

Mt. Edgecumbe High School Policy Manual

Adopted By:
State Board of Education & Early Development

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Chapter 1

Mt. Edgcumbe High School Governing Body

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Introduction

The State Board of Education & Early Development recognizes that the success of Mt. Edgecumbe High School relies on the active participation and successful collaboration of the State Board itself, the Alaska Department of Education & Early Development, the Mt. Edgecumbe High School Advisory School Board, and Mt. Edgecumbe High School's administration and staff. In order to better guide these efforts, the State Board, in consultation with the other entities listed above, will adopt the following:

1. A Mission Statement that defines the overall direction of educational programs and student life at Mt. Edgecumbe High School;
2. A Strategic Plan that provides Mt. Edgecumbe High School administration and the Department of Education with clear direction on the implementation of the Mission Statement; and
3. A Reporting and Review Cycle that will outline a regular schedule of reporting by Mt. Edgecumbe High School Administration and Department of Education & Early Development staff to the State Board of Education & Early Development.

1.1 School Legal Status

Mt. Edgecumbe High School is a state boarding school established and operated by the Alaska Department of Education & Early Development pursuant to AS 14.16.010-14.16.080.

1.2 Board Duties

The State Board of Education & Early Development is the governing body for Mt. Edgecumbe High School (4 AAC 33.100).

The State Board retains the policy-making functions for Mt. Edgecumbe High School, and delegates the execution of the policies to the Mt. Edgecumbe High School Director.

The duties of the State Board include, but are not necessarily limited to:

- a) Adopting a philosophy of education (AS 14.16.020);
- b) Approval of a chief school administrator (AS 14.07.145(e));
- c) Approving the employment of personnel necessary to operate the boarding school (AS 14.16.020);
- d) Establishing the salaries and benefits to be paid teachers, excluding administrators (AS 14.16.020);
- e) Designating the employees authorized to direct disbursements from the money appropriated for the operation of the state boarding school and for the construction of facilities (AS 14.16.020);
- f) Providing annually for auditing of school accounts and filing a certified audit copy with the Alaska Commissioner of Education & Early Development. (AS 14.16.050);
- g) Providing custodial services and routine maintenance of physical facilities (AS 14.16.020);

- h) Establishing procedures for the development and implementation of curriculum and the selection and use of textbooks and instructional materials (AS 14.16.020);
- i) Prescribing health evaluation and placement screening programs for newly admitted students (AS 14.16.020);
- j) Establishing procedures for staff evaluation (AS 14.16.020); and
- k) Providing staff training (AS 14.16.020).

1.3 Establishment and Appointment of Ad Hoc Committees

The State Board recognizes that it must be well-informed in order to successfully operate Mt. Edgecumbe High School. The State Board also recognizes that from time to time the use of ad hoc committees will be necessary to provide the information required for successful operation of Mt. Edgecumbe High School.

Therefore, it is the policy of the State Board to establish and appoint ad hoc committees from time to time to assist the State Board in studying the issues that may affect Mt. Edgecumbe High School and the boarding school system. The purpose of ad hoc committees should be to provide the State Board with information on the issues relevant to the operation of Mt. Edgecumbe High School, and to bring to the State Board's attention issues that may require the State Board's consideration.

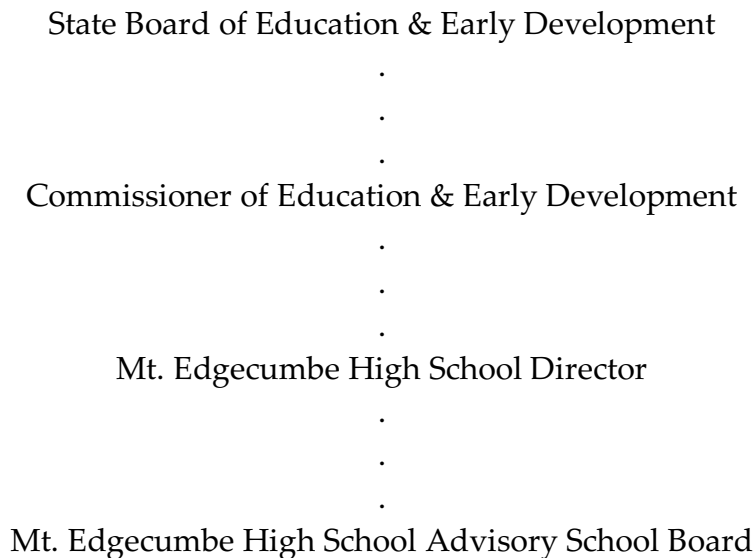
The State Board will establish Mt. Edgecumbe High School ad hoc committees by majority vote. The State Board will appoint ad hoc committee members in the same manner as other State Board committees are appointed, and as prescribed in State Board of Education & Early Development Bylaws, specifically Bylaw 3.3.5, as published September 28, 2006.

Ad hoc committees so established and appointed will report their findings and recommendations directly to the State Board.

1.4 Establishment of Mt. Edgecumbe High School Advisory School Board

The State Board recognizes that the successful operation of the Mt. Edgecumbe High School depends on the participation and guidance of the community it serves. Therefore, pursuant to 4 AAC 33.100(a), the State Board establishes the Mt. Edgecumbe High School Advisory School Board. The purpose of the Advisory School Board is to advise and inform the Director of Mt. Edgecumbe High School in fulfilling his or her duties as Director. The Advisory School Board will operate under the Mt. Edgecumbe High School Advisory School Board Bylaws.

Clear lines of communication will be established through the Commissioner and to the State Board in the following manner:



1.5 Mt. Edgecumbe Advisory School Board Policy

I. MEMBERSHIP

1. Composition of Advisory School Board

There shall be nine voting members of the Mt. Edgecumbe High School Advisory School Board. Two members shall be graduates of Mt. Edgecumbe High School; three members shall be parents of students who reside in the school dormitory; one member shall be a public school administrator from a public school in Alaska; one member shall be a resident of the City and Borough of Sitka; one member shall be a student selected from the Mt. Edgecumbe High School student body; and one member shall be a designated representative from the State Board of Education & Early Development.

2. Selection of Members

The Commissioner of Education & Early Development shall develop a process for selecting Advisory School Board members, including the student member. At a regularly scheduled meeting, the State Board of Education & Early Development will approve the Advisory School Board members for regular and unexpired terms of office from nominations submitted by the Commissioner.

Pursuant to 4 AAC 33.100(a), at least 90 days before an expected vacancy on the Mt. Edgecumbe High School Advisory Board, the Mt. Edgecumbe High School Director shall submit to the Commissioner a nominee to fill the vacancy.

In the event of an unexpected vacancy, or vacancy expected in less than 90 days, the Mt. Edgecumbe High School Director shall submit a nominee to the Commissioner as soon as is practicable.

3. Terms of Office

Members appointed to the Advisory School Board shall serve staggered three-year terms, except that the student member shall serve a one-year term, with terms beginning July 1 and ending June 30. If a member loses the characteristic that qualified that person to be on the advisory board (for example, the member who must be a public school administrator retires from his or her position as a public school administrator) that member shall be considered to have resigned as of the date the qualifying characteristic is lost.

4. Resignation

An Advisory School Board member who wishes to resign shall, as soon as possible, notify the Mt. Edgecumbe High School Director of the effective date of

the resignation.

5. Removal

Should an Advisory School Board member, having been duly notified of the regular meetings of the Advisory School Board, be absent from three meetings during the school year, the Mt. Edgecumbe High School Director shall notify the State Board of Education & Early Development, and the State Board may, in its discretion, remove that member from the Advisory School Board. The State Board may also remove Advisory School Board members for willful and persistent violations of the Mt. Edgecumbe High School Advisory School Board Policy.

6. Compensation and Costs

Members of the Mt. Edgecumbe High School Advisory School Board serve without compensation but are entitled to per diem and travel expenses authorized for members of boards and commissions under AS 39.20.180. Members are not entitled to per diem and travel expenses when attending a meeting in their community of residence. AS 39.20.185.

II. OFFICERS AND DUTIES

1. Officers

The officers of the Advisory School Board shall consist of a chair, vice chair, and secretary and such other officers from among the membership of the Advisory School Board as the Advisory School Board shall consider necessary. It shall be the duty of the chair, working in conjunction with the Mt. Edgecumbe High School Director, to orient newly elected members prior to their first meeting after appointment. Election of officers shall be done according to the bylaws of the Advisory School Board.

2. Duties of the Advisory School Board

The duties of the Advisory School Board shall be to provide input to the Mt. Edgecumbe High School Director on the following matters:

- a) establishment of the school calendar;
- b) student activities and travel;
- c) development of school curriculum;
- d) student conduct;
- e) student conduct policies;
- f) student handbooks;
- g) selection of principals;
- h) construction and major maintenance projects; and
- i) other school policies.

The Advisory School Board shall also provide input to the Commissioner on the selection of a Mt. Edgecumbe High School Director. When called upon to provide input on the selection of a new Mt. Edgecumbe High School Director, the Advisory School Board shall communicate directly with the Commissioner.

3. Recommendations Subject to Final Approval

All recommendations of the Mt. Edgecumbe High School Advisory School Board are subject to final approval by the Mt. Edgecumbe High School Director and by the State Board.

4. Conflict of Interest

A conflict of interest arises whenever the personal or professional interests of an Advisory School Board member are potentially at odds with the best interests of Mt. Edgecumbe High School. Advisory School Board members shall promptly advise the Advisory School Board Chair and the Mt. Edgecumbe High School Director of a potential conflict of interest arising from any matter before the board. The Advisory School Board Chair and the Mt. Edgecumbe High School Director will determine whether or not it is appropriate for the board member to participate.

5. Relationship of Advisory School Board to Mt. Edgecumbe High School Director

The Mt. Edgecumbe High School Director shall be the Executive Officer of the Advisory School Board.

The Executive Officer shall prepare Advisory School Board meeting agendas with the advice of the chair and shall prepare informational materials and reports requested by the Advisory School Board at least five days prior to a meeting of the Advisory School Board.

Agenda items may be initiated by the Mt. Edgecumbe High School Director or the Chair of the Advisory School Board.

6. Employment of Advisory Board Members Prohibited

Employees of Mt. Edgecumbe High School and the immediate families of employees of Mt. Edgecumbe High School are not eligible to serve on the Advisory School Board. An Advisory School Board member who seeks employment at Mt. Edgecumbe High School shall resign his or her position on the Advisory School Board before applying for employment with Mt. Edgecumbe

High School

III. MEETINGS OF THE ADVISORY BOARD

1. Frequency of Meetings

Regular meetings of the Advisory School Board shall take place quarterly, either in person or through teleconference. Special meetings of the Advisory School Board may be called by the Mt. Edgecumbe High School Director in special circumstances.

2. All Meetings Open to the Public

All meetings will be in accordance with the provisions of the Open Meetings Act, AS 44.62.310 and, specifically, shall be open to the public, and all actions taken shall be before the public. Members of the public shall be allowed to voice their ideas, problems and opinions at Advisory School Board meetings, subject to such reasonable rules as may be necessary for the orderly and efficient conduct of Advisory School Board business. Executive sessions will not be held, since the Advisory School Board does not have duties that will require executive sessions, as allowed in AS 44.62.310(c). (See II (2) Duties of the Advisory School Board.)

3. Quorum

A simple majority of the Advisory School Board shall constitute a quorum. In order for a motion to pass, a majority of the quorum must vote in favor of the motion.

4. Minutes

The Advisory School Board shall keep or cause to be kept, complete records of the meetings of the Advisory School Board. These minutes shall include, among other things,

- a) whether the meeting was regular or special;
- b) the time and the location of the meeting;
- c) the names of the Advisory School Board members and school officials in attendance;
- d) actions taken by the Advisory School Board and discussion items;
- e) a record of all actions taken by the Advisory School Board, with the vote of each member recorded, except in the case of a unanimous voice vote;
- f) resolutions and motions in full. Reports and documents relating to a formal motion may be omitted, if they are referred to, are identified by title and date, and are kept in a permanent file; and
- g) a record of the disposition of all matters which the Advisory School Board considered, but did not take action.

Copies of unapproved minutes shall be sent to all members before the meeting at which the minutes are to be approved. Approved minutes shall be sent to the Commissioner for transmission to the State Board of Education & Early Development.

5. Records

The records of the Advisory School Board shall be open to inspection to the public at the office of the Mt. Edgecumbe High School Director during regular business hours.

IV. RELATIONSHIP BETWEEN ADVISORY SCHOOL BOARD AND MT. EDGECUMBE HIGH SCHOOL DIRECTOR

1. Advisory School Board Members

The Advisory School Board members have the following responsibilities toward the Mt. Edgecumbe High School Director:

- a) enabling the Director to perform the administrative duties necessary for the efficient and effective operation of Mt. Edgecumbe High School;
- b) consulting with the Director on all matters that concern the school in which the Advisory School Board has duties; and
- c) holding all Advisory School Board meetings with the Director, or the Director's representative, or the Commissioner of Education & Early Development or Commissioner's representative.

In addition to other responsibilities enumerated in this policy, the Mt. Edgecumbe High School Director is responsible for keeping the Advisory School Board members informed of school operations and programs on a regular basis.

1.6 Meetings of the State Board of Education & Early Development as the Governing Body for Mt. Edgecumbe High School

The State Board of Education & Early Development is the governing body for Mt. Edgecumbe High School. In accordance with 4 AAC 33.100(b), the State Board will adopt policies relating to school management and control, and student admission and discipline during regular School Board meetings in the manner required by AS 44.62.310 (State open meetings act; government meetings public). Sitting as the State Board of Education & Early Development, the State Board shall take actions and hear information items regarding Mt. Edgecumbe High School. Actions and information matters requiring the State Board's attention will take place at regular, and, if necessary, special meetings of the State Board.

The current Bylaws of the State Board apply to matters of Mt. Edgecumbe High School just as they apply to all other matters that come before the State Board including regarding agenda preparation, public notice and public participation, and other appropriate sections of State Board Bylaws.

The Commissioner, or the Commissioner's designee, shall consult with the Mt. Edgecumbe High School Director to identify items to come before the State Board for action or information. Generally, such items will relate to the duties of the State Board, as listed in Section 1.2 of this policy manual, but may include other items that the Commissioner and State Board chair, or the State Board by majority vote, so decide. The Commissioner and the chair of the State Board will schedule agenda items in accordance with State Board Bylaw 10. State Board members and members of the public may request an agenda item regarding Mt. Edgecumbe High School be placed on the agenda in accordance with State Board Bylaw 10. The public may offer public comment relating to Mt. Edgecumbe High School at regular meetings of the State Board in accordance with State Board rules published on meeting agendas.

1.7 Suspension of policies, rules, and regulations

Any policy or rule in this policy manual may be suspended or waived by a majority vote of the State Board, as long as such suspension or waiver is not prohibited by state law or regulation.

1.8 Procedure for Adoption and Review of Board Policy

Requests for revision, additions to, or deletions from policy may be made by any State Board member, the Commissioner, or the Mt. Edgecumbe High School Director with concurrence by the State Board at any regular meeting or any special meeting called for that purpose.

The Commissioner, or the Commissioner's designee, will be responsible, if asked, to recast group consensus about policy recommendations into acceptable written form for further deliberation or action by the State Board. Adoption of new policies or changing existing policies is the sole prerogative and responsibility of the State Board.

Policies take effect upon adoption or at a later date specified in the policy adoption motion. There will be a minimum of thirty (30) days for public comment between the time a Mt. Edgecumbe High School policy change is recommended and when that recommendation is finally approved.

The Commissioner shall cause the Mt. Edgecumbe High School Director to distribute proposed Mt. Edgecumbe High School policy changes to those individuals or groups that may be affected by the proposed changes.

Every five years, starting in the year 2017, the Commissioner shall cause this policy manual to be systematically reviewed for currency, completeness, compliance with state and federal laws and regulations, and for any other additions, removals or amendments that may be deemed to be necessary.

1.9 Graduation Examination Waivers

A Mt. Edgecumbe High School student may request a waiver under 4 AAC 06.772-06.774 and 4 AAC 06.777 from the State Board, serving as the Mt. Edgecumbe High School governing body. If the State Board denies the student's waiver request, the student may appeal the denial to the Commissioner under 4 AAC 06.780.

The Commissioner may not be involved in any clerical or administrative activity regarding a graduation examination waiver request and must excuse himself or herself from any deliberation, discussion or voting by the State Board regarding the graduation waiver request. In addition, the Commissioner may not request a member of the State Board to serve on an appeals panel to consider an appeal from a Mt. Edgecumbe High School student that the State Board has denied.

1.10 Nondiscrimination in Academic Programs and Activities

The State Board of Education & Early Development and Mt. Edgecumbe High School are committed to equal opportunity for all individuals in education. Mt. Edgecumbe High School programs and activities shall be free from discrimination based on gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, or any other unlawful consideration. The State Board shall promote programs that ensure that discriminatory practices are eliminated in all school activities.

Mt. Edgecumbe High School programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities. The Director or designee shall ensure that interested persons, including individuals with disabilities, can obtain information about the programs, facilities and activities available to them.

The Director or designee shall annually notify students and parents of Mt. Edgecumbe High School's policy on nondiscrimination and related complaint procedures.

It is the policy of the State of Alaska not to discriminate on the basis of race, religion, sex, age, national origin, parenthood, marital status or changes in marital status, or handicap in educational or employment programs, policies, or activities as required by Title IX of the Educational Amendments of 1972, Section 504 of the Vocational Rehabilitation Act Amendments of 1973 and Chapter 18 of the Compiled School Laws of Alaska. Inquiries or complaints regarding Title IX/Chapter 18 or Section 504 may be directed to:

Mt. Edgecumbe High School
1330 Seward Avenue
Sitka, AK 99835
(907) 966-2201

Or:

Alaska Department of Education & Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau AK 99811-0500
(907) 465-2800

Or:

Director of Civil Rights
Department of Civil Rights
United States Department of Education
Washington, D.C. 20202

Mt. Edgecumbe High School
Appendix 1: Chapter 18, Sex Discrimination Complaint Filing Form

Prior to completing this form, potential complainants are encouraged to seek informal resolution before moving into formal procedures.

Your Name _____

Address _____

Telephone Number _____

Have you contacted the person or persons causing this complaint?

Yes _____

No _____

Date _____

Nature of your complaint: (Please describe the policy or action you believe may be in violation of Chapter 18 and identify any person(s) you believe may be responsible. You may attach additional sheets if necessary.)

If others are affected by the possible violation, please give their names and/or positions.

If you wish, please describe any corrective action you would like to see taken with regard to the possible Chapter 18, Sex Discrimination, violation or provide other information relevant to this complaint.

Signature of Complainant _____ Date _____

Signature of Person
Receiving Complaint _____ Date _____

Chapter 2

Administration of Mt. Edgecumbe High School

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2.1 Administrative Head

The Director of Mt. Edgecumbe High School is the administrative head of Mt. Edgecumbe High School.

2.2 Duties and Responsibilities of Mt. Edgecumbe High School Director

The Mt. Edgecumbe High School Director will strive to achieve the educational goals established by the State Board of Education & Early Development by providing professional leadership to staff members and by acting as a model for boarding school employees and pupils in the school and in the community.

The Mt. Edgecumbe High School Director, in the discharge of duties shall:

- a) Recruit, select, appoint, supervise and otherwise control all state boarding school employees;
- b) Supervise all contract employees;
- c) Administer the boarding school in accordance with policies of the State Board;
- d) Insure fiscal responsibility of the operating and capital budgets of the school;
- e) Ensure that all aspects of the boarding school operation comply with all applicable laws, regulations, and State Board contracts and policies;
- f) Strive for the most efficient use possible of boarding school resources in the daily operations of the school;
- g) Assign staff members and recommend to the State Board the creation and abolition of positions;
- h) Evaluate the progress of professional staff members and professional employees in the performance of their assigned tasks;
- i) Implement the student selection process as specified in 4 AAC 33.080 and, through the Commissioner, inform the State Board about issues as they arise relating to student selection and non-retention;
- j) Implement appropriate assessments as prescribed in the statewide student assessment program, including the high school graduation examination;

- k) Assist the Commissioner and State Board to meet the annual performance measures set out in the State of Alaska mission and objectives for Mt. Edgecumbe High School developed under AS 37.07.050;
- l) Analyze and evaluate the results of instructional program;
- m) Recommend changes in instructional and staffing patterns;
- n) Work cooperatively with outside groups concerned with programs in the school;
- o) Work cooperatively with the State Board and administrative staff;
- p) Strive toward the highest standards of professional conduct;
- q) Be available to participate either in person or on teleconference, as specified by the Commissioner and/or State Board Chair, when the State Board addresses agenda items regarding Mt. Edgecumbe High School;
- r) Serve as the executive officer of the Mt. Edgecumbe Advisory School Board and perform the duties of executive officer specified in the Mt. Edgecumbe Advisory School Board Bylaws;
- s) Recommend to the Commissioner and State Board such policies and procedures as seem necessary for the efficient conduct of the school, and carry them into effect with the aid of the staff policies and procedures authorized by the State Board;
- t) See that the school laws and regulations of the State Board are faithfully executed;
- u) Prepare and submit through the Commissioner such necessary and helpful facts, information, and reports as are needed to ensure the State Board is acting in full possession of all data relative to matters requiring action by the State Board as the governing body for Mt. Edgecumbe High School;
- v) Through the Commissioner, inform and advise the State Board about the educational philosophy and practices of the school, and keep the State Board informed of the activities operating under the State Board's authority;

- w) Through the Commissioner, inform the State Board about the actions and activities of the Mt. Edgecumbe High School Advisory School Board;
- x) Prescribe such rules for the government of the school system and its employees as will be necessary to secure efficiency and promote the best interests of the Mt. Edgecumbe High School system; and
- y) Assure that Mt. Edgecumbe High School complies with the Alaska Department of Health & Social Services child care facilities licensing requirements.

