administrator, KLA

WBL – Financial Services

****KLA only****

Work Based Learning (WBL) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to planning, managing and providing banking, investment, financial planning, and insurance services. Sample occupations include Stock Broker, Banker, Insurance Agent, Financial Planner, Loan Officer and Tax Examiner. Local job placement opportunities might include: local banks and credit unions, Malone Insurance Co. District Map not available. Questions? Contact site administrator, KLA

WBL – Hospitality & Tourism

****KLA only****

Work Based Learning (WBL) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school

credit for their work experience. In this particular course, students will be exposed to programs relating to hospitality and tourism, to planning, managing and providing lodging, food, recreation, convention and tourism, and related planning and support services such as travel-related services. Sample occupations include Lodging Manager, Chef, Travel and Tourism Manager, Food Service Manager, Restaurant Manager, Leisure and Entertainment Manager. Local job placement opportunities might include: Travel offices in Bethel, local hotels. District Map not available. Questions? Contact site administrator, KLA

WBL – Business & Administration

****KLA only****

Work Based Learning (WBL) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related management support services. Sample occupations include Human Resource Administrator, Administrative Specialist, Financial Analyst, International Trade Manager, Entrepreneur, and Accountant. Local job placement opportunities might include: offices of most local organizations. District Map not available. Questions? Contact site administrator, KLA

WBL – Manufacturing

****KLA only****

Work Based Learning (WBL) (formerly On Job Training (OJT)) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. Sample occupations include Machinist, Manufacturing Engineer, Automated Process Technician, Production Engineer/Technician, Welding Technician, and Quality Technician. Local job placement opportunities might include: Shorty's Welding, Bethel Drilling and Welding. District Map not available. Questions? Contact site administrator, KLA

WBL – Logistics, Transportation & Distribution

****KLA only****

Work Based Learning (WBL) (formerly On Job Training (OJT)) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. Sample occupations include: Pilot, Automotive Technician, Logistics Manager, Flight Attendant, Warehouse Manager, and Truck Driver. Local job placement opportunities might include: Ed's Automotive, Nicholson's, Swanson's Marine, Aviation / airport jobs. District Map not available. Questions? Contact site administrator, KLA

WBL – Construction

****KLA only****

Work Based Learning (WBL) (formerly On Job Training (OJT)) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to designing, planning, managing, building and maintaining physical structures and the larger built environment including roadways and bridges and industrial, commercial and residential facilities and buildings. Sample occupations include: Contractor, Architect, Electrician, Heavy Equipment Operator, Carpenter and Plumber. Local job placement opportunities might include: O'Brien Construction, any building maintenance jobs. District Map not available. Questions? Contact Site Administrator, KLA

WBL – Scientific Research & Engineering

****KLA only****

Work Based Learning (WBL) (formerly On Job Training (OJT)) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises

the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to planning, managing, and providing scientific research and professional and technical services (e.g. physical science, social science, engineering) including laboratory and testing services, and research and development services. Sample occupations include Chemical Engineer, Mathematician, BioTechnologist, Electrical Engineer, Biologist, and Oceanographer. Local job placement opportunities might include: Hospital / Clinic (lab work) District Map not available. Questions? Contact site administrator, KLA

WBL – Health Services

**** KLA only ****

Work Based Learning (WBL) (formerly On Job Training (OJT)) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to planning, managing, and providing diagnostic, therapeutic, and information and environmental services in health care. Sample occupations include Pediatrician, Physical Therapist, Radiologic Technologist, Occupational Therapist, Medical Assistant, and Hospital Administrator. Local job placement opportunities might include: any department at YKHC / hospital, Family Clinic. District Map not available. Questions? Contact site administrator, KLA

WBL – Human Services

**** KLA only ****

Work Based Learning (WBL) (formerly On Job Training (OJT)) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to planning, managing, and providing human services including social and related community services. Sample occupations include Social Worker, Psychologist, Child Care Worker, Substance Abuse Specialist, Employment Specialist and Psychotherapist. District Map not available. Questions? Please ask site administrator, KLA

WBL – Legal & Protective Services

**** KLA only ****

Work Based Learning (WBL) (formerly On Job Training (OJT)) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to planning, managing and providing judicial, legal, and protective services including professional and technical support services in the fire protection and criminal justice systems. Sample occupations include Attorney, Fire Fighter, Police Officer, Judge, Paramedic, and Paralegal. Local job placement opportunities might include: Local law offices, the court system, police department, State troopers. District Map not available. Questions? Please ask site administrator, KLA

WBL – Education & Training

**** KLA only ****

Work Based Learning (WBL) (formerly On Job Training (OJT)) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to planning, managing and providing education and training services, and related learning support services including assessment and library and information services. Sample occupations include Teacher, Principal, School Counselor, College Professor, Corporate Trainer and Coach. Local job placement opportunities might include: working with the local schools. District Map not available. Questions? Please ask site administrator, KLA

