

THE LAKE AND PENINSULA SCHOOL DISTRICT
Work Session AGENDA
May 15, 2023, 4:00 PM

Agenda

- | | |
|----------------------------------|---|
| 1. 2023-2024 Activities Calendar | 2 |
| 2. BBRCTE MOA | 3 |
| 3. Air Taxi Committee Update | 6 |
| 4. AASB Policy Updates | 7 |

LPSD ACTIVITIES 2023-2024 QUICK REFERENCE

Last updated 5/10/2023

| Date | Activity | Location/Contact |
|--------------|---|-------------------------------|
| Aug 17 | New Teacher Orientation | Anchorage |
| Aug 21-22 | New Teacher Orientation | All Sites |
| Aug 23-26 | All Teacher Inservice | All Sites |
| Aug 28 | Teacher Work Day | All Sites |
| Aug 29 | 1st Day of School | All Sites |
| Sept 4 | Labor Day- No School | All Sites |
| Sept 5 | 1st day of XC | All Sites |
| Sept 6 | 1st day of Mix-Six/Girls V-Ball | All Sites |
| Sept 11-15 | Benchmark | Moon McCarley |
| TBD | CTE Application Due- Session 1 | All Sites |
| Sept 29 | All Teacher Inservice | All Sites |
| Sept 29-30 | Regional XC | All Sites @ DLG |
| TBD | CTE Application Due- Session 2 | Zach Stenson |
| Oct 2 | 1st day of Mix-3 V-Ball | LPSD |
| Oct2-7 | CTE Week 1 | All Sites |
| Oct 7 | ASAA XC State | Palmer |
| Oct 13-15 | V-Ball Jamboree | Chignik Lake |
| Oct 16-18 | AFN/Youth and Elders Confrence | Anchorage |
| Oct 16-20 | Inservice | TBD |
| Oct 23 | Teacher Work Day | All Sites |
| Oct | Alaska Association of Student Governments | TBD |
| Nov 4 | Daylight Savings Time | All Sites |
| Nov 3-4 | Mix 3 Volleyball | Nondalton |
| Nov 6-11 | CTE Session 2 | Naknek/King Salmon/Dillingham |
| Nov 13-15 | LPSD District volleyball | Newhalen |
| Nov 23-24 | Vacation Day | All Sites |
| Nov 29 | 1st day of 5 Person B-Ball | ASAA |
| Nov 30-Dec 2 | ASAA Mix-Six V-Ball State | Palmer |
| Dec 8-9 | Bristol Bay LeadershipYouth Forum | Zach Stenson BBNC |
| Jan 9 | 1st day of 3 Person B-Ball | LPSD |
| Jan 15-18 | Benchmark | Moon |
| Jan 22-25 | Battle of the Books District | Teleconferences |
| Jan 24-26 | B-Ball Jamboree North & South | Newhalen |
| Jan 26 | Inservice | All Sites |
| Jan 28 | Inservice | All Sites |
| Jan 26 | CTE Application Due- Session 3 | Zach Stenson |
| Feb 14-16 | B-Ball Jamboree North & South | Perryville |
| Feb 19 | 3rd/4th State Battle of the Books | Teleconferences |
| Feb 20 | 5th/6th State Battle of the Books | Teleconferences |
| Feb 21 | MS State Battle of the Books | Teleconferences |
| Feb 22 | HS State Battle of the Books | Teleconferences |
| Feb 28-Mar 2 | B-Ball Boys Regionals | New Stuyahok |
| Feb 28-Mar 2 | B-Ball Girls Regionals | Bristol Bay |
| Mar 4-6 | B-Ball Districts | IGI |
| Mar 13-16 | ASAA B-Ball State | Anchorage |
| Mar 18-23 | CTE Session 3 | Naknek/King Salmon/Dillingham |
| Mar 22 | CTE Application Due- Session 4 | Zach Stenson |
| Apr TBA | AASG Spring Conference | TBD |
| Apr 8-12 | State Testing ELA/Math/Science AK Star | All Sites |
| Apr 15-19 | SNAP Meet | Newhalen |
| Apr 25-27 | NYO State | Anchorage |
| Apr 29-May 3 | CTE Session 4 | Naknek/King Salmon/Dillingham |
| TBD | CTE Application Due- Session 5 | All Sites |
| May 2 | Last Day of School | All Sites |
| May 3 | Teacher Work Day | All Sites |
| TBG | CTE Session 5 | Naknek/King Salmon/Dillingham |

MEMORANDUM OF AGREEMENT (MOA)

**Bristol Bay Region Career and Technical Education (BBRCTE) Program Between:
Bristol Bay Borough School District (BBBSD),
Lake and Peninsula Borough School District (LPBSD)
Southwest Region School District (SWRSD)
Dillingham City School District (DCSD)**

PURPOSE:

Bristol Bay Borough School District (BBBSD), Lake and Peninsula Borough School District (LPBSD), Dillingham City School District (DCSD), and Southwest Region School District (SWRSD) have formed a partnership in developing and implementing the Bristol Bay Region Career and Technical Education program (BBRCTE). This is a developing MOA, which indicates that all four districts' school boards approve the continued growth and further development of BBRCTE. This document may be changed or updated as needed and agreed upon by all parties.