2.3 Employment and Removal of Mt. Edgecumbe High School Director

The Mt. Edgecumbe High School Director will be employed and removed by the Commissioner, upon approval of the State Board, as set out in AS 14.07.145(e). The Mt. Edgecumbe High School Director will be supervised by the Commissioner or his or her designee, who will conduct any personnel evaluations of the Mt. Edgecumbe High School Director.

2.4 Qualifications of Mt. Edgecumbe High School Director

The Mt. Edgecumbe High School Director must hold an administrative certificate (Type B) with a superintendent endorsement, or a plan to earn such an endorsement within a timeline set by the Commissioner, issued by the Alaska Department of Education & Early Development pursuant to 4 AAC 12.345.

2.5 Commissioner's Delegation of Authority

Whenever the State Board assigns the Commissioner a responsibility in any chapter of this policy manual, the Commissioner may delegate that responsibility to a competent subordinate as long as the delegation does not conflict with federal or state regulations or statutes.

The Commissioner or Commissioner's designee is the direct supervisor of the Mt. Edgecumbe High School Director.

2.6 Mt. Edgecumbe High School Director's Report to State Board

Not less than twice annually, at times to be chosen by the State Board, the Director of Mt. Edgecumbe High School shall report to the Board, either in writing or in person or both, at the State Board's discretion, to inform the board of matters pertaining to Mt. Edgecumbe High School, including but not limited to:

- a) Student Admissions and enrollment;
- b) Student success;
- c) Programmatic issues;
- d) Plans for the future of Mt. Edgecumbe High School;
- e) Budget issues;
- f) Curriculum updates;
- g) Potential issues affecting Mt. Edgecumbe High School;
- h) Ideas and methods for the betterment of Mt. Edgecumbe High School;
- i) Any policies that may need to be added, removed, or amended;
- j) Any matters that need to be brought to the State Board's attention; and
- k) Any other topic on which the Commissioner or Board Chair requests information.

Chapter 3

Personnel

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3.1 Vacancy Advertising

All regular job vacancies at Mt. Edgecumbe High School will be advertised in a manner reasonably calculated to reach an acceptable pool of potential candidates. Exceptions to this policy may be made in cases of emergencies when such exception does not conflict with negotiated employment agreements currently in force or with state statutes and regulations.

In the case of a late teacher resignation, the Mt. Edgecumbe High School Director may, at his or her discretion, hire a replacement teacher as a temporary hire.

The Mt. Edgecumbe High School Director is responsible for establishing procedures to provide for the efficient and effective recruitment of persons to fill regular job vacancies.

3.2 Employment of Personnel

The State Board will approve the employment of personnel necessary to operate Mt. Edgecumbe High School, as required by AS 14.16.020(2).

To the extent that the State Board must approve of the hiring of individual employees, the State Board delegates that function to the Director of Mt. Edgecumbe High School.

A criminal history background check is required of all employees that the Alaska Department of Health & Social Services so designates in order for Mt. Edgecumbe High School to be in compliance with State of Alaska child care facility statutes and regulations.

3.3 Employment of Certificated Staff

The Mt. Edgecumbe High School Director may employ such certificated personnel as may be required to maintain the continuity of the educational program. The State Board retains the authority to review hiring decisions made by the Mt. Edgecumbe Director.

No person may be employed to fill a teaching, counseling, or administrative position who does not possess or is not an applicant for a valid certificate issued by the Alaska Department of Education & Early Development appropriate to the position the applicant is to fill. The Mt. Edgecumbe High School Director will require proof of the candidate's certification or pending application for certification. Whenever possible, positions will be filled by holders of certification with appropriate endorsements and teachers who meet the requirements of highly qualified teachers as set out in 4 AAC 04.210.

Each qualified applicant for employment as a teacher will be offered equal employment opportunities without regard to the applicant's race, color, national origin, religion, age, gender, or handicap. No person who applies for a certificated position with Mt. Edgecumbe High School will be required to state a personal religious preference or political affiliation.

A certificated staff member's misstatement of fact material to qualifications for employment or determination of salary will be considered by the State Board to constitute grounds for dismissal.

All newly employed certificated employees will undergo a criminal history background check in accordance with AS 12.62.400 and 4 AAC 12.

3.4 Substitute Teachers

The Mt. Edgecumbe High School Director, or the Mt. Edgecumbe High School Director's designee, is responsible for securing substitute teachers as needed. Certificated teachers will be given preference for hire over non-certificated substitutes. Substitute teachers working for a period of 30 or more days will be certificated and meet the requirements of 4 AAC 04.210. Substitutes working for a period of 30 or more days will be hired under a traditional contract.

Teachers may not employ their own substitutes nor may the teachers compensate substitutes directly.

3.5 Teacher Evaluation Procedures

To assure a high quality of teacher performance and to advance the instructional programs of Mt. Edgecumbe High School, a continuous program for teacher and administrator evaluation will be established.

Teacher performance will be measured against appropriate teacher performance standards adopted in 4 AAC 04.200 (Professional content and performance standards).

Teachers will be evaluated at least once annually consistent with the procedures set out in AS 14.20.149. Non-tenured teachers will require at least two classroom observations for each evaluation. At the discretion of the Mt. Edgecumbe High School Director, a teacher may be evaluated every two years if the teacher has consistently exceeded the teacher performance standards of Mt. Edgecumbe High School in prior years.

The evaluations will be written and must be discussed by the Mt. Edgecumbe High School Director or his designee and the teacher being evaluated. Copies of the written document will be signed by both parties and be incorporated into the personnel file of the individual. In addition, the individual will receive a signed copy.

The written evaluation shall be narrative in style and address, but not be limited to, the following subjects:

- a) Professional competence;
- b) Effectiveness as a teacher;
- c) Classroom management and control;
- d) Professionalism;
- e) Planning and preparations;
- f) Extracurricular and total school contributions; and
- g) Personal relations with staff and students.

Plan of Improvement: Pursuant to AS 14.20.149(e) a plan of improvement will be prepared for a tenured teacher whose performance, after evaluation, does not meet performance standards, unless the teacher's performance warrants immediate dismissal for incompetency, as provided under AS 14.20.170(a). The Mt. Edgecumbe High School Director, or his or her designee, will consult with the teacher in setting clear, specific performance expectations to be included in the

teacher's plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and the plan of improvement shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the State of Alaska teacher performance standards. The teacher must be observed at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the school performance standards, the school may choose not to retain the teacher under AS 14.20.175(b)(1).

3.6 Evaluation of Principals

Performance of the Mt. Edgecumbe academic principal will be measured against appropriate teacher performance standards adopted in 4 AAC 04.200 (Professional content and performance standards).

Using standard State of Alaska personnel evaluation forms when available, the Mt. Edgecumbe High School Director will evaluate the Academic and Boarding Principals once annually consistent with the requirements for school administrator evaluation procedures set out in AS 14.20.149.

The written evaluation in narrative format should list both strengths and weaknesses. The areas of weakness where improvement is needed should be accompanied by recommendations for improvement. Subsequent evaluations will address themselves to those recommendations and comment on improvement or continuing difficulty.

The written evaluation will address:

- a) Professional competence;
- b) Effectiveness as a Principal;
- c) Classroom management and control;
- d) Planning and preparations;
- e) Extracurricular and total school contributions; and
- f) Personal relations with staff and students.

The Principals will be asked to complete a self-evaluation instrument once each year, and it shall be completed by February 15.

A plan of improvement will be prepared for a Principal whose performance, after evaluation, does not meet performance standards, unless the Principal's performance warrants immediate dismissal for incompetency, as provided under AS 14.20.170(a).

3.7 Evaluation of Other Personnel

Classified staff and other personnel will be evaluated by their supervisors using accepted State of Alaska forms and personnel procedures.

3.8 Staff Training

The Mt. Edgecumbe High School Director shall develop and submit to the Commissioner for approval an annual schedule for teacher and administrator training. Such training shall include all inservice and training mandated by state and federal statutes and regulations, including evaluation training in AS 14.20.149(d), and other inservice and training targeted at improving student achievement, as determined by a thorough and systematic review of student assessment data and other student performance data.

3.9 Physical Examinations

All employees must have physical examinations as provided by state law.

Every employee will annually have an intradermal purified protein derivative (PPD) skin test for tuberculosis.

3.10 Extra Duty Schedules

All certificated employees employed by Mt. Edgecumbe High School are expected to perform duties assigned to them outside of their regular teaching assignment. Extra duty rosters will be made up by the Mt. Edgecumbe High School Director or the Director's designee, who shall make every effort to ensure that no employee is required to perform an inordinate amount of extra duty.

3.11 Assignment

It is the policy of the State Board that certificated staff assignments be made on the basis of the needs of Mt. Edgecumbe High School, consistent with the maximum utilization of professional qualifications of employees as determined by the professional judgment of the Mt. Edgecumbe High School Director.

The Mt. Edgecumbe High School Director will assign employees to positions according to the Mt. Edgecumbe High School Director's estimate of the employees' qualifications and their abilities to make maximum contributions to Mt. Edgecumbe High School.

The Mt. Edgecumbe High School Director will have the authority to reassign any certificated employee whenever the Mt. Edgecumbe High School Director deems it in the best interest of Mt. Edgecumbe High School, while ensuring that any provisions in the collective bargaining agreement in force relating to assignment and reassignment are met.

Certificated employees will be granted a request for change of assignment if the Mt. Edgecumbe High School Director determines that such a transfer can be arranged to benefit the school and the employee concerned.

3.12 Absences

Prior to being absent from their assignment, all employees must notify their immediate supervisor of their inability to report for duty. Unexplained absences will be considered sufficient cause for temporary suspension, and continued violation may result in discharge as substantial noncompliance with school rules. If an employee fails to notify a supervisor prior to duty time on the day of absence, a deduction may be made from his or her salary for the time lost and sick leave may not be allowed.

Absence or suspension from duty of any employee may result in loss of pay for the period of absences, except as otherwise provided by this policy manual, state regulations or state law.

All employees of Mt. Edgecumbe High School are required to fill out leave slips for every absence from work.

3.13 Paid Leave/Military Service

National Guard or reserve or auxiliary components of the United States Armed Forces (also known as the Organized Reserve Corps)

A teacher or full-time employee who is a member of the National Guard may request leave of absence for active military service.

A leave of absence for the annual National Guard training will not be granted if the teacher or full-time employee can secure training during the summer months. A request for leave must be accompanied by an order from the military supervisor indicating that summer training is unavailable to the individual and that he or she is ordered into camp. The employee must request the leave at least two (2) weeks prior to the departure time so that a qualified substitute can be secured. Upon being granted leave by the Mt. Edgecumbe High School Director, the employee is entitled to receive an amount equal to his or her school salary but no more. Official verification of the military pay will be the responsibility of the employee, and no supplementary salary will be paid until this verification has been received by the school payroll department.

Members of auxiliary components of the United States Armed Forces (also known as the Organized Reserve Corps)

A teacher or other professional employee who is a member of an auxiliary component of the United States Armed Forces may request a leave of absence under the same conditions listed above for members of the National Guard.

3.14 Resignation of Certificated Personnel

The resignation from employment of any member of the certificated staff will be in writing and directed to the Mt. Edgecumbe High School Director. Resignations of certificated personnel received after July 1 will be considered contingent upon the procurement of a suitable replacement for the following school year.

3.15 Termination

Any employee other than a teacher may be terminated for cause. Just cause must be properly documented by the employee's supervisor and presented to the Mt. Edgecumbe High School Director in written form.

Pursuant to AS 14.20.170 a teacher, including a teacher who has acquired tenure rights, may be dismissed at any time only for the following causes:

- a) Incompetency, which is defined as the inability or the unintentional or intentional failure to perform the teacher's customary teaching duties in a satisfactory manner;
- b) Immorality, which is defined as the commission of an act that, under the laws of the state, constitutes a crime involving moral turpitude; or
- c) Substantial noncompliance with the school laws of the state, the regulations or bylaws of the department, the policies of Mt. Edgecumbe High School and the State Board, or the written rules of the Director of Mt. Edgecumbe High School.

3.16 Staff Communications to the State Board

All communications or reports scheduled to be on the agenda of the State Board from Principals, supervisors, teachers, or other staff members should be submitted to the Commissioner through the Mt. Edgecumbe High School Director. This procedure will not be construed as denying the right of any employee to communicate through an appeal of a grievance to the State Board when the employee has the right to appeal through an administrative process of the school, a State of Alaska regulation or statute, or a collective bargaining agreement, or if the employee has an important matter to communicate to the State Board.

3.17 Teacher Exchange

Provisions for the exchange of teachers may be made by the Commissioner upon the recommendation of the Mt. Edgecumbe High School Director, as determined by circumstances and conditions of the proposed exchange. The Commissioner's decision is final.

3.18 Staff Gifts and Ethics

As public employees of the State of Alaska, all employees of Mt. Edgecumbe High School are subject to AS 39.52, the Alaska Executive Branch Ethics Act. Employees who have any questions about ethics behavior should contact their supervisor or the ethics supervisor of the Alaska Department of Education & Early Development.

Teachers and other employees of the State Board may not accept gifts from students or parents except when such gifts are tokens of appreciation, of minimal monetary value. The board considers as more welcome and more appropriate the writing of letters by students or parents to staff members to express gratitude and appreciation.

All employees are prohibited from accepting, in the course of employment, things of material value from companies, organizations or individuals doing business with the boarding school or other entities. Exceptions to this policy are the acceptance of items of minimal monetary value that are generally distributed by companies, organizations or other entities through their public relations programs.

A form for reporting gifts is available at www.law.state.ak.us/doclibrary/ethics or from the ethics supervisor.

3.19 Solicitation, Selling and Campaigning

Solicitation or selling of any product or service by non-school personnel, by school employees, or by contract employees, is prohibited on school premises except by authorization of the Mt. Edgecumbe High School Director.

Political campaigning on school grounds by school employees is prohibited.

3.20 Use of District Purchasing Procedures for Personal Use Prohibited

Employees may not use the boarding school name or use boarding school procedures in the acquisition of merchandise or services for personal use.

3.21 Unauthorized Research or Surveys

Any individual or group wishing to conduct a research project or desiring to conduct a survey to gather information from either staff or students of Mt. Edgecumbe High School must first obtain permission from the Mt. Edgecumbe High School Director or the Director's designee.

An employee of Mt. Edgecumbe High School, including the Chief Administrative Officer, may not administer or permit to be administered a questionnaire or survey, whether anonymous or not, that inquires into personal or private family affairs of the student not a matter of public record or subject to public observation unless written permission is obtained from the student's parent or legal guardian, as required in AS 14.03.110.

For an anonymous questionnaire or survey, written permission may be obtained annually and is valid until the commencement of the subsequent school year or until the parent or legal guardian who gave permission submits a written withdrawal of permission to the school Academic Principal. The school shall provide each student's parent or legal guardian notice before administering a questionnaire or survey.

If a school administers to a student a questionnaire or survey that is not anonymous, the school shall obtain written permission from the student's parent or legal guardian before the questionnaire or survey is administered.

The school shall give a student's parent or guardian an opportunity to review the questionnaire or survey and shall give the parent or guardian written notice regarding:

- a) how the questionnaire or survey will be administered to the student;
- b) how the results of the survey or questionnaire will be used; and
- c) who will have access to the questionnaire or survey.

A student may refuse to participate in a questionnaire or survey administered in a public school. A student's parent or legal guardian may refuse to allow the student to participate in a specified questionnaire or survey.

A "questionnaire or survey" means a list of questions to, or information collected from, a class or group of students.

3.22 Corporal Punishment

No form of corporal punishment will be allowed at Mt. Edgecumbe High School in either the academic or the dormitory program.

3.23 Drug Abuse

All employees of Mt. Edgecumbe High School are prohibited from selling, giving, or bartering narcotic, depressant, hallucinogenic or stimulant drugs.

Any employee of the boarding school convicted of possessing, using, selling, giving, bartering, or transporting illegal drugs may be terminated.

All employees will also comply with the requirements of the federal Safe and Drug-Free Schools and Communities Act of 1994.

3.24 Violations of AS 14.30.172-AS 14.30.176 (Psychiatric and Behavioral Evaluations and Treatments)

Except for certain employees holding a Type C certificate and who are providing appropriate related services to students, employees of Mt. Edgecumbe High School are subject to the provisions of AS 14.30.172-AS 14.30.176 regarding certain practices and uses of information relating to psychiatric and behavioral evaluations and treatment of students. Staff members who violate the provisions of these statutes are subject to the disciplinary action of the Mt. Edgecumbe High School Director.

3.25 Child Care Facility Requirements

The Mt. Edgecumbe High School Director will assure that Mt. Edgecumbe personnel comply with all requirements of the Alaska Department of Health & Social Services child care facilities licensing requirements, including required background checks of school employees.

3.26 Sabbatical Leave

All sabbatical leave will be governed by procedures and requirements in AS 14.20.280-AS 14.20.350.

Teachers may apply for sabbatical leave by submitting an application to the State Board that includes information showing qualifications for sabbatical leave and a plan for education during the leave.

The State Board's approval of sabbatical leave will consider the benefit to Mt. Edgecumbe High School of the teacher's proposed plan for educational purposes, the teacher's field of study, contributions of the teacher to education in the state, and the seniority of the teacher.

Upon conclusion of sabbatical leave, a teacher shall make a written report to the State Board concerning educational accomplishments.

Questions of employment, tenure, retirement and retirement contributions and other conditions of employment will be made in conformance with AS 14.20.345.

For the purposes of this policy, the term "teacher" has the same meaning as AS 14.20.350.

Chapter 4

Students

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4.1 Admission Procedures and Standards

The academic standards of Mt. Edgecumbe High School are to be maintained at the highest level and allow for a student body with a broad range of educational capabilities.

The Mt. Edgecumbe High School Director shall follow the procedures set out in 4 AAC 33.080 in setting standards and selecting students for admission to Mt. Edgecumbe High School. The text of 4 AAC 33.080 is reproduced below. In the event that 4 AAC 33.080 is repealed or amended, the Mt. Edgecumbe High School director shall follow the procedures set out in the then current regulations for admission of students.

The Mt. Edgecumbe High School Director annually will report to the Commissioner about the meetings of the selection committee and report about results and any issues that may occur. The Commissioner or his or her designee, in turn, will communicate with the State Board about any matters, including recommendations for improving the selection process.

The selection committee will meet at the call of the Mt. Edgecumbe High School Director.

For purposes of 4 AAC 33.080, the Mt. Edgecumbe High School Director is the Superintendent.

4 AAC 33.080. Admission to Mount Edgecumbe High School

(a) The superintendent of Mount Edgecumbe High School shall appoint an admissions committee of at least three persons to make recommendations for students to be admitted to the school.

(b) A student residing in any school district in the state may submit to the admissions committee an application for admission to Mount Edgecumbe High School, on forms prescribed by the department, at the following address: Mount Edgecumbe High School, Admissions Committee, Alaska Department of Education and Early Development, 1330 Seward Avenue, Sitka, Alaska 99835.

(c) An application under (b) of this section must include statements by the student and the student's parent or guardian explaining why admission is sought

and why the student should be accepted, a copy of the student's school records, including attendance records, transcripts, and achievement test results, at least two recommendations from teachers or other adults who are not members of the student's family and who know the student well, and such other information as the admissions committee requests.

(d) The number of available openings at each grade level shall be established by the superintendent in advance of each semester, based upon the school's capacity, the number of returning students, and other relevant factors.