WBL– Public Administration

**** KLA only ****

Work Based Learning (WBL) (formerly On Job Training (OJT)) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to planning, managing and providing governing, legislative, administrative and regulatory services and related general purpose government services at the federal, state and local levels. Sample occupations include Legislator, City Manager, Policy/Budget Analyst, Recreation/Parks Director, State/Federal Agency Director, and Urban/Regional Planner. Local job

placement opportunities may include: city offices, Legislative Information Office. District Map not available. Questions? Please ask site administrator, KLA

WBL – Agriculture & Natural Resources

**** KLA only ****

On Job Training (OJT) is a method of instruction which is not attached to in-school vocational training. Specific job skills are learned at the work site and students explore vocational careers not available in the school setting. The employer provides the instruction to the student employee and the classroom teacher supervises the instruction. Students earn school credit for their work experience. In this particular course, students will be exposed to programs relating to planning and managing agriculture, food, fiber, and natural resources systems including production of agricultural commodities, including food, fiber, wood products, horticultural crops, and other plant and animal products, financing, processing, and marketing and distribution of agricultural products; farm production and supply and service industries; horticulture and landscaping services, and the use and conservation of land and water resources; development and maintenance of recreational resources. It also includes mining and extraction operations and related environmental management services. Sample occupations include Food Scientist, Environmental Engineer, Agriculture Teacher, Animal Scientist, Biochemist, and Veterinarian Assistant. Local job placement possibilities may include: Fish & Game, Fish & Wildlife departments. District Map not available. Questions? Please ask site administrator, KLA.

Assessments

Federal, State and District Assessment Descriptors

Developmental Profile (DP) - The Revised Alaska Developmental Profile is required by state law to be completed for all students entering kindergarten or students entering first grade who did not attend a public kindergarten. The purpose of the Revised Alaska Developmental Profile (RADP) is to identify, record and summarize the skills and behaviors students demonstrate at the beginning of their kindergarten year, based on teacher observations. Teacher observations will be made during the first 4 weeks of school.

WIDA ACCESS Placement Test (W-APT) – The W-APT is considered the Limited English Proficiency Screener for the Access for ELLs Assessment described below. It is administered to newly enrolling students who demonstrate a potential for limited proficiency in English. It is used to determine if these students qualify for LEP services and to find the appropriate tier level assessment on the Spring Access for ELLs.

Access for ELLs –ACCESS for ELLs stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium’s approach to instructing and evaluating the progress of English language learners. It is used to monitor English language acquisition for K-12 limited English proficient (LEP) students. LEP students are those whose first language is not English, or Alaska Natives who came from an environment where a language other than English has had a significant impact on the level of English language proficiency.

Yugutan CBMs (Grades K-3) and NWEA/MAP Assessments (Grades K-12) These Assessments are used both as universal screening and benchmarking tools for monitoring student progress under the Response to Intervention model (RTI). They will serve as a quick dipstick of progress, three times a year, to provide schools and teachers with the needed data to target areas of need for individual students.

Alternate Assessment – Students taking the Alternate Assessment are not eligible to receive a high school diploma.

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula. These students must also participate in statewide assessments administered in all grades 3–10, but they will usually take the Alternate Assessment. The Alternate Assessment is based on the Alaska standards but measured against alternate achievement standards, and the Alternate Assessment does not lead to a diploma. Alternate achievement standards are expectations of performance that differ in complexity from grade level achievement standards. Eligibility for the Alaska Alternate Assessment is a decision made by the Individualized Education Program (IEP) team members. Alternate achievement standards are proficiency scores and proficiency level descriptors that are different from the achievement standards for the Standards Based Assessment.

WorkKeys - WorkKeys is a job skills assessment system measuring “real world” skills that employers believe are critical to job success. Scores from this assessment are also used in the calculation for the Alaska Performance Scholarship awards.

Performance Evaluation for Alaska’s Schools, or PEAKS. The assessment measures students’ understanding of the Alaska English Language Arts & Mathematics standards adopted in 2012. The PEAKS assessment is administered to students in grades 3-9.

Alaska Science Assessment . The Alaska Science Summative assessment measures the Alaska Science Grade Level Expectations (GLEs) adopted in 2006 for students in grades 5, 8, and 10.

Comparative data to inform instructional decisions

To help provide context to MAP® Growth™ normative percentiles, this document includes multiple **College and Career Readiness (CCR)** benchmarks, including those from **ACT®**, **SAT®**, and **Smarter Balanced Assessment Consortium (Smarter Balanced)**.

When you're armed with MAP Growth interim assessment data, you're better prepared to meet your students when and where they need you most.

