Sitka School District Mission:
The Sitka School District will intentionally develop
Haa Latseení
(Our Strength of Mind, Body, and Spirit)
to inspire and prepare students to be compassionate, empowered,
and equipped critical thinkers within a global community.

School Board Meeting

Wednesday, April 15, 2026 | 5:00 PM | District Office Board Room, 300 Kostrometinoff Street, Sitka, AK 99835

Proposed Agenda

1. **AGENDA ITEMS ARE IN NO SPECIFIC ORDER**
2. **Family Engagement**
3. **Board Member Orientation**
4. **Ceremonies and Observances**
5. **Courses of Study**
6. **Bilingual-Bicultural EducationEnglish Language Learners**
7. **Individualized Eduaction Program**

Note: All items listed under Agenda & Consent Agenda are considered routine by the School Board and will be approved in one motion. Items may be removed at the request of a School Board Member.

Note: Meetings will adjourn by 10:30 p.m. Alaska Standard Time (or Alaska Daylight Standard Time) unless by a majority vote of the board the meeting is extended 30 minutes to 11:00 p.m. Further 30-minute extensions will require each a separate motion that will require a unanimous vote of those members present and constituting a quorum.

Note: The School Board reserves the right to go into executive session as and to the extent permitted by AS 44.62.310 and Board Bylaw 9321. An executive session may be called to consider the following subjects: (1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (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; and (4) matters involving consideration of government records that by law are not subject to public disclosure. The motion to go into executive session must clearly specify the subject of the proposed session without defeating the purpose of addressing the subject in executive session.

BP 5124.1 FAMILY ENGAGEMENT

Note: This is not a required policy and may updated at the discretion of the Board.

The Sitka School District School Board recognizes families provide early and ongoing education to their children, and a strong collaboration between families and schools will ensure students continue to receive the supports they need to thrive and be prepared in school and beyond. The board also believes that partnerships with parents, guardians, and families are an important part of the educational program. Current research indicates a home to school partnership and greater involvement on the part of parents and families in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents, guardians, family members and foster caregivers have clear and active roles to contribute to the education of their children or foster children. All students can be successful when schools and families partner in children's education.

Sitka School District is committed to promoting family engagement as an integral part of the educational experience. Through family engagement we will:

1. Establish a welcoming and inclusive environment that actively encourages family involvement in their child's education.
2. Foster effective communication and collaboration between families, schools, and the community to support student success.
3. Provide resources, training, and opportunities for families to enhance their capacity to support their child's learning and well-being.
4. Provide resources, training, and opportunities for school staff to enhance their capacity to engage in meaningful partnerships with families.
5. Recognize and respect the diverse cultures, backgrounds, and perspectives of all families in our district.

Commented [DF1]: Looks good and meets our title requirements

By implementing this Family Engagement Policy, Sitka School District aims to strengthen the partnership between parents, guardians, families, schools, and the community, ultimately enhancing student achievement and fostering a supportive educational environment.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parent and family involvement policy and guidelines that increases family interest in partnership and involvement. The requirements of the policy and guidelines are consistent with Federal and State law.

(cf. 6171 – Title I Programs)

9/2023

ADOPTED June 19, 2024

Sitka School District

AR 5124.1 FAMILY ENGAGEMENT

Note: This is not a required administrative regulation and may be updated at the discretion of the Board.

The administration may train, support, and improve school and family partnership by integrating some of the following approaches:

Welcome and Inclusive Environment

1. Creating a welcoming and inclusive environment for parents, guardians, and families by providing clear and accessible information about school policies, programs, and activities;
2. supporting meaningful two-way communication between school and home that welcomes families into the school and learning environment;
3. hosting orientation events, open houses, and parent-teacher conferences to foster connections between parents, guardians, and families;
4. respecting and welcoming parents, guardians, and family members as partners in decisions affecting children and families, as well as visitors to the schools;
5. encouraging parents, guardians, and family members to be in the schools and help co-lead school-related activities;
6. encouraging school administrators to set expectations and create a climate conducive to parent, guardian, and family participation;

Communication and Collaboration

7. communicating with parents, guardians, and family members about Board policies and regulations, as well as how to navigate to them;
8. establishing multiple channels of communication to facilitate regular and meaningful dialogue between parents, guardians, families, and school staff, including newsletters, emails, school websites, social media, and other appropriate platforms;
9. providing parents, guardians, and families with timely and relevant information about their child's academic progress, attendance, and behavior. Progress reports, report cards, and parent teacher conferences will be utilized to maintain ongoing communication;
10. engaging in meaningful parent-teacher conferences to discuss student progress toward meeting academic content standards and other learning goals, individual instructional needs and student welfare issues;
11. providing opportunities for parents, guardians, and families to engage in decision making processes, such as through family surveys, focus groups, and participation in school improvement planning will be provided;
12. expanding parent, guardian, and family involvement in decision-making through parent groups and Board and school advisory committees;

Capacity Building

13. creating meaningful roles for parents, guardian, and family members to play in supporting, reinforcing, and assisting student learning;
14. promoting parent, guardian, family involvement in their child's learning through the provision of tools, strategies, and resources that families can use at home.
15. providing opportunities for parent, guardian, and family input in school programs and curriculum;
16. promoting the creation of authentic opportunities for families to support one another in school and with parenting that integrate the diverse knowledge, learning styles, and cultural backgrounds within the school community;
17. offering workshops, training sessions, and resources to support parents, guardians, and families in understanding the curriculum, effective parenting practices, and strategies to support their child's learning and well-being.
18. Collaborating with community organizations and agencies will be encouraged to provide additional support and resources for parents, guardians, and families, such as workshops on health and wellness, financial literacy, and college and career readiness.

School Staff Capacity

19. support meaningful roles for school staff in supporting and reinforcing meaningful partnerships with families;
20. supporting appropriate professional development opportunities that enable staff members to build stronger relationships and increase the effectiveness of school staff working on parent, guardian, and family involvement strategies;

Cultural Responsiveness

21. Striving to create an inclusive environment that celebrates and honors the cultural backgrounds, languages, and traditions of all families.
22. actively seeking input from parents, guardians, and families to inform culturally responsive teaching practices and curriculum development.
23. developing methods to accommodate and support parent, guardian, and family involvement for parents with special needs such as Special Education.
24. developing methods to accommodate and support parent, guardian, and family involvement for parents who are English Language Learners.
25. assessing the effectiveness of family and school partnership, including previously underserved parents, guardians, and families with special needs.

Monitoring and Evaluation

The effectiveness of this Family Engagement Policy will be periodically assessed and reviewed by the district. Feedback from parents, guardians, families, staff, and community members will be sought to identify areas of improvement and make necessary revisions to the policy.

9/2023

Commented [DF1]: Suggest adding this to an annual review by the policy committee at a set time each year. DO staff can then collect feedback from parents/family,staff etc. and then then be brought to the committee.

ADOPTED April 3, 2024

Sitka School District

BP 6015 PARENT AND FAMILY ENGAGEMENT

Overview

The Sitka School District views parents and family as full and integral partners in their children's education at school. Parent-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success. The purpose of this policy is to encourage active and ongoing parent and family engagement, and to define how the district and schools will facilitate this.

This policy is designed to meet Federal requirements, as well as to reflect best practice in engaging families in helping to educate their children, because students do better when parents are actively involved in the education process, both at home and at school.

The Federal Elementary and Secondary Education Act (ESEA) emphasizes equal access to education to ensure that every student succeeds. The current version of ESEA was authorized by the Every Student Succeeds Act (ESSA), and signed into law on December 10, 2015. Section 1116 of Title IA of the ESEA requires that each district and school receiving Title I, Part A funds have a written parent and family engagement policy developed jointly with, agreed on with, and distributed to parents and family members of participating children.

(cf. 6171 - Title 1 Programs)

Joint Development

This policy was jointly developed with parents and family members. District and school administration requested input via focus groups and school parent advisory committees.

In general, the Sitka School District plans broadly for all programming, and then allocates resources, including Federal funding, as appropriate and available. Parents and family members will participate in developing the District ESEA Plan, Consolidated Grant Applications, and School Improvement Plans through the District Strategic Planning Process and school-based planning processes.

Technical Assistance

Sitka School District will provide the support necessary for schools receiving ESEA Title IA funding to implement effective parent and family engagement practices. The District Office supports schools in implementing effective parent and family engagement practices in the following ways:

- Developing draft school parent and family engagement policies and school-parent compacts that meet the requirements of Title IA and are consistent with District policy

- Reminding school principals of Title IA requirements and collecting evidence that schools have met those requirements
- Identifying effective family engagement practices and coordinating implementation of strategies across schools
- Identifying and designating resources to support implementation of effective parent and family engagement practices
- Consulting and coordinating school-based consultation with community partners, including Tribal partners, employers, business leaders, philanthropic organizations, and individuals with expertise in effective parent/family engagement practices

Coordination

The Sitka School District will coordinate parent and family engagement efforts made under the requirements of Title IA with other parent and family engagement activities taking place within the District. The District will also coordinate with local partners to provide additional supports and resources to families.