(e) The admissions committee shall recommend students for the available openings from among the applicants, and the superintendent shall make the final admissions decisions, based upon consideration of the following factors:

- (1) the availability of a high school program in the student's home community adequate to meet the academic and social needs of the student;
- (2) the degree to which the student is expected to benefit from the academic and social program at Mount Edgecumbe High School;
- (3) the degree to which the student will bring background experiences, skills, and abilities that will enhance the diversity or academic potential of the student body;
- (4) any particular school, family, or social situations that make the structured, residential setting of Mount Edgecumbe High School especially advisable for the student;

(f) Preference shall be given to students whose educational, emotional, or family requirements warrant attendance in a domiciliary environment.

(g) The admissions committee and superintendent may not discriminate in favor of or against any resident based on race, sex, creed, national origin, or location or type of residence in the state.

(h) Admissions at mid-semester may be made only upon consideration of the effects of transfer on the continuity of the student's education and on the Mount Edgecumbe High School program.

(i) Once admitted, a student may continue to attend Mount Edgecumbe High School from semester to semester until the student graduates, so long as the student remains in good standing under school rules governing academic and social performance.

History: Eff. 8/25/89, Register 111

4.1a Mt. Edgecumbe High School Academic Non-Retention Policy

Alaska regulation 4 AAC 33.080 (i) states that students attending Mt. Edgecumbe High School must remain in good standing, both academically and socially, in order to remain in attendance. In order to assist all students of Mt. Edgecumbe High School achieve their best, we have established the following guidelines to help students understand what is required to remain in good academic standing. Grades are formally reviewed eight times each year: once at the midpoint of each quarter, when progress reports are printed, and at the end of each quarter or semester. Students may be placed on Academic Probation if one of the following occurs:

- a) a student's cumulative GPA falls below 2.00;
- b) a student earns two or more semester grades of NC's in any given semester; or
- c) a student earns one semester grade of NC in an Academic Core Requirement in consecutive semesters.

Students who remain on Academic Probation for consecutive semesters may be asked to reapply for admission to school.

Mt. Edgecumbe High School invites students already in high school to apply for admission. All students are welcome to apply regardless of their academic standing; however, a student may be placed on Academic Probation if one of the following occurs:

- a) a student's GPA is below 2.00; or
- b) a student earned two or more failing grades in the semester prior to enrolling at Mt. Edgecumbe High School.

Students in need of academic support will be assigned mandatory tutorial time outside of the regular school day.

Students will be removed from Academic Probation when their GPA rises above 2.00 and they are able to earn a passing grade in the Academic Core Requirements. Students who remain on Academic Probation for consecutive semesters may be asked to reapply for admission in order to continue attending Mt. Edgecumbe High School.

4.2 Foreign Students

The Mt. Edgecumbe High School Director, with the approval of the Commissioner, may give special consideration and allow to attend Mt. Edgecumbe High School students from countries other than the United States through student exchange programs.

4.3 Physical Examinations and PPD Test

Physical examinations are required for all students and are the responsibility of the student's parent or guardian.

The Mt. Edgecumbe High School Director shall arrange to have administered an intradermal purified protein derivative (PPD) skin test for tuberculosis within 90 days of initial enrollment of each student. (7 AAC 27.213). When a student exhibits positive results from the PPD test, the Mt. Edgecumbe High School Director will contact the Alaska Department of Health & Social Services for guidance.

Students who fail to provide evidence of having received the necessary physical examination may be excluded from attendance at school until such time as the evidence is provided.

4.4 Immunization Records

All students entering Mt. Edgecumbe High School must show proof of a current immunization status before the student will be allowed to attend the school.

No student will be allowed to attend Mt. Edgecumbe High School without proof that he or she has received all vaccinations required by 4 AAC 06.055, unless the student meets one of the specific exceptions listed in that regulation.

4.5 Assignment of Students to Classrooms, Sections, Etc.

The Mt. Edgecumbe High School Director, or the Mt. Edgecumbe High School Director's designee, is responsible for assigning and scheduling students.

4.6 Graduation Requirements

In order to graduate from Mt. Edgecumbe High School a student must earn 24 units of credit; meet the minimum state graduation requirements set out in 4 AAC 06.075 (including, beginning January 1, 2009, meeting an Alaska History requirement); and pass the High School Graduation Qualifying Examination. The 24 total required credits for graduation from Mt. Edgecumbe High School include:

4 credits - English

4 credits - Social Studies (including 1 credit Alaska History and 1 credit Pacific Rim Studies)

3 credits – Science

3 credits – Math (including Geometry)

1 credit of a Social Studies or advanced Science or Math beyond the required

2 credits – Computer Technology

2 credits – Wellness (includes Health/PE)

1 credit – World Language

4 credits – Electives

Graduation Requirements for Transfer Students

Students entering Mt. Edgecumbe High School as:

Sophomores are required to earn 23 credits for graduation.

Juniors are required to earn 22 credits for graduation.

Seniors are required to earn 21 credits for graduation.

Transcript evaluations of transfer credits will be at the discretion of the Academic Principal.

Credits earned at schools other than Mt. Edgecumbe High School will be counted as credit toward graduation from Mt. Edgecumbe High School at the discretion of the Academic Principal.

Definition of Unit of Credit

The term “unit of credit” shall have the definition given in 4 AAC 06.075(e): the credit a student is awarded for achieving a passing grade in a course of study by meeting the performance standards for a course of study prescribed by Mt. Edgecumbe High School and approved by the State Board under Policy 5.2 of this manual.

4.7 Classes Required

All students are required to take and pass a full schedule of academic classes each semester while in attendance at Mt. Edgecumbe High School. Mandatory study hall after regular school hours is required for students who are failing one or more classes.

Educational opportunities may be provided through school-business partnerships, including through the Sitka Education Consortium, which is a group that includes the University of Alaska Southeast, Sitka School District and Mt. Edgecumbe High School.

4.8 Valedictorian and Salutatorian Criteria

Each year the graduating senior with the highest grade point average will be named the Valedictorian, and the graduating senior with the second highest grade point average will be named the Salutatorian.

To be eligible to be Valedictorian or Salutatorian, a student must have been in attendance at Mt. Edgecumbe High School for at least one full year. Only core curriculum classes taken during the regular school day will be used to determine the two highest grade point averages. Other than classes such as physical education and fundamentals of English or math, which are not to be included in the core curriculum, the Mt. Edgecumbe High School Director or the Director's designee will determine which classes are included in the core curriculum.

4.9 Extracurricular Activities

Mt. Edgecumbe High School shall offer a comprehensive program of extracurricular activities. When changes to the extracurricular program will have a significant fiscal impact, the Director shall report such changes to the Commissioner.

The Mt. Edgecumbe High School Director will determine operating procedures for the extracurricular program.

The State Board supports participation in activities of the Alaska School Activities Association, including state tournaments, when funds are available and when activities do not interfere with the instructional program, including the High School Graduation Qualifying Examination and other assessments.

4.10 Standards of Conduct, and School Discipline and Safety (Including Dress and Dormitory Room Codes)

The Mt. Edgecumbe High School Director shall establish standards of conduct that will be expected of all students in attendance at Mt. Edgecumbe High School. The standards of conduct will include a school disciplinary and safety program, a dormitory code, and a student dress code.

The school disciplinary and safety program shall be modeled on AS 14.33.120. Standards of conduct apply to students at all times during the school year regardless of whether the student is on or off school premises. The standards of conduct established by the Director must state that violence and threats of violence, including bullying, will not be allowed and shall include consequences up to and including suspension and expulsion; that T-shirts or other clothing that display sexual messages, logos for alcoholic products, promote alcohol or drug use, or other inappropriate messages will not be allowed. Interpretation of whether a display or message is inappropriate will be at the discretion of the Mt. Edgecumbe High School Director, Academic Principal or Residential Principal. The standards of conduct, including the school disciplinary and safety program and dress and dormitory room codes, will be published in the Student Handbook.

4.11 Student Interviews and Student Release

The Mt. Edgecumbe High School Director will establish student “check out” procedures regarding when students may be released to adults other than a student’s parent or legal guardian. Parents or legal guardians must give prior written permission before releasing students to another adult.

Any person who seeks to confer with or interview a Mt. Edgecumbe student while in attendance at Mt. Edgecumbe High School, or who telephones or leaves directions as to where a student must meet another person, must have the parent’s or legal guardian’s written permission and must provide positive identification to the Academic Principal or Residential Principal or the dormitory supervisor before being interviewed or released. This paragraph does not apply to a State of Alaska official with a legal mandate who is acting with proper authority to interview, conduct an investigation or act on behalf of a student or a law enforcement officer with a warrant. Examples of such interviews are in Policy 4.19 and Policy 4.21 of this policy manual. Mt. Edgecumbe High School Director and Mt. Edgecumbe High School Principals are responsible for the enforcement of this policy.

Parental custody is limited to officially listed parents or legal guardians. A student may not be interviewed by a legally estranged parent except in the presence of the Principal, Dormitory Supervisor or Mt. Edgecumbe High School Director and with the consent of the legal parent or guardian. No student will be dismissed in the custody of someone other than the parent without specific and clear parental direction.

The check out procedures will be published in the Student Handbook.

4.12 Student Evaluations

The teacher will maintain the right and responsibility to determine grades and other evaluations of students within the grading policies of Mt. Edgecumbe High School based upon the teacher's professional judgment of available criteria pertinent to any given subject area or activity for which the teacher is responsible. No grade or evaluation will be changed without prior notification to the teacher.

4.13 Use of Tobacco, Alcohol or Drugs on School Property or in School Facilities

The use of tobacco products, alcohol, or illegal drugs by students is prohibited anywhere on campus or while on school-sponsored trips. It is a violation for students, staff, visitors, contractors and all others to use, distribute or sell tobacco, alcohol, or drugs on district premises, at school-sponsored activities on or off district premises and in district-owned, rented or leased vehicles.

For the purposes of this policy:

- a) "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.
- b) "alcohol" is defined as any drink capable of being consumed containing ethanol or ethyl alcohol.
- c) "drug" is defined to include all controlled substances, all chemicals that release intoxicating vapors, and any prescription or over-the-counter medication, except those medications for which a student can demonstrate lawful possession and a legitimate medical need.
- d) "counterfeit drug" is defined to include any substance that is designed to look like or is represented to be a controlled substance.
- e) "drug paraphernalia" is defined as devices and materials that are designed or are being employed to permit or facilitate the ingestion of drugs.

This policy shall be in effect and enforceable at all times regardless of whether or not school is in session. The Mt. Edgecumbe High School Director will arrange to have erected at strategic locations at Mt. Edgecumbe High School "Drug Free School Signs" or other signs prohibiting tobacco, drug, or alcohol use within 500 feet of school grounds.

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

The Mt. Edgecumbe High School Director will establish a substance abuse discipline policy that takes into consideration all state and federal laws and regulations. Violation of this policy will be grounds for disciplinary action in accordance with rules set to administer policy.

The substance abuse discipline policy will be communicated to students through the publication of the policy in the Student Handbook. This policy will be posted in common areas in Mt. Edgecumbe High School buildings in order to notify campus visitors of the policy.

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

4.14 Student Travel Policy

As a residential high school, student life at Mt. Edgecumbe High School involves travel. Students travel between their home communities and Mt. Edgecumbe High School at the beginning and end of each school year; students also may travel for a variety of school-related activities and field trips. The purpose of this policy is to outline the responsibilities, costs, and procedures associated with student travel. These guidelines are designed to minimize costs and ensure student safety.

School Sponsored Travel (Activities, Field Trips, NYO, etc.): School sponsored trips are typically booked as part of a group rate in order to minimize expense. Because of this booking method, students are not permitted to make changes or variations to their travel unless extraordinary circumstances arise. Mt. Edgecumbe High School is responsible for students during school-sponsored travel, and students are required to follow the Mt. Edgecumbe High School Code of Conduct during such trips.

All students who participate in school-sponsored travel are required to travel according to the ticket issued to them. Failure to do so may result in the loss of future school-sponsored travel opportunities. Occasionally, parents or guardians may be present at a school-sponsored activity, such as a Region or State tournament. When present at one of these events, parents or legal guardians may check out their student at times not in conflict with school activities. Permission from the coach or chaperone is required. No overnight absences will be permitted. Students who do not follow these guidelines risk losing the opportunity to participate in the school-sponsored event.

Eligibility to Travel on a School Sponsored Trip: For any student to be eligible to travel on a school-sponsored trip, he or she has to be a student in good standing. This means that students must be academically eligible as well as have their student fees and fines paid in full.

Non-School Sponsored Travel (Independent Travel, Emergency Travel, Etc.): Before a student may travel for non-school-sponsored travel, written authorization from his/her parent or guardian, in the form of a Student Absence Notification Form (obtained from the Mt. Edgecumbe High School office), must be received by the dorm or academic secretary. The written authorization must be received by fax or mail and must be accompanied by the student's travel itinerary

and contact information for the student during the proposed travel. Travel authorizations sent by e-mail or over the phone will be accepted only in extraordinary circumstances. Such rare exceptions can be made only by the Academic or Residential Principal.

Medical Travel: If a student has to travel for medical reasons, the school will provide adult supervision for the travel to and from the appointment. Some Mt. Edgecumbe High School students are covered by Denali Kid Care, which will cover the costs of travel for covered students as well as for an escort.

Mt. Edgecumbe High School will work with students and families to ensure that a student receiving extended medical treatment is provided with support and supervision. If a student chooses to travel unaccompanied for medical reasons, written permission will be required.

Suspension Travel: If a student violates the Mt. Edgecumbe High School Code of Conduct and is suspended or expelled from Mt. Edgecumbe High School, parents are responsible for the costs of the student returning to their home community and returning to Mt. Edgecumbe High School (at the end of a short-term suspension period).

Transportation To and From Sitka (Start and End of School Year):

Mt. Edgecumbe High School provides transportation for students from their home communities to Mt. Edgecumbe High School at the beginning of each school year and from Mt. Edgecumbe High School returning to their home community at the end of the academic year. Travel dates and schedules are selected by Mt. Edgecumbe High School in order to minimize costs, to minimize travel time, and to ensure timely student arrivals and departures.

It is strongly recommended that students and their families refrain from making changes to the itineraries booked by Mt. Edgecumbe High School. Traveling on the original itinerary allows Mt. Edgecumbe High School to provide supervision to students from the time they arrive in a major airport (usually Anchorage) until they arrive at Mt. Edgecumbe High School and vice versa on their trip home at the conclusion of the academic year. Students are required to remain with, and follow the instructions of Mt. Edgecumbe High School chaperones when provided. Parents will receive specific travel instructions with their tickets and are required to report travel problems or delays to the 24-hour number provided.

Students and parents who elect to make changes to original itineraries must

promptly inform Mt. Edgecumbe High School of these changes. Students traveling on alternate itineraries are not guaranteed any level of supervision during their travels; parents who allow their children to travel on an alternate itinerary assume the responsibility to provide any travel supervision they deem necessary. These students are to abide by the Mt. Edgecumbe High School Code of Conduct at all times during their travels. Any violations of Mt. Edgecumbe High School Code of Conduct and/or travel issues related to supervision while in Anchorage may result in discipline and/or denial for readmission to Mt. Edgecumbe High School.

Variations in Student Travel: When Mt. Edgecumbe High School books student travel, the school assumes responsibility for the cost of the booked ticket and supervision of the student traveling on that itinerary. If a variance in booked student travel is requested by the parent, approval has to be secured from Mt. Edgecumbe High School administration. If approved, then the parent is responsible for all change fees and added costs, is required to provide notice of the student's amended itinerary and plans to Mt. Edgecumbe High School, and is responsible for his or her child until he or she returns to Mt. Edgecumbe High School.

Transportation at Semester Break and Other: All students are required to return home over winter break due to the dorms closing down. Student travel costs and ticketing for the winter break are the responsibility of parents. We urge you to make reservations for holiday travel early in the fall. Flights fill up fast for holiday travel, and it is in the best interests of students to remain at Mt. Edgecumbe High School through the end of classes and to return to school promptly after winter break. If a student decides to leave Mt. Edgecumbe High School before completing the school year, parents are responsible for paying transportation costs for the student to return to his/her home community.

Consequences for Travel Issues: Students who travel on school-sponsored travel are viewed as representatives of Mt. Edgecumbe High School and must conduct themselves accordingly. The Mt. Edgecumbe High School Code of Conduct applies to all students at all times while traveling. Students will be subject to disciplinary action for violation of travel guidelines and rules including curfews, housing assignments, and ferry policies, as well as for insubordination and violations of Mt. Edgecumbe High School policies or the law. Violations may result in the student being disciplined and/or a denial for readmission to Mt. Edgecumbe High School.

4.15 Students Leaving School Premises

Students must remain on the school premises during the hours school is in session unless specifically authorized by a Principal to do otherwise.

The Mt. Edgecumbe High School Director will set policies pertaining to students being allowed off campus. Those areas off limits will be listed. Curfews will be set and extra-curricular travel policies will be listed. The policies will be published in the Student Handbook.

4.16 Dismissal of Students

No class or grade may be dismissed before the regular hour for dismissal without the approval of the Mt. Edgecumbe High School Director, except in case of emergency.

No teacher may permit any individual student to leave class prior to the established hour of dismissal, except by permission of the Academic Principal.

4.17 Field Trips

Classes taken on excursions or field trips as a part of class instruction will have the approval of the principal in advance. The Academic Principal will satisfy himself/herself as to the boarding school's liability before approving the excursion.

4.18 Student Attendance

Successful educational advancement is enhanced by regular school attendance. While the responsibility for regular attendance lies with the student, the school also recognizes an obligation to promote and assure such attendance. It is the intent of this policy to encourage regular attendance and deter excessive absenteeism, truancy and tardiness of students.

The Mt. Edgecumbe High School Director will develop attendance rules. The attendance rules will be printed as part of the student handbook.

The Academic Principal will be responsible for monitoring student attendance and assuring that excessive absenteeism does not occur. If a student is absent an excessive number of times, the Academic Principal will take appropriate action that may include loss of academic credit.

4.19 Child Abuse Reports and Investigations

Mt. Edgecumbe High School acknowledges the statutory obligation under AS 47.17.010-AS 47.17.290 of school teachers and school administrative staff members to report and cooperate with the Alaska Department of Health and Social Services (H&SS), and possibly law enforcement officers, in the investigation of possible cases of child physical, sexual, **other** abuse or neglect. When requested to do so during the course of an investigation conducted by H&SS, the school will permit H&SS to interview students without attempts at prior notice to parents, if H&SS or a law enforcement agency presents Mt. Edgecumbe High School with written certification that (1) there is reasonable cause to suspect that the student has been abused or neglected by a person responsible for the student's welfare or as a result of conditions created by a person responsible for the student's welfare; (2) an interview at school is a necessary part of an investigation to determine whether the student has been abused or neglected; and (3) the interview at school is in the best interests of the student.

H&SS agrees to notify the student's parents as soon as practicable after the interview, unless it appears to H&SS that notifying the child's parent, guardian or custodian would endanger the child.

Mt. Edgecumbe High School recognizes that H&SS has the right to request a law enforcement officer to be present during an interview of a student.

The Mt. Edgecumbe High School Director, or the Mt. Edgecumbe High School Director's designee, will be present during an interview at the school unless the child objects or H&SS or a law enforcement agency determines that the presence of the school official will interfere with the investigation.

4.20 Criminal Activities

The commission of or participation in criminal activities as defined under the laws of the State of Alaska at any time students in school buildings, on school property or at school-sponsored events, is prohibited. Disciplinary action may be taken by the school regardless of whether or not criminal charges result.

4.21 Student Arrest

In the event that a student arrest on school grounds becomes necessary, the following guidelines are to be followed:

- a) the Mt. Edgecumbe High School Director shall be immediately notified of the student arrest by the Academic Principal or Residential Principal;
- b) the Academic Principal or Residential Principal shall attempt to notify the parent, guardian, or custodian of the student of the arrest;
- c) the Academic Principal or Residential Principal shall request that the arresting officer meet with him or her upon his or her arrival in the building;
- d) the Academic Principal or Residential Principal will request the student to come into the office where the student will be turned over to the arresting officer;
- e) upon request of the arresting officer, space will be provided for interrogation of the student. A school official may be in attendance during the interrogation;
- f) the Academic Principal or Residential Principal will submit a summary report of the arrest to the Mt. Edgecumbe High School Director; and
- g) no information will be released by the school to the public regarding any student arrest.

