

THE LAKE AND PENINSULA SCHOOL DISTRICT
Regular Meeting AGENDA
August 26, 2021, 10:00 AM

Agenda

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE** 3
3. **ROLL CALL**
4. **INTRODUCTION OF VISITORS**
5. **ORDERING OF AGENDA**
6. **APPROVAL OF CONSENT AGENDA**
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7. **COMMUNICATIONS**
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 - b. LSAC Minutes
 - c. Correspondence 5
 - d. Public Comments
8. **DELEGATIONS**
 - a. Lake and Peninsula Borough
 - b. LSAC Member
 - c. Student Representative
9. **REPORTS**
 - a. Committee Reports
 - b. Superintendent's Report 6
 - c. Facilities/Maintenance Report
 - d. Curriculum
 - e. Technology Report
 - f. Activities Report
 - g. Financial Report 12
 - h. Special Education Report
 - i. Assessment Report
 - j. Early Childhood Report
 - k. Personnel 14
 - l. Shining Stars
10. **OLD BUSINESS**
 - a. Policy Updates--2nd Reading 15
11. **NEW BUSINESS**

- a. Executive Session
 - b. Small Schools
 - c. Fall Sports
 - d. Review of Booster Club applications
 - 1. NIYAK - Newhalen Booster Club
12. **PERSONNEL**
- a. Contracts and Adjustments for Approval
13. **MISCELLANEOUS**
14. **FUTURE AGENDA ITEMS AND MEETING DATE**
- a. September 16, 2021--10 AM
15. **ADJOURNMENT**



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August 26, 2021
School Board Meeting

PAYROLL

CHECK REGISTERS

6/4/2021 – 8/20/2021

41653 - 41669

GENERAL

CHECK REGISTERS

6/4/2021 – 8/20/2021

99515 – 99686

PAYROLL & GENERAL

Direct Deposits & Vendor Payments

6/4/2021 – 8/20/2021

Vouchers 1364 - 1425 FY21

Vouchers 1000 – 1047 FY22

To: Lake and Penn School Board

From: Concerned Parents and Community of Chignik Bay

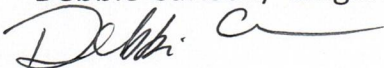
Hi my name is Debbie Carlson, I am writing on behalf of the parents and community of Chignik Bay. We are concerned that we will lose our school if we can't get enough kids. As of now we have 9 kids enrolled for the 2021-2022 school year. Two of the 9 kids are my grandkids who are staying with me to help ensure we have enough kids, while their parents move out to seek winter jobs. We have hired and relocated a new Health Aide who has 4 kids, 1 of which is school aged, 1 who has missed the cut off by 10 days for the upcoming school year and two more that will help for future school year counts. I have called numerous people trying to get more kids enrolled in our school. I have no one else to turn to but to ask the Lake and Penn Board to PLEASE consider keeping our school open. I am worried that if we don't have a school we won't have a community. Our commercial salmon seasons have been catastrophic for the past few years people have to move out to get work. There are some families that can't afford to move out. A major concern is what will happen to the kids left behind? What about the guarantee that each child is provided an education in the place they live? Our internet as you know is not reliable enough to support an online education. As you can see there is a huge trickle down affect if the school does not open, we lose the education piece for the kids and we lose our only health care provider for the village.

In Closing it is important to preserve culture and the way of life in our rural community without it is not viable.

We know you are aware and share our concerns in keeping Chignik Bay School open. We believe none want to see it closed down.

Respectfully,

Debbie Carlson/ Chignik Bay Tribal Administrator





Date: August 23, 2021
To: Lake and Peninsula School Board
From: Kasie Luke, Superintendent
Re: Board Report, August 26, 2021

LPSD's Better Together Highlight:

- The Literacy Grant has provided over 10,000 books to our school libraries, employing a certified and classified staff member for each school over the summer to overhaul and upgrade our library spaces.

THANK YOU to Kristin Hathhorn, our Grant Director, our hard working Classified and Certified Library Technicians:

Levelock: Hannah Ward, Joe Ward

Chignik Lake: Matthew Stark, Brenda King

Nondalton: Cassie Broschious, Betty Wilson

Igiugig(not happening until Spring 2022 due to construction): Gabbie Cruz, Stephanie Canning

Port Alsworth: Patti Brock, Jen Opland

Chignik Lagoon: Erin Pederson (both roles)

Perryville: Megan Maloney, Audrey Shangin

Newhalen: Kate Cornell, Evelyn Trefon

Pilot Point: Michele Hughes, Jenna Bowen

Kokhanok: Jordan Davis, Janessa Woods

Port Heiden: Katie Zimmerman, Tess McFadden

Kokhanok Library BEFORE



Kokhanok Library AFTER



Communications: 2021-2022 Superintendent Communication Plan

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Weekly:

Principal check in - individually
Friday Email - Staff and Board Update
Friday Zoom with individual site

Monthly:

Monthly Board meetings
Wednesday Monthly administrative meetings w/ principals
Directors check in - individually

In addition I would like to visit each school site in-person this year, hold district-wide Zoom meetings, and send letters to families as the year progresses.