Annual Evaluation

Annually, Sitka School District will evaluate this policy on its content and effectiveness in improving the academic quality of Title I schools. This evaluation will include meaningful involvement of parents and family members of district students, and may identify:

- Barriers to parent/family engagement, especially for parents who are economically disadvantaged, disabled, racial or ethnic minorities, or who have limited literacy or English proficiency
- Ways to support parents and family members in assisting their children's learning, including engaging with school personnel
- Strategies to support successful school and family interactions.

Annual evaluation will take place as part of the annual District Strategic Planning Process, led by the Superintendent of Schools or designee and including input from parents/family, students, and staff.

Evidence-Based Strategies

The Sitka School District will identify evidence-based strategies to improve parent and family engagement in areas identified during the annual evaluation. The District will revise this policy and/or associated Administrative Regulations to reflect updated strategies as necessary, with ongoing consultation with parents and family members.

Building Capacity of Parents and Family Members

Sitka School District and its schools will build Title I parents' and family members' capacity for school engagement by providing assistance in understanding academic standards and assessments, how to monitor student progress, how to work with educators to support students, and the requirements of Title IA. The District/schools will also provide training to families to develop the skills needed to help their children improve their academic achievement.

Building Capacity of School Staff

The Sitka School District will provide annual professional learning to teachers and staff in Title I schools, to include:

- The value of parental contributions
- How to communicate to parents
- How to work with parents as equal partners
- How to implement parent programs, and
- How to build ties between parents and the schools.

(cf. 6000 - Concepts and Roles)

Legal Reference

UNITED STATES CODE

Title I of the Elementary and Secondary Education Act, 20 U.S.C. §§ 6301-6514, as amended by the Every Student Succeeds Act (P.L. 107-110)

ADOPTION DATE: April 7, 2021

Sitka School District

KEET GOOSHI HEEN ELEMENTARY

Overview

Keet Gooshi Heen views parents and family as full and integral partners in their children's education at school. Parent-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success. The purpose of this policy is to encourage active parent and family engagement, and to define how Keet Gooshi Heen will facilitate this.

Joint Development

This policy was jointly developed with parents and family members. District and school administration requested input via focus groups and school parent advisory committees.

In general, the Sitka School District plans broadly for all programming, and then allocates resources, including Federal funding, as appropriate and available. Parents and family members will participate in developing the District ESEA Plan, Consolidated Grant Applications, and School Improvement Plans through the District Strategic Planning Process and school-based planning processes.

Annual Title 1A Meeting

Annually, Keet Gooshi Heen will host a Title IA meeting, at a time convenient for parents and family of children receiving Title IA funded services. The school will provide information on the Title IA program and request input on the programming and on this parent and family involvement policy.

Communication

Keet Gooshi Heen will provide families of participating children with the following, in an understandable format, at the annual meeting, parent conferences, or via mail or e-mail:

- Timely information about the school's Title IA programming
- A copy of or link to the school and district parent and family engagement policies
- A description of the curriculum and assessments used, and the achievement levels of the challenging State academic standards
- If requested by parents, the opportunity for regular meetings to give input into school planning
- Information on any programming provided to parents/families

Coordination

Keet Gooshi Heen will coordinate parent and family engagement efforts made under the requirements of Title IA with other parent and family engagement activities taking place

within the school. The school will also coordinate with the District and local partners to provide additional supports and resources to families.

Building Capacity of Parents and Family Members

Keet Gooshi Heen will build Title I parents' and family members' capacity for school engagement by providing assistance in understanding academic standards and assessments, how to monitor student progress, how to work with educators to support students, and the requirements of Title IA. The school may also provide training to families to develop the skills needed to help their children improve their academic achievement.

Building Capacity of School Staff

Keet Gooshi Heen will provide annual professional learning to teachers and staff, to include:

- The value of parental contributions
- How to communicate to parents
- How to work with parents as equal partners
- How to implement parent programs, and
- How to build ties between parents and the schools.

SCHOOL-FAMILY-STUDENT COMPACT

The following compact was jointly developed with parents and families. District and school administration requested parent and family input via focus groups and school parent advisory committees.

The purpose is to define how schools, families, and students will share responsibility for academic achievement.

SCHOOL RESPONSIBILITIES

Provide high quality curriculum and instruction in a supportive and effective learning environment, including

- Evidence-based core academic and social emotional learning curricula
- Multi-tiered systems of support for both academics and behavior, intended to serve the diverse needs of all students
- Effective teaching practices
- Positive Behavior Interventions and Support
- Data-informed instruction and class placement

Host biannual parent-teacher conferences, at which this compact may be discussed. Conferences are held at the end of the 1st and 2nd trimesters.

Provide parents/guardians regular reports on their children's progress as follows:

- Report cards are sent out at the end of each trimester.
- MAP Parent Reports are provided to parents during parent/teacher conferences and at parent request.
- Scores on the State summative assessments given in grades 3-10 are mailed home in the first month after school starts each year.
- Teacher communication with parents is a critical part of ensuring student success in and out of the classroom and good attendance.

Provide parents reasonable access to staff:

- Keet Gooshi Heen Staff contact information may be found on our school's website
- Keet Gooshi Heen Administration may be reached at 747-8395
- Staff email addresses and phone numbers can be found in the staff directory on the district website at www.sitkaschools.org.
- Family members are invited to stop by the school from 7:30 - 4:00pm to make an appointment with staff.

Provide parents with opportunities to volunteer, observe, or participate in their children's classrooms, such as:

- Field Trips
- Classroom Help
- Girls on the Run
- Boys Run
- Spelling Bee
- Geography Bee
- Future Problem Solvers
- Project Fair

Facilitate meaningful, two-way communication between family members and school staff by:

- Attending parent/teacher conferences
- Phone calls

PARENT/FAMILY RESPONSIBILITIES

Parents and family members may support their children's learning in the following ways:

- Reading together every day
- Talking supportively about school at home
- Encouraging students to do their best and stick to it when school is hard
- Ensuring students eat a nutritious breakfast, either at home or at school

- Participating in decisions about their children's education
- Staying informed about school by reading notices sent home
- Participating in school and district planning and surveys
- Advocating for their children's needs at school
- Supporting regular and timely student attendance
- Supporting students in completing homework
- Ensuring students get a quality night's sleep

STUDENT RESPONSIBILITIES

Students can influence their own success by doing the following:

- Trying their best in academic work and behavior
- Asking for help when needed
- Coming to school willing to participate and learn
- Communicating with teachers, principals, family members, and/or other caring adults about school experiences
- Showing respect for themselves, the school, and others
- Believing in themselves
- Being Respectful, Responsible, Safe and Kind

Adoption Date: March 3, 2021

PACIFIC HIGH SCHOOL

Overview

Pacific High School views parents and family as full and integral partners in their children's education at school. Parent-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success. The purpose of this policy is to encourage active parent and family engagement, and to define how Pacific High School will facilitate this.

Joint Development

This policy was jointly developed with parents and family members. District and school administration requested input via focus groups and school parent advisory committees.

In general, the Sitka School District plans broadly for all programming, and then allocates resources, including Federal funding, as appropriate and available. Parents and family members will participate in developing the District ESEA Plan, Consolidated Grant Applications, and School Improvement Plans through the District Strategic Planning Process and school-based planning processes.

Annual Title 1A Meeting

Annually, Pacific High School will host a Title IA meeting, at a time convenient for parents and family of children receiving Title IA funded services. The school will provide information on the Title IA program and request input on the programming and on this parent and family involvement policy.

Communication

Pacific High School will provide families of participating children with the following, in an understandable format, at the annual meeting, parent conferences, or via mail or e-mail:

- Timely information about the school's Title IA programming
- A copy of or link to the school and district parent and family engagement policies
- A description of the curriculum and assessments used, and the achievement levels of the challenging State academic standards
- If requested by parents, the opportunity for regular meetings to give input into school planning
- Information on any programming provided to parents/families

Coordination

Pacific High School will coordinate parent and family engagement efforts made under the requirements of Title IA with other parent and family engagement activities taking

place within the school. The school will also coordinate with the District and local partners to provide additional supports and resources to families.

