

THE LAKE AND PENINSULA SCHOOL DISTRICT
Work Session AGENDA
February 9, 2023, 3:00 PM

Agenda

- | | |
|--------------------------------------|----|
| 1. Curriculum & Culture Conversation | |
| 2. Draft Calendar 2023-2024 | 2 |
| 3. Strategic Planning Timeline | 4 |
| 4. AASB Policy Updates | 11 |

DRAFT LPSD School Calendar 2023-2024

Due Date: July 1, 2023

District Name:	School:
Approved By:	Title:

Jul-23							Aug-23					Sep-23							Oct-23									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1			1	2	3	4	5							1	2	1	2	3	4	5	6	7
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2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	
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9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	
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16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	
										N					S	S	S	S	I			W	S	S	S	S		
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					
							N	N	I	I				S	S	S	S	W			S	S						
30	31																											

# of Inservice Days:	# of Inservice Days: 2	# of Inservice Days: 3	# of Inservice Days: 5
# of Student Days:	# of Student Days: 0	# of Student Days: 16	# of Student Days: 16
# of Teacher Days:	# of Teacher Days: 2	# of Teacher Days: 21	# of Teacher Days: 22

Nov-23							Dec-23					Jan-24							Feb-24								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2		1	2	3	4	5	6					1	2	3
			S	S	S							S			H	V	V	FV	FV						S	S	
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
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12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
	S	S	S	S	S			S	S	S	S	S			S	S	S	S	I			S	S	S	S	S	
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
	S	S	S	H	H			S	S	FV	FV	V			S	S	S	S	FI			S	S	S	S	S	
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29		
	S	S	S	S				H	V	V	V	V			S	S	S					S	S	S	S		
							31																				

# of Inservice Days: 0	# of Inservice Days: 0	# of Inservice Days: 3	# of Inservice Days: 0
# of Student Days: 20	# of Student Days: 13	# of Student Days: 14	# of Student Days: 21
# of Teacher Days: 22	# of Teacher Days: 14	# of Teacher Days: 18	# of Teacher Days: 21

Mar-24							Apr-24					May-24							Jun-24								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6				1	2	3	4							1
					S			S	S	S	S	S					S	S	S								
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
	S	S	S	S	FI			T	T	T	T	T			S	S	S	S	C	W							
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
	S	S	S	S	S			S	S	S	S	S			F	F	F	F	F								
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
	S	S	S	S	S			S	S	S	S	S															
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
	S	S	S	S	S			S	S																		
31																					30						

# of Inservice Days: 1	# of Inservice Days: 0	# of Inservice Days: 0	# of Inservice Days:
# of Student Days: 20	# of Student Days: 22	# of Student Days: 8	# of Student Days:
# of Teacher Days: 21	# of Teacher Days: 22	# of Teacher Days: 9	# of Teacher Days:

C	School Closes
E	End of Quarter
H	Legal Holiday
I	Inservice Day
M	Parent-Teacher Conf
F	Flex Day
N	New Teacher Induction
O	School Opens
S	Saturday School
T	Testing
V	Vacation Day
W	Teacher Workday
X	Emergency Closure Day
S	Student Day

School Holidays	
Independence day	7/4/23
Labor Day	9/4/23
Thanksgiving and the day after	11/23/23 and 11/24/23
Christmas	12/25/23
New Years	1/1/24
If one of these holidays falls on a Saturday, the Friday immediately preceding is a school holiday. If one of these holidays falls on a Sunday, the Monday immediately following is a school holiday.	

Calendar Day Breakdown	
Inservice Days	14
Student Days	150
Teacher Days	172+5 Flex Days



Jan. 2023

Dear Lake and Pen Board of Education,

We, at AASB, are happy to submit an official proposal to you explaining our St. Planning process. You will see over the next few pages both a written description of our process, as well as a visual snapshot of the process.

Over the years we have learned that most individuals cannot give up more than a few days when working on a strategic plan and we have built our facilitated session to match the availability of those that make up the St. Planning team.

Our process is interactive allowing all involved to have a voice at the table & input to the decisions. Reviewing and updating the Vision & Mission Statements helps set the stage and the process of the SWOT (Strengths, Weaknesses, Opportunities and Threats) allows participants to get a snapshot of needs to help the district move forward. Goal are developed by this group and then the objectives & strategies are developed by the superintendent's leadership team.

Lastly, though there is a cost to this process, because LPSD is a member of AASB the cost is significantly reduced as compared to the actual costs, as we keep prices reasonable for our member districts.

We understand you have options in the selection of a facilitator, and we hope that our proposal addresses all your questions and concerns.

