

## **CONCEPTS AND ROLES**

The School Board recognizes that the success of our educational system relies heavily on educational planning and ongoing evaluation in order to adapt district programs and activities to the changing needs of society and the community. To guide these efforts, the Board adopts the following definitions for the development of sound and responsible educational policies:

1. "Philosophy" means a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the district are derived.
2. "Goal" means a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period.
3. "Objective" means a specific accomplishment to be achieved which can be measured within a given time and under specifiable conditions and which, if attained, advances the system toward a corresponding goal.

*(cf. 0100 - Philosophy)*

*(cf. 0200 - Goals for the School District)*

*(cf. 0500 - Review and Evaluation)*

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

*Legal Reference:*

ALASKA STATUTES

*14.03.010 Establishment of school system*

ALASKA ADMINISTRATIVE CODE

*4 AAC 05.040 Establishment of local schools*

*Revised 9/97*

## **Philosophy-Goals-Objectives and Comprehensive Plans** BP 0100

### **PHILOSOPHY**

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

The School Board is committed to providing a program of instruction which offers each child an opportunity to develop to the maximum of his/her individual capabilities. The Board believes that ALL students can succeed. School staff shall embody this philosophy in all district programs and activities.

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

#### *Legal Reference:*

##### ALASKA STATUTES

14.03.015 *State education policy*

14.08.111 *Duties*

**PHILOSOPHY**

The Ketchikan Gateway Borough School District believes the critical components in education to be students, parents, staff (administrators, principals, teachers) and the community at large. Each has interests and rights; each has corresponding responsibilities. The Ketchikan Gateway Borough School District sees each group to have at least the following responsibilities and duties.

**The Student:**

1. The student has a right to an education geared to his/her individual needs, abilities and potential.
2. The student is expected to bring to the process of education his/her continued attendance, active participation and a sense that he/she is the individual finally responsible for outcome.
3. The student is and will be held accountable for his/her behavior.

**The Parent:**

1. The parent is a valuable resource to the school and is expected and encouraged to participate at all levels of the learning process.
2. The parent is responsible for having their children physically present in school on a regular basis and is encouraged to provide an atmosphere in the home conducive to the child's physical, emotional and educational well being.

**The Staff:**

1. The staff is responsible for bringing excellence to the educational experience and integrating his/her knowledge and understanding into the total educational process.
2. The staff is responsible for developing sound and innovative strategies designed to challenge students and geared to meet individual and group needs.
3. The staff is responsible for developing a rational, sequential program of instruction that builds on and integrates itself with previously acquired knowledge and skills.

**PHILOSOPHY**

**District Philosophy Statement- Creed**

4. The staff is responsible for teaching reasoning and decision-making skills, to enhance the ultimate goal of preparing the student to deal intelligently with new information as it is presented by a changing world.
5. The staff is expected to approach the child as a unique individual with individual needs, talents and potential.
6. The staff should receive the respect and support of parents and students, and encourage the active participation by all groups in the learning process.

**The Community:**

1. The community at large, through its various individuals, committees, professional organizations and associations, is a valuable resource to our schools. The community should be involved with and participate in the educational system and lend support to the educational process.

**GOALS FOR THE SCHOOL DISTRICT**

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

*(cf. 0420 - School-Based Management)*

The Board shall adopt written goals for the school district which reflect local needs. These goals shall be consistent with Board policy and statewide goals adopted by the State Board of Education. The Superintendent or designee shall develop objectives for meeting these goals. The development and adoption of the budget shall be consistent with district goals and objectives.

*(cf. 0000 - Concepts and Roles)*

*(cf. 0100 - Philosophy)*

*(cf. 3100- Budget)*

The Superintendent or designee shall annually file with the State Department of Education and make available to the public a report which includes the adopted district goals and priorities, plans for achieving these goals and priorities, and the means of measuring the district's success in reaching its goals and priorities.