Building Capacity of Parents and Family Members

Pacific High School will build Title I parents' and family members' capacity for school engagement by providing assistance in understanding academic standards and assessments, how to monitor student progress, how to work with educators to support students, and the requirements of Title IA. The school may also provide training to families to develop the skills needed to help their children improve their academic achievement.

Building Capacity of School Staff

Pacific High School will provide annual professional learning to teachers and staff, to include:

- The value of parental contributions
- How to communicate to parents
- How to work with parents as equal partners
- How to implement parent programs, and
- How to build ties between parents and the schools.

SCHOOL-FAMILY-STUDENT COMPACT

The following compact was jointly developed with parents and families. District and school administration requested parent and family input via focus groups and school parent advisory committees.

The purpose is to define how schools, families, and students will share responsibility for academic achievement.

SCHOOL RESPONSIBILITIES

Provide high quality curriculum and instruction in a supportive and effective learning environment, including

- Evidence-based core academic and social emotional learning curricula
- Multi-tiered systems of support for both academics and behavior, intended to serve the diverse needs of all students
- Effective teaching practices
- Positive Behavior Interventions and Support
- Data-informed instruction and class placement

Host biannual parent-teacher conferences, at which this compact may be discussed. Conferences are held in October and February of each year.

Provide parents/guardians regular reports on their children's progress as follows:

- Report cards are mailed out at the end of each semester.
- MAP assessment results are discussed at parent-teacher conferences in the Fall.
- Scores on the State summative assessments given in grades 3-10 are mailed home in the first month after school starts each year.
- When grades or attendance begin to lag for a student, parent contact is initiated by the student's teacher, and followed up by school administration if necessary.

Provide parents reasonable access to staff:

- Teachers can be contacted by calling their classroom phone, the main PHS number, and/or by school district email. This information is provided to parents at the beginning of each school year during welcome-back interviews.
- Administration can be contacted by calling direct office phone, the main PHS number, and/or by school district email.
- Staff email addresses and phone numbers can be found in the staff directory on the district website at www.sitkaschools.org
- Family members are invited to stop by the school from 8am to 4pm to make an appointment with staff.

Provide parents with opportunities to volunteer, observe, or participate in their children's classrooms, such as:

- Parents are always welcome to set up an appointment to observe classes and/or participate in activities or field trips.
- Parents are invited to design and teach Friday Enrichment classes in an area they are professionally qualified with the approval of PHS administration.
- There are a variety of needs at PHS that can be satisfied by parent volunteers. Parents are encouraged to contact PHS administration for more information.

Facilitate meaningful, two-way communication between family members and school staff by:

- PHS staff and administration maintain regular communication with parents throughout the school year through phone, email, and in-person meetings. Parents are invited to monthly Parent-Community-Council meetings and/or academic culmination events each quarter. Parents and families are encouraged throughout the school year to reach out to PHS staff with any questions, concerns or ideas.

PARENT/FAMILY RESPONSIBILITIES

Parents and family members may support their children's learning in the following ways:

- Encouraging your student to read every day and/or reading together

- Talking supportively about school at home
- Encouraging students to do their best and stick to it when school is hard
- Ensuring students eat a nutritious breakfast, either at home or at school
- Participating in decisions about their children's education
- Staying informed about school by reading notices sent home
- Participating in school and district planning and surveys
- Advocating for their children's needs at school
- Supporting regular and timely student attendance
- Supporting students in completing homework

STUDENT RESPONSIBILITIES

Students can influence their own success by doing the following:

- Trying their best in academic work and behavior
- Asking for help when needed
- Coming to school willing to participate and learn
- Communicating with teachers, principals, family members, and/or other caring adults about school experiences
- Showing respect for themselves, the school, and others
- Believing in themselves
- Tending to their mental health needs when necessary through self-care and reaching out to supportive adults.
- Persevering through difficult times by staying connected to school staff and reaching out when resources are needed.

Adoption Date: March 3, 2021

SITKA HIGH SCHOOL

Overview

Sitka High School views parents and family as full and integral partners in their children's education at school. Parent-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success. The purpose of this policy is to encourage active parent and family engagement, and to define how Sitka High School will help facilitate this.

Joint Development

This policy was jointly developed with parents and family members. District and school administration requested input via focus groups and school parent advisory committees.

In general, the Sitka School District plans broadly for all programming, and then allocates resources, including Federal funding, as appropriate and available. Parents and family members will participate in developing the District ESEA Plan, Consolidated Grant Applications, and School Improvement Plans through the District Strategic Planning Process and school-based planning processes.

Communication

Sitka High School will provide families of participating children with the following, in an understandable format, at a regular meeting, parent conferences, or via mail or e-mail:

- A copy of or link to the school and district parent and family engagement policies
- A description of the curriculum and assessments used, and the achievement levels of the challenging State academic standards
- If requested by parents, the opportunity for regular meetings to give input into school planning
- Information on any programming provided to parents/families

Coordination

Sitka High School will coordinate efforts with consideration of the requirements of Title IA and with other parent and family engagement activities taking place within the school. The school will also coordinate with the District and local partners to provide additional supports and resources to families.

Building Capacity of Parents and Family Members

Sitka High School will build Title I parents' and family members' capacity for school engagement by providing assistance in understanding academic standards and assessments, how to monitor student progress, how to work with educators to support students, and the requirements of Title IA. The school may also provide training to

families to develop the skills needed to help their children improve their academic achievement.

Building Capacity of School Staff

Sitka High School will provide annual professional learning to teachers and staff, to include:

- The value of parental contributions
- How to communicate to parents
- How to work with parents as equal partners
- How to implement parent programs, and
- How to build ties between parents and the schools.

SCHOOL-FAMILY-STUDENT COMPACT

The following compact was jointly developed with parents and families. District and school administration requested parent and family input via focus groups and school parent advisory committees.

The purpose is to define how schools, families, and students will share responsibility for academic achievement.

SCHOOL RESPONSIBILITIES

Provide high quality curriculum and instruction in a supportive and effective learning environment, including

- Evidence-based core academic and social emotional learning curricula
- Multi-tiered systems of support for both academics and behavior, intended to serve the diverse needs of all students
- Effective teaching practices
- Positive Behavior Interventions and Support
- Data-informed instruction and class placement

Host biannual parent-teacher conferences, at which this compact may be discussed. Conferences are held once in each semester (typically October and February) and are scheduled in a variety of timeframes to attempt to accommodate family schedules.

Provide parents/guardians regular reports on their children's progress as follows:

- A parent portal is available through PowerSchool for student grades and attendance. The link to this portal is available on the Sitka High School website. Please call the high school for assistance with this portal. (907)-747-3263
- MAPS is administered twice per year for students in grades 9-11, and results are available to share with parents at conferences or upon request.

- Scores on the State summative assessments (PEAKS) given in grades 3-10 are mailed home in the first month after school starts each year.
- Sitka High School offers additional student assistance throughout the school day and after school tutoring on Monday-Thursday afternoons from 3:30-5:00pm in the SHS/STA Student Support Center/ Grandparents' House (Room 205).
- Sitka High School also provides the opportunity for additional support via Saturday School at least twice each semester (four times each school year).

Provide parents reasonable access to staff:

- Teachers may be contacted via email or by phone (each teacher has a telephone extension and voice mail).
- Administrators may also be contacted via email or by phone.
- Staff email addresses and phone numbers can be found in the staff directory on the district website at www.sitkaschools.org
- Family members are invited to stop by the school from 8:00am - 4:00pm to make an appointment with staff.

Provide parents with opportunities to volunteer, observe, or participate in their children's classrooms, such as:

- There are a variety of volunteer opportunities available to parents throughout the school year that include dances, activity events, concerts, performances, conferences, classroom activities, presentations, etc. If you feel that you have a particular area of expertise, please let the school know where you feel you could best contribute.

Facilitate meaningful, two-way communication between family members and school staff by:

- Providing "real-time" access to grades and attendance.
- Providing regular opportunities to meet with teachers and discuss student progress.
- Regular updates from the school on current and upcoming events.
- Periodic call-outs from the school regarding important upcoming events.
- Posts through various social and local media outlets listing upcoming events.

PARENT/FAMILY RESPONSIBILITIES

Parents and family members may support their children's learning in the following ways:

- Talking supportively about school at home
- Encouraging students to do their best and stick to it when school is hard
- Ensuring students eat a nutritious breakfast, either at home or at school
- Participating in decisions about their children's education

- Staying informed about school by reading notices sent home
- Participating in school and district planning and surveys
- Advocating for their children's needs at school
- Supporting regular and timely student attendance
- Supporting students in completing homework

STUDENT RESPONSIBILITIES

Students can influence their own success by doing the following:

- Trying their best in academic work and behavior
- Asking for help when needed
- Coming to school willing to participate and learn
- Communicating with teachers, principals, family members, and/or other caring adults about school experiences
- Showing respect for themselves, the school, and others
- Believing in themselves
- Exhibiting the values of Haa Latseen (Strength of Mind, Body and Spirit) - Being Engaged, Compassionate and Responsible

Adoption Date: March 3, 2021

~~BARANOF~~XÓOTS ELEMENTARY

Overview

~~Baranof~~Xóots Elementary views families as full and integral partners in their student's education at school. Family-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success. The purpose of this policy is to encourage active family engagement and to define how ~~Baranof~~Xóots Elementary will facilitate this.