Thanks in advance,

Timi C Tullis, Associate Executive Director, AASB



STRATEGIC PLANNING PROCESS

Professional Fee for services provided by Timi C Tullis, Associate Executive Director, will be \$9980.** This rate includes:

1. Developing and Collecting Responses for a community survey that will help participants understand the needs of the community. (a month before on site visit)
2. A 2 day on site facilitated workshop that can include up to 35 individuals. (prep and on site for 2 days site)
3. Two (2), three (3) hour facilitated sessions after the onsite, goal development session to help map out the plan by developing Objectives, Metrics etc. (within 6 months of the on-site)
4. Development of a web ready brochure to use in publications.

****Because the board has worked on the Vision and Mission statements already I will reduce that by \$1000 and the total would be \$8990 for you this go round!**

OBJECTIVE

The objective of this planning activity is to update a 3-5 year strategic plan characterized by:

- A long-term vision
- Concentration of effort through a focused mission supporting the vision
- Measurable objectives used to attain the aspirations detailed in the strategic plan.
- District and community involvement, which drives consensus for the plan and all its elements

- Implementation accompanied with specific accountability
- Annual school board goals for the district aligned to the plan

Ultimately, the goal is to enable the district to practice true strategic management in order that students flourish.

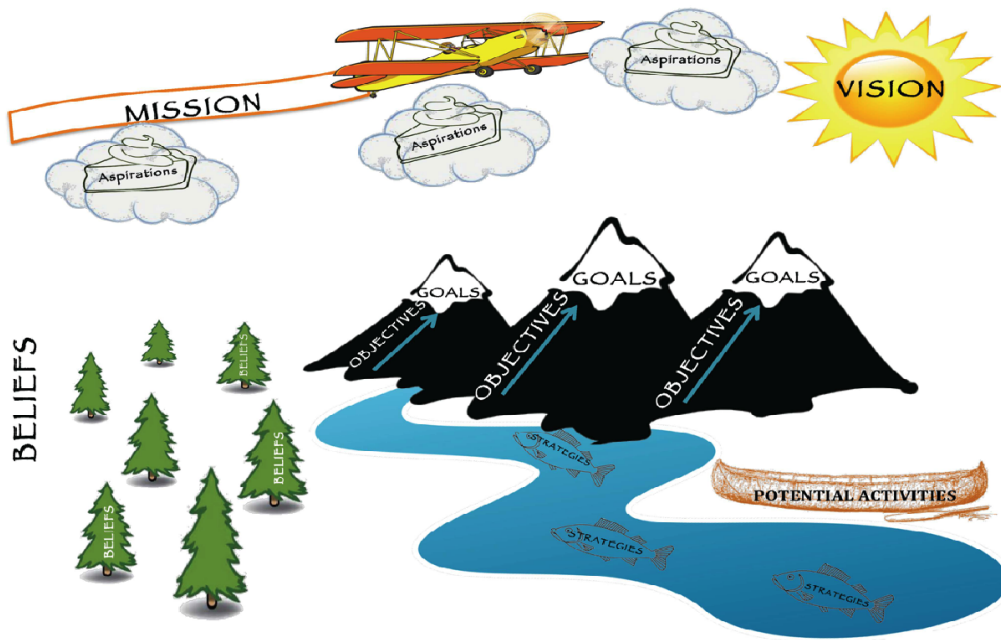
Update Sessions (bi or tri annually):

This session involves the Strategic Planning Team (made up of former and new members) that is constructed with the make-up of the district and community taken into consideration. Community and staff members should be able to “see themselves reflected back” in the planning team membership. The external facilitator leads this session. During the session, the Team **reviews and updates**:

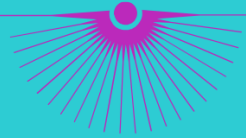
- Internal factors (A thorough, unbiased examination of the organization strengths and weaknesses.)
- External factors (An examination of those forces which an organization has little or no control.)
- Critical issues (Threats and opportunities.)

In addition, the Team will **update** the following components of the Plan by consensus:

- *Beliefs or Values -- A statement that is a formal expression of the district’s fundamental values: its ethical code, its overriding convictions, and its commitments. (completed)*
- *Mission -- A statement that is a clear and concise expression of the district’s purpose and function. (completed)*
- Aspirations – Statements of what we really want, use to develop goals areas.
- Objectives -- The district’s commitment to achieve specific, measurable end results.
- Strategies -- Specific initiatives that the district will undertake to achieve the measurable objectives.