4.22 Accidents/First Aid

The Mt. Edgecumbe High School Director shall develop procedures for the proper handling of medical emergencies. The procedures will be made known to staff. The procedures will incorporate the following requirements:

- a) In all cases where the nature of an illness or an injury appears in any way to be serious, an effort will be made to contact the parent or guardian as soon as practicable.
- b) The teacher or other staff member who has responsibility for the student at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first-aid is given.
- c) Serious accidents to students will be reported as soon as possible to the Mt. Edgecumbe High School Director and H&SS Child Care Licensing.
- d) The school nurse should be contacted whenever possible to ascertain the seriousness of a medical situation.

In emergency medical situations a student may be taken directly to the hospital.

4.23 Administration of Prescription Drugs and Other Medication by School Personnel

Students at Mt. Edgecumbe High School may not be in possession of medication of any kind. Medications prescribed by a physician or under the supervision of the school nurse will be turned over to the school nurse or other competent personnel designated by the Mt. Edgecumbe High School Director.

Certain students will be permitted to self-administer medication for asthma or anaphylaxis under certain circumstances and procedures set out in AS 14.30.141. The Mt. Edgecumbe High School Director shall develop and implement a school medications policy and publish the policy in the Student Handbook.

4.24 Advertising in School

Advertising on the premises of Mt. Edgecumbe High School for any goods or services that has a profit motive for a private individual, firm or corporation is prohibited unless specifically approved by the Mt. Edgecumbe High School Director, Academic Principal or Residential Principal.

Admission of advertising and announcements of an educational or charitable nature from non-school organizations will be left to the discretion of the Mt. Edgecumbe High School Director, Academic Principal or Residential Principal. Use of students to distribute partisan political advertising is prohibited.

4.25 Fund Raising Programs

Charitable programs may be permitted to operate at Mt. Edgecumbe High School at the discretion of the Mt. Edgecumbe High School Director, but participation by a student will be purely voluntary and school or class comparisons will be discouraged.

The State Board prefers Mt. Edgecumbe High School to financially support student activities at the high school level. However, it may be necessary for students to raise funds to supplement some activities. This fundraising should be as restricted as possible, and must be approved by the Academic Principal or Residential Principal. All fundraising activities must be carefully supervised by Mt. Edgecumbe High School administration.

Fund raising projects involving the sale of products must be submitted by the Academic Principal or Residential Principal to the Mt. Edgecumbe High School Director and must be approved by the Mt. Edgecumbe High School Director before the activity is initiated.

4.26 Sale of Materials or Services to Students

No employee may charge a student a fee for any service rendered to the student for any school related activity, unless specifically authorized by the Mt. Edgecumbe High School Director.

No employee may receive royalties on books or materials authorized by the employee and which have been sold for use in the school system during the employee's tenure with the system unless permission has been specifically granted by the Mt. Edgecumbe High School Director.

Sales of supplies, materials, food, soft drinks and equipment to students by employees may only occur with permission of the Mt. Edgecumbe High School Director.

The Mt. Edgecumbe High School Director may approve the sale of items as a convenience to students.

4.27 Student Publications/Expressive Activities

Student publications will be subject to the normal rules of reasonable journalism (the avoidance of libel, obscenity, defamation, false statements or material advocating prejudice). School authorities may exercise editorial control over the style and content of student speech in school-sponsored expressive activities.

The purposes of official student publications/expressive activities are to provide an instructional device for the teaching of speaking, writing, editing and other journalistic skills; to provide a forum for the opinions and views of students, school staff, and members of the community; and to serve the school and the community by reporting various school activities.

The publications' faculty sponsors will screen all publications and then present the materials to be published to either the Academic Principal or the Mt. Edgecumbe High School Director for final approval before publication.

4.28 Activity and Instructional Fees

Activity Fees are charged to all students at the beginning of a school year. These fees help cover student travel, student activities, and their yearbook. The activity fees are not refundable.

Fees also may be charged for materials used in instruction or laboratories wherein such materials ultimately become the property of the student.

The Mt. Edgecumbe High School Director may waive fee payments in extenuating circumstances.

The Mt. Edgecumbe High School Director may assess damages fees for lost and/or damaged materials under the responsibility of the student. However, these fees should never be considered to be excessive.

4.29 Crisis Response Plan

The Mt. Edgecumbe High School Director shall develop a model school crisis response plan using AS 14.33.100 as a guide. Under the plan, the Mt. Edgecumbe High School Director shall be the person in charge of a crisis response team and the Academic Principal shall be the designated alternate team leader.

The plan will include, at a minimum:

- a) a crisis response team appropriate to a boarding school, and their names and responsibilities;
- b) a communication plan;
- c) protocols for responding to immediate physical harm of students, faculty, staff and to traumatic events including suicide and attempted suicide of a student, and including the period after the events have concluded;
- d) disaster and emergency procedures to respond to earthquakes, fire, flood, explosions or other events in which death or serious injury is likely;
- e) crisis procedures for safe entrance to and exit from the school by students, employees and others who may be on campus, including an evacuation and lock down plan; and
- f) policies for enforcing school discipline and maintaining a safe and orderly environment during a crisis.

In establishing tsunami, earthquake and other appropriate emergency procedures, the Mt. Edgecumbe High School Director will coordinate with the Sitka city officials in charge of emergency evacuation procedures or other natural disaster planning.

4.30 Grounds for Suspension or Expulsion

A student may be suspended from Mt. Edgecumbe High School for the following causes:

- a) continued willful disobedience or open and persistent defiance of reasonable school authority;
- b) behavior that is inimical to the welfare, safety or morals of other pupils;
- c) a physical or mental condition that in the opinion of a competent medical authority will render the student unable to reasonably benefit, from the programs available.
- d) a physical or mental condition that in the opinion of a competent medical authority will cause the attendance of the student to be inimical to the welfare of other pupils or himself or herself;
- e) conviction of a felony for which the governing body of the school determines will cause the attendance of the child to be inimical to the welfare or education of other pupils; or
- f) possession of firearms and other weapons, consistent with requirements of AS 14.03.160.

4.31 Suspension/Expulsion Due Process

The following procedures, safeguards, and student rights are triggered when Mt. Edgecumbe High School believes that a student has engaged in conduct that, if substantiated, would constitute cause for the student's indefinite suspension or expulsion from Mt. Edgecumbe High School.

The purpose of this policy is to support Mt. Edgecumbe High School's code of student conduct, and to ensure procedural fairness for the students involved.

Before making the decision to indefinitely suspend or expel a student, the Academic or Residential Principal shall:

- a) Provide the student with a description of the violation that Mt. Edgecumbe High School believes the student committed and an explanation of how the student's conduct, if true, violates Mt. Edgecumbe High School policy.
- b) Interview the student and provide the student with the opportunity to be heard and to offer additional information. Students may elect to be accompanied by a Mt. Edgecumbe High School staff member of their choosing who is on duty at the time of the interview.
- c) Review the facts, and if possible, interview parties who have direct knowledge of the incident under investigation and document the interviews. This may include, but is not limited to dorm personnel, teachers, other staff, other students, or the Sitka Police Department.
- d) Inform the student and their parents of an indefinite suspension or expulsion at the conclusion of their investigation. Although such notice may be given verbally, the Residential or Academic Principal will promptly reduce their findings to writing, making a copy of the indefinite suspension/expulsion decision available to the student and their parents as soon as possible. A copy of this policy will also be made available at that time.

If the student disputes an indefinite suspension or expulsion imposed under this policy, the student may appeal the decision to the Mt. Edgecumbe High School Director and request a hearing. During the hearing, the student will have the opportunity to tell the student's side of the story, including any evidence in

support of the student. The student's parents or legal guardian will be permitted to participate in the hearing telephonically. At the close of the hearing, the Mt. Edgecumbe High School Director may uphold, amend, or overturn the decision to indefinitely suspend or expel the student. Students may also choose to be represented by counsel at this hearing. The final decision of the Mt. Edgecumbe High School Director can be appealed to the Commissioner of Education & Early Development. That appeal would be governed by 4 AAC.40.

4.32 Readmittance of Students

A student who withdraws from Mt. Edgecumbe High School may apply for enrollment in the school in the same manner as new students who apply for initial enrollment.

Students who are suspended for Cause 3 or Cause 4 in Policy 4.30 in this policy manual may be readmitted to Mt. Edgecumbe High School, if, during the school year that the suspension occurred, the student has recovered from the condition for which the student was suspended, and presents to the governing body a statement in writing from a competent medical authority that the child is no longer afflicted with, or suffering from, the physical or mental condition to the extent that it was a cause for suspension.

Students who are suspended for Cause 3 or Cause 4 in Policy 4.30 who have not been readmitted to Mt. Edgecumbe during the school year that the suspension occurred, may apply for admission to Mt. Edgecumbe High School in a subsequent school year in the same manner that former Mt. Edgecumbe High School students who have dropped out must apply for initial enrollment to the school.

A student who harms himself or herself, or is suspected that he or she will cause harm to himself or herself -- including a student who attempts suicide and leaves Mt. Edgecumbe High School -- may be readmitted in the academic year that the self-harm incident occurred or be reenrolled in a subsequent school year when the student has recovered and presents to the governing body a statement in writing from a competent medical authority that the child has recovered sufficiently to be capable of residing in a boarding school environment.

4.33 Married Students

Married students will have the same educational opportunities, curricular and extracurricular, as unmarried students. Married students will be expected to assume the same responsibilities and abide by the same rules and regulations governing all other students.

4.34 Pregnancy

Mt. Edgecumbe High School shall not discriminate against a student on the basis that she is pregnant. In all decisions related to a pregnant student, the student's health shall be the primary consideration. The school may demand of the student a medical examination and/or opinion as to the advisability of continuing to attend school prior to and after the time of delivery.

4.35 Guns and Other Deadly Weapons

Guns and other deadly weapons are banned at Mt. Edgecumbe High School.

The Mt. Edgecumbe High School Director shall develop a policy relating to disciplinary measures for the possession of weapons by a student. The policy shall be consistent with AS 14.03.160, AS 11.61.210(a)(8) and 18 USC 921. The policy shall include punishment up to and including suspension and expulsion. A student has the right to due process as outlined in Policy 4.31 when accused of possessing a gun and other deadly weapons.

4.36 Search and Seizure

The following rules will apply to search and seizure pertaining to student and school property assigned to them (e.g. lockers, desks):

- a) A locker or other container provided to Mt. Edgecumbe High School students is subject to search and examination with the permission of the Mt. Edgecumbe High School Director or his or her designee to determine compliance with school regulations, school district regulations, and local, state, and federal laws. A search or examination may not be more intrusive than reasonably necessary to meet the objectives of the search.
- b) The school administration retains control over lockers, wardrobes, footlockers, and desk space loaned to students. The Mt. Edgecumbe High School Director, the Academic Principal and Residential Principal may inspect and search students' lockers and rooms if he or she has reasonable suspicion that drugs, weapons, dangerous, illegal, or prohibited matter, or goods stolen from the school or from members of the staff or student body are likely to be found on the student's person, room or locker. The fruits of such searches may be turned over to the police or used in school disciplinary proceedings or both.
- c) Law enforcement officials appearing with duly processed search warrants will be accorded the right to inspect as per the court's order. The Mt. Edgecumbe High School Director should be informed as soon as possible and consulted with in regard to any questions of legality.
- d) Illegal items (guns and deadly weapons) or other possessions reasonably determined to be a threat to the safety or security of others will be seized by school authorities and turned over to law enforcement authorities. Students found in possession of such items will be subject to school disciplinary proceedings and consequences, including expulsion from school.
- e) Legal items that are used to disrupt or interfere with the educational process may be seized temporarily by school authorities. Such items will, upon request, be returned to the student or the parent at the end of the school year.

The Mt. Edgecumbe High School Director will prepare notices in letters at least two inches high stating the right and the intention of school and school district officers to permit searches and examinations under this policy and AS 14.03.105.

4.37 Student Records

Student Records are considered confidential information. The Mt. Edgecumbe High School Director will follow the federal Family Educational Rights and Privacy Act (FERPA) and other federal and state statutes and regulations relating to access to student records. The records of students with disabilities who are under an Individualized Education Program are governed by both FERPA and Individuals with Disabilities Education Improvement Act, including 4 AAC 52.520, 52.530, 52.760, 52.765, and 52.780.

As required by FERPA, the Mt. Edgecumbe High School Director will distribute annually (1) a notification of rights to student records to parents and students over 18 years of age (eligible students) and (2) a notification of rights for the release of directory information. "Directory Information" is defined as information contained in an education record that would not generally be considered harmful or an invasion of privacy if disclosed. For Mt. Edgecumbe High School, directory information includes only a student's name, address, telephone listing, electronic mail address, photograph, date place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees and awards received, scholarship eligibility and the most recent previous educational agency or institution attended by the student. Directory information may be sent to other schools and to colleges, training institutes, military recruiters (unless a parent has opted out in writing), and the University of Alaska scholars program without written parental permission; however, the students' parents must be notified of the transfer, receive a copy of the record if desired, and have the opportunity for a hearing to challenge the content of the record.

In compliance with AS 14.03.115, upon request a parent, foster parent or guardian of a child under 18 years of age who is currently or was previously enrolled in school will be provided a copy of their child's record. This applies except if the student is an emancipated minor, or if record information includes the student's address if Mt. Edgecumbe officials determine that releasing the child's address poses a threat to the health or safety of the child. A student 18 years of age or older may inspect his or her own educational records.

Permission to release records, or allow outside persons to review records, must be given in writing by the parents or guardian, or by the student if over 18 years of

age.

Transfer of records must be approved by the Mt. Edgecumbe High School Director or Academic Principal and must be done in accordance with AS 14.130.710. Flagged records of missing children must be handled in accordance with AS 14.30.700.

Records may be provided to police or court officials upon subpoena or judicial order; otherwise, records can be released to them only upon written permission of the parent or guardian or by the student when the student reaches 18 years of age. Parents and students will be notified of judicial orders or subpoenas in advance of compliance therewith by the school.

Records that might prove detrimental to a child's future should be reviewed periodically and destroyed if they have no further usefulness to the student's educational program, as long as the destruction is not prohibited by other federal or state law or regulation.

Parents or eligible students 18 years of age or older may ask Mt. Edgecumbe High School to amend a record that they believe is inaccurate. If Mt. Edgecumbe High School decides not to amend the record as requested the person will be offered a hearing. The Academic Principal and Residential Principal will conduct the hearing. An appeal may be made to the Mt. Edgecumbe High School Director, whose decision will be final.

4.38 Lists of Student Names

Only the Mt. Edgecumbe High School Director or his or her designee may authorize the release of lists that contain “directory information” as defined in Policy 4.37, if in his or her judgment, the best interests of the students will be served in so doing.

4.39 Federal and Private Grants

The Commissioner or the Commissioner's designee will approve the expenditure of education related federal or private grants. All federal or private grants received by Mt. Edgecumbe High School and the expenditure thereof will become a part of the instructional budget.

Hiring of personnel authorized by federal or private grants will be done by the Mt. Edgecumbe High School Director.

4.40 Student Use of Technology

The Mt. Edgecumbe High School Director will adopt a policy regarding the use of technology, including computers, the Internet, software, peripherals, cell phones and other communication devices.

4.41 Student Nutrition and Physical Activity

Mt. Edgecumbe School is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. It is the policy of Mt. Edgecumbe High School that:

- a) The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity policies.
- b) All students in grades 9-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- c) Foods and beverages sold or served at school will meet nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- d) Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- e) To the maximum extent practicable Mt. Edgecumbe High School will participate in available federal school meal programs, including the School Breakfast Program and National School Lunch Program.
- f) Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

4.42 Student Early Graduation Policy

The faculty, administration and State Board believe students should make the most out of their high school years. Students are encouraged to take classes to assist them in their career vocational goals, take classes in areas of cultural or general interest, and pursue college-credit classes in their time at Mt. Edgecumbe High School.

Students who have attended Mt. Edgecumbe a minimum of one year may apply for early graduation. All applications must be submitted to the counselor or principal during the first thirty calendar days of the school year. Hardships are considered on an individual basis. The academic principal and academic counselor will make the final decision of accepting the early graduation request with the following criteria:

- a) a parent has submitted a letter of support for early graduation and their student's postsecondary plan;
- b) the student must submit in a letter his or her reasons for applying for early graduation and explain his or her postsecondary plans;
- c) the student must have passed all sections the High School Graduation Qualifying Exam;
- d) the student must show a schedule of classes for the year that would meet Mt. Edgecumbe High School's credit requirements for graduation;
- e) parents must sign a letter showing that they are aware of the coursework needed to be completed for graduation requirements;
- f) the student must notify the graduation program coordinator of his or her intent to graduate early; and
- g) the student must complete the Early Graduation Form.

Students who graduate early become alumni of the school and are not allowed to participate in school activities, including senior activities, except for graduation ceremonies.

4.43 Acts or Threats of Self-Harm by Students

In the event a student commits an act of self-harm or threatens to do so, Mt. Edgecumbe High School administration has the right and responsibility to make the final decision as to whether or not Mt. Edgecumbe High School is the proper place for that student.

The following will be considered before making such a decision:

- a) known facts about the student's past behaviors;
- b) documented incidents involving the student;
- c) recommendations of counselors (both Mt. Edgecumbe High School staff and others) who have worked with the student;
- d) recommendations and anecdotal comments of other staff who have worked closely with the student;
- e) personal interview with the student and his or her parents (if feasible);
- f) personal knowledge of the student to the extent it exists; and
- g) anything else deemed to be pertinent to the question at hand, such as how the student's presence at Mt. Edgecumbe High School is likely to affect other students.

Although the Mt. Edgecumbe High School administration will consider all of the items above, the final decision must ultimately be made by the administration. This final decision will be a consensus opinion reached by the Director, the Academic Principal, and the Residential Principal.

Mt. Edgecumbe High School is an academic institution. It is not staffed in a manner that can assure the safety of a person who does not want to be safe. The administration also must consider the best interests of the entire student body. If one person's behavior tends to have a traumatizing effect on a substantial number of students, it will be obvious to the administration that the student causing the effect should not remain at Mt. Edgecumbe High School.

A student who harms himself or herself, or is suspected that he or she will cause harm to himself or herself – including a student who attempts suicide -- and leaves Mt. Edgecumbe High School may be readmitted in the academic year that the self-harm incident occurred or be re-enrolled in a subsequent school year when the student has recovered and presents to the governing body a statement in writing from a competent medical authority that the child has recovered sufficiently to be capable of residing in a boarding school environment.

Chapter 5

Instruction

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5.1 Philosophy Statement

Mt. Edgecumbe High School provides a rigorous high school academic program while cultivating a learning community that encourages each student to become a well-educated, creative and responsible citizen for a global society. Mt. Edgecumbe High School offers a diverse community of people who work together and challenge each other to learn in a healthy, creative, and collaborative atmosphere of respect for ourselves, others, and the environment.

The school has set high academic standards for its students, administrators, and staff. All students are expected to meet or exceed state academic standards. Additionally, students are expected to matriculate from the school with the skills necessary for a successful transition to college and/or the workforce. The school prepares students to make the transition to adulthood by challenging them in the classroom, in activities, and in their artistic talent – supporting each other’s passion to pursue excellence. At its core the school is fundamentally about the growth of its students into strong, self-reliant, and responsible global citizens. Faculty is committed to ensuring that each and every student maximizes his or her potential and gains the skills he or she needs to be lifelong learners.

Faculty and other personnel are required to keep current on educational advances and to initiate innovative, challenging, and stimulating classroom programs and activities. Programs and curriculum are based upon the conviction that students have great and often unrealized potential. Faculty will work with students to recognize and develop individual strengths while building competence in areas of weakness. The school will create an environment in which students will be respected for their cultural background and cultural diversity. The school also will provide students opportunities to participate in activities and celebrations that demonstrate individual ethnic customs and traditions. Students and teachers will be encouraged and expected to offer insights to increase the effectiveness of the school.

5.2 Secondary Grade Structure

The instructional program of the Mt. Edgecumbe High School will provide appropriate instruction to all enrolled students.

5.3 Course of Study

Courses of study will be based on Alaska content and performance standards and will be appropriate to and serve the needs of students enrolled in Mt. Edgecumbe High School.

The Mt. Edgecumbe High School Director is responsible for the continuous evaluation of the efficacy of courses of study. The Commissioner will keep the State Board apprised of any new or substantially altered courses of study that he or she deem to be in the best interests of the students of Mt. Edgecumbe High School.

The Mt. Edgecumbe High School Director will maintain a current list of all courses of study offered by Mt. Edgecumbe High School.

5.4 Alternative Programs

The Mt. Edgecumbe High School Director is authorized to plan and to implement alternative educational programs within the scope of the school's course of study. Alternative programs are fully recognized, integral elements of the school's educational program. All alternative programs will, when appropriate, comply with applicable and current policies, procedures, rules, regulations and Mt. Edgecumbe High School educational goals.