*(cf. 0500 - Review and Evaluation)*

*(cf. 0510 - School District Report Card)*

*Legal Reference (see next page)*

*Legal Reference:*

ALASKA STATUTES

14.03.120 *Education planning*

14.07.165 *Duties*

**ALASKA ADMINISTRATIVE CODE**

4 AAC 06.800 *Goals and indicators*

4 AAC Chapter 4 *Statewide goals*

*Revised 1/04*

**Philosophy-Goals-Objectives and Comprehensive Plans** AR 0200

**GOALS FOR THE SCHOOL DISTRICT**

Board goals are developed annually in the fall at the Board's retreat. These goals are used to guide the Board in the winter/spring budget process and are the goals for the following school year.

**GOALS FOR STUDENT LEARNING**

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

1. Mastery of the basic skills in mathematics, computers, reading, language arts (including reading, oral and written communication), the sciences, foreign languages, fine arts, physical education, health and nutrition. Mastery of these important skills should incorporate information gathering and application to real-world situations, developing problem-solving and decision-making skills and learning to work effectively in a group process as well as individually.
2. Skills and other competencies leading toward economic independence consistent with the individual's interests and basic potential.
3. An awareness and understanding of our country's history and ideals and its diverse ethnic, racial and cultural heritage.
4. An awareness and understanding of the heritage, ideals and contributions of other cultures, races and countries.
5. An appreciation of the beauty in literature, art, music and nature.
6. The concept of self-worth and the ability to exercise self-discipline.
7. A positive attitude toward responsible citizenship.
8. A recognition of the importance of physical and mental health.
9. An ability to adapt and participate constructively in a changing society.
10. An understanding of the relationship of people and his/her environment.
11. Moral and ethical values based on the rights and responsibilities of individuals and their relationships to each other.

*(cf. 6143 - Courses of Study)*

*Legal Reference:*

ALASKA STATUTES

14.03.015 State education policy

4 AAC Chap. 4 Statewide goals

*Revised 9/97*

**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

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

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

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

- (cf. 1312.3- Uniform Complaint Procedures)*
- (cf. 4030 - Nondiscrimination in Employment)*
- (cf. 5145.3 - Nondiscrimination)*
- (cf. 5145.6 - Notifications Required by Law)*
- (cf. 6164.2 - Guidance Services)*
- (cf. 6178 - Vocational Education)*

*Legal Reference:*

- ALASKA STATUTES
- 14.18.010 - 14.18.100 Prohibition Against Sex and Race Discrimination
- ALASKA ADMINISTRATIVE CODE
- 4 AAC 06.500 - 4 AAC 06.600 Prohibition of Gender or Race Discrimination
- TITLE VI, CIVIL RIGHTS ACT of 1964
- TITLE IX, EDUCATION AMENDMENTS OF 1972
- VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504
- INDIVIDUALS WITH DISABILITIES EDUCATION ACT
- AMERICANS WITH DISABILITIES ACT
- AGE DISCRIMINATION IN EMPLOYMENT ACT

*Revised 9/97*

**Philosophy-Goals-Objectives and Comprehensive Plans** BP 0500

**REVIEW AND EVALUATION**

The School Board recognizes that ongoing review and evaluation of district policies and programs are necessary if the Board is to be held accountable for the governance of the district. The Board accepts that being accountable includes a duty to explain to the public how district responsibilities are being met and will provide for such review and evaluation.

- (cf. 0510 - School District Report Card)*
- (cf. 1312 - Complaints Concerning the Schools)*
- (cf. 4115 - Personnel Evaluation)*
- (cf. 6190 - Evaluation of the Instructional Program)*
- (cf. 9300 - Governance)*
- (cf. 9400 - Board Self-Evaluation)*

*Legal References:*

ALASKA STATUTES  
14.03.120 Education planning

## **Philosophy-Goals-Objectives and Comprehensive Plans** BP 0510

Note: Under the federal No Child Left Behind Act, school districts must prepare and disseminate an annual district report card to parents, schools and the general public that summarizes the academic performance of district schools and students. Under Alaska law, AS 14.03.120, all schools and districts must prepare annual school and district reports on school and student performance. Also required is reporting of student discipline data. AS 14.33.120, AS 14.33.210, 4 AAC 06.172 and 4 AAC 06.250. See AR 5030 – School Discipline and Safety. The Alaska Department of Education and Early Development has established criteria for preparing school report cards. Each school and district should consult the applicable statutes and regulations as it begins preparation of the annual report.