GOAL ALIGNMENT



**Mission/Vision/Beliefs
Strategic Plan**

A l i g n m e n t



- **District Annual Priorities**
-Set by Board
- **Superintendent Goals**
- **Board Self-Improvement Plan**
- **Principal Goals**
- **Classroom/Teacher Goals**
- **Student Goals**



association of
ALASKA
school boards



**Core Planning Team #1
SHARED VISION**

Expand the circle of understanding and commitment.

Engage Core Team

District Report(s)

State Vision, Mission,

Core Values

Feedback Loops

Resources

Community

Space

Community

**Superintendent and Leadership Team
MOVE TO ACTION**

Expand the circle of involvement.

- Confirmations
- Brainstorm Objectives
- Rate Objectives
- Measures of success
- Discuss Action Planning
- Assignments

Resources

- Goal-focused teams
- Time and Space

**Core Planning Team #3
PRIORITIES AND PLANNING**

Analyze data; identify themes, priorities and goals

- Confirmations
- Prioritize Critical Issues
- Identify Strategic Priorities and Goals to address them
- Craft clarifying Goals Statements

Resources

- Core Team

**Pre Planning Team
GETTING STARTED**

Create a structure that makes your efforts successful.

- Establish Ground Rules
- Enlist Core Team Members
- Establish roles and responsibilities
- Build ownership
- Communicate
- Expectations

Resources

- Superintendent

**Planning Team #2
GATHERING INFORMATION**

Collect data and information on the needed

Identify issues and interpret logically

Engage and external involvement

AASB's Available Spring 2023 Dates

Timi Tullis is available to meet with us during the following dates.

It would be ideal to pick one time block below to commit to this process.

April 2023

April 10 to 14 (this is our SNAP Meet Week)

April 20 to 22 (NYO State in ANC)

April 26 to 29

May 2023

May 1-4 (Final week of school & CTE Intensive, 5/4/23 = final student day)

May 8-10

Fall 2023

We can project these dates if April or May does not work for everyone.

HARASSMENT

The School Board recognizes that harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform school work, and increased absenteeism or tardiness. The School Board shall not tolerate the harassment of any student by any other student or district employee. Any student or employee who is found guilty of harassment shall be subject to disciplinary action.

Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

(cf. 5131.43 – Harassment, intimidation and bullying)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.11 – Sexual Harassment)

(cf. 4119.21 – Code of Ethics)

To promote an environment free of harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice or student instruction and counseling. Principals shall discuss this policy with their employees and shall assure them that they need not endure any form of harassment.

The School Board encourages students or staff to immediately report incidences of harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of harassment in a way that ensures the privacy of all parties concerned. In no case shall the student or staff member be required to resolve the complaint directly with the offending person.

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

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

(cf. 1312.3 - Complaints Concerning Discrimination)

(cf. 4030 - Nondiscrimination in employment)

(cf. 5141.42 - Professional Boundaries for staff and students)

Legal Reference (see next page):

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Personnel

ALL PERSONNEL

BP 4119.12(b)

HARASSMENT

Legal References:

ALASKA STATUTES

AS 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

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

AMERICANS WITH DISABILITIES ACT

Revised ~~3/2015~~

10/2021

CERTIFICATED STAFF DEVELOPMENT

BP 4131(a)

Note: Under state law, staff training is mandated in evaluative techniques, child abuse recognition and reporting, the needs of students with alcohol or drug abuse disabilities, sexual abuse and sexual assault awareness, dating violence and abuse, crisis response, crisis intervention and suicide awareness and prevention. School Districts must ensure that no less than 50 percent of the total certificated staff employed by the district receives all of the training not less than every two years and that all of the certificated staff employed by the district receives all of the training not less than every four years. AS 14.08.111(12); AS 14.14.090(11); AS 14.16.020(9). A school district shall provide suicide awareness and prevention training to each teacher, administrator, counselor and specialist who is employed by the school district to provide services to students. AS 14.30.362. Effective June 30, 2017, a school district shall establish a training program for employees relating to sexual abuse and sexual assault awareness and prevention and dating violence and abuse awareness and prevention. AS 14.30.355; AS 14.30.356. Additionally, effective June 30, 2017, a person is not eligible for a teacher certificate unless he or she has completed required training set forth in AS 14.20.020. AS 14.33.127 and 4 AAC 06.177 require that the School Board ensure that a sufficient number of school employees receive periodic training in an approved crisis intervention training program, to meet the needs of the student population. Crisis intervention programs must meet all legal requirements. The Department of Education and Early Development will maintain a list of approved crisis intervention training programs.