5.5a Curriculum Development

Revised February 2018

The State Board of Education & Early Development shall:

- a) articulate Mt. Edgecumbe High School's educational philosophy and goals through Board policy and approve instructional objectives which reinforce the school's philosophy and goals;
- b) adopt all curriculum and graduation requirements;
- c) review the educational programs to be offered to Mt. Edgecumbe High School's students;
- d) approve instructional materials and resources to be used in Mt. Edgecumbe High School's curriculum; and
- e) review the instructional program and evaluate the education received by students using available data including results of state student assessments.

CURRICULUM DEVELOPMENT AND EVALUATION

The State Board of Education, with the counsel of the MEHS advisory board, shall provide a comprehensive instructional program to serve the educational needs of the district's students. The State Board accepts responsibility for establishing what students should learn. Therefore, the State Board shall adopt a curriculum that 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 will be part of an ongoing process. The Director or designee shall have general coordinating authority over the design and development of curriculum. The Director or designee shall develop a process for curriculum review and development that shall include the participation of teachers, administrators, and students. The State Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and in-service training.

The curriculum shall be consistent with and aligned to established state standards and with the educational standards of Mt. Edgecumbe High School. The Director or designee shall keep the State Board informed regarding current district

curriculum efforts and student achievement. The Director or designee shall provide all necessary assistance to the State Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the State Board.

The curriculum review process and timeline set forth in 5.5b will serve as the adopted curriculum review cycle for each area of curriculum unless modified by the State Board.

The State 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. Teachers are to align their teaching to Mt. Edgecumbe High School standards and curriculum.

GOALS AND OBJECTIVES

Student Achievement

The State Board recognizes that the key to its leadership of Mt. Edgecumbe High School is to establish and promote a clear vision of student achievement as the top priority of the school. Student achievement will be defined by the State Board and include but not be limited to, assessment results, student attendance and dropout rates, and percentages of students earning certificates of achievement and diplomas based on the High School Graduation Qualifying Examination. The Director will ensure development and implementation of a comprehensive, collaborative planning process that engages the Mt. Edgecumbe High School community in the school's continuous student achievement improvement program efforts. Mt. Edgecumbe High School's academic program will be consistent with the Alaska Department of Education & Early Development requirements for content standards and high school graduation. The State Board will, in striving for continuous improvement of student achievement, annually review school data on student achievement.

Family Involvement

The State Board recognizes that parents/guardians and other family members 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. The Board recognizes the inherent difficulty of maintaining high levels of parental involvement in a residential school. Mt. Edgecumbe High School administration and staff will use technology to maximize family involvement in the Mt. Edgecumbe High School community.

5.5b Curriculum Review Process

The Curriculum Cycle is a six-year cycle of review and evaluation of the course of study at Mt. Edgecumbe High School. The elements of study are outlined as follows:

Year 1 Foundational Research

September - June

During the Foundational Research phase, current curriculum, resources, instructional strategies, and assessment results are reviewed. We also identify standard alignment, best practices, model programs, and technology integration. Curriculum strengths and opportunities for improvement are determined and will set the direction for the curriculum work to take place for the next five years. At the conclusion of the foundation year, the curriculum team will present to the advisory board a list of current courses offered, current trends/best practices in the field, current strengths and opportunities to improve current curriculum, and recommendations for curriculum revision. Feedback from the advisory board will be sought. A written summary of the team presentation and the advisory board feedback will be provided to the State Board of Education & Early Development for further feedback.

Year 2 Program Development

September- June

During this phase, the curriculum team executes a plan to develop year-long curriculum maps including scope and sequence for each course. This may begin with a review and selection of a primary curriculum materials. Year-long map will include at a minimum:

- Content Summary
- Overarching key concepts and enduring understandings
- Sequence of units
- Key learning objectives for each unit
- Primary / major curriculum source material
- Major performance activities/ products
- Major assessments (not necessarily developed, but listed and aligned with key learning objectives)
- Standards alignment

Year 3 Documentation – Adoption

September- June

At the start of year 3, the curriculum team along with MEHS administration will present curriculum maps to the Advisory School board for review and feedback. Once approved by the Advisory Board, the curriculum team will present the curriculum to the State Board of Education & Early Development for adoption. Once adopted, these maps will be the approved curriculum throughout the cycle. The curriculum team will continue to work in year three on developing unit maps with more detail, this continued development allows for refinements and adjustments based on observed effectiveness, but do not represent a change in curriculum.

Year 4/5 - Implement and Monitor

Implement the new curriculum and continuously evaluate the new program. Adjustments in unit maps are a normal process during these years. The goal of the curriculum team is to continue to refine units for best practice and effective instruction.

-

Year 6 Evaluation

This year an evaluation of the impact of their curriculum on student achievement is examined, including a review of standardized test scores, AP/SAT data, and common/local assessments in preparation for the beginning of their curriculum cycle the following year.

Initial Cycle

Cycle	12-13	13-14	14-15	15-16	16-17	17-18
Year 1 Foundational Research	Math	Language Arts	Science	Social Studies	Technology PE/Health	Liberal Arts Guidance
Year 2 Program Development		Math	Language Arts	Science	Social Studies	Technology PE/Health
Year 3 Documentation - Adoption			Math	Language Arts	Science	Social Studies
Year 4 Implement and Monitor				Math	Language Arts	Science
Year 5 Implement and Monitor					Math	Language Arts
Year 6 Evaluation						Math

Established Cycle

Cycle	18-19	19-20	20-21	21-22	22-23	23-24
Year 1 Foundational Research	Math	Language Arts	Science	Social Studies	Technology PE/Health	Liberal Arts Guidance
Year 2 Program Development	Liberal Arts Guidance	Math	Language Arts	Science	Social Studies	Technology PE/Health
Year 3 Documentation - Adoption	Technology PE/Health	Liberal Arts Guidance	Math	Language Arts	Science	Social Studies
Year 4 Implement and Monitor	Social Studies	Technology PE/Health	Liberal Arts Guidance	Math	Language Arts	Science
Year 5 Implement and Monitor	Science	Social Studies	Technology PE/Health	Liberal Arts Guidance	Math	Language Arts
Year 6 Evaluation	Language Arts	Science	Social Studies	Technology PE/Health	Liberal Arts Guidance	Math

5.6 Curriculum Guides

A curriculum guide will be prepared for each course of study in order to direct and assist professional staff members toward the attainment of goals addressed by that course of study.

The curriculum guides will be the basic instructional tool for each course of study, with proper use being the responsibility of the Academic Principal.

The Mt. Edgecumbe High School Director will be responsible for the preparation of curriculum guides and will develop a plan for such preparation.

Copies of all current curriculum guides will be kept on file in the Administrative Offices of the building.

5.7 Controversial Issues

For purposes of this policy a controversial issue is a topic to be discussed in the classroom on which diverse public opinions have been expressed or is likely to arouse both support and opposition in the community.

The discussion of controversial issues within the program of instruction will be permitted provided that such discussion is related to the instructional program and the specific course of study involved, and the level of maturity of the students is appropriate.

The discussion of controversial issues in the classroom will be conducted in an unprejudiced and dispassionate manner and may not disrupt the educational process. In the discussion of any issue, a teacher may express a personal opinion, but should identify it as such, and should not express such an opinion for the purpose of persuading students to the teacher's point of view.

The Academic Principal will assist teachers in developing alertness to the occurrence of controversial issues in the context of the curriculum and developing techniques for the management of controversial issues that do not stifle a spirit of free inquiry.

5.8 Religion in the School

No partisan, sectarian or denominational doctrines may be advanced in the school in the conduct of any program or activity under the jurisdiction of the State Board, nor will activities be permitted that advance or inhibit any particular religion or religion generally.

The curriculum will be developed to include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

5.9 Instructional Planning

The Mt. Edgecumbe High School Director or the Mt. Edgecumbe High School Director's designee will develop policies governing lesson plans that provide, as appropriate to the course of study, for the preparation of daily lesson plans. Lesson plans will be subject to periodic review by appropriate supervisory personnel. The format and requirements for lesson plans may be determined by the Academic Principal.

Teachers will be thoroughly prepared for each daily lesson. Teachers are also responsible for providing adequate direction and guidance to substitutes.

5.10 Class Size

The number of students assigned to any one class will be governed by considerations of instructional quality, economy of operation, student safety and budget resources.

5.11 Guidance and Counseling

The Mt. Edgecumbe High School Director shall develop a comprehensive program of guidance, counseling and testing services for Mt. Edgecumbe High School.

The program will include the following:

- a) Services of certified guidance and counseling personnel;
- b) Coordination of efforts of other staff members under the professional leadership of the certified guidance and counseling personnel;
- c) Responsibility of the school administration to ensure that the guidance and counseling program assists students through their educational pursuits;
and
- d) administration of assessment tests as appropriate for student needs identification.

The guidance and counseling program will honor the individuality of each student, be coordinated with available resources to provide means for sharing information among appropriate staff members in the best interests of the students, and will be available equally to all students in accordance with state and federal laws.

Parents will be kept informed of their children's academic progress, and standardized achievement test results will be mailed to parents.

5.12 Health Education

The Mt. Edgecumbe High School Director will develop and implement a coordinated, sequential health education program that includes instruction in alcohol and drug abuse, dental health, family health, environmental health, nutrition, the appropriate use of health facilities, and other appropriate health topics in AS 14.30.360(a) and (b). The program will provide students with the opportunity to acquire knowledge that will encourage good health and hygiene. Instructional units will be appropriate to the age, maturity, growth, and development of students.

5.13 Education for Exceptional Students

The Mt. Edgecumbe High School Director, in consultation with the Commissioner, will develop a procedural plan for exceptional student programs at Mt. Edgecumbe High School that complies with statutes and regulations of the State of Alaska, including AS 14.30.180-14.30.352 and 4 AAC 52.

5.14 Student Activities Program

The term "student activities" means those activities offered or sponsored by Mt. Edgecumbe High School that do not count for credit toward graduation. Such activities should ordinarily be conducted wholly or partly outside the regular school day and marked by student participation in the processes of initiation, planning, organizing, and execution. They are available without discrimination to all students who voluntarily elect to participate; however, in those activities that have limited participation or in which participation is determined by skill level, the decision as to who participates is vested in the coach/advisor.

The Mt. Edgecumbe High School Director will approve the standards of eligibility to be met for participation and travel by all students participating in student activity programs before the standards may be operable.

No student activity will be considered to be under the sponsorship of Mt. Edgecumbe High School unless it has been approved by the Mt. Edgecumbe High School Director.

The Mt. Edgecumbe High School Director or the Mt. Edgecumbe High School Director's designee, will make school facilities, supplies and equipment available and establish a method for assigning coaches and advisors for the support of a program of student activities. All facilities in the student activities program, whether or not the property of the State of Alaska, must properly safeguard both players and spectators and be kept free from hazardous conditions.

5.15 Adoption of Textbooks

The Mt. Edgecumbe High School Director will develop procedures for the selection of textbooks in keeping with the school's course of study. "Textbook" means the primary source of instructional material for any given course of study, in whatever form the material may be presented, that is available or distributed to every pupil enrolled in the course of study.

5.16 Instructional Supplies

Mt. Edgecumbe High School will supply each teacher with the supplies, materials, and equipment necessary for the implementation of the approved program and each student with the supplies and materials required for the successful completion of courses of study, within the limitations of budgetary resources.

5.17 Student Assessment

The Mt. Edgecumbe High School Director, in consultation with the Commissioner, shall develop a system utilizing multiple measurements to determine the progress of students toward earning a high school diploma and attainment of academic goals. The system of measurement will include all state-mandated assessments and other assessments and measures that the Mt. Edgecumbe High School Director deems appropriate.

The data driven assessment system is intended to be used by teachers and administrators to analyze assessment and measurement data in a systematic manner to improve instruction for individual students and to increase the effectiveness of the school's overall instructional program.

Data regarding individual test scores will be entered on the student's cumulative record, where it will be subject to the policy of the State Board regarding student records. The school-level results will be made part of the public record.

Parents will be informed of the testing program of the school and of any special tests that are to be administered to their children.

Students with disabilities are required to participate in the school's student assessment program consistent with state laws and regulations and the student's individualized educational program.

5.18 Grading

The Mt. Edgecumbe High School Director shall implement a system of measuring, recording and reporting the achievements of individual students in order that the student, the teacher and the parents can assess progress toward the educational goals of a particular course of study

Students shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them. They shall be kept informed of their progress during the course of study.

The Mt. Edgecumbe High School Director shall develop and continually review a grading program appropriate to the course of study and maturity of students. Final decision on any contested grade will be made by the Mt. Edgecumbe High School Director. A student with a disability will be graded in accordance with the student's individualized educational program.

A progress report to students and parents is required on a quarterly basis at a minimum. This requirement may be satisfied with either the usual report card or a parent conference. Results from standardized tests, including the Statewide System of Student Assessment and High School Graduation Qualifying Exam, will be provided to parents on a timely basis.

5.19 Allocation and Use of Instructional Time

The Mt. Edgecumbe High School Director will establish time allocations for instruction. The allocations will be reviewed and adjusted as necessary according to current priorities, expectations and achievement levels.

The Mt. Edgecumbe High School Director and Academic Principal will periodically review barriers that reduce effective instructional time and will reduce interruptions to instructional activities.

5.20 Safety Drills

Evacuation drills are mandatory. There shall be a minimum of eight safety drills during the school year. Two of these drills must be held in September, and two must be held in October. These drills will be held in the dormitories as well as the academic buildings.

The Mt. Edgecumbe High School Director will assure orderly movement and placement of students into the safest available area in the shortest possible time without confusion or panic. Emergency drills will be conducted in accordance with this policy, Policy 4.29, and other Alaska statutes, including AS 14.03.140.

5.21 School Closure or Non-operation

1. Non-Operation of School

In the judgment of the Mt. Edgecumbe High School Director, whenever due to emergency or hazardous conditions it would be contrary to the safety and welfare of students to open school, the Mt. Edgecumbe High School Director may announce a school closure. Such closures will be temporary and the duration will be determined by the extent of the emergency.

2. School Closure

When, in the judgment of the Mt. Edgecumbe High School Director, it would be contrary to the safety and welfare of the students to continue to operate the school during the school day and after the school has opened for the day, the school will be closed.

Chapter 6

Business and Finance

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6.1 Budgets

At the first meeting of the State Board following December 15, the Commissioner annually shall present a preliminary Mt. Edgecumbe High School budget, along with the entire State education budget, based on projected revenues for the next fiscal year.

At the first meeting of the State Board following the Governor's signing of the State budget, the Commissioner annually will present a revised budget to the State Board.

6.2 Budget Implementation

Once the budget is approved by Governor, this budget will be the official plan of anticipated revenue and expenditures of the Mt. Edgecumbe High School.

The Mt. Edgecumbe High School Director is authorized to initiate expenditures in accordance with the provisions of the budget and other applicable policies relating thereto.

It is the responsibility of the Mt. Edgecumbe High School Director to ensure that fiscal practices are in place to ensure sound fiscal management and strict compliance with budgetary provisions.

6.3 Expenditure Disbursements

The only employees authorized to direct disbursements from the money appropriated for the operation and maintenance of Mt. Edgecumbe High School shall be the Mt. Edgecumbe High School Director and other employees that the Commissioner has granted an appropriate delegation of authority.

The Mt. Edgecumbe High School Director will coordinate the disbursement of all capital construction funds through the Division of School Finance and Facilities.

Federal funds received by Mt. Edgecumbe High School will become a part of the total instructional portion of the Mt. Edgecumbe High School budget.

Disbursement of the federal funds will be at the direction of the Mt. Edgecumbe High School Director or other personnel who the Commissioner has granted a delegation of authority.

6.4 Reports to the Board

The Commissioner will provide the State Board with periodic and timely reports and information in order to provide an overview of current fiscal operations of Mt. Edgecumbe High School.

6.5 Line Item Transfer Authority

In keeping with the need for periodic minor adjustments in the budget, the Mt. Edgecumbe High School Director is authorized to request line item transfers by submitting revised programs to the Department of Education & Early Development Division of Administrative Services through the Commissioner or the Commissioner's designee.

Monies may be transferred, in the amount required, into or out of the personal services line item in order to comply with negotiated agreements made by either the State Board or the State of Alaska by having approval granted by the Commissioner.

Any interfund transfer requires prior approval by the Commissioner or the Commissioner's designee.

6.6 Special Revenue Funds

Revenues generated by the school from rental/leasing of State-owned facilities/property; from the performance of services/ contracts for other districts or state agencies; or any other revenues generated by Mt. Edgecumbe High School will be treated as agency program receipts.

6.7 Fiscal Management

All financial transactions will be entered in the authorized State of Alaska accounting system. All school staff will follow generally accepted accounting principles for state government.

6.8 Annual Audit

The Mt. Edgecumbe High School Director shall, before October 1 of each school year, provide for an audit of all school accounts for the school year ending the preceding June 30. To make the audit the Mt. Edgecumbe High School Director will contract with a public accountant who has no personal interest, direct or indirect, in the fiscal affairs of Mt. Edgecumbe High School. The audit will be conducted in accordance with AS 14.14.050.

The Mt. Edgecumbe High School Director will present recommendations to the Commissioner for correcting the identified deficiencies.

6.9 Student Activity Funds

The Mt. Edgecumbe High School Director will establish procedures for student activity fund accounting in accordance with generally accepted accounting principles, state administrative policies and any other state statutory requirements. The Mt. Edgecumbe High School Director will ensure that the procedures follow proper internal controls and accounting policies and records. The effectiveness of these procedures shall be reviewed as a part of the annual audit.

Mt. Edgecumbe High School Director will provide for an annual audit for the student activity account as part of the annual audit required in Policy 6.8.

6.10 Property Accounting

Property accounting will be maintained within the guidelines set by the State of Alaska for state agencies.

6.11 Surplus Property Disposal

Surplus property will be disposed of in accordance with the guidelines established by the State of Alaska for state agencies.

6.12 Federal/Private Grants

The Commissioner or the Commissioner's designee will approve the expenditure of education related federal or private grants. All federal or private grants received by Mt. Edgecumbe High School and the expenditure thereof will become a part of the instructional budget.

Hiring of personnel authorized by federal or private grants will be done by the Mt. Edgecumbe High School Director in accordance with State of Alaska personnel rules.

6.13 Inventory Control

The Mt. Edgecumbe High School Director shall establish inventory control procedures consistent with State of Alaska guidelines.

6.14 Purchasing

All purchases, service contracts, professional service contracts and agreements will meet the requirements of Alaska State Procurement Code, Alaska Administrative Code, Alaska Administrative Manual and the policies and procedures of the Alaska Department of Education & Early Development. All purchases, service contracts, professional services contracts and agreements require approval of the Commissioner or Commissioner's designee, within the limits of the designee's delegation of authority issued by the Commissioner.

6.15 Travel

All travel contracts and expenditures for travel shall comply with the requirements set by the Alaska Department of Administration and summarized in the *Alaska Administrative Manual*, and the policies and procedures of the Alaska Department of Education & Early Development. All travel will be authorized by the Commissioner or Commissioner's designee, within the limits of the designee's delegation of authority issued by the Commissioner.

6.16 Forms

All staff of Mt. Edgecumbe High School will use appropriate purchasing documents, travel authorizations and other standard forms established by the State of Alaska for use by State agencies when conducting business on behalf of Mt. Edgecumbe High School.

6.17 Accounting and Payroll

Authorization for Mt. Edgecumbe High School employees to use the State of Alaska integrated resource system for accounting, payroll, reporting and other functions must be processed through the Alaska Department of Education & Early Development Division of Administrative Services and require the approval of the Commissioner.

6.18 Facilities and Land Use Policy

Purpose: To create a policy that governs the use of Mt. Edgecumbe High School (MEHS) facilities and property, including nonprofit groups, private enterprise and other government entities.

Background Information: MEHS is located on Japonski Island within the city limits of Sitka and the campus encompasses over 45 acres of land and 16 buildings totaling 290,000 square feet. The majority of the campus faces the Sitka Channel and is located on a 25-plus acre land parcel.

Policy Guidelines:

1. All facilities land use agreements or leases must be referred to the Division Director.
2. All land use agreements must be signed by the Division Director, or designee, and all interested, affected or potentially liable parties.
3. All facility/land use lease agreements must be reviewed by the department's legal advisor and signed by authorized persons from all interested parties, including for the department's Deputy Commissioner.
4. All facility/land use lease agreements must be reviewed by the department's procurement officer.
5. The original copy of the fully executed agreement or lease shall be delivered to and held by the department's Administrative Services Director. Copies of the fully executed agreement or lease shall be maintained in the office of the MEHS Division Director and the MEHS Building Maintenance Superintendent.