Joint Development

This policy was jointly developed with family members. District and school administration requested input through staff and family input, focus groups and surveys.

In general, the Sitka School District plans broadly for all programming and then allocates resources, including Federal funding, as appropriate and available. Family members will participate in developing the District ESEA Plan, Consolidated Grant Applications, and School Improvement Plans through the District Strategic Planning Process and school-based planning processes.

Annual Title 1A Meeting

Annually, ~~Baranof~~Xóots Elementary will host a Title IA meeting, at a time convenient for families of children receiving Title IA funded services. The school will provide information on the Title IA program and request input on the programming and on this family involvement policy.

Communication

~~Baranof~~Xóots Elementary will provide families of participating children with the following, in an understandable format, at the annual meeting, parent conferences, or via mail or e-mail:

- Timely information about the school's Title IA programming
- A copy of or link to the school and district family engagement policies
- A description of the curriculum and assessments used and the achievement levels of the challenging state academic standards
- If requested by parents, the opportunity for regular meetings to give input into school planning
- Information on any programming provided to parents/families

Coordination

~~Baranof~~Xóots Elementary will coordinate family engagement efforts made under the requirements of Title IA with other family engagement activities taking place within the

school. The school will also coordinate with the District and local partners to provide additional supports and resources to families.

Building Capacity of Parents and Family Members

~~Baranof~~Xóots Elementary will build Title I parents' and family members' capacity for school engagement by providing assistance in understanding academic standards and assessments, how to monitor student progress, how to work with educators to support students, and the requirements of Title IA. The school may also provide training to families to develop the skills needed to help their children improve their academic achievement.

Building Capacity of School Staff

~~Baranof~~Xóots Elementary will provide annual professional learning to teachers and staff, to include:

- The value of parental contributions
- How to communicate to parents
- How to work with parents as equal partners
- How to implement parent programs
- How to build ties between parents and the schools

SCHOOL-FAMILY-STUDENT COMPACT

The purpose is to define how schools, families, and students will share responsibility for academic achievement and was developed with families through focus groups and surveys.

SCHOOL RESPONSIBILITIES

Provide high quality curriculum and instruction in a supportive and effective learning environment, including:

- Evidence-based core academic and social-emotional learning curricula
- Multi-tiered systems of support for both academics and behavior, intended to serve the diverse needs of all students
- Effective teaching practices
- Positive Behavior Interventions and Support
- Data-informed instruction and class placement

Host biannual parent-teacher conferences, at which this compact may be discussed. Conferences are held in late October or early November and also in late February or early March.

Provide parents/guardians regular reports on their children's progress as follows:

- Report cards are done on a trimester basis and handed out at Parent/Teacher Conferences. The final report card is sent home in students' school/home communication folders.
- Parents will be notified of students' universal screener scores in the fall, winter, and spring.
- Parents will be notified each day students are absent.
- When students are not making adequate progress, parents will be notified.

Provide parents reasonable access to staff:

- Teachers can be reached by calling their classroom number before or after school. You may leave a message and they will return your call. You can also reach them by sending an email. Staff directory is available at sitkaschools.org
- School Principal, Mrs. Lecrone, can be reached at 907-747-5825 or at lecronej@sitkaschools.org
- Staff email addresses and phone numbers can be found in the staff directory on the district website at www.sitkaschools.org
- Family members are invited to call the school at 907-747-5825 to make an appointment with staff

Provide families with opportunities to volunteer, observe, or participate in their children's school day, such as:

- Volunteering in the classroom or chaperoning field trips
- Setting up times to observe students in the classroom, specials or recess
- Inviting families to evening activities
- Including families in the development of yearly evening activities
- Participating in our school wide special activities (family BBQ, popcorn and movie in the gym, winter caroling, and cookie decorating party).
- Facilitating meaningful, two-way communication between family members and school staff by:
    - Holding monthly ~~Baranof~~Xóots Family Meetings where staff and families discuss school needs and happenings, upcoming events, opportunities to volunteer, and group problem-solving.
    - Hosting monthly schoolwide assemblies which all families are encouraged to attend
    - Creating and distributing monthly newsletters
    - Replying to emails or voicemails in a timely manner

FAMILY RESPONSIBILITIES

Family members may support student learning in the following ways:

- Showing kindness and support for student, teachers, and ~~Baranof~~Xóots Elementary School Staff
- Ensuring regular and timely attendance- try for no more than five tardies or absences in a year
- Establishing healthy bedtime routines that ensure student gets 8-10 hours of sleep each night
- Safeguarding student from exposure to violence and drug/alcohol abuse
- Monitoring and limiting student's time on TV, computer, iPad, and cellphones
- Attending the September Family Event
- Ensuring student eats a nutritious breakfast, either at home or at school
- Participating in decisions about student education and staying informed about school events by reading notices sent home
- Participating in school and district planning and surveys
- Advocating for student's needs at school
- Talking supportively about school at home
- Supporting student in completing homework and reading together every day
- Encouraging student to do their best and stick to it when school is hard

STUDENT RESPONSIBILITIES

Students can influence their own success by doing the following:

- Following school wide expectation-Be Safe, Be Kind, Be Respectful
- Coming to school willing to participate and learn
- Trying their best in academic work and behavior
- Asking for help when needed
- Communicating with teachers, principals, family members, and/or other caring adults about school experiences
- Showing respect for themselves, the school, and others
- Believing in themselves

ADOPTION DATE: March 3, 2021

BLATCHLEY MIDDLE SCHOOL

Overview

Blatchley Middle School views parents and family as full and integral partners in their children's education at school. Parent-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success. The purpose of this policy is to encourage active parent and family engagement, and to define how Blatchley Middle School will facilitate this.

Joint Development

This policy was jointly developed with parents and family members. District and school administration requested input via focus groups and school parent advisory committees.

In general, the Sitka School District plans broadly for all programming, and then allocates resources, including Federal funding, as appropriate and available. Parents and family members will participate in developing the District ESEA Plan, Consolidated Grant Applications, and School Improvement Plans through the District Strategic Planning Process and school-based planning processes.

Annual Title 1A Meeting

Annually, Blatchley Middle School will host a Title IA meeting, at a time convenient for parents and family of children receiving Title IA funded services. The school will provide information on the Title IA program and request input on the programming and on this parent and family involvement policy.

Communication

Blatchley Middle School will provide families of participating children with the following, in an understandable format, at the annual meeting, parent conferences, or via mail or e-mail:

- Timely information about the school's Title IA programming
- A copy of or link to the school and district parent and family engagement policies
- A description of the curriculum and assessments used, and the achievement levels of the challenging State academic standards
- If requested by parents, the opportunity for regular meetings to give input into school planning
- Information on any programming provided to parents/families
- Information on how to access Schoology accounts

Coordination

Blatchley Middle School will coordinate parent and family engagement efforts made under the requirements of Title IA with other parent and family engagement activities taking place within the school. The school will also coordinate with the District and local partners to provide additional supports and resources to families.

Building Capacity of Parents and Family Members

Blatchley Middle School will build Title I parents' and family members' capacity for school engagement by providing assistance in understanding academic standards and assessments, how to monitor student progress, how to work with educators to support students, and the requirements of Title IA. The school may also provide training to families to develop the skills needed to help their children improve their academic achievement.

Building Capacity of School Staff

Blatchley Middle School will provide annual professional learning to teachers and staff, to include:

- The value of parental contributions
- How to communicate to parents
- How to work with parents as equal partners
- How to implement parent programs, and
- How to build ties between parents and the schools.

SCHOOL-FAMILY-STUDENT COMPACT

The following compact was jointly developed with parents and families. District and school administration requested parent and family input via focus groups and school parent advisory committees.

The purpose is to define how schools, families, and students will share responsibility for academic achievement.

SCHOOL RESPONSIBILITIES

Provide high quality curriculum and instruction in a supportive and effective learning environment, including

- Evidence-based core academic and social emotional learning curricula
- Multi-tiered systems of support for both academics and behavior, intended to serve the diverse needs of all students
- Effective teaching practices
- Positive Behavior Interventions and Support
- Data-informed instruction and class placement

Host biannual parent-teacher conferences, at which this compact may be discussed. Conferences are held in November, during the 1st semester and in February of 2nd semester. Conferences are student-led, open house format. Opportunities for families to meet with grade level teams individually are also offered.