GOALS:

- To teach four Career and Technical Education sessions throughout the school year and one session during the summer.
- To assist students to develop a career pathway and a postsecondary education plan.
- To teach life skills to help students be successful as the students live in a larger community to pursue post-secondary education.

GENERAL PROCEDURES:

- The Governing Board will consist of each School Board President (or designee) and each school district Superintendent (or designee). The Governing Board will oversee the operation of BBRCTE

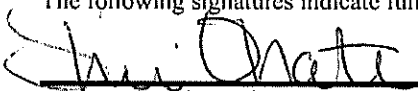

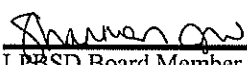
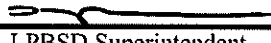



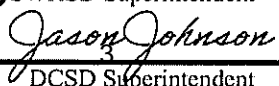
Partner Contributions:

- Each district is providing Career and Technical Education funding to contribute to programming and BBRCTE staffing (can be via Perkins CTE funds).
- Bristol Bay Borough School District is providing the following in-kind contributions: Dorm/School; Maintenance; Utilities; Custodial; Food; Vehicle; Dorm Parents; and Internet.
- Lake and Peninsula Borough School District is providing the following in-kind contributions: Counselors/Dorm; Parents; Fiscal Agent; Travel Personnel; BBRCTE Interim Director; Vehicle; and internet.
- Southwest Region School District is providing the following in-kind contributions: Dorm; Maintenance; Utilities; Custodial; Food; Vehicle; Counselor; Dorm Parents; and Internet.
- Dillingham City School District is providing the following in-kind contributions: Grant Writing Assistance; Maintenance; Food; Vehicle; Dorm Parents; and Internet.

PLANS FOR REVIEW:

The Governing Board will review and make any necessary revisions to the MOA as needed and agreed upon by all parties.

The following signatures indicate full agreement with the goals and conditions of this MOA:

| | | |
|---|---|--------------------|
|  BBBSD Board Member |  BBBSD Superintendent | 03-20-2021 Date |
|  LPBSD Board Member |  LPBSD Superintendent | 12-15-20 Date |
|  SWRSD Board Member |  SWRSD Superintendent | 3/18/21 Date |
|  DCSD Board Member |  DCSD Superintendent | 12/11/20 Date |

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GOALS:

- To teach four Career and Technical Education sessions throughout the school year and one session during the summer.
- To assist students to develop a career pathway and a postsecondary education plan.
- To teach life skills to help students be successful as the students live in a larger community to pursue post-secondary education.

GENERAL PROCEDURES:

- The Governing Board will consist of each School Board President (or designee) and each school district Superintendent (or designee). The Governing Board will oversee the operation of BBRCTE. **All participating districts will recognize high school credit from BBRCTE courses including courses taught by type M certificated staff within the consortium.**

Partner Contributions:

- Each district is providing Career and Technical Education funding to contribute to programming and BBRCTE staffing (can be via Perkins CTE funds). **Each district will share student data with BBRCTE staff to meet the reporting requirements for agreed upon grants and funding sources.**
- Bristol Bay Borough School District is providing the following in-kind contributions: Dorm/School; Maintenance; Utilities; Custodial; Food; Vehicle; Dorm Parents; and Internet.
- Lake and Peninsula Borough School District is providing the following in-kind contributions: Counselors/Dorm; Parents; Fiscal Agent; Travel Personnel; BBRCTE Interim Director; Vehicle; and internet.
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The following signatures indicate full agreement with the goals and conditions of this MOA:

| | | |
|--------------------|----------------------|------|
| BBBSD Board Member | BBBSD Superintendent | Date |
|--------------------|----------------------|------|

| | | |
|--------------------|----------------------|------|
| LPBSD Board Member | LPBSD Superintendent | Date |
|--------------------|----------------------|------|

| | | |
|--------------------|----------------------|------|
| SWRSD Board Member | SWRSD Superintendent | Date |
|--------------------|----------------------|------|

DCSD Board Member

DCSD Superintendent

Date

May 11, 2023

LPSD Air Taxi Committee for 2022-2023

Members:

LPSD School Board Member, Mr. Harry Ricci

Chignik Lagoon Parent/Community Member, Mrs. Samantha Jones

Superintendent, Kasie Luke

(Missing) Retired Pen Air Pilot, Bill Tolbert

Update:

The following Air Taxi's submitted LPSD Air Taxi Approval paperwork and comply with all requirements set forth by LPSD and were approved through the Air Taxi Committee.