Agreements/Leases with Other Government or Nonprofit Organizations:

1. In most cases such agreements or leases shall be for the benefit of public health and safety.
2. The nature of the agreements or leases cannot interrupt student affairs or learning, nor should the agreements result in a cost to the department, including state staff personnel time. A written compensatory agreement for department costs, when feasible, shall be reached by all parties.

3. In many cases, such agreements or leases shall result in a contractual fee charged to the leasing agency or group, especially when the department's real estate or lands are to be altered from their original state by the terms of the agreement. However, nothing in this policy precludes a nonprofit organization from donating to the MEHS Student Activities Fund or the MEHS Endowment Fund.

Agreements/Leases with Business Entities:

1. These agreements/leases shall not negatively impact student affairs or learning, shall result in no cost to the department, and shall be conducted outside of areas regularly used by students and faculty.
2. When considering agreements or lease proposals for use of department lands, substantial consideration shall be given to whether or not there may be current or future alternative uses by the department of the lands requested by the business.
3. These agreements/leases shall result in a fee schedule, which will directly benefit the students of MEHS.

APPENDIX A

Purely for the convenience of the users of the Mt. Edgecumbe High School Policy Manual, the text of the Alaska statutes referenced in the manual is reproduced here. The statutes are current as of May 2008. Before relying on these statutes, the reader **must** verify that the statutes are still in force and have not been amended. Additionally, other statutes may provide definitions and context necessary for a full understanding of the statutes reproduced here.

Sec. 12.62.400. National criminal history record checks for employment, licensing, and other noncriminal justice purposes.

To obtain a national criminal history record check for determining a person's qualifications for a license, permit, registration, employment, or position, a person shall submit the person's fingerprints to the department with the fee established by AS 12.62.160. The department may submit the fingerprints to the Federal Bureau of Investigation to obtain a national criminal history record check of the person for the purpose of evaluating a person's qualifications for

- (1) a license or conditional contractor's permit to manufacture, sell, offer for sale, possess for sale or barter, traffic in, or barter an alcoholic beverage under AS 04.11;
- (2) [Effective July 1, 2008]. licensure as a mortgage lender, a mortgage broker, or an originator under AS 06.60;
- (3) admission to the Alaska Bar Association under AS 08.08;
- (4) licensure as a collection agency operator under AS 08.24;
- (5) a certificate of fitness to handle explosives under AS 08.52;
- (6) licensure to practice nursing or certification as a nurse aide under AS 08.68;
- (7) a position involving supervisory or disciplinary power over a minor or dependent adult for which criminal justice information may be released under AS 12.62.160 (b)(9);
- (8) a teacher certificate under AS 14.20;
- (9) licensure as a security guard under AS 18.65.400 - 18.65.490;
- (10) a concealed handgun permit under AS 18.65.700 - 18.65.790;
- (11) licensure as an insurance producer, managing general agent, reinsurance intermediary broker, reinsurance intermediary manager, surplus lines broker, or independent adjuster under AS 21.27;
- (12) serving and executing process issued by a court by a person designated under AS 22.20.130 ;
- (13) a school bus driver license under AS 28.15.046 ;
- (14) licensure as an operator or an instructor for a commercial driver training school under AS 28.17;

(15) registration as a broker-dealer, agent, investment adviser representative, or state investment adviser under AS 45.55.030 - 45.55.060

Sec. 14.03.010. Establishment of school system.

There is established in the state a system of public schools to be administered and maintained as provided in this title.

Sec. 14.03.115. Access to school records by parent, foster parent, or guardian.

Upon request of a parent, foster parent, or guardian of a child under 18 years of age who is currently or was previously enrolled in a municipal school district or a school district that is a regional educational attendance area, the school district shall provide a copy of the child's record. This section does not apply to

(1) a record of a child who is an emancipated minor; or

(2) record information that consists of the child's address if the school district determines that the release of the child's address poses a threat to the health or safety of the child.

Sec. 14.03.140. Emergency drills.

The principal or other persons in charge of each public or private school or educational institution shall instruct and train pupils by means of drills so that in an emergency they may be able to leave the school building in the shortest possible time without confusion or panic. Drills shall be held at least once each month during the school term, weather permitting.

Sec. 14.03.160. Suspension or expulsion of students for possessing weapons.

(a) Notwithstanding any other provision of law, a school district shall

(1) expel for at least one year a student who violates AS 11.61.210(a)(8) while possessing a firearm, as that term is defined under 18 U.S.C. 921;

(2) suspend for at least 30 days, or expel for the school year or permanently, a student who violates AS 11.61.210 (a)(8) while possessing a deadly weapon, other than a firearm as that term is defined under 18 U.S.C. 921.

(b) The administrative officer of a school district may on a case-by-case basis reduce or otherwise modify the expulsion or suspension of a student under (a) of this section.

(c) A prior conviction, or adjudication of delinquency or child in need of aid, for violation of AS 11.61.210 (a)(8) is not necessary for a school board to suspend or expel a student under this section.

- (d) Each school district shall adopt a policy providing for the
- (1) referral to law enforcement authorities of students who violate AS 11.61.210 (a)(8);
 - (2) identification of procedures and conditions for early reinstatement of students suspended or expelled under this section.
- (e) Annually on a date set by the department, each school district shall report to the department the number of students expelled under this section and the types of weapons involved.
- (f) In this section,
- (1) "deadly weapon" has the meaning given in AS 11.81.900 ;
 - (2) "district" has the meaning given in AS 14.17.990 .

Sec. 14.07.145. Commissioner of education and early development.

- (a) The board shall appoint the commissioner of education and early development subject to the approval of the governor. The commissioner shall be the principal executive officer of the department.
- (b) The commissioner shall be appointed without regard to political affiliation and shall have at least a master's degree with five years' experience in the field of education since receiving it, with at least three of the five years in an exclusively administrative position.
- (c) The commissioner serves at the pleasure of the board and may not be appointed by the board for a fixed term.
- (d) The commissioner shall receive the salary set out in AS 39.20.080.
- (e) The commissioner shall employ and remove all classified personnel in the department subject to AS 39.25 (State Personnel Act). The commissioner may employ and remove personnel in the exempt or partially exempt service subject to the approval of the board. Personnel in the exempt or partially exempt service have a right of appeal to the board if they are removed.
- (f) *[Repealed, Sec. 5 ch 14 SLA 1996].*

Sec. 14.16.010. Establishment of state boarding schools.

The department may establish and operate boarding schools, to be managed in accordance with this chapter. A state boarding school must offer a secondary education curriculum to students enrolled in it, and must provide domiciliary services for students needing such services, if approved by the board.

Sec. 14.16.020. Operation of state boarding schools.

In the management of state boarding schools, the board shall

- (1) adopt a philosophy of education for state boarding schools;
- (2) approve the employment of personnel necessary to operate state boarding schools;
- (3) establish the salaries and benefits to be paid teachers, excluding administrators;
- (4) designate the employees authorized to direct disbursements from the money appropriated for the operation of state boarding schools and for the construction of facilities;
- (5) provide custodial services and routine maintenance of physical facilities;
- (6) establish procedures for the development and implementation of curriculum and the selection and use of textbooks and instructional materials;
- (7) prescribe health evaluation and placement screening programs for newly admitted students;
- (8) establish procedures for staff evaluation; and
- (9) provide staff training.

Sec. 14.16.030. Admission to school.

(a) A state boarding school may admit students who are qualified in accordance with applicable admission standards. Preference for enrollment must be given to students currently enrolled at a boarding school and to students whose educational, emotional, or family requirements warrant attendance in a domiciliary environment.

(b) The board shall prescribe admission standards and procedures by regulation. Admission standards may not discriminate in favor of or against any resident based on race, sex, creed, national origin, or the location or type of residence within the state.

Sec. 14.16.040. Status of state boarding school.

A state boarding school is a public school of the state.

Sec. 14.16.050. Applicability of education laws.

(a) The following provisions apply with respect to the operation and management of a state boarding school as if it were a school district:

(1) requirements relating to school district operations:

(A) AS 14.03.030 - 14.03.050 (defining the school term, day in session, and school holidays);

(B) AS 14.03.083 - 14.03.140 (miscellaneous provisions applicable to school district operations);

(C) regulations adopted by the board under authority of AS 14.07.020(a) that are applicable to school districts and their schools, unless the board specifically exempts state boarding schools from compliance with a regulation;

(D) AS 14.12.150 (authorizing school districts to establish and participate in the services of a regional resource center);

(E) AS 14.14.050 (imposing the requirement of an annual audit);

(F) AS 14.14.110 (authorizing cooperation with other school districts);

(G) AS 14.14.140 (b) (establishing a prohibition on employment of a relative of the chief school administrator);

(H) AS 14.18 (prohibiting discrimination based on sex in public education);

(2) requirements relating to the public school funding program and the receipt and expenditure of that funding:

(A) AS 14.17.500 (relating to student count estimates);

(B) AS 14.17.505 (relating to school operating fund balances);

(C) AS 14.17.500 - 14.17.910 (setting out the procedure for payment of public school funding and imposing general requirements and limits on money paid);

(3) requirements relating to teacher employment and retirement:

(A) AS 14.14.105 and 14.14.107 (relating to sick leave);

(B) AS 14.20.095 - 14.20.215 (relating to the employment and tenure of teachers);

(C) AS 14.20.220 (relating to the salaries of teachers employed);

(D) AS 14.20.280 - 14.20.350 (relating to sabbatical leave provisions for teachers);

(E) AS 23.40.070 - 23.40.260 (authorizing collective bargaining by certificated employees), except with regard to teachers who are administrators and except that the board may delegate some or all of its responsibilities under those statutes;

(F) AS 14.25 (provisions regarding the teachers' retirement system);

(4) requirements relating to students and educational programs:

(A) AS 14.30.180 - 14.30.350 (relating to educational services for children with disabilities);

(B) AS 14.30.360 - 14.30.370 (establishing health education program standards);

(C) AS 14.30.400 - 14.30.410 (relating to bilingual and bicultural education).

(b) A person employed as a teacher at Mt. Edgecumbe High School on May 28, 1988, acquires tenure rights in accordance with AS 14.20.150 and 14.20.155 as though the person had been employed by a school district.

Sec. 14.16.060. Status of employees.

The employees of a state boarding school are state employees.

Sec. 14.16.070. Applicability of other law.

AS 23.40.070 - 23.40.260 (Public Employment Relations Act) apply to the employees of a state boarding school.

Sec. 14.16.080. Financial provisions applicable to state boarding school.

(a) AS 14.17.440 applies to the calculation of public school funding payable for operation of a state boarding school.

(b) In the transmittals required by AS 37.07.060 - 37.07.062, the governor shall request amounts for the expenses of construction, rehabilitation, and improvement of the facilities of a state boarding school.

(c) Unless specified otherwise in any appropriation bill, AS 37.25.010 does not apply to an appropriation made for the purposes of (a) of this section.

(d) AS 37.25.020 applies to money appropriated for the purposes of (b) of this section.

(e) For purposes of application for and receipt of federal aid to education, a state boarding school constitutes a local educational agency.

Sec. 14.20.149. Employee evaluation.

(a) A school board shall adopt by July 1, 1997, a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.

(b) The certificated employee evaluation system must

- (1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;
- (2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;
- (3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;
- (4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;
- (5) require the school district to perform an annual evaluation for each administrator;
- (6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170(a); and
- (7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

(d) Once each school year, a school district shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

(e) A school district shall provide a tenured teacher whose performance, after evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the district performance standards, the district may nonretain the teacher under AS 14.20.175(b)(1).

(f) A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. This subsection does not restrict the right of a school district to reassign an administrator to a teaching position consistent with the terms of an applicable collective bargaining agreement.

(g) The department may request copies of each school district's certificated employee evaluation system and changes the district makes to the systems.

(h) Information provided to a school district under the school district's certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not a public record and is not subject to disclosure under AS 40.25. However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of this subsection concerning the information.

Sec. 14.20.148. Intradistrict teacher reassignments.

When a teacher is involuntarily transferred or reassigned to a position for which the teacher is qualified, within the district, the teacher's moving expenses shall be paid unless the one-way driving distance is 20 miles or less from the teacher's present place of residence, or unless otherwise mutually agreed by the teacher and chief school administrator of the district if the district employs a chief school administrator

Sec. 14.20.170. Dismissal.

(a) A teacher, including a teacher who has acquired tenure rights, may be dismissed at any time only for the following causes:

(1) incompetency, which is defined as the inability or the unintentional or intentional failure to perform the teacher's customary teaching duties in a satisfactory manner;

(2) immorality, which is defined as the commission of an act that, under the laws of the state, constitutes a crime involving moral turpitude; or

(3) substantial noncompliance with the school laws of the state, the regulations or bylaws of the department, the bylaws of the district, or the written rules of the superintendent.

(b) A teacher may be suspended temporarily with regular compensation during a period of investigation to determine whether or not cause exists for the issuance of a notification of dismissal according to AS 14.20.180 .

(c) A teacher who is dismissed under this section is not entitled to a plan of improvement under AS 14.20.149 .

Sec. 14.20.175. Nonretention.

(a) A teacher who has not acquired tenure rights is subject to nonretention for the school year following the expiration of the teacher's contract for any cause that the employer determines to be adequate. However, at the teacher's request, the teacher is entitled to a written statement of the cause for nonretention. The boards of city and borough school districts and regional educational attendance areas shall provide by regulation or bylaw a procedure under which a nonretained teacher may request and receive an informal hearing by the board.

(b) A teacher who has acquired tenure rights is subject to nonretention for the following school year only for the following causes:

(1) the school district demonstrates that

(A) the district has fully complied with the requirements of AS 14.20.149 with respect to the tenured teacher;

(B) the teacher's performance, after completion of the plan of improvement, failed to meet the performance objectives set out in the plan; and

(C) the evaluation of the teacher established that the teacher does not meet the district performance standards;

(2) immorality, which is defined as the commission of an act that, under the laws of the state, constitutes a crime involving moral turpitude; or

(3) substantial noncompliance with the school laws of the state, the regulations or bylaws of the department, the bylaws of the district, or the written rules of the superintendent;

(4) *[Repealed, Sec. 9 ch 31 SLA 1996]*.

Sec. 14.20.280. Basis of leave.

A teacher who has rendered active service for seven or more years in a district is eligible for sabbatical leave. Sabbatical leave may be taken for educational purposes only, and for not more than one school year.

Sec. 14.20.290. Application.

A teacher who wishes to take sabbatical leave shall apply to the governing body of the school district. The teacher shall submit information showing qualifications for sabbatical leave and a plan for education during the leave.

Sec. 14.20.300. Selection of teachers.

(a) The governing body of the school district has the responsibility for selection of the teachers to be granted sabbatical leave.

(b) In selecting teachers for sabbatical leave, the governing body shall consider the benefit that the school district will derive from the proposed plan of the teacher for educational purposes, the field of study of the teacher, the contributions of the teacher to education in the state, and the seniority of the teacher.

Sec. 14.20.310. Number of teachers on sabbatical leave; compensation.

(a) The number of teachers eligible for sabbatical leave that may be allowed under AS 14.20.280 - 14.20.350 is as follows:

(1) not more than one-half of one percent of the total number of teachers from all borough and city school districts and regional education attendance areas may be on state-supported sabbatical leave in any year;

(2) any number of teachers may be on sabbatical leave at school district or personal expense.

(b) A teacher on state-supported sabbatical leave is entitled to one-half of base salary to be paid by the department.

(c) A teacher on sabbatical leave at district expense is entitled to an amount of salary to be determined by the school board.

Sec. 14.20.320. Responsibility of teacher.

Upon the return of a teacher to the teaching position, the teacher shall make a report to the governing body concerning educational accomplishments. A teacher who does not serve for at least a full year after returning shall refund to the school board money paid to the teacher under AS 14.20.310 unless the failure to serve a full year after return is attributable to sickness, injury, or death.

Sec. 14.20.330. Position, tenure, and retirement.

(a) Unless it is otherwise agreed, a teacher returning from sabbatical leave shall return to the position occupied by that teacher when the sabbatical leave began.

(b) A sabbatical leave is not an interruption of the continuous service necessary to attain or retain tenure under AS 14.20.150 , 14.20.155, or 14.20.160. However, the time spent on sabbatical leave may not be counted in determining when a teacher has sufficient service to enable the teacher to acquire tenure rights.

(c) A sabbatical leave is not a break in service for retirement purposes. Payment into the retirement fund shall be made on the basis of full salary.

Sec. 14.20.340. Military service and previous leaves of absence.

To determine eligibility for sabbatical leave, tours of military service and leaves of absence granted before July 1, 1963, are not considered years of active service.

Sec. 14.20.345. Leave of absence without pay.

(a) A teacher may be granted a leave of absence without pay for the purposes which may be approved by the governing body of the district if

(1) the teacher's application is approved by the governing body of the district; and

(2) the teacher agrees to return to employment in a public school not later than the beginning of the school year following termination of the period for which the leave of absence was granted.

(b) A leave of absence is not an interruption of the continuous service necessary to attain or retain retirement or tenure rights under AS 14.20.150 , 14.20.155, or 14.20.160. However, the time spent on leave of absence may not be counted in determining when a teacher has sufficient service to enable the teacher to acquire retirement or tenure rights.

(c) The leave of absence is not a break in service for retirement purposes.

(d) The governing body of the district may agree to continue the teacher's retirement contributions if the teacher agrees to pay the percent required under AS 14.25.050 of the salary the teacher would have received during the leave of absence and reimburse the district for the district's required retirement contribution. Each year of leave of absence then would count as a year of retirement service.

(e) The governing body of the district may advance the teacher on the district salary schedule when the teacher returns to employment if the governing body determines that the teacher's leave of absence was educationally or professionally beneficial to the teacher or the district.

(f) A teacher may make contributions to the retirement fund for each year or portion of a year of leave of absence taken. The contribution shall include the required percent of the salary the teacher would have received had the leave of absence not been taken, plus the required employer and state contributions that would have been made. Compound interest at the rate prescribed by regulation shall be added as computed from the beginning date of the leave of absence to the date the teacher pays the contribution.

Sec. 14.20.350. Definition.

In AS 14.20.280 - 14.20.350 "teacher" means a certificated member of the teaching, supervisory, or administrative corps in the public schools of the state.

Sec. 14.30.141. Self-administration and documentation of medication.

(a) A public school shall permit the self-administration of medication by a pupil for asthma or anaphylaxis if, during the current school year, the pupil's parent or guardian provides the school

(1) written authorization for the self-administration of the medication;

(2) written certification from the pupil's health care provider that the pupil

(A) has asthma or a condition that may lead to anaphylaxis;

(B) has received instruction in the proper method of self-administration of the medication; and

(C) has demonstrated to the health care provider the skill level necessary to use the medication and any device that is necessary to administer the medication as prescribed;

(3) a release of liability for the school and its employees or agents for injury arising from the self-administration or storage of the medication;

(4) an agreement to indemnify and hold harmless the school and its employees or agents for any claims arising out the self-administration or storage of the medication;

(5) a written treatment plan for the pupil that is signed by the pupil's health care provider for managing asthma or anaphylaxis episodes, a list and dosage of medications needed during school hours, and permission for and instruction on storage of the medication at school; and

(6) any other documentation required by the school that is consistent with this section.

(b) The public school shall provide written notification to the pupil's parent or guardian of the school's absence of liability related to the self-administration of medication under this section.

(c) A pupil who is permitted to self-administer medication under this section shall be permitted to carry and to store with the school nurse or other designated school official an inhaler or autoinjectable epinephrine, or both, at all times.

(d) If a student uses the student's prescribed medication in a manner other than as prescribed, disciplinary action according to school codes may be imposed upon the student. The imposed disciplinary action may not limit or restrict the student's immediate access to the student's prescribed medication.

(e) In this section, "health care provider" means a licensed physician, advanced nurse practitioner, physician assistant, village health aide, or pharmacist operating within the scope of the health care provider's authority.

Sec. 14.30.171. Prohibited actions.

(a) Except as provided in AS 14.30.172 - 14.30.176, school personnel may not, unless otherwise authorized by law or a specific policy adopted by a governing body of a school district,

(1) recommend to a parent or guardian that a child take or continue to take a psychotropic drug as a condition for attending a public school;

(2) require that a child take or continue to take a psychotropic drug as a condition for attending a public school, except when, in the opinion of the child's treating physician,

(A) the medication is necessary for the mental health of the child; or

(B) the child poses a risk of harm to self or others without the medication;

(3) conduct a psychiatric evaluation of a child;

(4) recommend a specific licensed physician, psychologist, or other health specialist to a parent or guardian for a child; or

(5) recommend that a parent or guardian seek or use for a child

(A) a psychotropic medication; or

(B) a psychiatric or psychological treatment.