Under federal law, the Every Student Succeeds Act defines professional development to include sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused activities that are available to all school staff, including paraprofessionals. Professional development activities should be developed with educator input and regularly evaluated. Professional development activities must be evidence-based, if reasonably available. 20 U.S.C. §§ 6601-6614.

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. Staff development is a necessary, collaborative, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions. Professional development provided to teachers, principals, and other instructional leaders should focus on improving teaching and student learning and achievement.

Professional development shall be developed with educator input and regularly evaluated. If reasonably available, staff development activities shall be evidence-based. Staff should receive training on professional boundaries in accordance with BP/AR 5141.42, Professional Boundaries for staff and students.

In order to respond directly to the needs of all our students, staff development activities may address such issues as teacher and staff qualifications, content areas, integrating technology into instruction, using data to improve student achievement, methodology, student privacy, parent, family, and community engagement, interpersonal relations between students and faculty, student learning, growth, development, student welfare and safety, assessments and accommodations, student identification and referral, and staff communication, problem solving and decision making. The Superintendent is responsible for ensuring that all training required by law is provided in a timely fashion to appropriate staff.

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.5 - Child Abuse Reporting)

(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

(cf. 5141.42 - Professional Boundaries for staff and students)

(cf. 5141.52 – Suicide Prevention)

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Personnel

(cf. 5142.3 – Restraint and Seclusion)

CERTIFICATED STAFF DEVELOPMENT (continued)

BP 4131(b)

The Superintendent or designee should provide staff with professional development that may include opportunities such as the following:

1. Release time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools.
3. Conferences involving outside personnel from the district, county, state, region or nation.
4. Membership in committees drawing personnel from various sources.
5. Training classes and workshops offered by the district.
6. Further training in institutions of higher learning, including credit courses conducted in or near the district instead of on the college campus, whenever possible.
7. Access to professional literature on education issues.
8. Induction and mentoring programs.

(cf. 4116 - Nontenured/Tenured Status)

Legal Reference:

UNITED STATES CODE

The Elementary and Secondary Education Act, 20 U.S.C. §§ 6601-6614, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

ALASKA STATUTES

14.08.111 Duties (Regional School Boards)

14.14.090 Duties of school boards

14.16.020 Operation of state boarding schools

14.18.060 Discrimination in textbooks and instructional materials prohibited

14.20.020 Requirements for issuance of certificate; fingerprints

14.20.680 Required alcohol and drug related disabilities training

14.30.355 Sexual abuse and sexual assault awareness and prevention

14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices

14.30.362 Suicide awareness and prevention training

47.17.022 Training (child protection)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.530 Guidance and counseling services

4 AAC 06.550 Review of instructional materials

4 AAC 12.397 Mandatory training requirements

4 AAC 19.060 Evaluation Training

4 AAC 52.260 Personnel Development

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Personnel

AASB POLICY REFERENCE MANUAL

9/92

CHILD ABUSE AND NEGLECT

BP 5141.4(a)

Note: AS 14.08.111 and AS 14.14.090 require districts to provide mandatory reporters with training in the recognition and reporting of child abuse and neglect. Pursuant to AS 47.17.020, teachers, school administrators, and paid athletic coaches are mandated to report child abuse and neglect. New employees required to report are to be trained on this obligation within 45 days after the first day of employment. AS 47.17.022. A school district providing training shall provide notice of the training to public and private schools in the district and invite volunteers who are required to report to participate in the training at no cost to the volunteer. Effective June 30, 2017, volunteers who interact with children in public or private school for more than four hours a week are also mandatory reporters of child abuse. AS 18.66.310 requires school districts to offer continuing education at least once every two years on domestic violence for mandatory reporter employees.

Abuse and neglect affects the well-being of students. Teachers, school administrators, paid athletic coaches and volunteers who interact with children in a school for more than four hours a week shall be trained on the recognition and reporting of child abuse and neglect in accordance with state law. An athletic coach who is an unpaid volunteer is not required to report child abuse or neglect unless the coach volunteers for more than 4 hours a week for 4 consecutive weeks, or for 20 hours a week in a one month period, has received training, and signed a form acknowledging the obligation to report. District employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

(cf. 4131 – Staff Development)

(cf. 5141.42 - Professional Boundaries for staff and students)

The district shall provide notice of child abuse and neglect mandatory reporter training to all public and private schools in the district, in addition to the training set forth in BP/AR 5141.42, Professional Boundaries for staff and students. All mandatory reporters, including qualifying volunteers, are invited to participate in the training at no cost.