- Air Madura (Trygg Air/Rapids Camp - Anchorage & King Salmon based, IFR/VFR - Pilatus)
- ACE (Anchorage based, multiple Beechcraft)
- Antler Aviation & Wildlife Service (Dillingham based, Cherokee Six)
- Bay Air Inc (Dillingham based, Cherokee 6 + Beaver)

Looking ahead:

- Kasie to connect with Air Carriers before 2023-2024 school year (new and previously approved)
- Send new air carriers confirmation letters
- Identify another Air Taxi Committee Member (Bill Tolbert will no longer be on the committee)

Work Session – May 15, 2023

Policy Update Suggestions

BP 1312.1

- Adopt language in policy update (highlighted in yellow)
- Continue with Option 1

BP 4222

- (a) Adopt language in policy update (highlighted in yellow)
- (b) Adopt language in policy update (highlighted in yellow)

BP 5030

- (a) Adopt language in policy update (highlighted in yellow)
- (b) Adopt language in policy update (highlighted in yellow)
- (c) Continue to leave out the paragraph highlighted in yellow and crossed out, if the Board is comfortable with the Superintendent and Administration will review disciplinary actions (which are few in most of our communities).

Maintain the language currently in our policy regarding employees:

“Employees will not be formally disciplined for enforcement of student discipline and safety rules so long as the enforcement is reasonable, lawful, and in compliance with School Board policies and administrative regulations” (highlighted in yellow).

- (d) Adopt language in policy update (highlighted in yellow)

BP 5131.43

- (a) Continue to leave out the language in update highlighted in yellow and crossed out and address as needed within our communities as we have in the past.
- (b) Adopt language in policy update (highlighted in yellow) - maintain the “head-teacher” component in the *Reporting* topic as it directly applies to LPSD.

BP 6142.1

- (a) Continue not to adopt the highlighted yellow and crossed out portions of this policy as we have not in the past and continue to address these topics within our Employability Standards/Safety and Wellness plans as student/community/ and level appropriate.
- (b) Maintain the language currently in our policy.

BP6142.2

- (a) Continue to not adopt.
- (b) Continue to not adopt.

PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

BP 1312.1

The School Board places trust in its employees and desires to support their actions in such manner that employees are free from unwarranted, spiteful or negative criticism and complaints. The Superintendent or designee shall develop procedures which will permit the public to lodge complaints or criticism against staff members, assure full consideration, and protect the rights of the staff members and the district. Verbal complaints against an employee initially made to a School Board member, **Advisory School Board member**, or at a School Board meeting will be referred to the Superintendent or designee for appropriate consideration and action.

The District will respond to complaints concerning school personnel, investigate as appropriate, and take action as may be necessary or advisable to resolve the concern. Complaints should follow the complaint filing and resolution process set forth in administrative regulation.

The process for complaints concerning school personnel will be administered in a fair and nondiscriminatory manner on behalf of both the complainant and the personnel involved.

(cf. 1312 - Public Complaints Concerning the Schools)
(cf. 4112.6 - Personnel Records)
(cf. 9323 - Meeting Conduct)

Note: When public complaints include allegations of child abuse, it is imperative that school officials consult BP 5141.4 - Child Abuse and Neglect (Reporting Procedures). Though a district may implement its complaint procedures in such cases, the duty to report suspected child abuse comes first. We encourage school districts to rely on the child protective agencies for resolving these complaints and determining if the child abuse report is unfounded. The following language is optional.

OPTION 1: This policy shall not apply when a public complaint involves accusations of child abuse. When a school employee is accused of child abuse, it shall be investigated by proper authorities in accordance with child abuse laws.