Use the comparative data in the tables below as one of your data points for instructional decision-making. While not intended for use as a single placement guide, these data can help inform a variety of programmatic and instructional decisions, including:

- identifying and qualifying students for various instructional strategies
- guiding teachers who do not regularly make decisions on instructional program choices for students
- scheduling and grouping to meet students' learning needs
- screening for special or alternative instruction
- staffing and resourcing

About each chart*

- The grade designations represent beginning-of-year grade levels
- The RIT scores defining each level are separated by ½ standard deviation, except for the lowest and highest levels, which are set at the 5th and 95th percentiles respectively
- At all levels, consider differentiated instruction, flexible grouping, or tiered instruction
- As scores ascend, give more consideration to curriculum compacting, accelerated instructional pacing, and special programs
- As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short-cycle assessments, and special programs

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.

READING															
		K	1	2	3	4	5	6	7	8	9	10	11	12	2020 Norms percentile
CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225					56-61
CCR (ACT >= 22)	Spring						215	220	224	227	230	232*			60-67
CCR (ACT >= 24)	Spring						218	223	227	230	233	234*			68-73
CCR (SAT >= 480)	Spring						209	214	218	220	222	225*			45-53
NWEA	Fall	157	177	197	214	224	231	237	241	246	250	251	253	256	95
NWEA	Fall	149	169	187	203	213	221	227	231	235	238	239	241	243	84
NWEA	Fall	143	162	180	195	205	213	218	222	226	228	230	232	233	69
NWEA median	Fall	137	156	172	187	197	204	210	214	218	219	221	224	224	50
NWEA	Fall	131	150	165	178	188	196	202	206	210	209	213	215	214	31
NWEA	Fall	124	143	157	170	180	188	194	198	201	200	204	206	205	16
NWEA	Fall	117	135	147	159	169	178	183	187	190	188	192	194	191	5

Higher achievement
↑
Lower achievement

*CCR benchmarks are projections in growth from grade 9.

Continued on next page

MATHEMATICS															
		K	1	2	3	4	5	6	7	8	9	10	11	12	2020 Norms percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242					58-73
CCR (ACT >= 22)	Spring						226	232	238	243	246	248*			66-78
CCR (ACT >= 24)	Spring						230	237	243	248	252	254*			75-86
CCR (SAT >= 530)	Spring						225	232	237	241	243	245*			64-73
NWEA	Fall	160	181	196	211	223	234	241	249	256	259	262	266	269	95
NWEA	Fall	152	172	188	202	214	224	231	238	244	246	249	252	254	84
NWEA	Fall	146	166	181	195	207	217	223	229	234	236	239	242	244	69
NWEA median	Fall	140	160	175	188	200	209	215	220	225	226	229	232	233	50
NWEA	Fall	133	154	169	182	192	202	207	212	216	217	219	222	222	31
NWEA	Fall	127	148	162	175	185	194	199	203	206	207	209	211	212	16
NWEA	Fall	119	140	154	166	176	184	188	192	194	194	196	198	197	5

Higher achievement
↑
Lower achievement

*CCR benchmarks are projections in growth from grade 9.

LANGUAGE USAGE												
		2	3	4	5	6	7	8	9	10	11	2020 Norms percentile
NWEA	Fall	200	213	222	228	233	237	240	242	244	245	95
NWEA	Fall	190	203	212	219	224	227	230	232	234	236	84
NWEA	Fall	182	195	205	211	217	220	223	224	226	228	69
NWEA median	Fall	174	188	197	204	209	213	216	217	219	221	50
NWEA	Fall	166	180	190	197	202	205	208	209	211	213	31
NWEA	Fall	158	172	182	190	195	198	201	201	204	206	16
NWEA	Fall	148	163	172	180	186	188	191	191	194	196	5

Higher achievement
↑
Lower achievement

SCIENCE											
		2	3	4	5	6	7	8	9*	10*	2020 Norms percentile
NWEA	Fall	200	208	214	220	224	227	231	235	237	95
NWEA	Fall	191	200	206	212	216	219	223	225	227	84
NWEA	Fall	184	194	200	206	210	213	216	218	220	69
NWEA median	Fall	178	188	195	200	204	207	210	211	213	50
NWEA	Fall	171	182	189	194	198	200	203	204	206	31
NWEA	Fall	164	176	183	189	192	194	196	197	199	16
NWEA	Fall	156	168	175	181	184	186	188	188	190	5

Higher achievement
↑
Lower achievement

*General science status norms for grades 9 and 10 should not be used to evaluate performance in typically differentiated high school science courses where science content is more specialized.

The comparative data included in the tables provides information from both the fall and spring. Norming data is provided for the fall term to aid in placement, screening, and scheduling/grouping decisions at the beginning of the year. Conversely, college readiness information (Smarter Balanced, ACT, SAT) is displayed for the spring term. This provides educators with end-of-year scores, for the purposes of student goal setting, to help get students to the point where they are on track to being college ready.

*The 2020 norms data represented in this document is based on norms updates as of July 2020.

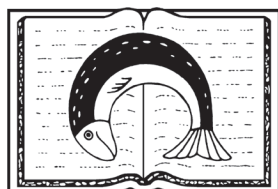


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Due policy change the most current version is on-line.

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Lower
Kuskokwim
School
District