Student Numbers Projected for 2021-2022:

School	PK	K-6	7-12	Total K-12
Chignik Bay	0	4	6	10
Chignik Lagoon	5	3	9	12
Chignik Lake	1	8	2	10
Perryville	1	11	9	20
Port Heiden	1	9	12	21
Pilot Point	0	7	8	15
Levelock	3	5	3	8
Igiugig	1	13	9	23
Kokhanok	3	23	13	36
Nondalton	2	11	13	24
Newhalen	8	23	50	73
Port Alsworth	5	18	19	37
Lakeview	N/A	4	0	4

Clarity for LPSD Athletics

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Activities Director - Ed Lester:

- Scheduling and travel event coordinator for Mix 3 Jamborees & activities
- Planning and event coordination for SNAP Meet and NYO events
- Work closely with Nate Davis (Athletic Director) in coordination of intermingled events and for institutional knowledge and documentation

Athletic Director - Nate Davis:

- Region 1 Representative
- Scheduling Cross Country, Volleyball, Wrestling and Basketball
- Travel and event coordination for ASAA activities listed above
- Working with COVID Committee and Regional Athletic Directors to form COVID policy and mitigation strategies
- Work closely with Ed Lester (Activities Director) in coordination of intermingled events for institutional knowledge and documentation

Important Dates

August 30- September 3 - Teacher Online In service
September 7 – 1st Day of School
September 7 - October 1 - PEAKS Data is made public to Parents
September 16 – Next Tentative Meeting Date
October 29 – End of Quarter
November 3 - 8 – LPSD Teacher Inservice

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State-Tribal Education Compacting

- Compacting is a process through which the State of Alaska and an Alaskan Native Tribal entity reach an agreement that formally recognizes a Tribal entity's authority to operate and oversee K-12 schools
- Dates of importance that brought us here:
 - 2019, Governor Dunleavy & Commissioner Johnson announced support of tribal compacting
 - July 2021, DEED announced a \$1 million grant to Alaska Federation of Native (AFN) to scope tribal compacting of education in Alaska which means they will:
 - Identify relevant federal and state laws and regulations;
 - Compile relevant material related to educating Alaska Native students;
 - Engage with Alaska Native leaders and subject matter experts on educational compacting options
 - Design of a comprehensive path forward
 - Design seminars for educators and administrators on the why and what of compacting
 - Participate in discussions with the State of Alaska and various committees of the Alaska State Legislature to respond to questions on the final pathway report.
 - Grant runs through June 30, 2022
- Next critical step for creating a pilot program to establish State Tribal Education Compact Schools (STECs) is Legislative action.
- More information: education.alaska.gov/compacting

Date: August 20, 2021
To: LPSD School Board
From: Laura Hylton, Finance Director
RE: August Board Report

State Funding to watch

The State of Alaska each year applies for an approval from the Impact Aid Program to be eligible to deduct a portion of the Impact Aid districts receive from the State Foundation payments. This year the State failed the disparity test which allows this deduction to happen. The amount of Impact Aid deducted from State Foundation payments is estimated at roughly \$75 Million. The State is appealing this ruling and it remains to be seen if there will be a shortage in the appropriation. This will be important to watch, if the appeal is denied the Legislature will need to appropriate another \$75 million to fully fund the statutory foundation formula. This will create contention and likely be the issue that drives a movement to re-write the foundation formula. If the formula is opened up it is anyone's guess what the outcome will be. Education is the largest single State budget line item and is targeted for reduction by our Governor.

School Closures and Funding

Questions related to the funding for schools failing to have 10 students during the October count warrant some clarifying information. The foundation formula contains a hold harmless provision that is triggered when a district experiences a 5% reduction in average daily membership. The hold harmless provision steps down the lost revenue over a 3-year period to allow districts the ability to pay costs related to closing schools. Closing schools is costly and takes time and has taken various forms in LPSD.

As a District LPSD decided it was not feasible to keep schools open when they do not make count. Due to our small school in any given year multiple schools could be short of students and financially operating without full funding is not sustainable.

Preschool Funding

The preschool grant funding announcement expected in July is delayed. The borough held preschool fund balance is \$400,000 and we can request funds to help support the program if the grant is not funded. The grant period would not begin until October 1st if funded. Options for preschool programs as discussed in the spring to reduce expenses include:

Projections

Option 1 - 4-5 day program 4 hours (3 hours 1 hour prep) Budget: \$359, 927.03

Option 2 - 3 hours 3 students or less; 4 hours greater than 3 students: Budget: \$333,740.21

Those numbers included the following information/variables:

- Current/anticipated teachers & Rate of pay by site (which at this time we have 5 open PreK positions across the district)
- Options for lessening number of hours provided for services each day, based on student numbers
- Options for offering a 4 or 5 day program per week, based on student numbers
- Removal of inservice travel costs to King Salmon (which saves about \$12,000)

- Removal of additional certified educators in those roles greatly impacts the overall cost (this year we only anticipate one for Newhalen)
- No travel for myself for instructional support (I'd like to discuss options for maintaining that, if possible)
- Very limited supplies budget (which I have already purchased any necessary items for the beginning of this year)
- Having a percentage of my salary being funded through a literacy grant or other source.

Financial Report Attached.



Date: August 23, 2021
To: Lake and Peninsula School Board
From: Bill Cornell
Re: Human Resources Director - August 2021

Front Burner:

→ Transitions

- ◆ Cassie Broschious has been working hard filling her new role as Registrar
- ◆ Kate Cornell and Nicole Metzgar are busy planning for our virtual August Inservice and in person New Teacher Induction

→ Summer New Hires

- ◆ Sarah Wardell is taking on a 0.5 SPED position in Port Alsworth
- ◆ Alexis Pursell was hired on in July to fill the Elementary position in Levelock
- ◆ Lila Peterson will be working as our new Accountant and oversee activities accounts
- ◆ Schyler Rippie was hired on as an IT Support Specialist
- ◆ Bill Harris will be joining us again this year, starting in Chignik Lake
- ◆ Tim Welch will be providing Distance Counseling for students throughout the district

→ New hire travel and New Teacher Induction

- ◆ We have worked with the LPSD COVID Advisory Team to conduct New Teacher Induction in person in Newhalen August 28-30
- ◆ New Hires will be traveling to their respective villages on August 30, and will be following local COVID mandates upon entry to their villages

Contract Adjustments:

- Contract adjustments and salary schedule movement are outlined on the Personnel Approval List

Recruitment:

- All Certified Teacher positions are currently filled for the FY22 School Year
- We discussed with principals to deepen their sub pools in order to meet demands of the coming year, and continued needs related to COVID
- Five student teachers will be joining us this fall, showing a continued positive relationship with university partners

AASB POLICY REFERENCE MANUAL UPDATE SERVICE

2020-2021 UPDATE

INSTRUCTION SHEET

NOTE: This packet includes only those policy manual pages that have been revised, deleted or newly established. Full text pages are included and are to be substituted as indicated below.