~~**OPTION 2:** When public complaints involve accusations of child abuse, the provisions of this policy and regulation shall be implemented only after the child abuse reporting requirements specified in law have been fulfilled~~

(cf. 5141.4 - Child Abuse and Neglect (Reporting Procedures))
(cf. 5141.42 - Professional Boundaries for staff and students)

Legal Reference:
ALASKA STATUTES
44.62.310 Government meetings public

Revised **10/2021**

TEACHER AIDES/PARAPROFESSIONALS

BP 4222(a)

Note: Under the Every Student Succeeds Act, NCLB’s requirements establishing minimum professional standards for paraprofessionals have been repealed. Instead, paraprofessionals in Title I supported programs must meet licensure or certification requirements as adopted by the State of Alaska. Alaska’s qualifications, found at 4 AAC 04.220, reflect NCLB’s past requirements for paraprofessionals working in Title I programs. Additionally, content, knowledge, disposition, and performance standards for all paraprofessionals are set out in the *Alaska State Paraprofessional Performance Standards*.

The School Board favors the use of paid and volunteer teacher aides/paraprofessionals and considers them to be members of a professional team dedicated to the best interests of students. By relieving teachers of duties that do not require professional training, noncertificated persons allow teachers to dedicate their skills, knowledge and efforts primarily to teaching. Paraprofessionals also can help teachers to provide individualized student instruction and an enriched educational program.

(cf. 1240 - Volunteer Assistance)

The district shall use paraprofessionals in those classes where they will provide the greatest benefit to students, taking into consideration such factors as large class size, student age group and teacher workload.

The Superintendent or designee shall ensure that all paraprofessionals have appropriate training and supervision, including the training set forth in BP/AR 5141.42, *Professional Boundaries for staff and students*.

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

Note: Special Education aides must serve under the supervision of qualified personnel and receive training in accordance with 4 AAC 52.250.

Paraprofessionals are expected to employ high ethical standards as they work with students and to respect school rules, district policies and administrative regulations.

The School Board recognizes the need for qualified teaching staff and encourages paraprofessionals to seek opportunities leading to a teaching credential. The district shall support these efforts to the extent possible, particularly as they relate to obtaining bilingual or special education credentials.

The Superintendent or designee and/or the staff development committee shall develop an appropriate professional development program for paraprofessionals.

TEACHER AIDES/PARAPROFESSIONALS

BP 4222(b)

Paraprofessionals Working in Title I Programs

Note: Under 4 AAC 04.220, paraprofessionals working in programs supported with Title I funds who do not meet the higher education requirements must: 1) take and pass the ParaPro Assessment by achieving a score of at least 459; and, 2) show, through observations and interviews conducted by qualified district personnel, mastery of all entry level requirements of the instructional content/assisting practice content standard set out in the *Alaska State Paraprofessional Performance Standards*.

Paraprofessionals working in a program supported with Title I funds must have a high school diploma or its recognized equivalent and must meet at least one of the following requirements: (1) completed at least two years of study, or 48 semester hours or equivalent, at an accredited institution of higher education; (2) obtained an Associate's or higher degree at an accredited institution; or (3) demonstrated, through formal assessment, the instructional content/assisting practice standards required by the State of Alaska.

Exceptions to the above requirements may be made for paraprofessionals who act as translators, who have instructional-support duties that consist solely of parent involvement activities, or who have only non-instructional duties.

Note: Non-instructional duties include providing computer technical support, personal care duties, and clerical duties. 4 AAC 04.220(e).

Legal Reference: (See next page)

Personnel

TEACHER AIDES/PARAPROFESSIONALS (continued)

BP 4222(b)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 04.220 Paraprofessional standards

4 AAC 05.080 School curriculum and personnel

4 AAC 52.250 Special education aides

4 AAC 52.255 Interpreters

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 6311, as amended by the Every Student Succeeds Act, (P.L. 114-95 (December 10, 2015))

Revised c10/2021

SCHOOL DISCIPLINE AND SAFETY

BP 5030(a)

Note: Each school district must have in place a school disciplinary and safety program. AS 14.33.110-.140. The purpose of the program is to implement community standards of school behavior that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community; and to protect and support teachers who enforce standards of student behavior and safety in the classroom. Effective October 2014, the program must be made available to students, parents, legal guardians, and the public, and must include written policies and procedures consistent with standards for use of restraint and seclusion, outlined in AS 14.33.125. The Every Student Succeeds Act requires states to implement a system of school safety assessment. Under ESSA, districts are required to offer a school choice option in two instances: (1) when a student attends a “persistently dangerous school,” or (2) when a student has been the victim of a violent criminal offense. Alaska’s implementation of these federal mandates is found at 4 AAC 06 in newly added Article 2, Safe Schools.

The School Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. The School Board seeks to ensure that students, regardless of ethnicity, race, disability, religious or cultural preference, gender identity, sexual orientation or socioeconomic background, do not disproportionately experience suspension, expulsion or other disciplinary actions. An effective school discipline and safety program is necessary to ensure a safe and conducive learning environment. The School Board shall adopt, and the Superintendent or designee shall implement and maintain, an effective, trauma-informed and culturally responsive school discipline and safety program. The discipline and safety program should reflect community and cultural values resulting in standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, teachers, elders, school administrators, and advisory school boards in each community.