### **SCHOOL DISTRICT REPORT CARD**

In accordance with law, each school and the district shall annually assess school and student performance and prepare reports to the public on these assessments. In addition to the components required by law, the Superintendent or designee may include in the report additional indicators, both qualitative descriptions and quantitative measurements, of school and student performance. In determining the indicators which assess school and student performance, the Superintendent or designee shall solicit suggestions from the school staff and community.

The Board desires that performance reports be reviewed and discussed within the framework of desired outcomes, the context in which education takes place, and the educational policies and practices of the district. The School Board desires that this assessment be viewed as an opportunity to communicate with the public, review achievements, identify areas for improvement, enlist local support, enhance internal operations, build consensus, and establish a vision for the future.

The Board expects that existing evaluation processes and resources will be used to develop performance report cards and that the usefulness of these reports will improve with each future assessment.

*(cf. 0420 - School-Based Management/School Advisory Boards)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal References:*

ALASKA STATUTES

14.03.120 *Education planning*

**SCHOOL DISTRICT REPORT CARD**

By May 31 of each year, the principal or designee shall prepare a report on his/her school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent.

By October 31 of each year, the Superintendent or designee shall provide the State Board, and make available to the public, a report on the performance of district schools and students. The report shall be made on forms prescribed by the State Department of Education and shall include:

1. the percent of district students in the top and bottom quarter of standardized national achievement examinations;
2. the percent of students who are not promoted to the next grade;
3. a description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and a narrative description of the results of parental, community, and business involvement;
4. attendance, retention, dropout, and graduation rates;
5. the annual percent change in enrollment and the percent of enrolling change due to student transfers into and out of the district;
6. a summary of student, parent, and community member comments on the school's performance including the number of persons commenting; and;
7. other indicators of school performance selected by the district.

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT**

Note: Section 6316 of the No Child Left Behind Act requires districts receiving Title I funds to use state and local assessments or indicators to annually review the progress of each school receiving Title I funds to determine whether the school is making “adequate yearly progress” (AYP) as defined by the state. The State of Alaska has determined that it will assess AYP for each school, district, and the statewide education system. AYP is measured by criteria set forth at 4 AAC 06.805. These criteria include student performance on statewide assessments and graduation rate or school attendance. For a school or district to make AYP, all identified student groups (i.e., economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and English learners) must meet the statewide achievement goal; or the percentage of non-proficient students must be reduced by at least 10 percent with the group showing improvement on other academic indicators. At least 95 percent of each student group must participate in state assessments.

The School Board is committed to the successful performance of the District and its schools. The Superintendent shall implement the following requirements for schools that have not achieved adequate yearly progress as determined by the Department of Education and Early Development.

If any District school is identified for improvement, the Superintendent or designee shall develop and implement a school improvement plan in accordance with federal and state law. This school plan shall be presented to the Board for approval.

**School Choice**

Note: This section applies to only those students enrolled in a school that receives Title I funds and has been identified by the State Board of Education for school improvement, corrective action, or restructuring according to federal and state law.

Note: A parent that elects to transfer his or her student under the school choice provisions is entitled to district-provided transportation to the transfer school. However, transportation is not required if the school is more than 50 miles from the student’s home, or if the student’s home and the school are not connected by road. 4 AAC 06.855.

Students attending a school that has failed to make adequate yearly progress for two or more consecutive years may transfer to another public school within the District, if any, that has not been identified for improvement. If possible, the District will offer a choice of more than one school and will consider the parents’ preferences among the schools offered. The District will not use lack of capacity to deny parents the option to transfer. The lowest-achieving students from low-income families will be given priority for school transfer. All students transferring are entitled to enroll in classes and activities in the same manner as all other students in the school.