Provide parents/guardians regular reports on their children's progress as follows:

- Report cards are sent home twice a year, in January and May. Progress reports are sent home during parent-teacher conferences (see above) and additionally in April and May.
- The Measures of Academic Progress test is administered three times a year. The results of this assessment are mailed home in September, December and May. Results are provided only to the families of students and the school they attend.
- Scores on the State summative assessments given in grades 3-10 are mailed home in the first month after school starts each year.
- Grade level teams will call home and schedule meetings with families as needed.
- Grade level teams will discuss all/any appropriate options for student success
- Blatchley Middle School uses the online Schoology platform to help students and families stay abreast of assignments, grades, and homework. Each student and each family receives a personal username and password to access their account.
- Blatchley will provide individual training sessions on how to access Schoology during Parent Teacher Conferences and by appointment.

Provide parents reasonable access to staff:

- The best way for families to contact a specific school employee at Blatchley Middle School is to call the front office at (907) 747-8672, via the teacher's Schoology page, or by email.
- To contact an administrator at BMS call the above number or dial the Principal directly at (907) 966-1403 or the Assistant Principal at 966-1404
- Staff email addresses and phone numbers can also be found in the staff directory on the district website at www.sitkaschools.org
- Family members are invited to stop by the school from 8:00-3:30 to make an appointment with staff.

Provide parents with opportunities to volunteer, observe, or participate in their children's classrooms, such as:

- Discover Your Potential Week
- Chaperone after school activities (dances, sporting events, concerts)
- Come and eat lunch with your student(s)
- Help greet arriving students from 8:00-8:23 each morning
- Volunteer in the BMS Library
- Set up a time to visit a classroom by calling the main office at (907) 747-8672
- Attend one or all of the monthly family BBQ's

Facilitate meaningful, two-way communication between family members and school staff by:

- Weekly emails from administration to all families (including reminders about Schoology access)
- Teachers send notecards home regarding student successes
- Posting daily and weekly updates to Schoology
- Offering times to meet with grade level teams or individual teachers, by appointment, during parent-teacher conferences and/or any given day of the week. Call the main office at (907) 747-8672.

PARENT/FAMILY RESPONSIBILITIES

Parents and family members may support their children's learning in the following ways:

- Talking supportively about school at home
- Encouraging students to do their best and stick to it when school is hard
- Ensuring students eat a nutritious breakfast, either at home or at school
- Participating in decisions about their children's education
- Staying informed about school by reading notices sent home
- Participating in school and district planning and surveys
- Advocating for their children's needs at school
- Supporting regular and timely student attendance
- Supporting students in completing homework
- Limit access to evening electronics
- Check Schoology weekly
- Help ensure 8 hours of sleep each night

STUDENT RESPONSIBILITIES

Students can influence their own success by doing the following:

- Trying their best in academic work and behavior
- Asking for help when needed
- Coming to school willing to participate and learn
- Communicating with teachers, principals, family members, and/or other caring adults about school experiences
- Showing respect for themselves, the school, and others
- Believing in themselves
- Honoring the BMS code of, "Respectful, Responsible and Safe!"

Adoption Date: March 3, 2021

Sitka School District

AR 9230 BOARD MEMBER ORIENTATION

The following are the specific topics to be covered or materials to be provided in the orientation of new board members. Orientation will be provided by the Superintendent, the board president, or individual board members independently, and through board work sessions in October and November of each school year.

Superintendent will provide:

1. Discussion of policy versus regulation
2. Copy of negotiated agreements with Sitka Education Association (SEA), Sitka Education Support Professional Association (SESPA), and Superintendent's contract and job description
3. Discussion of Alaska's instructional standards and strategic plan
4. Visits with other district management personnel (principals, food service director, business manager, and other district office staff)
5. Facilities tour with superintendent or designee
6. Copy of student handbooks

Board Secretary will provide:

1. Minutes from the board meetings of the previous six months
2. Access to and orientation to the board policy manual
3. Access to and orientation to School Board Teams site
4. Access to and orientation to BoardBook
5. Orientation to AASB website
6. Copy of student handbooks

Board President will provide:

1. Discussion of mission statement and board goal(s)
2. The School Board meeting process
3. Review of Liaison Policy
4. Review of "Roles and Responsibilities for School Board Members and Superintendents"

Individual board members will provide:

1. Visits with incumbent board members

October orientation work session will provide:

1. A session on interactive communication styles
2. An overview of the strategic plan
3. An overview of the Board master calendar
4. A review of the Board committees and board member interest in committee assignments
5. A review of the responsibility of the board (BP 1140)
6. A review of Board Bylaws
7. The process for decision making
8. A review of the Board self-evaluation process and goal setting by the Board
9. An overview of the AASB roles and references for board members

BP 6115 CEREMONIES AND OBSERVANCES

PATRIOTIC EXERCISES

> Note: By state law, the Pledge of Allegiance must be recited daily. AS 14.03.130. A person/student is permitted to recite the salute to the flag or to maintain a respectful silence.

The School Board encourages activities that instill pride in our country, state, borough, town, or village. The Pledge of Allegiance shall be recited, or patriotic exercises conducted each day. The School Board encourages students and staff to recite the Pledge of Allegiance in their indigenous language if they desire.

The District respects the legal right of individuals not to participate in the salute to the flag for personal reasons. An individual not participating in the salute to the flag must maintain a respectful silence.

The School Board recognizes the potential importance and relevance of local ceremonies in addition to the Pledge of Allegiance. With School Board approval, and provided that such ceremonies do not contravene state or federal law, the School Board encourages such local ceremonies as a way of celebrating and recognizing place and local culture as an important part of the educational day.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6141.3 - Multicultural Education)

SPECIAL DAYS AND EVENTS

District schools shall commemorate special days, events in accordance with law. Schools are encouraged to recognize days and event of local historical and cultural importance.

District schools shall be closed in observance of Labor Day, Thanksgiving Day and the day after, Christmas Day, New-Year's Day, Memorial Day, and the Fourth of July

Holidays which fall on a Sunday shall be observed the following Monday. Holidays that fall on a Saturday shall be observed on the preceding Friday.

Furthermore, the Sitka School Board specifically recognizes the cultural and civic importance of relating to people or events and encourages school leaders and students to incorporate celebrations or recognition within the school's activities and curriculum.

(cf. 6111 - School Calendar)

Legal References

ALASKA STATUTES

14.03.050 - School Holidays

14.03.130 - Display of Flag and Pledge of Allegiance

41.15.900 - Observance of Arbor Day

West Virginia State Board of Education, et al v. Burnette, et al 319 U.S. 624 (1943)

Banks v. Board of Public Instruction, 314 F. Supp. 285

Hanover v. Northrup, 325 F Supp. 170

Adoption Date: February 6, 1996

Revision Date: September 5, 2000

Revision Date: March 5, 2001

Revision Date: June 30, 2021

AR 6115 CEREMONIES AND OBSERVANCES

Patriotic Exercises

The flag salute will be done at the opening of each regular and special meeting of the School Board.

Each principal shall, with the participation of the building staff, develop a plan and review it yearly for the use of patriotic exercises, including, but not limited to, the pledge of allegiance. Students will receive instruction on how to properly say the pledge of allegiance.

Students and staff may recite the following salute to the flag of the United States or maintain respectful silence: "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

On a regular basis a school shall inform all persons of their right not to participate in the pledge of allegiance. The exercise of the right not to participate in the pledge of allegiance may not be used to evaluate a student or employee or for any other purpose.

Implementation Date: April 1, 1997

Revision Date: August 1, 2000

Revision Date: January 7, 2010

Model Policy

BP 6143 COURSES OF STUDY

Note: The following sample policy may be revised to reflect district philosophy and needs.

ALL SCHOOLS

The School Board recognizes that a student's cultural and personal identity are integral in engaging a student in effective and productive learning. The School Board supports and encourages the development of courses of study that provide an opportunity to combine place-based and culturally relevant learning while meeting the necessary state and district standards. All students must have relevant and engaging coursework that prepares them to be productive citizens and provides them with skills and opportunity for post-secondary college or career choices. The courses of study beginning in primary school through high school are recognized as a continuum, each building upon the former. Courses of study may be developed as "tracks" that take into account student interests such as Career and Technical Education (CTE) or college readiness.

ELEMENTARY SCHOOLS

The School Board shall adopt a course of study for elementary grades aligned with state performance and content standards, and which sufficiently prepares district students for the required high school course of study. The elementary course of study should include culturally responsive and place-based instruction and materials that incorporate strategies and frameworks for personalized, student-centered learning.