A supplemental update, primarily focusing on updates to model policies on business operations, will be forthcoming in the summer/fall of 2021.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” A “No” is used if changes have been made only to an AR or an Exhibit, or if policy changes are limited to explanatory notes, legal reference or cross-reference updates, or minor grammatical or stylistic changes that have not changed the policy meaning.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
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ARTICLE 0, Series 0000 – Philosophy, Goals, Objectives and Comprehensive Plans

AR 0410

No

NEW ADMINISTRATIVE REGULATION

This AR may be used as a District policy to investigate sexual harassment complaints under Title IX. It implements the revised Title IX regulations promulgated by the Department of Education in the fall of 2020. It provides comprehensive procedures a district shall take upon receiving reports and complaints regarding sexual harassment, including investigation requirements, appeal procedures, and responsive mechanisms. The process includes:

- The designation of a Title IX Coordinator and decision maker.
- Intake and processing procedures.
- Formal complaint investigation requirements and timelines.
- Investigative report policies.
- Disciplinary options and remedies.
- Appeal procedures.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 0520	No	This update modifies BP 0520 to reflect current policies regarding school accountability and improvement. It removes references to previous regulations that have sunset. As the updates are limited to revisions of the explanatory note, board approval is not required.

ARTICLE 1, Series 1000 – Community Relations

AR 1312.1	No	This update revises the model complaint policy for complaints regarding school personnel, removing the school board from serving in a role of automatic appeal. This change insulates boards from personnel matters and streamlines complaint investigation processes.
BP 1340	Yes	This update revises the model records retention policy to clarify that records shall be maintained in accordance with the State of Alaska Model Records Retention Schedule for Alaska School Districts. It standardizes retention rules for all AASB districts.

ARTICLE 6, Series 6000 – Instruction

BP 6146.3	Yes	This update removes a reference to a rescinded regulation regarding college and career readiness assessments. It is updated to clarify that a district’s assessment policies must be in accordance with current assessment regulations, allowing the policy to be untied to changing assessment rules.
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TITLE IX POLICY

AR 0410

1. Introduction

The District encourages members of the District community to report sexual harassment. This procedure only applies to conduct defined sexual harassment under Title IX and applicable federal regulations and that meet Title IX jurisdictional requirements. The District will respond to sexual harassment and sexual misconduct that falls outside that definition and outside the jurisdiction of the Title IX federal regulations using Alaska law and applicable District policies and procedures. In implementing these procedures discussed below, the District will also provide supportive measures, training, and resources in compliance with federal and State law, unless they preempted by the Title IX regulations.

2. Title IX Coordinator

Questions concerning Title IX may be referred to as the District's Title IX Coordinator.

The Title IX Coordinator is required to respond to reports of sexual harassment or misconduct. The Title IX Coordinator will handle information received with the utmost discretion and will share information with others on a need-to-know basis. For example, the Title IX Coordinator may need to address public safety concerns on District property, comply with state and federal legal requirements, or share information to implement supportive measures.

A report of sexual harassment to the Title IX Coordinator does not necessarily lead to a full investigation, as discussed more fully below. The Title IX Coordinator will make an assessment to determine if there is a safety risk to the District. If the Title IX coordinator finds there is a continued risk, the Title IX Coordinator will file the formal complaint without the Complainant's consent or cooperation.

3. Title IX Harassment Complaints and Investigations

These Title IX sexual harassment procedures protect students, employees, applicants for employment, and applicants for admission.

Jurisdictional Requirements – Application of Procedures

These procedures apply if the conduct meets the following three jurisdictional requirements:

- The conduct took place in the United States;
- The conduct took place in a District “education program or activity.” This includes locations, events, or circumstances over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred, including on-campus and off-campus property and buildings the District owns or controls or student organizations officially recognized by the District own or control; and
- The conduct meets the definition of Title IX “sexual harassment”

4. Definitions

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Complainant: A Complainant is an individual who alleges he/she/they is the victim of conduct that could constitute sexual harassment.

Consent: Consent means affirmative, conscious, and voluntary agreement to engage in sexual activity. Both Parties must give affirmative consent to sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he/she/they has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest, lack of resistance, or silence do not indicate consent. Affirmative consent must be ongoing throughout a sexual activity and one can revoke his/her/their consent at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, is not an indicator of consent.

The Respondent's belief that the Complainant consented will not provide a valid defense unless the belief was actual and reasonable, based on the facts and circumstances the Respondent knew, or reasonably should have known, at the time of the incident. A Respondent's belief is not a valid defense where:

- The Respondent's belief arose from the Respondent's own intoxication or recklessness;
- The Respondent did not take reasonable steps to ascertain whether the Complainant affirmatively consented; or
- The Respondent knew or a reasonable person should have known that the Complainant was unable to consent because the Complainant was incapacitated, in that the Complainant was:
 - Asleep or unconscious;
 - Unable to understand the fact, nature, or extent of the sexual activity due to the influence of drugs, alcohol, or medication; or
 - Unable to communicate due to a mental or physical condition.

Decision-maker: The person who will make a determination of responsibility. The Decision-maker cannot be the Title IX Coordinator or the investigator.

Formal Complaint: A written complaint signed by the Complainant or Title IX Coordinator, alleging sexual harassment and requesting an investigation. If the Title IX Coordinator signs the formal complaint, he/she/they will not become a Party to the complaint.

Parties: As used in this procedure, this means the Complainant and Respondent.

Respondent: A Respondent is an individual reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual Harassment under Title IX: Conduct that satisfies one or more of the following:

- A District employee conditions the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (quid pro quo harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;
- Sexual assault, as defined in 20 U.S.C. § 1092(f)(6)(A)(v);

TITLE IX POLICY

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- Dating violence, as defined in 34 U.S.C. 12291(a)(10);
- Domestic violence as defined in 34 U.S.C. 12291(a)(8); or
- Stalking as defined in 34 U.S.C. 12291(a) (30).