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

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

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

Legal Reference (see next page):

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

CHILD ABUSE AND NEGLECT

BP 5141.4(b)

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (Regional school boards)

14.14.090 Additional duties

18.66.310 Continuing education for public employees, court system employees, and for prosecuting authorities

47.17.010-47.17.070 Child protection

Revised ~~3/2016~~10/2021

CHILD ABUSE AND NEGLECT

AR 5141.4(a)

Note: The following sample regulation may be revised as needed to reflect district circumstances.

Duty to Report

Teachers, school administrators, and paid athletic coaches and volunteers who work with children at school more than 4 hours a week who have reasonable cause to suspect child abuse or neglect have a legal duty to report to the nearest office of the Department of Health and Social Services immediately. The reporting duties are individual and cannot be delegated to someone else.

Reporting Procedures

Note: AASB recommends that your administrative regulation include the name, address and phone number of the specific child protective agencies and law enforcement to whom reports must be made.

1. Any employee or volunteer may report known or suspected child abuse or neglect, by telephone to the nearest office of the Department of Health and Social Services. This phoned report must be followed by a faxed or electronically submitted written report of harm.
2. If contact cannot reasonably be made with child protective services and immediate action is needed to protect the child, the employee or volunteer shall make the report to a peace officer.
3. In addition to reporting to child protective services, employees or volunteers may report harm from known or suspected child abuse or neglect to local law enforcement if the harm is believed to have been caused by a person not responsible for the child's welfare or if the employee or volunteer is unable to determine who caused the harm or whether the person believed to have caused the harm has responsibility for the child's welfare.
4. School employees and volunteers are required to cooperate and collaborate with child welfare agencies and law enforcement to provide the pertinent information needed to protect the health and safety of children.
5. School district employees and volunteers should not contact suspects, nor should the victim be interviewed beyond the initial information disclosed.

Students

CHILD ABUSE AND NEGLECT (continued)

AR 5141.4(b)

Legal Responsibility and Liability

1. Mandatory reporters are not civilly or criminally liable for filing in good faith, a required or authorized report of known or suspected child abuse or neglect, or for participating in related investigative or judicial proceedings.
2. A mandatory reporter who fails or refuses to report an instance of child abuse or neglect and knew or should have known that the circumstances gave rise to the need for a report, is guilty of a misdemeanor.
3. When two or more mandatory reporters have reasonable cause to suspect child abuse or neglect, and when there is agreement among them, the report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse and neglect is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making a good faith report shall be subject to any sanction.

(cf. 5145.11 - Questioning and Apprehension)

(cf. 5141.42 - Professional Boundaries for staff and students)

Confidentiality

All school district employees are required to protect students' rights to privacy and confidentiality. As such, all information and reports regarding child abuse or neglect shall be treated as confidential and shall be maintained in a safe place. No employee shall make available, or allow access to the written information to other students, staff or members of the public, except as required by school rule, Board Policy or law.

The principal/site administrator shall maintain the confidentiality of all reports of child abuse and neglect received, other than making the reports available to the appropriate agencies to which the reports were initially made. The principal/site administrator shall make provisions to protect and to maintain as confidential, the identity of the employee, employees or volunteers making the report.

Revised 3/201610/2021

Students

SEXUAL HARASSMENT

BP 5145.7(a)

Note: In 1999, the U.S. Supreme Court ruled that a school district can be liable under Title IX when staff members fail to address student-to-student sexual harassment. The court found that school districts can be liable when school officials know or should know that harassment is occurring and are deliberately indifferent to sexual harassment “so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school.” This ruling makes it more important than ever to educate students and staff on preventing and handling student-to-student sexual harassment. By setting a new standard based on “deliberate indifference,” the Court has made it possible for school districts to mount a defense by implementing a policy defining and prohibiting sexual harassment and a grievance procedure that is readily accessible to students.

Note: Districts should be aware that when a student misses school or withdraws from a course to avoid sexual harassment, he/she may be deprived of equal educational opportunities.

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

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

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

(cf. 4119.11 - Sexual Harassment)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5141.42 - Professional Boundaries for staff and students)

Students or staff should immediately report incidences of sexual harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of sexual harassment in a way that ensures the privacy of all parties concerned. In no case shall the student be required to resolve the complaint directly with the offending person.

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

SEXUAL HARASSMENT

BP 5145.7(b)

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Complaints Concerning Discrimination)

Legal Reference

Davis v. Monroe County Bd. of Educ., 119 S.Ct. 1661 (1999)

Ellison v. Brady, 924 F.2d 872 (9th Cir., 1991)

Franklin v. Gwinnett, 503 U.S. 60 (1992)

Meritor Savings Bank v. Vision, 477 U.S. 57 (1986)

Revised 9/9910/2021

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

9/92