SECONDARY SCHOOLS

The School Board shall adopt courses of study designed to meet student needs and to satisfy district and state graduation requirements. Courses will also be adopted that meet the requirements for admission to post-secondary programs, whether Career Technical Education or college. Courses of study shall be integrated where appropriate and provide students the opportunity to attain skills for entry-level employment upon graduation from high school. The secondary school courses of study should include culturally responsive and place-based instruction and materials that incorporate strategies and frameworks for personalized, student-centered learning.

(cf. 6141 – Curriculum Development and Evaluation)

(cf. 6146.1 – High School Graduation Requirements)

(cf. 6184 – Virtual/Online Courses)

Commented [DG1]: Add BP 6182 - Home School Correspondence Program as cf.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

05.080 School Curriculum and Personnel

4 AAC 06.075 High School Graduation Requirements

Revised 3/2019

9/92

AASB Policy Reference Manual

BP 6174 BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS

Note: Under the federal Every Student Succeeds Act, which amends the English Language Acquisition, Language Enhancement, and Academic Achievement Act, districts have specific obligations toward English learners, including immigrant children and youth, and their families. School districts must develop programs for English language learners (ELL) that are designed and implemented to increase English language proficiency and academic achievement in meeting challenging academic standards and providing high-quality professional development to ELL classroom teachers.

Note: *AS 14.30.400* mandates districts to provide in accordance with state regulations a bilingual-bicultural education program for each school with eight or more students of limited English-speaking ability whose primary language is other than English. 4 AAC 34.055 requires each district enrolling limited-English-proficient students to take appropriate steps to develop their English skills and to provide meaningful participation in the academic program. For districts enrolling eight or more ELL students in a single school, the district must submit to the Department of Education and Early Development an annual plan of service for ELL pupils. The following sample policy may be revised to reflect district philosophy and needs. The plan should be filed by April 15 and the district should implement the plan of service the year following its submission. The district may designate the effective dates of the plan, which can encompass up to five school years. Any changes to an existing plan of service must be filed with EED before implementing the changes.

English Language Learners Program and Plan of Service

In accordance with the Board's mission to provide a quality educational program to all students, students who are English language learners (ELL) will be identified, assessed, and provided appropriate services, which may include bilingual/bicultural or English as a second language instruction. In addition, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can meet the same challenging academic standards that all students are expected to meet.

The district shall submit an annual plan of service if eight or more ELL students are enrolled in a single school. The plan of service shall provide:

. A statement of the district's educational goals and instructional methodology;

- The district's plan of identification of all students who are or who may be ELL students, including the use of a state-approved assessment for identification of English language proficiency;
- The district's procedure for assessing the educational progress of ELL students;
- The district's program of services and instructional model for ELL students;
- An identification of instructional staff and educational resources;
- The district's process for monitoring the academic progress of former ELL students for two years after they are no longer identified as ELL students;
- The district's program evaluation that addresses the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification; and
- Parent and community involvement.
- The Superintendent or his/her designee shall implement and supervise an ELL program that ensures appropriate ELL instruction and complies with federal and state laws and regulations. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

Academic instruction provided in English may be specially designed and presented so as to facilitate complete understanding of the total academic content. Students shall also receive instruction which promotes positive self-concepts and cross-cultural understanding.

(cf. 6141.3 - Multicultural Education)

Students who are taught core academic subjects in non-English speaking classes shall spend as much time as possible in classrooms with students who speak fluent English.

The ELL program shall be designed to provide instruction that meets each student's individual needs, based on assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. Students participating in ELL programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

Identification and Placement

Note: 4 AAC 34.055 requires the district's plan of service to provide the district's planfor the identification of pupils who are limited-English-proficient.

Note: Under 4 AAC 34.090, "limited English proficient" means an individual who (a) is between 3 and 21 years old; (b) is enrolled or preparing to enroll in an elementary or secondary school; (c) falls into one or more of the following categories of

individuals: (i) an individual not born in the United States or whose native language is a language other than English, or (ii) is an American Indian, Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and (d) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual: (i) the ability to obtain achievement levels that meet standards as, as described in 4 AAC 06.739, on the state assessment in English language arts or in reading and language arts under 4 AAC 06.737 or 4 AAC 06.755; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

The Superintendent or designee shall maintain procedures which provide for the careful identification, assessment, and placement of students of limited-English proficiency in accordance with state regulations and the district's service plan. On an annual basis, the district shall administer a state-approved assessment for identification of English language proficiency to all students who may have limited English proficiency, but who have not already been identified as ELL students.

An individual student's participation in the bilingual/bicultural program is voluntary on the part of the parent/guardian.

Standardized Assessment

Note: 4 AAC 06.776 requires the participation of all ELL students in the statewide student assessment system. This includes standard norm-referenced testing, standards-based testing, and a college and career readiness assessment. Under federal law, all ELL students served by programs funded under Title III must be assessed annually.

Students identified as limited English proficient shall participate, either with or without an accommodation, in statewide student assessments. The Superintendent or designee shall appoint a team that includes, if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency. "Accommodations" include a change in the matter in which a test included in the statewide student assessment system is given to a student, and that does not alter what is measured by the assessment. The team will document the accommodation decision.

Note: Accommodations are to be determined under DEED's Participation Guidelines for Alaska Students in State Assessments "Modifications" may not be provided by the team. "Modifications" means a change to either the content or the administration of a test included in the statewide student assessment system, if the change alters what is measured by that test. 4 AAC 06.776.

Reassignment

Note: Pursuant to 4 AAC 34.055, the district's service plan must identify the procedure for assessing the educational progress of ELL pupils. Additionally, a student's parent/guardian may request placement in a regular school program. The regulation provides an objective standard for when ELL services are no longer required. A student will remain eligible for services until the student obtains on tier B or tier C of the approved annual assessment a: 1) composite score of 5.0 or higher; and 2) score of 4.0 or higher in each of the tested domains of reading, writing, speaking, and listening.

Students of limited-English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. A student will remain eligible for services until obtaining assessment scores as established by law.

The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.

Parent/Guardian and Community Involvement

Note: 4 AAC 34.055 requires the district's plan of service to provide for the involvementof parents/guardians and community members in the bilingual-bicultural educational program.

The Board recognizes the need to involve parents/guardians and community members in the development, evaluation, and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

Note: The Every Student Succeeds Act continues the detailed requirements for parental notification set forth in the No Child Left Behind Act. This includes provisions that are very specific as to content of the notice and when it must be given. Students placed in, or identified for, an ELL program before the beginning of the school year must receive notice no later than 30 days after school starts. For students newly identified after the beginning of the school year, parental notice is due within two weeks after the student's placement in the program. School districts are required to notify the families of students placed in an ELL program as soon as this occurs. Notification should include: (1) an explanation of why their child has been placed in the program; (2) a description of the program their child is in, as well as a description of all other types of available language programs; (3) notice of a parent's right to choose among instructional programs if more than one is available; (4) an

explanation of how the current program will help their child to develop academically, learn English, and achieve the standards necessary for grade promotion and graduation; (5) the specific exit requirements for the program, the expected rate of transition to non-ELL programs and the expected secondary graduation rate for the program; (6) in the case of a child with a disability, how the program meets the objectives in the child's IEP; and (7) notice of a parent's right to have his or her child moved from an ELL program to a regular program if they so desire. School districts must provide required parent notifications in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by families. A sample parental notification is provided at E 6174.

The district shall notify parents of students qualifying for ELL programs regarding the instructional program and parental options, as required by law. The notice should state the reasons for identifying the student as English language learner, including the student's level of proficiency and how the District determined that level. The student's overall academic achievement should also be included in the notice. The notice must describe the ELL program's instructional methods and explain specific exit requirements and how the student will transition from the program. Finally, the notice shall advise parents of their right to remove the child from the program, to choose an alternative program if available, and to obtain assistance in choosing a program. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

(cf. 1220 - Citizens Advisory Committees)

Program Evaluation

Note: 4 AAC 34.055 requires a district's plan of service to establish procedures for an annual evaluation which addresses the effectiveness of the program in meeting the English- language development needs of ELL students and achieving student academic progress goals; and reflecting any identified need for program modification. Additionally, districts must have a process for monitoring the success and academic progress of exited ELL students for two years after the student is no longer identified as an ELL student.

The Superintendent or designee shall establish procedures for the annual evaluation of bilingual-bicultural education programs in conformance with state and federal regulations.