5. Reporting Options

Any individual may report sexual harassment to the District's Title IX Coordinator. All District employees with knowledge of allegations of sexual harassment must report the allegations, including the name of the Complainant, the Respondent, and any other witnesses, and the date, time, and location of the alleged incident to the Title IX Coordinator promptly.

The District strongly encourages prompt reporting of sexual harassment. Prompt reporting allows for the collection and preservation of evidence, including physical evidence, digital media, or witness statements. A delay may limit the District's ability to effectively investigate and respond.

Individuals have the opportunity to decide whether they want to pursue a formal Title IX complaint. Reporting sexual harassment to the Title IX Coordinator does not automatically initiate an investigation under these procedures. A report allows the District to provide a wide variety of support and resources to impacted individuals and to prevent the reoccurrence of the conduct. A Complainant or the Title IX Coordinator filing a formal complaint will initiate an investigation.

If there are parallel criminal and Title IX investigations, the District will cooperate with the external law enforcement agency and will coordinate to ensure that the Title IX process does not hinder the legal process or proceedings.

Mandatory Reporting by District Employees to the Title IX Coordinator

All District employees must report allegations of sexual harassment to the Title IX Coordinator promptly.

6. Intake and Processing of Report

Receipt of Report

After receiving a report of sexual harassment, the Title IX Coordinator will contact the Complainant and reporting party to explain rights under this policy and procedure and invite the Complainant to an in-person meeting. The Title IX Coordinator will discuss supportive measures with the Parties.

Timeframe for Reporting

The District does not limit the timeframe for reporting sexual harassment. However, to promote timely and effective review, the District strongly encourages individuals to report sexual harassment as soon as possible, because a delay in reporting may affect the District's ability to collect relevant evidence.

Supportive Measures

TITLE IX POLICY

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Supportive measures are non-disciplinary, non-punitive individualized services offered free of charge to the Complainant or the Respondent regardless of whether a formal complaint has been filed. The District will provide the Complainant and Respondent with supportive measures as appropriate and as reasonably available to restore or preserve equal access to the District's education program or activity. These measures are designed to protect the safety of all Parties, protect the District's educational environment, or deter sexual harassment. The District will provide supportive measures on a confidential basis and will only make disclosures to those with a need to know to enable the District to provide the service. Supportive measures may include counseling, extensions of deadlines, other class-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the Parties, leaves of absence, increased security, and monitoring of certain areas of the campus, and other similar measures.

7. Removal of Respondent Pending Final Determination

Upon receiving a report regarding sexual harassment, the Title IX Coordinator will make an immediate assessment concerning the health and safety of the Complainant and campus community as a whole. The District has the right to order emergency removal of a Respondent, or if the Respondent is an employee, place the employee on administrative leave.

Emergency Removal

The District may remove a non-employee Respondent from the District's education program or activity on an emergency basis after it conducts an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal.

Emergency removal is not appropriate to address a Respondent's threat of obstructing the sexual harassment investigation or destroying relevant evidence. Emergency removal is only available to address health or safety risks against individuals arising out of sexual harassment allegations, not to address other forms of misconduct that a Respondent might commit pending the processing of a complaint.

The District's Superintendent or designee will conduct the individualized safety and risk analysis.

If the Superintendent or designee determines emergency removal is appropriate, they or a designee will provide the person the District is removing from campus on an emergency basis with notice and an opportunity to attend a meeting and challenge the basis of their removal. The Superintendent or designee will determine whether the emergency removal from campus order is warranted after considering information provided by the Respondent challenging the emergency removal.

Administrative Leave

The District may place an employee Respondent on administrative leave during the pendency of a grievance process described in the formal complaint process below. The District will follow any relevant policies, procedures, collective bargaining agreements, or state law in placing an employee on administrative leave.

8. Formal Complaint Grievance Procedures

Notice to Parties

Upon receipt of a formal complaint, the Title IX Coordinator will provide the following notice in writing to the known Parties:

- Notice of the District’s Title IX grievance process;
- Notice of the sexual harassment allegations with sufficient detail to prepare a response before any initial interview;
- Statement that the Respondent is presumed not responsible for the alleged conduct;
- Statement that the determination of responsibility will not be made until the conclusion of the grievance process;
- Notice that the Parties have a right to an advisor of their choice, who may be, but is not required to be, an attorney;
- Notice that the Parties may inspect and review evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence, whether obtained from a Party or other source; and
- Notice of any provision in the District’s code of conduct or discipline rules that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
- If in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice provided above, the Title IX Coordinator will provide written notice of the additional allegations to the Parties whose identities are known.

Dismissal of Formal Complaint

The District must investigate the allegations in a formal complaint. However, the District must dismiss the formal complaint and will not process the complaint under these procedures if any of the following three circumstances exist:

- If the conduct alleged in the formal complaint would not constitute Title IX sexual harassment as defined in this procedure;
- If the conduct alleged did not occur in the District’s education program or activity; or
- If the conduct alleged did not occur against a person in the United States.

The District has the discretion to dismiss a formal complaint or any allegation under the following circumstances:

- If at any time during the grievance process the Complainant notifies the Title IX Coordinator in writing that he/she/they would like to withdraw the formal complaint or any allegations;
- If the Respondent is no longer enrolled or employed by the District; or

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- If there are specific circumstances that prevent the District from gathering evidence sufficient to reach a determination regarding responsibility as to the formal complaint or allegations.

If the District dismissed the formal complaint or any allegations, the Title IX Coordinator will simultaneously provide the Parties with written notice of the dismissal and reason(s). The District will also provide the Parties with their right to appeal.

The District may commence proceedings under other policies and procedures after dismissing a formal complaint.

Consolidation of Formal Complaints

The District may, but is not required to, consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant, against one or more Respondents, or by one Party against the other Party where the allegations of sexual harassment arise out of the same facts or circumstances.