(b) As used in this section, "school personnel" means persons employed by a public school or school district to work in a public school, except for a person who holds a special services type C certificate issued under AS 14.20 that qualifies the person to be employed to provide related services to students, as described in regulations adopted by the board.

Sec. 14.30.172. Communication not prohibited.

(a) Nothing in AS 14.30.171 may be construed to prohibit school personnel from

(1) consulting or sharing classroom-based observations with parents or guardians regarding a student's academic and functional performance, behavior in the classroom or school, or the need for evaluation for special education or related services as long as school personnel do not make an assertion or recommendation that violates AS 14.30.171 ; or

(2) exercising their authority relating to the placement within the school or readmission of a child who may be or has been suspended or expelled for a violation of a school disciplinary and safety program adopted under AS 14.03.160 , AS 14.30.045 , or AS 14.33.110 - 14.33.140.

(b) Nothing in AS 14.30.171 may be construed to prevent teachers or other school personnel from complying with the requirements of AS 47.17.020(a) or (b) or from filing a report to authorities if a child poses a serious and imminent risk to the child's or another person's safety.

Sec. 14.30.174. Compliance with federal education law.

(a) Notwithstanding AS 14.30.171 (a)(3) and (5), a behavioral or mental health professional working within a public school system may, in compliance with federal education law or applicable state law,

(1) recommend, but not require, a psychiatric or behavioral health evaluation of a child; and

(2) recommend, but not require, psychiatric, psychological, or behavioral treatment for a child.

(b) In this section,

(1) "behavioral health professional" means a person who has a master's degree in psychology, social work, counseling, or a related field with specialization or experience in working with children experiencing behavioral, physical, and emotional disabilities, and is working within the scope of the person's training and experience;

(2) "federal education law" means 20 U.S.C. 1400 - 1487 (Individuals with Disabilities Education Act), 20 U.S.C. 7101 - 7143 (Safe and Drug-Free Schools and Communities Act of 1994), 29 U.S.C. 794 (nondiscrimination under federal grants and programs), and 42 U.S.C. 12101 - 12213 (equal opportunity for individuals with disabilities);

(3) "mental health professional" has the meaning given in AS 47.30.915.

Sec. 14.30.176. List of community resources.

(a) Notwithstanding AS 14.30.171 (a)(4), a school district may make available to an interested parent or guardian a list of community resources, including mental health services if the list conspicuously states the following: "This list is provided as a resource to you. The school neither recommends nor requires that you use this list or any of the services provided by individuals or entities on the list. It is for you to decide what services, if any, to use and from whom you wish to obtain them."

(b) A list provided under (a) of this section must include the name, specialty, and credential of each mental health service provider listed.

Sec. 14.30.177. Violations.

Each school board shall adopt a policy that provides that an employee violating AS 14.30.171 - 14.30.176 may be subject to disciplinary action.

Sec. 14.33.120. School disciplinary and safety program.

(a) Each governing body shall adopt a written school disciplinary and safety program. The program required under this subsection must include written

(1) standards for student behavior and safety that reflect community standards and that include, at a minimum, basic requirements for respect and honesty; standards required under this paragraph must be developed and periodically reviewed with the collaboration of members of each school, parents, teachers, and other persons responsible for the students at a school; a governing body may require that standards developed under this paragraph be consistent for all schools in an attendance area or the district;

(2) standards relating to when a teacher is authorized to remove a student from the classroom for

(A) failure to follow student behavior and safety standards; or

(B) behavior described under AS 14.30.045 (1) or (2);

(3) procedures for notifying teachers of dangerous students consistent with AS 47.12.310 (b);

(4) standards relating to when a teacher, teacher's assistant, or other person responsible for students is authorized to use reasonable and appropriate force to maintain classroom safety and discipline as described under AS 11.81.430 (a)(2);

(5) policies necessary to comply with provisions of state and federal law, including 20 U.S.C. 1400 - 1485 (Individuals with Disabilities Education Act);

(6) standards to address needs of students for whom mental health or substance abuse may be a contributing factor to noncompliance with the school disciplinary and safety program;

(7) policies for implementing a student conflict resolution strategy, including the nonviolent resolution or mediation of conflicts and procedures for reporting and resolving conflicts;

(8) procedures for periodic review and revision of the school disciplinary and safety program.

(b) A school district shall report information relating to school district disciplinary and safety programs as required by the department, including incidents of disruptive or violent behavior.

Sec. 44.62.310. Government meetings public.

(a) All meetings of a governmental body of a public entity of the state are open to the public except as otherwise provided by this section or another provision of law. Attendance and participation at meetings by members of the public or by members of a governmental body may be by teleconferencing. Agency materials that are to be considered at the meeting shall be made available at teleconference locations if practicable. Except when voice votes are authorized, the vote shall be conducted in such a manner that the public may know the vote of each person entitled to vote. The vote at a meeting held by teleconference shall be taken by roll call. This section does not apply to any votes required to be taken to organize a governmental body described in this subsection.

(b) If permitted subjects are to be discussed at a meeting in executive session, the meeting must first be convened as a public meeting and the question of holding an executive session to discuss matters that are listed in (c) of this section shall be determined by a majority vote of the governmental body. The motion to convene in executive session must clearly and with specificity describe the subject of the proposed executive session without defeating the purpose of addressing the subject in private. Subjects may not be considered at the executive session except those mentioned in the motion calling for the executive session unless auxiliary to the main question. Action may not be taken at an executive session, except to give direction to an attorney or labor negotiator regarding the handling of a specific legal matter or pending labor negotiations.

(c) The following subjects may be considered in an executive session:

(1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the public entity;

(2) subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion;

(3) matters which by law, municipal charter, or ordinance are required to be confidential;

(4) matters involving consideration of government records that by law are not subject to public disclosure.

(d) This section does not apply to

(1) a governmental body performing a judicial or quasi-judicial function when holding a meeting solely to make a decision in an adjudicatory proceeding;

(2) juries;

(3) parole or pardon boards;

(4) meetings of a hospital medical staff;

(5) meetings of the governmental body or any committee of a hospital when holding a meeting solely to act upon matters of professional qualifications, privileges or discipline;

(6) staff meetings or other gatherings of the employees of a public entity, including meetings of an employee group established by policy of the Board of Regents of the University of Alaska or held while acting in an advisory capacity to the Board of Regents; or

(7) meetings held for the purpose of participating in or attending a gathering of a national, state, or regional organization of which the public entity, governmental body, or member of the governmental body is a member, but only if no action is taken and no business of the governmental body is conducted at the meetings.

(e) Reasonable public notice shall be given for all meetings required to be open under this section. The notice must include the date, time, and place of the meeting and if, the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Subject to posting notice of a meeting on the Alaska Online Public Notice System as required by AS 44.62.175 (a), the notice may be given using print or broadcast media. The notice shall be posted at the principal office of the public entity or, if the public entity has no principal office, at a place designated by the governmental body. The governmental body shall provide notice in a consistent fashion for all its meetings.

(f) Action taken contrary to this section is voidable. A lawsuit to void an action taken in violation of this section must be filed in superior court within 180 days after the date of the action. A member of a governmental body may not be named in an action to enforce this section in the member's personal capacity. A governmental body that violates or is alleged to have violated this section may cure the violation or alleged violation by holding another meeting in compliance with notice and other requirements of this section and conducting a substantial and public reconsideration of the matters considered at the original meeting. If the court finds that an action is void, the governmental body may discuss and act on the matter at another meeting held in compliance with this section. A court may hold that an action taken at a meeting held in violation of this section is void only if the court finds that, considering all of the circumstances, the public interest in compliance with this section outweighs the harm that would be caused to the public interest and to the public entity by voiding the action. In making this determination, the court shall consider at least the following:

(1) the expense that may be incurred by the public entity, other governmental bodies, and individuals if the action is voided;

(2) the disruption that may be caused to the affairs of the public entity, other governmental bodies, and individuals if the action is voided;

(3) the degree to which the public entity, other governmental bodies, and individuals may be exposed to additional litigation if the action is voided;

(4) the extent to which the governing body, in meetings held in compliance with this section, has previously considered the subject;

(5) the amount of time that has passed since the action was taken;

(6) the degree to which the public entity, other governmental bodies, or individuals have come to rely on the action;

(7) whether and to what extent the governmental body has, before or after the lawsuit was filed to void the action, engaged in or attempted to engage in the public reconsideration of matters originally considered in violation of this section;

(8) the degree to which violations of this section were willful, flagrant, or obvious;

(9) the degree to which the governing body failed to adhere to the policy under AS 44.62.312 (a).

(g) Subsection (f) of this section does not apply to a governmental body that has only authority to advise or make recommendations to a public entity and has no authority to establish policies or make decisions for the public entity.

(h) In this section,

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(1) "governmental body" means an assembly, council, board, commission, committee, or other similar body of a public entity with the authority to establish policies or make decisions for the public entity or with the authority to advise or make recommendations to the public entity; "governmental body" includes the members of a subcommittee or other subordinate unit of a governmental body if the subordinate unit consists of two or more members;

(2) "meeting" means a gathering of members of a governmental body when

(A) more than three members or a majority of the members, whichever is less, are present, a matter upon which the governmental body is empowered to act is considered by the members collectively, and the governmental body has the authority to establish policies or make decisions for a public entity; or

(B) the gathering is prearranged for the purpose of considering a matter upon which the governmental body is empowered to act and the governmental body has only authority to advise or make recommendations for a public entity but has no authority to establish policies or make decisions for the public entity;

(3) "public entity" means an entity of the state or of a political subdivision of the state including an agency, a board or commission, the University of Alaska, a public authority or corporation, a municipality, a school district, and other governmental units of the state or a political subdivision of the state; it does not include the court system or the legislative branch of state government.

APPENDIX B

Purely for the convenience of the users of the Mt. Edgecumbe High School Policy Manual, the text of the Alaska Administrative Code regulations referenced in the manual is reproduced here. The regulations are current as of May, 2008. Before relying on the regulations reproduced here, the reader **must** verify that the regulations are still in force, and have not been repealed or amended. Additionally, other regulations and statutes may provide definitions and context necessary for a full understanding of the regulations reproduced here.

4 AAC 04.200. Professional content and performance standards

(a) Subsections (b) and (c) of this section identify and describe content and performance standards that reflect the highest abilities and qualities of the teaching profession. The paragraphs within each of those subsections describe the content standards for teachers, and for teachers who are administrators, as applicable. The subparagraphs within those paragraphs identify performance standards upon which districts shall base district performance standards.

(b) The following content and performance standards apply to a teacher:

(1) A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice. Performances that reflect attainment of this standard include

(A) engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and

(B) demonstrating consistency between a teacher's beliefs and the teacher's practice.

(2) A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice. Performances that reflect attainment of this standard include

(A) accurately identifying and teaching to the developmental abilities of students; and

(B) applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

(3) A teacher teaches students with respect for their individual and cultural characteristics. Performances that reflect attainment of this standard include

(A) incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;

(B) identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and

(C) applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.

(4) A teacher knows the teacher's content area and how to teach it. Performances that reflect attainment of this standard include

(A) demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;

(B) identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;

(C) drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;

(D) connecting the content area to other content areas and to practical situations encountered outside the school; and

(E) staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work, and community.

(5) A teacher facilitates, monitors, and assesses student learning. Performances that reflect attainment of this standard include

(A) organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;

(B) creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations;

(C) creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress;

(D) organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences; and

(E) reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

(6) A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. Performances that reflect attainment of this standard include

(A) creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;

(B) communicating high standards for student performance and clear expectations of what students will learn;

(C) planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and

(D) assisting students in understanding their role in sharing responsibility for their learning.

(7) A teacher works as a partner with parents, families, and the community. Performances that reflect attainment of this standard include

(A) promoting and maintaining regular and meaningful communication between the classroom and students' families;

(B) working with parents and families to support and promote student learning;

(C) participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;

(D) connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community; and

(E) involving parents and families in setting and monitoring student learning goals.

(8) A teacher participates in and contributes to the teaching profession. Performances that reflect attainment of this standard include

(A) maintaining a high standard of professional ethics;

(B) maintaining and updating both knowledge of the teacher's content area or areas and best teaching practice;

(C) engaging in instructional development activities to improve or update classroom, school, or district programs; and

(D) communicating, working cooperatively, and developing professional relationships with colleagues.

(c) In addition to the content and performance standards set out in (b) of this section, the following content and performance standards apply to a teacher who is an administrator in the public schools:

(1) An administrator provides leadership for an educational organization. Performances that reflect attainment of this standard include

- (A) working with and through individuals and groups;
 - (B) facilitating teamwork and collegiality, including treating staff as professionals;
 - (C) providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;
 - (D) focusing on high priority issues related to student learning and staff competence;
 - (E) recognizing and acknowledging outstanding performance;
 - (F) solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;
 - (G) prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals;
 - (H) taking action to carry out plans and accomplish goals; and
 - (I) maintaining the administrator's own professional goals.
- (2) An administrator guides instruction and supports an effective learning environment. Performances that reflect attainment of this standard include
- (A) supporting the development of a schoolwide climate of high expectations for student learning and staff performance;
 - (B) ensuring that effective instructional methods are in use;
 - (C) maintaining school or program-level records of student learning and communicating students' progress to the appropriate individuals or entities;
 - (D) developing and supporting instructional and auxiliary programs for the improvement of teaching and learning; and
 - (E) facilitating the establishment of effective learning environments.
- (3) An administrator oversees the implementation of curriculum. Performances that reflect attainment of this standard include
- (A) demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;

(B) interpreting school district curricula in terms of school-level organization and program;

(C) facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance; and

(D) monitoring social and technological developments as they affect curriculum.

(4) An administrator coordinates services that support student growth and development. Performances that reflect attainment of this standard include

(A) implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;

(B) providing for student guidance, counseling, and auxiliary services;

(C) coordinating outreach for students, staff and school programs, community organizations, agencies and services;

(D) being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;

(E) supporting the development and use of programs that connect schooling with plans for adult life; and

(F) supporting the development and overseeing the implementation of a comprehensive program of student activities.

(5) An administrator provides for staffing and professional development to meet student learning needs. Performances that reflect attainment of this standard include

(A) supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;

(B) working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;

(C) evaluating staff for the purpose of making recommendations about retention and promotion; and

(D) participating in the hiring of new staff based upon needs of the school and district priorities.

(6) An administrator uses assessment and evaluation information about students, staff, and the community in making decisions. Performances that reflect attainment of this standard include

(A) developing tools and processes to gather needed information from students, staff, and the community;

(B) using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;

(C) interpreting assessment information and evaluations for others; and

(D) relating programs to desired standards or goals.

(7) An administrator communicates with diverse groups and individuals with clarity and sensitivity. Performances that reflect attainment of this standard include

(A) communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;

(B) obtaining and using feedback to communicate more effectively;

(C) recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and

(D) communicating a positive image of the school in the community.

(8) An administrator acts in accordance with established laws, policies, procedures, and good business practices. Performances that reflect attainment of this standard include

(A) acting in accordance with federal and state statutes, regulations, and other law;

(B) working within local policy, procedures, and directives; and

(C) administering contracts and financial accounts responsibly, accurately, efficiently, and effectively.

(9) An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities. Performances that reflect attainment of this standard include

(A) acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;

(B) identifying relationships between public policy and education;

(C) recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;

(D) engaging in and supporting efforts to affect public policy to promote quality education for students;

(E) addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames; and

(F) enlisting public participation in and support for school programs, student achievement, and the schoolwide climate for learning.

(10) An administrator facilitates the participation of parents and families as partners in the education of children. Performances that reflect attainment of this standard include

(A) supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;

(B) ensuring that teachers and staff engage parents and families in assisting student learning;

(C) maintaining a school or program climate that welcomes parents and families and invites their participation; and

(D) involving parents and community in meaningful ways in school or program decision-making.

(d) Nothing in this section requires an educator to disclose information or communicate about students to others if disclosure or communication is otherwise prohibited by law.

4 AAC 05.080. School curriculum and personnel

(a) The curriculum of a local school may be supplemented through the use of correspondence course materials approved by the commissioner. This use is not grounds for shortening the day in session, as prescribed by AS 14.03.040 , for any student.

(b) The governing body of a district shall comply with the statutes and regulations of the state in providing the educational program described in the plan developed under 4 AAC 05.070(a) .

(c) Repealed 6/11/95.

(d) The governing body of a district shall adopt, in the manner required by AS 14.14.100 (a), a curriculum that describes what will be taught students in grades kindergarten through 12. The curriculum

(1) must contain a statement that the document is to be used as a guide for planning instructional strategies;

(2) must contain a statement of goals that the curriculum is designed to accomplish;

(3) must set out content that can reasonably be expected to accomplish the goals;

(4) must contain a description of a means of evaluating the effectiveness of the curriculum; and

(5) may contain a description of the extent to which the local goals accomplish the state goals set out in 4 AAC 04.

(e) The governing body of a district shall provide for the systematic evaluation of its curriculum on an ongoing basis with each content area undergoing review at least once every six years. This requirement does not relieve a school district of the independent annual planning and evaluation requirement imposed by 4 AAC 05.070.

(f) The governing body of a district shall provide for the annual assessment of academic progress made by students in attendance in the district using a test, administered at appropriate grade levels, that is appropriate for the grade tested, and that is designed to assess student skill level or achievement in at least reading and mathematics. The test required by this subsection must be approved by the commissioner before it is administered for the first time.

(g) The governing body of a district shall ensure that each school provides the educational program described in the plan developed under 4 AAC 05.070(a) and the curriculum required by this section.

4 AAC 06.055. Immunizations required

(a) Before entry in a state public school district or nonpublic school offering pre-elementary education through the 12th grade, or any combination of these grades, a child shall be immunized against

(1) diphtheria, tetanus, polio, pertussis, measles, mumps, hepatitis A, hepatitis B, and rubella, except rubella is not required in children 12 years of age or older; and

(2) beginning July 1, 2009, varicella.

(b) This section does not apply if the child

(1) has a valid immunization certificate consisting of

(A) a statement by a physician listing the date that each required immunization was given; or

(B) a copy of a clinic or health center record listing the date that each required immunization was given;

(2) has a statement signed by a doctor of medicine (M.D.), doctor of osteopathy (D.O.), physician assistant, or advanced nurse practitioner licensed to practice in this state, stating that immunizations would, in that individual's professional opinion, be injurious to the health of the child or members of the child's family or household; or

(3) has an affidavit signed by his parent or guardian affirming that immunization conflicts with the tenets and practices of the church or religious denomination of which the applicant is a member.

(c) A student registering in a school in a community where regular medical services are not available on at least a weekly basis and who does not have the required immunizations, may be provisionally admitted to a pre-elementary, elementary, or secondary program for a reasonable period of time for the prevailing circumstances but not exceeding 90 days after enrollment. No children will be provisionally admitted except in exceptional circumstances. Where exceptions are granted, they shall be reported to and discussed with the epidemiology section of the division of public health, Department of Health and Social Services, who will then be responsible for determining that the required immunizations are completed during the provisional period.

(d) If a parent or guardian is unable to pay the cost of immunization, or immunization is not available in the district or community, immunization shall be provided by state or federal public health services.

(e) Immunizations shall be recorded on each pupil's permanent health record form.

(f) School districts shall initiate action to exclude from school any child to whom this section applies but who has not been immunized as required by this section.

(g) A homeless child or youth, within the meaning of 42 U.S.C. 11434a(2) (McKinney - Vento Homeless Assistance Act), revised as of January 8, 2002 and adopted by reference, who does not have a record of the required immunizations, may be provisionally enrolled in a public school program for a period of time not exceeding 30 days if a parent or legal guardian has signed a witnessed statement that the child has received the required immunizations and the child's immunization records are not immediately available. A district shall report each provisional enrollment under this subsection to the epidemiology section of the division of public health, Department of Health and Social Services. The division of public health, with the assistance of the district's homeless liaison, will be responsible for locating the required immunization records. If the immunization records are not located during the provisional period, or the records indicate that the child has not received the required immunizations, the child must be immunized as described in (a) and (b) of this section to continue being enrolled in the public school program. The division of public health, with the assistance of the district's homeless liaison, will be responsible for ensuring that the child receives the required immunizations.

4 AAC 06.075. High school graduation requirements

(a) Each chief school administrator shall develop and submit to the district board for approval a plan consisting of district high school graduation requirements. The plan must require that, before graduation, a student must have earned at least 21 units of credit.

(b) Specific subject area units-of-credit requirements must be set out in each district plan and must require that, before graduation, a student must have completed at least the following:

(1) language arts - four units of credit;

(2) social studies - three units of credit;

(3) mathematics - two units of credit;

(4) science - two units of credit;

(5) health/physical education - one unit of credit.