Note: Federal Law (20 U.S. Code section 1703(f)) prohibits districts from discriminating against a student on the basis of race, color, sex or national origin by failing to take appropriate action to overcome language barriers that impede bilingual-bicultural students' equal participation in instructional programs. Federal courts have approved bilingual-bicultural programs which (1) are based on sound

educational theory, (2) use methods reasonably calculated to effectively implement such theory, and (3) "produce results indicating that language barriers confronting students are actually being overcome."

When evaluating the adequacy of bilingual-bicultural education, the Board shall consider data which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

Legal Reference:

ALASKA STATUTES

14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.775 Assessment of a student with limited English proficiency

4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE

20 U.S.C. §§ 1702-03, Denial of Educational Opportunity Prohibited

20 U.S.C. § 6811, et. seq., English Language Acquisition, Language Enhancement, and Academic Achievement Act, as amended by the Very Student Succeeds Act (P.L. 114-95 (December 10, 2015)

Castenda v. Pickard 648 F.2d 989 (5th Cir. 1981)

Teresa P. et al v. Berkeley Unified School District et al, 724 F.Supp. 698 (N.D. Cal. 1989)

Adoption Date: February 6, 1996

Revision Date: October 7, 2003

Revision Date: January 13, 2005

Revision Date: August 14, 2013

Revision Date: June 21, 2016

AR 6174 BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS

Identification, Assessment and Placement

The Superintendent or designee shall maintain procedures which provide for the careful identification, assessment, and placement of students of limited-English proficiency in accordance with state regulations and the district's service plan.

An individual student's participation in the bilingual/bicultural program is voluntary on the part of the parent/guardian.

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

Reassignment

Students of limited-English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. The Superintendent or designee shall establish standard redesignation procedures to assess this proficiency by means of the following criteria:

- Teacher evaluation of the student's English language proficiency and curriculum mastery.
- Objective assessment of the student's English comprehension, speaking proficiency and writing skills.
- Parental opinion during a redesignation interview.
- Objective data on the student's academic performance in English.

The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.

Parent/Guardian and Community Involvement

The Board recognizes the need to involve parents/guardians and community members in the development, evaluation and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

At the beginning of each school year, the district shall notify parents of students qualifying for ELL programs regarding the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

(cf. 1220 - Citizens Advisory Committees)

The Superintendent or designee shall establish procedures for the annual evaluation of bilingual-bicultural education programs in conformance with state and federal regulations.

When evaluating the adequacy of bilingual-bicultural education, the Board shall consider data which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

Legal Reference:

ALASKA STATUTES

14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE

4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE

20 U.S.C. §§ 1702-03 Bilingual Education Act, 20 U.S.C. §§ 7401 et seq. as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act, Title III, §§ 3001-3304 of HR1

NO CHILD LEFT BEHIND ACT, P.L. 107-110 (2002)

Castenda v. Pickard 648 F.2d 989 (5th Cir. 1981)

Teresa P. et al v. Berkeley Unified School District et al, 724 F.Supp. 698 (N.D. Cal. 1989)

Implementation Date: February 6, 1996

Revision Date: October 10, 2003

E 6174 BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNER PROGRAMS

(*Parental Notification for Children Identified as English Language Learners*)

Your child, _____ has been identified as needing additional instruction to achieve English proficiency. The basis for this identification is:

_____

_____

Using (*list assessment instruments and methods here*)
_____

_____

Your child was identified at (describe level of proficiency)
_____

Additionally, your child's current academic achievement is (*describe GPA, standardized test scores, reading level, etc.*)

_____

_____

The Sitka School District uses the following method(s) of language instruction (*list and explain the methods offered and how they compare with each other*)

We have chosen to place your child in a program using a _____ method. We believe this is the best method for improving your child's English proficiency because:

_____

_____

This/Those method(s) will benefit your child academically and will help your child achieve at an age-appropriate level because/by

_____

_____

Your child will be exited from this program upon (*state exit criteria such as test scores, reading level, verbal ability, etc.*)

_____

_____

We anticipate that your child will transition from this course of study by (*describe anticipated time line*)

_____

_____

You have the right to remove your child from the program.

You have the right to choose among the various program offered by the District. (*Only include if more than one option is available*.)

You have the right to assistance by a District representative. The District representative will assist you in choosing a program and monitoring your child's progress within the program.

(*If the child is also on an IEP*) This program will assist you child in meeting the following IEP objectives (*list objective and the way in which the program will assist in meeting that objective*)

_____

_____

_____

_____

_____

_____

_____

If you should have questions or require other assistance, contact:

a. Name:
   _____
b. Building Location:
   _____
c. Other Contact Information:
   _____

Implementation Date: October 10, 2003

BP 6159 INDIVIDUALIZED EDUCATION PROGRAM

Students with disabilities shall be placed, to the maximum extent appropriate, in the least restrictive environment which meets their needs. The Board provides a full range of educational alternatives to facilitate this placement so that these students may interact with students without disabilities in an understanding, cooperative and mutually respectful environment. Students shall be placed outside of the regular classroom only when the student's specific needs cannot be met in that setting.

Upon the identification of a student with disabilities and a determination of student eligibility, the Superintendent or designee shall appoint an individualized education program (IEP) team. This team shall consider the student's needs, determine the content of his/her IEP, make placement decisions, and determine whether alternative assessments and curricular offerings are necessary and appropriate. An IEP must be completed within 30 days after a student is determined eligible for services. Students and parents/guardians shall have the right to participate in the development of the IEP in accordance with law.

(cf. 6164.4 - Child Find)

Note: The IEP team shall consider the factors specified in law and administrative regulation, as well as the educational and nonacademic benefits of placing the student in a regular class. The IEP team shall determine what support services would be needed in order to maintain this placement. All placement decisions should promote maximum social interaction between students with disabilities and their nondisabled peers, in a manner that is appropriate to the needs of each.

Each IEP shall be consistent, to the maximum extent appropriate, with the curriculum and course of study pursued in the regular education program. Students with disabilities should also receive instruction which fosters their independence and integration into the community.

(cf. 6143 - Courses of Study)

Note: The following paragraph reflects parental consent requirements provided in *AS 14.30.191 - .194*; 20 U.S.C. 1414(a)(1)(d); 34 CFR 300.300; and 4 AAC 52.200. School districts are required to document their reasonable efforts to obtain informed parental consent. This includes maintaining detailed records of telephone calls made or attempted and the results of those calls; correspondence sent to the parents and any responses received; and detailed records of visits made to the parent’s home or place of employment and the results of those visits.

Parents/guardians must consent in writing to the student's placement in a special education program. The district will make reasonable efforts to obtain informed consent, which must be obtained before any placement is made. If parents refuse initial consent

for services, the district is not required to convene IEP meetings for the child, or to develop an IEP.

(cf. 1312.3 - Public Complaints Concerning Discrimination of Exceptional Children)

(cf. 3541.2 - Transportation)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))

(cf. 6146.5 - Different Graduation and Competency Standards for Individuals with Exceptional Needs)

Legal Reference:

ALASKA STATUTES

14.30.180 - .350 Education for Exceptional Children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010 - 52.990 Education for Children with Disabilities

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

20 USC § 1400 - 1487 Individuals with Disabilities Education Act 2004

CODE OF FEDERAL REGULATIONS, TITLE 34

34 CFR 300.1 - 300.756 Individuals with Disabilities Education Act

Adoption Date: November 4, 2008

Revision Date: August 14, 2013

AR 6159 INDIVIDUALIZED EDUCATION PROGRAM

Note: The following sample regulation reflects requirements found in the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400 – 1487); the 2006 and 2008 amendments to the implementing regulations (34 C.F.R. 300.1 – 300.818); and the 2007 and 2009 changes to DEED's regulations (4 AAC 52.010-52.900).

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within the district's jurisdiction. (34 CFR 300.323)

MEMBERS OF THE IEP TEAM

The IEP team for any student shall include at least the following members: (20 USC 1414(d)(1); 34 CFR 300.321)

- The parents/guardians of the student with a disability.
- If the student is or may be participating in the regular education program, not less than one regular education teacher.
- Not less than one special education teacher, or where appropriate, not less than one special education provider for the student.
- A representative of the district who is:
    a. qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
    b. knowledgeable of the general curriculum; and
    c. knowledgeable about the availability of district and state resources.
- An individual who can interpret the instructional implication of evaluation results, who may already be a member of the team as described above.
- At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate.

Note: Pursuant to 34 CFR 300.321, the determination as to whether an individual has "knowledge or special expertise" must be made by the party (either the district or parent) who invited the individual to the IEP meeting.

- Whenever appropriate, the student with a disability.

Note: 34 CFR 300.321, as amended, clarifies the circumstances under which it is appropriate to include students' who receive transition services as members of the IEP team.