Equitable Treatment of the Parties

The District's determination of responsibility is a neutral, fact-finding process. The District will treat Complainants and Respondents equitably such that the procedures will apply equally to both Parties. The District will not discipline a Respondent until it reaches a determination of responsibility for sexual harassment against the Respondent at the conclusion of the grievance process.

Statement of Non-Responsibility

The investigation is a neutral, fact-finding process. The District presumes all reports are in good faith. Further, the District presumes the Respondent is not responsible for the alleged conduct. The District makes its determination regarding responsibility at the conclusion of the grievance process.

Bias or Conflict of Interest

The District's Title IX Coordinator, Investigator(s), Decision-maker(s), or any person designated by the District to facilitate an informal resolution process, will not have potential actual bias or conflict of interest in the investigatory, sanctioning, or appeal process or bias for or against Complainants or Respondents generally. Actual bias is an articulated prejudice in favor of or against one Party or position; it is not generalized concern about the personal or professional backgrounds, positions, beliefs, or interests of the Decision-makers in the process. The District will provide training on bias, conflict of interest, and impartial service to the Title IX Coordinator, investigator, Decision-maker, and facilitator.

Timeline for Completion

The District will undertake its grievance process promptly and as swiftly as possible. The District will complete the investigation and its determination regarding responsibility within 180 calendar days.

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When appropriate, the Title IX Coordinator may determine that good cause exists to extend the 180 calendar day period to conduct a fair and complete investigation, to accommodate an investigation by law enforcement, to accommodate the unavailability of witnesses or delays by the Parties, to account for District breaks or vacations, or due to the complexity of the investigation.

The District will provide notice of this extension to the Complainant and Respondent in writing and include the reason for the delay and anticipated timing of completion.

A Party may request an extension from the Title IX Coordinator in writing by explaining the reason for the delay and the length of the continuance requested. The Title IX Coordinator will notify the Parties and document the grant or denial of a request for extension or delay as part of the case record keeping.

Role of Advisor

Throughout the grievance process, both the Complainant and Respondent have a right to an advisor of their choice. An advisor may not be a witness or have a conflicting role in the process, or with a Party. The role of the advisor is to provide support and assistance in understanding and navigating the investigation process. The advisor may not participate in the process as a witness or obstruct an interview or disrupt the process. The Title IX Coordinator has the right to determine what constitutes appropriate behavior of an advisor and take reasonable steps to ensure compliance with this procedure.

Confidentiality Agreements

To protect the privacy of those involved, the Parties and advisors are required to sign a confidentiality agreement prior to attending an interview or otherwise participating in the District's grievance process. The confidentiality agreement restricts the dissemination of any of the evidence subject to inspection and review or use of such evidence for any purpose unrelated to the Title IX grievance process. The confidentiality agreement will not restrict the ability of either Party to discuss the allegations under investigation.

Use of Privileged Information

The District's grievance procedure does not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek, disclosure of information protected under a legally recognized privilege (e.g., attorney-client privilege, doctor-patient privilege, spousal privilege, etc.), unless the person holding the privilege provides voluntary, written consent to waive the privilege.

Investigations

The Title IX Coordinator is responsible for overseeing investigations to ensure timely resolution and compliance with Title IX and these procedures. The Title IX Coordinator can also conduct investigations.

Trained Investigators

TITLE IX POLICY

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The District will investigate Title IX formal complaints fairly and objectively. Individuals serving as investigators under this procedure will have adequate training on what constitutes sexual harassment, Title IX, and how the District's grievance procedures operate. The District will also provide investigators training on issues of relevance to create an investigative report that fairly summarizes relevant evidence and complies with this procedure.

Gathering Evidence and Burden of Proof

The District, and not the Parties, has the responsibility to gather information and interview witnesses. When the investigator evaluates the evidence, they will do so using the preponderance of the evidence standard. After considering all the evidence gathered, the investigator will decide whether it is more likely than not that the reported conduct occurred.

Notice of Investigative Interview

The District will provide written notice of the date, time, location, participants, and purpose of all investigative interviews to an individual whose participation is invited or expected, with sufficient time for the individual to prepare to participate.

Evidence Review

Both Parties have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a Party or other source.

Prior to the investigator preparing an investigative report, the District will send to each Party and the Party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The Parties will have at least 10 days to submit a written response. The investigator must consider this written response prior to completing the investigative report.

Investigative Report

The results of the investigation of a formal complaint will be set forth in a written report that will include at least all of the following information:

- An executive summary of the allegations and findings as to each allegation;
- A summary of the procedural steps taken during the investigation, including the individuals contacted;
- An analysis of relevant evidence, including witness statements, gathered during the course of the investigation;
- A discussion of the investigator's conclusions about whether the allegations occurred using a preponderance of the evidence standard;
- A list of the relevant documents; and
- A table of contents for any report that exceeds 10 pages.

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The investigator may redact information that is not directly related to the allegations or that is privileged. However, the investigator will keep a log of information that is not produced to the Parties. The log will be provided only to the Title IX Coordinator and will not be disclosed to the Parties.

The District will send to the Parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review. The Parties will have at least 10 days to submit written, relevant questions that a Party wants to be asked of any Party or witness. The District will provide relevant questions to the Party or witness and set a deadline of no less than 10 calendar days to submit a response. The District will provide each Party with the submitted responses and allow the Parties to submit additional, limited follow-up questions within 10 calendar days. The District will provide each Party with the submitted responses. The Decision-maker must explain to the Party proposing the questions any decision to exclude a question as not relevant.

Decision-maker

The Decision-maker will be free from conflict of interest or bias, including bias for or against Complainants or Respondents. In cases where the Complainant or Respondent objects to the Decision-maker on the basis of a conflict of interest, the Complainant or Respondent may request that the Title IX Coordinator select a different Decision-maker. The Complainant or Respondent must make this request to the Title IX Coordinator in writing no later than five (5) business days after the District identifies the Decision-maker to the Parties.