(c) Transfer students who have earned 13 units of credit while in attendance outside the district may, at the discretion of the district, be excused from the district subject area units-of-credit requirements.

(d) Beginning January 1, 2009, the three units of credit in social studies required under (b)(2) of this section must include one-half unit of credit in Alaska history or

demonstration that the student meets the Alaska history performance standards. The provisions of this subsection do not apply to a student who

(1) transfers into an Alaska public school after the student's second year of high school; or

(2) has already successfully completed a high school state history course from another state.

(e) In this section, "unit of credit" means the credit that a student is awarded for achieving a passing grade in a course of study by meeting the performance standards for a course of study as prescribed by a local school board.

4 AAC 06.772. High school graduation qualifying examination waivers

(a) A governing body shall grant a waiver from passing the HSGQE if a student

(1) submits to the governing body, on a form prescribed by the department, a complete waiver request;

(2) demonstrates, to the satisfaction of the governing body, that the student has met all other state and governing body requirements for graduation; and

(3) demonstrates, to the satisfaction of the governing body, that the student has

(A) entered the public school system late, as provided in 4 AAC 06.773; or

(B) a rare or unusual circumstance as provided in 4 AAC 06.774.

(b) The governing body's decision approving or denying the request for a waiver must be in writing and shall be delivered by registered mail. The governing body may deliver courtesy copies to the student or the student's parents or legal guardian by other methods. The governing body shall also provide a copy of the decision to the department. The governing body shall state the reason for its decision in the written decision. A denial of a waiver request may be appealed to the department as provided in 4 AAC 06.780. The governing body's written decision and notice must include a statement that the decision may be appealed to the department as provided in 4 AAC 06.780.

(c) A governing body's denial of a request for a waiver does not prevent the student from retaking the HSGQE as provided in 4 AAC 06.771.

4 AAC 06.773. Waiver for entering the public school system late

(a) For purposes of a waiver from passing the HSGQE, a student enters the public school system late if the student arrives in the state with two or fewer semesters remaining in the student's year of intended graduation. A student who resides in the state but attends a private school or is home schooled as provided in AS 14.30.010 and transfers to a public school with two or fewer semesters remaining in the student's year of intended graduation is not eligible for a waiver. A student who enters the public school system late shall take the HSGQE as provided in 4 AAC 06.755.

(b) In addition to the requirements of 4 AAC 06.772, a student's request for a waiver under this section must be supported by documentation

(1) of enrollment from the school in which the student is currently enrolled including the student's initial enrollment date;

(2) of previous enrollment from the out-of-state school district from which the student transferred; the documentation must include enrollment date and exit date from the school district; and

(3) that verifies the date of the student's physical presence in this state before enrollment in any of the schools or school options in this state as provided in (a) of this section; documentation may include

(A) records or receipts of airlines, the Alaska Marine Highway system, or other carriers;

(B) hotel receipts; and

(C) affidavits or certifications by persons acquainted with or related to the student who have personal knowledge of the applicant's physical presence in the state.

4 AAC 06.774. Rare or unusual circumstances

(a) For purposes of a waiver from passing the HSGQE, and except as provided in (b) - (d) of this section a student has a rare or unusual circumstance meriting a waiver if

(1) a recourse or remedy other than a waiver does not exist to address the circumstance before the student's expected graduation date; and

(2) the circumstance was beyond the control of the student, the student's parents, and the school; for purposes of this paragraph, a circumstance beyond the control of the student, the student's parents, and the school is limited to

(A) the death of the student's parent if the death occurs within the last semester of the student's year of intended graduation;

(B) a medical condition that is a serious and sudden illness or physical injury that occurs in the last semester of the student's year of intended graduation and that prevents the

student from taking the HSGQE; the request for a waiver must include an affidavit or certification from the student's treating licensed medical professional that the diagnosed medical condition prevented the student from taking the HSGQE and was beyond the control of the student and the student's parents; the following conditions are not rare or unusual circumstances under this section:

(i) pregnancy or childbirth, unless the affidavit or certification verifies that an emergency occurred that meets the requirements of this subparagraph;

(ii) treatable depression, stress, or stress-related conditions, unless the affidavit or certification verifies that an emergency occurred that meets the requirements of this subparagraph:

(iii) a condition caused by illegal alcohol or substance use:

(C) a disability arising in the student's secondary school enrollment and the disability arising too late to develop a meaningful and valid alternative assessment program under 4 AAC 06.775(b) ; a waiver under this subparagraph must be consistent with the recommendations of the student's IEP or section 504 team; a request for a waiver under this subparagraph may not be granted unless the student's principal and the district's superintendent concur with the waiver request;

(D) a significant and uncorrectable system error; a waiver may not be granted under this subparagraph unless the student's

(i) completed examination materials from the last administration of the student's year of intended graduation are lost in transit between the school district and the department after the test has been administered; a request for a waiver under this sub-subparagraph must be supported by documentation from the district that verifies that the district mailed the examination materials to the department, and by documentation from the United States Postal Service, or from the carrier used to transport the examination materials, verifying that the examination materials are lost; or

(ii) school or district failed to administer the exam at one of the scheduled administration dates while the student was in the 12th grade; or

(E) the student was in the ninth grade, or higher and was enrolled in the state public school system during the 2002-03 school year, and the student

(i) is a student with a disability who has an IEP;

(ii) or the student's IEP team relied on advice from the department regarding whether an alternate assessment would lead to a diploma if completed successfully; and

(iii) participated in an alternate assessment prescribed by the student's IEP team.

(b) For school year 2004-2005, a governing body shall grant a waiver of the HSGQE to a student with a disability who is on an IEP or section 504 plan and who has met all state and local requirements for graduation if

(1) the student's IEP or section 504 team does not meet on or before September 24, 2004; and

(2) because of the failure to meet, the student does not

(A) have two opportunities to take the modified HSGQE with a modification or accommodation allowable under 4 AAC 06.775 that the student's IEP or section 504 team determines the student needs to demonstrate proficiency on the modified HSGQE; or

(B) receive the nonstandardized HSGQE for which the student is eligible under 4 AAC 06.775.

(c) A parent may file a request for a waiver under (b) of this section and 4 AAC 06.772. In addition to meeting the requirements of 4 AAC 06.772, a request for a waiver under this section because of a failure to provide a necessary modification or accommodation for the modified HSGQE must include documentation that supports the request and states with particularity

(1) each date that the IEP or section 504 team met in school year 2004-2005;

(2) the modifications or accommodations that the IEP or section 504 team determined were necessary for the student to demonstrate proficiency on the HSGQE; and

(3) the modifications or accommodations that were provided to the student in school year 2004-2005 when taking the modified HSGQE.

(d) A governing body shall grant a waiver of the HSGQE to a student with a disability who is on an IEP or section 504 plan and who has met all state and local requirements for high school graduation if

(1) the student received permission as a sophomore, or in the first year the student was enrolled in public school in the state, to take one or more subtests of the modified HSGQE or nonstandardized HSGQE in place of one or more subtests of the HSGQE under 4 AAC 06.775(1) because the student has a disability that prevents the student from participating in the subtest or subtests of the HSGQE;

(2) in the student's sophomore year, or in the first year that the student is enrolled in public school in the state, the student participated in the spring administration of the subtest or subtests of the modified HSGQE or the nonstandardized HSGQE for which the request under 4 AAC 06.775() was granted, and in the HSGQE for all other subtests, and, if the student did not initially pass all subtests, in subsequent years participated in at

least one administration of the HSGQE, modified HSGQE, or nonstandardized HSGQE for which the student was eligible; and

(3) the student passed all subtests on the HSGQE, whether on the HSGQE, modified HSGQE, or nonstandardized HSGQE.

4 AAC 06.780. Procedures for appeal from a denial of a waiver from the high school graduation qualifying exam

(a) A student or student's parent may appeal to the department the denial of a request for a waiver from passing the HSGQE. The appeal must be filed on a form provided by the governing body and prescribed by the department. The appeal form must be postmarked no later than 30 days after receipt of the notice of the denial.

(b) The person requesting the appeal must state the grounds for the appeal, including a brief summary of the nature of the original waiver request and a brief statement explaining how the governing body erred in its decision to deny the waiver.

(c) The appeal will be determined on the record and decided by a panel consisting of three members appointed by the commissioner. The commissioner may appoint to the panel a member of the board or an employee of the department. Depending on the number of appeals, the commissioner may designate more than one panel. A panel may deliberate in person, through correspondence, by telephone, audio, or video teleconference, or other electronic means.

(d) Within 20 days after the filing of an appeal, the governing body shall forward to the department the entire record relating to the student's waiver request. The record must include

(1) the student's application for a waiver from passing the HSGQE and any supporting documents supplied with the application;

(2) a copy of the governing body's graduation requirements; and

(3) a copy of the student's most current official transcript.

(e) The panel shall, in a timely manner, consider the appeal, including the record, and the appeal request and material that the person requesting the appeal submitted under (b) of this section.

(f) The panel shall submit a recommended decision to the commissioner after the panel has deliberated on the record presented. The recommended decision must be limited to whether the record supports the decision of the governing body and whether the governing body properly followed 4 AAC 06.772 - 4 AAC 06.774 and 4 AAC 06.777. In the recommended decision, the panel may only overturn the denial issued by the governing body if the record fails to support the denial by substantial evidence, or the

governing body erred in applying the requirements of 4 AAC 06.772 - 4 AAC 06.774 and 4 AAC 06.777. Failure of the governing body to comply with the requirements of this section is not by itself grounds for the panel, in a recommended decision, to overturn a denial issued by a governing body.

(g) The commissioner shall adopt all, part, or none of the panel's recommended decision, or remand the matter back to the panel, a different panel of the commissioner's designation, or the governing body with written instructions for further deliberations. The commissioner shall notify the student and the governing body by certified mail of the commissioner's decision on the appeal, or in the case of a remand, of the time schedule authorized for further deliberation and submission of a recommended decision if applicable.

(h) The commissioner's decision under (g) of this section is a final administrative decision of the department for purposes of appeal to the superior court under the Alaska Rules of Appellate Procedure.

4 AAC 12.345. Administrative certificate (Type B); provisional certificate (provisional Type B)

(a) The department will issue an administrative certificate (Type B) with a superintendent or other administrative endorsement, valid for five years, to an applicant who has a master's or higher degree, is recommended by the preparing institution, and
(1) has met the minimum experience requirements, as follows:

(A) for a superintendent endorsement, at least five years of satisfactory employment as a teacher or administrator, with a minimum of

(i) three years of employment as a teacher in an elementary or secondary program with a teacher certificate under 4 AAC 12.305, a regular teacher certificate (Type A) issued before September 29, 2005 or a comparable certificate issued by another state; and

(ii) one year of employment as an administrator with an administrative certificate or comparable certificate from another state;

(B) for other administrative endorsements, three years of satisfactory employment as a teacher in an elementary or secondary program with a teacher certificate under 4 AAC 12.305 or a comparable certificate issued by another state;

(C) for a director of special education endorsement, three years of satisfactory employment as a teacher or school psychologist in an elementary or secondary program with a teacher certificate under 4 AAC 12.305, a special services (Type C) certificate, or a comparable certificate issued in another state;

(2) has completed a school administration program accepted by the board or the commissioner; the board or commissioner will only accept a program if the program is

(A) offered by a regionally accredited institution of higher education or a program approved by the chief school officer in the state in which the program was offered as meeting the state's standards for comparable certificates; and

(B) approved by the board of education or chief school officer of the state in which the program is offered as substantially meeting the unit standards set out in *Standards Procedures & Policies for the Accreditation of Professional Education Units, 1997 Revision* and the program standards set out in *NCATE Curriculum Guidelines, Spring 1998*, published by the National Council for Accreditation of Teacher Education.

(b) Except as otherwise provided in this chapter, the applicant must have earned at least six semester hours of credit within the five years immediately preceding application.

(c) To meet the requirements of (a) of this section, the applicant must have satisfactorily completed three semester hours in Alaska studies and three semester hours in multicultural education or cross-cultural communications.

(d) The commissioner may issue a nonrenewable provisional certificate (provisional Type B), valid for no longer than two years, to an applicant who has completed the requirements of this section, except for the requirements in (c) of this section.

(e) For purposes of certification of superintendents and administrators of special education, a provisional certificate (provisional Type B) may be considered the equivalent of an administrative certificate (Type B).

(f) The commissioner may convert a provisional certificate (provisional Type B) to an administrative certificate (Type B) upon satisfactory completion of the courses required under (c) of this section and payment of the fee for an administrative certificate.

4 AAC 33.100. Operation of special programs

(a) The State Board of Education and Early Development serves as the governing body of schools and other educational programs operated by the department. The state board may appoint advisory boards to give advice on the governance of those schools. At least 90 days before an expected vacancy on the program advisory board, the superintendent or director of each educational program operated by the department shall submit to the commissioner a nominee to fill the vacancy on a form provided by the department.

(b) The State Board of Education will adopt policies relating to school management and control, and student admission and discipline, during regular school board meetings in the manner required by AS 44.62.310 .

4 AAC 33.080. Admission to Mount Edgecumbe High School

(a) The superintendent of Mount Edgecumbe High School shall appoint an admissions committee of at least three persons to make recommendations for students to be admitted to the school.

(b) A student residing in any school district in the state may submit to the admissions committee an application for admission to Mount Edgecumbe High School, on forms prescribed by the department, at the following address: Mount Edgecumbe High School, Admissions Committee, Alaska Department of Education and Early Development, 1330 Seward Avenue, Sitka, Alaska 99835.

(c) An application under (b) of this section must include statements by the student and the student's parent or guardian explaining why admission is sought and why the student should be accepted, a copy of the student's school records, including attendance records, transcripts, and achievement test results, at least two recommendations from teachers or other adults who are not members of the student's family and who know the student well, and such other information as the admissions committee requests.

(d) The number of available openings at each grade level shall be established by the superintendent in advance of each semester, based upon the school's capacity, the number of returning students, and other relevant factors.

(e) The admissions committee shall recommend students for the available openings from among the applicants, and the superintendent shall make the final admissions decisions, based upon consideration of the following factors:

(1) the availability of a high school program in the student's home community adequate to meet the academic and social needs of the student;

(2) the degree to which the student is expected to benefit from the academic and social program at Mount Edgecumbe High School;

(3) the degree to which the student will bring background experiences, skills, and abilities that will enhance the diversity or academic potential of the student body;

(4) any particular school, family, or social situations that make the structured, residential setting of Mount Edgecumbe High School especially advisable for the student;

(f) Preference shall be given to students whose educational, emotional, or family requirements warrant attendance in a domiciliary environment.

(g) The admissions committee and superintendent may not discriminate in favor of or against any resident based on race, sex, creed, national origin, or location or type of residence in the state.

(h) Admissions at mid-semester may be made only upon consideration of the effects of transfer on the continuity of the student's education and on the Mount Edgecumbe High School program.

(i) Once admitted, a student may continue to attend Mount Edgecumbe High School from semester to semester until the student graduates, so long as the student remains in good standing under school rules governing academic and social performance.

4 AAC 52.520. Parental request for amendment of records

(a) A parent who believes that information in a record relating to the parent's child that is collected, maintained, or used by a district under this chapter is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child may request that the district amend the record.

(b) The district shall, within a reasonable period of time following receipt of the request, decide whether to amend the record. If the district refuses to amend the record, it shall inform the parent of the refusal and advise the parent of the right to a hearing conducted according to procedures set out in 34 C.F.R. 99.22, as revised as of July 1, 1999 and adopted by reference.

(c) If a parent requests a hearing and the district determines that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, the district shall amend the record and inform the parent in writing of the amendment.

(d) If a parent requests a hearing and the district determines that the information is not inaccurate, misleading, or otherwise in violation of rights of the child, the district shall inform the parent that the parent may place with the record a statement commenting on the information, or stating any reason for disagreeing with the decision of the district. The parent's statement must be accompanied by a copy of the decision of the district.

(e) Any statement placed with a record under (d) of this section must accompany the record while the record or contested portion of the record is maintained by the district. If the record or contested portion of the record is disclosed by the district to any person, the statement must also be disclosed.

4 AAC 52.530. Release of records; disciplinary records

(a) Each district shall obtain written consent of a parent before disclosing, for any purpose other than meeting the requirements of this chapter, personally identifiable information relating to that parent's child, that is collected, maintained, or used by the district under this chapter, to any person other than

(1) a school official, including a teacher or a contract service provider, who has a legitimate educational interest;

(2) an official of a school or school system to which the student transfers enrollment or intends to enroll, upon condition that a parent be notified of the disclosure, offered a copy of the record, and notified of the parent's right to request amendment of the record under 4 AAC 52.520; and

(3) a representative of the federal comptroller general, United States Department of Education, or the department.

(b) If a parent refuses to consent to the release of a record, the district may initiate a hearing conducted according to procedures set out in 34 C.F.R. 99.22, as revised as of July 1, 1999.

(c) If a child with a disability transfers to another school, each district shall transmit with other student records, including the child's current IEP, all statements of current and previous disciplinary action regarding the child, to the same extent that disciplinary information would be included in and transmitted with the records of a child without a disability.

(d) Statements of disciplinary action must include a description of

(1) the behavior engaged in by the child that required the disciplinary action;

(2) the action taken; and

(3) any other information that is relevant to the safety of the child and other individuals involved with the child.

(e) To the extent permitted by 20 U.S.C. 1232g (the Family Educational Rights and Privacy Act), a district that reports a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime.

4 AAC 52.760. Maintenance of records

(a) Each district providing special education and related services shall maintain records that demonstrate to a reasonable certainty, as determined by the department, that the district is in compliance with the requirements of this chapter and AS 14.30.180 - 14.30.350.

(b) Records required under (a) of this section include for each child at least the

(1) child's name, date of birth, and sex;

(2) category of eligibility under 4 AAC 52.130;

(3) date of referral;

(4) tests and other documents demonstrating eligibility under 4 AAC 52.125 and 4 AAC 52.130;

(5) IEP;

(6) services provided, including dates of initiation and termination;

(7) class and grade attendance records;

(8) grade level;

(9) name, address, and telephone number of each parent; and

(10) correspondence and other communications with a parent required by his chapter.

(c) A district shall maintain records required under (a) of this section until no longer needed to provide educational services, but not less than five years. The records, with the exception of attendance records, must be maintained in a single file.

(d) If the child moves from one district to another, the district that has provided special education and related services shall, subject to the requirements of 4 AAC 52.530(a) (2), transmit copies of records maintained in accordance with this section to the other district upon request of that district or a parent of the child.

(e) The requirements of this section are in addition to other requirements of 4 AAC 06.120, this chapter, or other law.

4 AAC 52.765. Protection of records

(a) Each district shall protect the confidentiality of personally identifiable information contained in records collected, maintained, or in the custody of the district under this chapter at collection, storage, disclosure, and destruction stages. Each district shall

(1) assign to one employee the duty to protect the confidentiality of any personally identifiable information; and

(2) provide each employee who collects, maintains, or uses personally identifiable information with instruction regarding the obligations of the district under

(A) 34 C.F.R. Part 99, as revised as of July 1, 2006, and adopted by reference; and

(B) 34 C.F.R. 300.123, as revised as of October 13, 2006, and adopted by reference.

(b) If a record containing personally identifiable information is not needed by the district to provide educational services to the child under this chapter, the district shall inform the parent and offer the parent a copy of the record. The district shall destroy the record upon

request of the parent. A record of the child's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed must be maintained indefinitely.

(c) Each district shall maintain, for public inspection, a current list of the names and positions of employees within the district who have access to personally identifiable information contained in records collected, maintained, or used by the district under this chapter. The list must identify the person responsible under (b) of this section.

(d) Each district shall maintain a record of persons other than parents and the persons on the list described in (c) of this section who are provided access to records that are subject to this section, including the name of the person, agency affiliation, date of access, and the purpose for which access is provided.

4 AAC 52.780. Entitlement review

(a) The department may conduct an entitlement review of the records of a district at any time, notwithstanding the results of one or more program reviews under 4 AAC 52.770, to ensure compliance with the requirements of this chapter, and with assurances given upon application for federal financial aid.

(b) The department will submit preliminary entitlement review findings to the district within 30 days after completion of the review.

(c) The district may submit to the department a written response to the preliminary entitlement review findings within 30 days after receipt of the findings by the district.

(d) Within 15 days after receipt of the response of a district to preliminary entitlement review findings, the department will, in its discretion, or the district may, pursue additional means to resolve any issues in dispute between them.

(e) After expiration of the period set out in (d) of this section, the department will issue final entitlement review findings. The final entitlement review findings are subject to appeal under 4 AAC 40.010 - 4 AAC 40.050.