- Transition service participants, to include:
    a. The student with the disability if a purpose of the meeting will be to consider post-secondary goals and transition services needed to assist the student to meet those goals. If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.
    b. To the extent appropriate and with consent of the parent or student who has reached the age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services.

Note: "Transition services" means a coordinated set of activities for a student with a disability that is designed as part of an outcome-oriented process that promotes the student's movement from school to post-school activities, such as post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, and community participation. The transition services must be based on the individual student's needs, taking into account the student's preferences and interests. The services must address the student's needs in the areas of instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, the acquisition of daily living skills and functional vocational evaluation. 4 AAC 52.145.

- For students enrolled in a private school who receive special education services from the District, a representative of the private school.

Note: The following optional section lists additional individuals who may also be invited to participate.

In addition, any of the following may participate, as appropriate:

- Related services personnel if the student's evaluation indicates the need for a specific related service.
- Any other person whose competence is needed because of the nature and extent of the student's disability.
- A public agency representative fluent in the student's primary language.

Note: A member of the IEP team may be excused from an IEP meeting, in whole or in part, if the parent/guardian and the district agree that the member's attendance is not necessary because the member's area of curriculum or related services is not at issue for that specific meeting. Additionally, a member may be excused from attending an IEP meeting, in whole or in part, when the meeting does involve a discussion and/or change to the member's area of the curriculum or related services if: 1) the parent/guardian and district consent; and 2) the member submits written input regarding development of the IEP and this input is submitted to the parent and district

prior to the meeting. In either instance just discussed, the parent/guardian consent must be in writing. 20 USC § 1414; 34 C.F.R. 300.321.

IEP MEETINGS

The IEP team shall meet: (20 USC 1414(d))

- Within 30 days of determining a child eligible for special education and related services.
- When considering a change in the IEP, including placement.
- Whenever the parent/guardian or other IEP team member makes a request for a meeting to develop, review or revise the IEP.
- On or before the annual review date to:
    a. Review the student's progress and to determine whether the student's annual goals are being achieved.
    b. Review the IEP and the appropriateness of placement.
    c. Make any necessary revisions to the IEP.
- To review or create an assessment plan to develop a behavior intervention plan in discipline matters related to suspensions or expulsions.

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 CFR 300.322). When conducting IEP meetings, the parent and district may agree to use alternative means to attend or participate in the meeting, such as video conferences or telephone conference calls.

An IEP meeting may be conducted without a parent/guardian in attendance only if the district is unable to convince the parent/guardian that they should attend. In this case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, such as: (34 CFR 300.322)

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parent/guardian and any response received; and
- detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.

CONTENTS OF THE IEP

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following: (*20 USC 1414(d); 34 CFR 300.320 and 300.324; AS 14.30.278; 4 AAC 52.140*)

. A statement of the present levels of the student's academic achievement and functional performance, including of the following:

a. How the student's disability affects his/her involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students).
b. How the student will be involved and progress in the general education curriculum.
c. For the preschool child, as appropriate, how the disability affects his/her participation in appropriate activities.

. A statement of measurable annual goals, including both academic and functional goals and short-term objectives or benchmarks related to:

a. Meeting the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general curriculum.
b. For a preschool child, as appropriate, meeting the child's needs that result from his/her disability to enable the child to participate in appropriate activities.
c. Meeting each of the student's other educational needs that result from the student's disability.

. A statement of the program modification accommodations for the student and support that will be provided to school personnel in order for the student to:
    a. Advance appropriately towards attaining the annual goals.
    b. Be involved and progress in the general curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities.

(cf. 6145 - Extracurricular and Cocurricular Activities)

    c. Be educated and participate with other students, with and without disabilities, in the activities in this item.

(cf. 3541.2 - Transportation of Exceptional Children)

. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in the activities described in item #3 above.

Note: Pursuant to 20 USC 1412(a), students with disabilities must be included in state and districtwide assessments, with appropriate accommodations and alternate assessments where necessary and as indicated in a student's IEP. Alaska regulations requires districts to administer a standardized norm referenced test for students in grades 4, 8, and 11. However, if the IEP team determines that a student with disabilities should be exempted from these exams,the IEP must contain a statement of any individual appropriate accommodations and what alternative assessment will be provided. The IEP team for a student with a significant cognitive disability may determine whether the student will take the college and career readiness assessment

based on the IEP team's determination of whether the assessment supports the transition plan set forth in the student's IEP Alternative assessment requirements for students with disabilities in Alaska are found at 4 AAC 06.775.

. A statement of any individual accommodations in the administration of state or districtwide assessments that are necessary to measure academic achievement and functional performance in such assessment.

a. If the IEP team determines that the student will take an alternate districtwide assessment of student achievement (or part of such an assessment), a statement of:

(1) why the student cannot participate in the regular assessment; and

(2) identify the particular alternate assessment selected and why it is appropriate for the student.

. The projected date for the beginning of the services and modifications described in item #3 above and the anticipated frequency, location and duration of those services and modifications.

Note: When providing transition services, a school district's primary objective and preferred outcome is to help the child become gainfully employed in an integrated workplace where individuals with disabilities work with and alongside of individuals without disabilities or become enrolled in postsecondary education. Gainfully employed means employed full time or part time within one year of leaving high school. *AS 14.30.278*(b) and (c).

. A statement of secondary transition service needs, as follows:

a. Beginning at 16, and annually thereafter, a statement of appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.
b. The transition services (including courses of study) needed to assist the student in reaching those goals.
c. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to IDEA that will transfer to the student upon reaching age 18.

. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved.

a. How the student's progress toward the annual goals described in item #2 above will be measured.

b. When the student's parents/guardians will be regularly informed (by such means as periodic reports on progress), at least as often as parent/guardians of students without disabilities, of:

(1) Their child's progress towards the annual goals described in item #2 above.

(2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.

. A statement of special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student and a statement of the program modifications or supports for school personnel that will be provided for the student.

(cf. 6146.5 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Where appropriate, the IEP shall also include:

. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation.
. Linguistically appropriate goals, objectives, programs and services for students whose primary language is not English.
. Extended school year services when needed, as determined by the IEP team.
. Provision for transition into the regular education program if the student is to be transferred from a special class or center, or nonpublic, nonsectarian school, into a regular education program in a public school for any part of the school day.

The IEP shall include descriptions of activities intended to:

a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week.
b. Support the transition of the student from the special education program into the regular education program.

(cf. 6178 - Vocational Education)

(cf. 6181 - Charter Schools)

. Specialized services, materials, and equipment for students with low incidence disabilities.

DEVELOPMENT, REVIEW AND REVISION OF THE IEP

Note: Pursuant to 20 USC 1414(d) and 34 CFR 300.324, the IEP team should consider the following factors when developing the IEP.

In developing or revising the IEP, the IEP team shall consider the following: (20 USC 1414(d); 34 CFR 300.324).

- The strengths of the student.
- The concerns of the parents/guardians for enhancing the education of their child.
- The results of the initial evaluation or most recent evaluation of the student.
- The academic, developmental, and functional needs of the student.
- As appropriate, the results of the student's performance on any general state or districtwide assessment programs.
- In the case of a student whose behavior impedes his/her learning or that of others, if appropriate, positive behavioral interventions, strategies and supports to address that behavior.
- In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP.
- In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the student.

Note: 34 CFR 300.346 require the IEP team to consider the following factors to meet the needs of a deaf or hard-of-hearing student.

- The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student' s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
- Whether the student requires assistive technology devices and services.

If, in considering the special factors in items 1-10 above, the IEP team determines that a student needs a particular device or service in order to receive a free and appropriate public education (FAPE), the IEP team must include a statement to that effect in the student's IEP. (34 CFR 300.324)

The IEP may be revised, as appropriate, to address: (20 USC 1414(d)).

- Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate.
- The results of any reevaluation conducted.

- Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 20 USC 1414(c)(1)(B).
- The student's anticipated needs.
- Other matters.

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review and revision of the student's IEP. (34 CFR 300.324)

PARENT/GUARDIAN NOTICE

The Superintendent or designee shall send parent/guardians notice of the IEP team meetings early enough to ensure that they will have an opportunity to attend. This notice shall: (34 CFR 300.322)

- Indicate the purpose, time and location of the meeting.
- Indicate who has been invited to attend and their role.
- Inform the parents/guardians of the provisions of 34 CFR 300.321(a)(6) and (c), relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student.
- For students age 16, or younger when appropriate:

a. Indicate that the purpose of the meeting is the consideration of needed transition services for the student.
b. Indicate that the district will invite the student to the IEP meeting.
c. Identify any other agency that will be invited to send a representative, assuming the parent or eligible student consents.

IMPLEMENTATION DATE: November 4, 2008

Revision Date: October 28, 2015