The Decision-maker must objectively evaluate all relevant evidence both inculpatory and exculpatory and must independently reach a determination regarding responsibility. The Decision-maker must receive training on issues of relevance.

Determinations of Responsibility

When the Decision-maker makes a determination of responsibility or non-responsibility, the Decision-maker will issue a written determination regarding responsibility, no later than 4 weeks after the deadline for the Parties to submit a written response to the investigative report.

When making a determination regarding responsibility, a Decision-maker will objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence. A Decision-maker may not make credibility determinations based on an individual's status as a Complainant, Respondent, or witness. In evaluating the evidence, the Decision-maker will use a preponderance of the evidence standard. Thus, after considering all the evidence, the Decision-maker will determine whether it is more likely than not that sexual harassment occurred.

The Decision-maker will issue a written determination that will include the following:

- Identification of the allegations potentially constituting Title IX sexual harassment as defined in these procedures;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including who conducted the investigation gave notifications to the Parties. The determination will also state when, where, and date the investigator interviewed Parties and witnesses, conducted site visits, and the methods used to gather

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- other evidence. The procedural section should also discuss the dates and how the Parties were provided the opportunity to review and inspect evidence;
- Findings of fact supporting the determination. In making these findings, the Decision-maker will focus on analyzing the findings of fact that support the determination of responsibility or non-responsibility;
 - Conclusions regarding the application of the District’s code of conduct or relevant rules to the facts;
 - A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility;
 - Whether the District will provide remedies designed to restore or preserve equal access to the District’s education program or activity to the Complainant.
 - A statement of, and rationale for, any disciplinary sanctions the District imposes on the Respondent,

The District need not disclose to the Respondent remedies that do not impact them as part of the written determination. The District can inform the Respondent that it will provide remedies to the Complainant. However, the District will inform the Complainant of the sanctions against the Respondent.

The District’s procedures and permissible bases for the Complainant and Respondent to appeal. The District will provide the written determination to the Parties simultaneously. The determination regarding responsibility becomes final either on the date that the District provides the Parties with the written determination of the result of the appeal, if the Parties file an appeal, or if the Parties do not file an appeal, the date on which an appeal would no longer be considered timely.

9. Disciplinary Sanctions and Remedies

The District must have completed the grievance procedures (investigation and any appeal, if applicable) before the imposing disciplinary sanctions or any other actions that are not supportive measures against a Respondent. If the Decision-maker determines the Respondent was responsible for conduct that constitutes sexual harassment, the District will take disciplinary action against the Respondent and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense.

Remedies for the Complainant might include, but are not limited to:

- Providing an escort to ensure that the Complainant can move safely between classes and activities;
- Ensuring that the Complainant and Respondent do not attend the same classes or work in the same work area;
- Providing counseling services or a referral to counseling services;
- Providing medical services or a referral to medical services;
- Providing academic support services, such as tutoring;
- Arranging for a Complainant, if a student, to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the Complainant’s academic record; and

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- Reviewing any disciplinary actions taken against the Complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the Complainant's discipline.

Possible disciplinary sanctions for students Respondents include written or verbal reprimand, training or counseling, non-academic probation, suspension, and expulsion. Possible disciplinary sanctions for employee Respondents include written or verbal reprimand, required training or counseling, demotion, suspension, or discharge.

10. Appeal of Dismissal of a Formal Complaint or of the Determination of Responsibility

A Complainant or Respondent may appeal (1) the District's determination regarding responsibility or (2) the dismissal of a formal complaint or any allegations under Title IX. A Complainant or Respondent must submit a written appeal within ten business days from the date of the notice of determination of responsibility or from the date of the District's notice of dismissal of a formal complaint or any allegations.

Grounds for Appeal

The Superintendent or designee will serve as the Decision-maker on Appeal. In filing an appeal of the District's determination regarding responsibility or the District's dismissal of a formal complaint, the Party must state the grounds for appeal and a statement of facts supporting those grounds. The grounds for appeal are as follows:

- A procedural irregularity affected the outcome;
- New evidence was not reasonably available at the time the District's determination regarding responsibility or dismissal was made, and this new evidence could affect the outcome; or
- The District's Title IX Coordinator, investigator, or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome.

Appeal Procedure

If the Complainant or Respondent submit an appeal to the District, the District will:

- Notify the other Party in writing within five business days of receiving a Party's appeal;
- Allow the non-appealing Party at least ten business days of receipt of the appeal to submit a written response in support of, or challenging, the outcome.

The Decision-maker, on appeal, will issue a written decision on whether to grant or deny the appeal and the rationale for the decision, within 45 business days after the Decision-maker on appeal receives the response to the appeal or the last day to provide a response. The District will provide notice of the written decision simultaneously to both Parties.

The Decision-maker on appeal may extend or otherwise modify the deadlines provided above. Either Party may seek an extension by submitting a written request to the Decision-maker on appeal explaining the need for the extension²⁷ and the proposed length of the extension. The

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Decision-maker on appeal will respond to the request within 48 hours in writing and will inform the Parties simultaneously whether the extension is granted.

Informal Resolution

If the District determines that a formal complaint is appropriate for informal resolution, it may provide the Parties with the opportunity to participate in an informal resolution process, including mediation, at any time prior to reaching a determination regarding responsibility.

The District will provide the Complainant and Respondent written disclosure of the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the Parties from resuming a formal complaint arising from the same allegations, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

The District must obtain the Parties' voluntary, written consent to the informal resolution process. If the Parties reach an agreement, the District does not have to complete a full investigation and adjudication of a report of sexual harassment. At any time prior to agreeing to a resolution, any Party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

The informal resolution process is not available to resolve allegations that an employee sexually harassed a student.

11. Retaliation Prohibited

The District prohibits any intimidation, threats, coercion, or discrimination against any individual who made a report or complaint of sexual harassment, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation or proceeding. Individuals who experience retaliation may file a complaint using the formal complaint process described above.