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT** (continued)

A student who transfers to another school under this policy may remain at that school until the student completes the highest grade offered at the school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement. All notices provided to parents/guardians and transfer requests are governed by State and federal law.

If there are no District schools available into which a student may transfer, or District-provided transportation is unavailable, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area or offer supplemental educational services to qualifying students.

**Supplemental Educational Services**

Note: Your district may not disclose to the public, absent parental consent, the identity of those students who are eligible for, or are receiving, supplemental services.

Note: The Department of Education and Early Development may waive, in whole or in part, the requirement that a district make available supplemental educational services if, at the request of the district, the Department determines that (1) none of the providers on the list approved by the Department makes those services available in the area serviced by the district or within a reasonable distance of that area; and (2) the district provides evidence that it is not otherwise able to make those services available.

Students from qualifying low-income families shall be provided supplemental educational services as provided in federal and state law if they attend any District school that has been designated as Level 3 or higher by the Department. The District will provide annual notice to parents of the availability of these services, the identity of state-approved providers, and a brief description of the services, qualifications and demonstrated effectiveness of each provider. Upon request, the District will assist parents in choosing a provider.

Supplemental educational services include tutoring and other high-quality research-based supplemental academic enrichment services. These services are in addition to instruction provided during the school day and should enable students to attain proficiency on assessments, as well as increased academic achievement.

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT** (continued)

The Superintendent shall enter into/prepare for Board approval a written agreement with each provider selected by a parent. The agreement shall be prepared in accordance with law.

Note: The required terms of the agreement between the district and supplemental service provider are found at 4 AAC 06.860. Districts are advised to consult this regulation and confer with your attorney in preparing the written service agreements.

*Legal Reference:*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.800 - .899 School and District Accountability*

Elementary and Secondary Education Act, 20 U.S.C. § 6316, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

*Revised 1/04*

**DISCONTINUATION OR CLOSURE OF SCHOOLS**

Note: This optional policy complies with 4 AAC 05.090 establishing required procedures to be followed before a school can be permanently or temporarily closed.

The Board strives to maintain schools in local communities but recognizes that low student enrollment or other factors may necessitate temporary or permanent closure of a school. Board action to close a school will only occur after written notice to the affected families which will be provided at least 10 days prior to school closure, absent emergency circumstances that do not permit such notice.

Absent emergency circumstances, no school closure will occur until development and approval of a closure plan. The plan must provide for the continued educational services to all eligible students, including students with disabilities. The plan must address pupil transportation services, if applicable. Additionally, the plan should contain a schedule for providing compensatory services that may be required under state and federal laws for the education of students with disabilities. Finally, the plan will provide for reimbursement to the State of money already paid for the period of closure, unless the school year is extended. If the closure is temporary, the plan will identify steps for reopening the school.

Note: The Department of Education and Early Development must approve all permanent and non-emergency temporary school closures. Permanent school closure plans will be considered approved if the Department does not disapprove the plan within 90 days. 4 AAC 05.090(b). Temporary school closure plans must be submitted to the Department for approval at least ten days before the planned closure. 4 AAC 05.090(c).

The plan will be reviewed and approved by the Board at a public meeting. Following Board approval, the plan will be submitted to the Department of Education and Early Development for approval. The plan will not be executed until Department approval.

**EMERGENCY CLOSURE DAYS**

The Superintendent may order one or more emergency closure days if conditions exist posing a threat to the health or safety of students. For emergency closures of five days or longer, approval shall be sought from the Commissioner of Education. In all cases of emergency closure, the Superintendent shall notify the Board and the Department of Education and Early Development within 24 hours and take immediate steps to modify the school term and reopen the school.

**DISCONTINUATION OR CLOSURE OF SCHOOLS** (continued)

Note: If a school is temporarily closed for disciplinary or safety reasons, the facility must remain closed for all purposes until the school is reopened.

*Legal Reference:*

*ALASKA STATUTES*

*14.03.030 School Term*

*14.33.120 School Disciplinary and Safety Program*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 05.090 Discontinuation or closure of schools*

*Added 1/04*