12. Dissemination of Policy and Procedures

The District will provide its policy and procedures related to Title IX on its website and in each handbook or catalog provided to applicants for admission and employment, students, employees, and all unions or professional organizations holding collective bargaining with the District.

When hired, employees are required to sign acknowledging that they have received the policy and procedures. The District will place the signed acknowledgment of receipt in each employee's personnel file.

13. Training

The District will provide training to Title IX Coordinators, investigators, Decision-makers, and any individual who facilitates an informal resolution process, on the definition of sexual harassment, the scope of the District's education program or activities, how to conduct an investigation and grievance process including appeals and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Any materials used to train the District's Title IX Coordinator,

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investigators, Decision-makers, and any person who facilitates an informal resolution process, will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

14. File Retention

The District will retain, on file, for a period of at least seven years after closing the case copies of:

- The original report or complaint;
- Any actions taken in response to the complaint, including supportive measures;

The investigative report including all evidence gathered and any responses from the Parties;

- The District’s determination regarding responsibility;
- Records of any disciplinary sanctions imposed on the Respondent;
- Records of any remedies provided to the Complainant;
- Any appeal and the result;
- Any informal resolution and the result; and
- All materials used to train Title IX Coordinators, Investigators, Decision-makers, and any person who facilitates an informal resolution process. These training materials are publicly available on this website.

The District will make these documents available to the U.S. Department of Education Office for Civil Rights upon request.

(cf. 0410 Nondiscrimination in District Programs and Activities)

(cf. 4030 Nondiscrimination in Employment)

(cf. 4119.12 Harassment)

(cf. 5145.3 Nondiscrimination)

(cf. 5145.7 Sexual Harassment)

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

UNITED STATES CODE

Title VI, Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7

Title IX, Education Amendments of 1972, 20 U.S.C. §§ 1681-1688

Vocational Rehabilitation Act of 1973, Sections 503 and 504, 29 U.S.C. § 794

Individuals With Disabilities Education Act, 20 U.S.C. §§ 1401-1491

Americans With Disabilities Act, 42 U.S.C. §§ 12101-12213

Age Discrimination In Employment Act, 29 U.S.C. §§ 621-634

Added 3/2021

**AASB POLICY REFERENCE MANUAL
9/92**

PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

AR1312.1(a)

Note: The following optional regulation may be revised or deleted in light of district needs and collective bargaining obligations.

The School Board seeks to ensure that complaints by the public are addressed equitably, regardless of ethnicity, race, disability, gender identity, sexual orientation, religious or cultural preferences, familial status, or socioeconomic background, of the complainant or the personnel at issue. In order to promote fair and constructive communication, the following procedures shall govern the resolution of complaints. Every effort should be made to resolve a complaint at the earliest possible stage. Individuals are encouraged to attempt to verbally resolve concerns with the staff member directly.

In order to ensure fair and equitable access to the complaint process, the district may assist a complainant in the complaint process and resolution efforts. Assistance can include, but is not limited to, cultural support, age appropriate support, and disability accommodation that will assist complainants with oral and written communications related to the complaint and resolution processes.

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

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

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

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

PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

AR1312.1(b)

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

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

(cf. 9321 - Executive Sessions)

Note: The district should make sure that complaints heard in executive session are indeed complaints against an employee, not against district practice or procedures.
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Revised 3/2021

Note: The following policy reflects the Alaska Accountability System which measures both school performance and school progress and results in a school designation of Priority, Focus, or Reward. The school rating may result in required interventions as well as specific supports.

The School Board is committed to the successful performance of the district and its schools. Successful performance is indicated through student academic achievement, student progress over prior year performance, strong attendance and graduation rates, and participation and achievement in college and career readiness exams. The [Superintendent/Chief School Administrator] shall implement requirements for school and district accountability as determined by the Department of Education and Early Development.

Note: The Alaska School Performance Index measures schools by a combination of data: student achievement on SBAs in reading, writing and math; growth in the school's student body in those assessments from the prior year; and attendance. Schools with high school students are also measured by graduation rates; and student performance on college-readiness assessments, including SAT, ACT, and WorkKeys. ASPI points will result in a Star Rating for a school from 1-5 stars, the higher number representing stronger school performance.

If any district school receives a star rating of one, two, or three stars, the [Superintendent/Chief School Administrator] or designee shall develop and implement a school improvement plan in accordance with state law. School improvement plans shall be presented to the Board for approval. If the plan is for a school that receives one or two stars, the plan will be submitted to the Department. If the school has been designated as a priority or focus school, the plan will be prepared in consultation with the Department and subject to Department approval.

The [Superintendent/Chief School Administrator] or designee shall develop and implement a school improvement plan for schools receiving a four or five star rating when necessitated due to failure to meet annual measurable objectives, a decline in the school's growth and proficiency, a decline in graduation rate, or insufficient participation in standards-based assessments.

The [Superintendent/Chief School Administrator] or designee shall develop and implement a district improvement plan when required due to the number of one- or two-star schools; the number of students who attend one- or two-star schools; deficiencies in curriculum, assessment practices, instruction, learning environment, professional development, or leadership; or lack of progress by a subgroup towards annual measurable objectives. The District improvement plan shall be approved by the School Board and submitted to the Department.

School Interventions

The [Superintendent/Chief School Administrator] or designee shall implement comprehensive interventions for any school identified as a priority school by the Department. The comprehensive interventions will use turnaround principles that accomplish the following: provide strong leadership; ensure effective teachers; redesign the school calendar to include additional time for student learning and teacher collaboration; improve the instructional program; use student data to inform instruction; establish a school environment that improves safety and discipline; and provide mechanisms for family and community involvement.

Targeted interventions will be implemented to meet the specific needs of schools identified by the Department as focus schools. A plan and timeline to implement the targeted interventions shall be created by the [Superintendent/Chief School Administrator] or designee. Interventions should consider each of the turnaround principles for priority schools, some or all of which may be appropriate for the school or targeted subgroups. Decisions should be data-driven.

The district will utilize state provided supports in implementing comprehensive or targeted interventions.

School Success

The Board believes that all of its schools can be high performing and high progress schools. The district will annually recognize those schools identified as reward schools by the Department.

Parent Notification

The [Superintendent/Chief School Administrator] or designee shall communicate with the parents of children attending schools designated as one- or two-star schools. The information should be in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand. Parents should be promptly advised of:

1. What the star designation means, and how the school compares in terms of academic achievement to other schools in the district and state;
2. The reasons for the designation;
3. Information about how the parents can become involved in addressing the academic issues that led to the designation; and

4. Any action taken to address the problems that led to the designation, including: an explanation of what the school is doing to address low achievement; an explanation of what the district and Department are doing to help; and a description of interventions being taken by the district.

The information in item 4 above shall also be disseminated to the public. Information provided to parents will be sent through direct means such as mail or email. Communications must respect the privacy of students and their families.

Legal Reference:

ALASKA STATUTE

14.03.123 School and District Accountability

ALASKA ADMINISTRATIVE CODE

4 AAC 06.800 - .899 School and District Accountability

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. §§ 6301, et. seq., as amended by the Every Student Succeeds Act (P.L. 114-95, December 10, 2015)

Revised 3/2021

ACCESS TO DISTRICT RECORDS

BP 1340

Note: AS 40.25.120 sets forth the right of the public to access public records. There is strong public policy favoring inspection of public records and any exceptions to disclosure based on need should be construed narrowly.

The School Board recognizes that state policy provides broad public access to district records. Public access shall not be given to records exempt from public disclosure by state or federal law or by the Board based on the need of the district to maintain confidential information.

(cf. 3580 – District Records)

(cf. 4112.6/4212.6/4312.6 – Personnel Records)

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential Information)

(cf. 5125 – Student Records; Confidentiality)

(cf. 9011 – Disclosure of Confidential Information)

(cf. 9321 – Closed Sessions)

Note: 14.14.090, in addition to other duties, provides that the Board shall keep records and files open to public inspection at the district office during reasonable business hours.

Any person shall have reasonable access, during regular business hours, to the public records of the schools and district. The Superintendent or designee shall establish regulations to authorize and facilitate public access to district records in accordance with law, to protect the security of district records, and to prevent interference with regular district operations. Records shall be maintained in accordance with the State of Alaska Model Records Retention Schedule for Alaska School Districts.

The district may charge for copies of public records or other materials requested by individuals or groups. The charge, based on actual costs of duplication, shall be determined by the Superintendent or designee.

Legal Reference:

ALASKA STATUTES

40.25.120 - .220 Public Records Act

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

14.14.090 Additional duties

14.20.149 Employee evaluation

14.43.930 Scholarship program information

23.40.235 Public involvement in school district negotiations

City of Kenai v. Kenai Peninsula Newspapers, 642 P2d 1316 (Alaska 1982)

Anchorage School District v. Anchorage Daily News, 779 P2d 1191 (Alaska 1989)

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

Revised 3/2021

Note: Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed.

The School Board shall provide for students to take college and career readiness assessments, as required by law and regulation. The exams shall be administered in accordance with state law and regulations. The taking of an assessment is not a requirement for a diploma.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.4 - Reciprocity on Graduation Requirements)
(cf. 6146.5 - Differential Requirements for Individuals With Exceptional Needs)
(cf. 6162.5 - Standardized Testing)

The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment. The IEP team's determination should consider whether the assessment supports the transition plan set forth in the student's IEP.

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment

ALASKA ADMINISTRATIVE CODE

4 AAC 06.710 Statewide student assessment system

4 AAC 06.718 College and career readiness assessment after student receives a certificate of achievement

4 AAC 06.765 Test Security; Consequences of Breach

4 AAC 06.790 Definitions

Revised 3/2021

AASB POLICY REFERENCE MANUAL UPDATE SERVICE

2020-2021 UPDATE

INSTRUCTION SHEET

NOTE: This packet includes only those policy manual pages that have been revised, deleted or newly established. Full text pages are included and are to be substituted as indicated below.

A supplemental update, primarily focusing on updates to model policies on business operations, will be forthcoming in the summer/fall of 2021.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” A “No” is used if changes have been made only to an AR or an Exhibit, or if policy changes are limited to explanatory notes, legal reference or cross-reference updates, or minor grammatical or stylistic changes that have not changed the policy meaning.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
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ARTICLE 0, Series 0000 – Philosophy, Goals, Objectives and Comprehensive Plans

AR 0410

No

NEW ADMINISTRATIVE REGULATION

This AR may be used as a District policy to investigate sexual harassment complaints under Title IX. It implements the revised Title IX regulations promulgated by the Department of Education in the fall of 2020. It provides comprehensive procedures a district shall take upon receiving reports and complaints regarding sexual harassment, including investigation requirements, appeal procedures, and responsive mechanisms. The process includes:

- The designation of a Title IX Coordinator and decision maker.
- Intake and processing procedures.
- Formal complaint investigation requirements and timelines.
- Investigative report policies.
- Disciplinary options and remedies.
- Appeal procedures.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 0520	No	This update modifies BP 0520 to reflect current policies regarding school accountability and improvement. It removes references to previous regulations that have sunset. As the updates are limited to revisions of the explanatory note, board approval is not required.

ARTICLE 1, Series 1000 – Community Relations

AR 1312.1	No	This update revises the model complaint policy for complaints regarding school personnel, removing the school board from serving in a role of automatic appeal. This change insulates boards from personnel matters and streamlines complaint investigation processes.
BP 1340	Yes	This update revises the model records retention policy to clarify that records shall be maintained in accordance with the State of Alaska Model Records Retention Schedule for Alaska School Districts. It standardizes retention rules for all AASB districts.

ARTICLE 6, Series 6000 – Instruction

BP 6146.3	Yes	This update removes a reference to a rescinded regulation regarding college and career readiness assessments. It is updated to clarify that a district’s assessment policies must be in accordance with current assessment regulations, allowing the policy to be untied to changing assessment rules.
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