(cf. 1230 – Citizen Advisory Committees)

(cf. 1410 - Interagency Cooperation for Student and Staff Safety)

(cf. 4158 –Employee Security)

(cf. 5131 – Conduct)

(cf. 5131.1 – Bus Conduct)

(cf. 5131.4 – Campus Disturbances)

(cf. 5131.41 – Violent and Aggressive Conduct)

(cf. 5131.42 – Threats of Violence)

(cf. 5131.43 – Harassment, Intimidation and Bullying)

(cf. 5131.5 – Vandalism, Threats, and Graffiti)

(cf. 5131.6 – Alcohol and Other Drugs)

(cf. 5131.62 – Tobacco)

(cf. 5131.63 – Performance Enhancing Drugs)

(cf. 5131.7 – Weapons & Dangerous Instruments)

(cf. 5131.9 – Academic Honesty)

(cf. 5132 – Dress and Grooming)

(cf. 5136 – Gangs)

(cf. 5137 – Positive School Climate)

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

(cf. 5141.51- At-Risk Youth)

(cf. 5142.2 – School Safety Patrol)

(cf. 5142.3 – Restraint and Seclusion)

(cf. 5144 – Discipline)

(cf. 5144.1 – Suspension and Expulsion)

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

(cf. 5145.11 – Questioning and Apprehension)

(cf. 5145.12 – Search and Seizure)

(cf. 5145.5 – Nondiscrimination)

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(b)

*(cf. 5145.5 – Harassment)**(cf. 5145.7 – Sexual Harassment)**(cf. 5147 – Dropout prevention)**(cf. 6159- Individualized Education Program)**(cf. 6164.2 – Guidance and Counseling Services)**(cf. 6164.4 – Child Find)**(cf. 6164.5 – Student Study Teams)**(cf. 6172 – Special Education)*

Note: School districts must adopt policies for implementing a student conflict resolution strategy. The strategy must provide for the nonviolent resolution or mediation of conflicts, and procedures for reporting and resolving conflicts. AS 14.33.120(a)(7). A district's school disciplinary and safety program must provide for a student conflict resolution strategy.

Providing young people with knowledge and skills to settle disputes peacefully is a critical component of an effective disciplinary and safety program. Students who possess skills in negotiation, mediation, and consensus decision making are able to explore peaceful solutions to conflict and to resolve these conflicts in a nonviolent manner. The district will work to build students self-regulation skills, incorporating preventative and restorative practices to minimize the need for discipline and maximize instructional time for every student. The district will also establish these practices and seek to address or reduce disproportionate treatment or use of punitive school discipline based on racial or economic disparities.

The Superintendent or designee shall implement and maintain a conflict resolution strategy for district students. The strategy will provide conflict resolution education and resources to students to learn skills in the nonviolent resolution and mediation of conflicts. Restorative or corrective practices place relationship building with students and families at the center. These can include conferences with students and their parents/guardians; use of student study teams or other intervention-related teams; enrollment in a program teaching social/emotional behavior, intensive and intentional relationship building with students and family, participation in a restorative justice program or restorative circles; and positive behavior support approaches.

Note: Effective October 2014, districts must include in the school disciplinary and safety program written policies and procedures consistent with standards for use of restraint and seclusion. The following language incorporates this requirement.

The district recognizes that a key component of its school disciplinary and safety program involves appropriate staff response when student behavior impacts on the safety of that student or others. The district prohibits the use of physical restraint and seclusion except in emergency situations as outlined in law and policy. The Superintendent or designee shall provide professional development or supports as necessary to assist staff to offer consistent classroom management skills, model skills for students, and implement effective relationship building and disciplinary techniques, eliminating unconscious bias. This includes establishing collaborative relationships with parents/guardians.

(cf. 5142.3 – Restraint and Seclusion)

Note: AS 14.33.120 requires the discipline and safety program to have procedures for periodic revision and review. 4 AAC 07.050 requires that a district's student rights and responsibilities policies be reviewed at least once every three years. The following language utilizes a maximum three-year duration for the review process.

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(c)

Not less than once every three years, the district's discipline and safety program shall be reviewed and revised if appropriate. The review process shall make available the opportunity for collaborative input by students, parents, guardians, staff, and advisory school boards in each community. Policies reflecting standards of student behavior, including those identifying prohibited student conduct and penalties, should be reviewed to determine consistency with community standards, including the basic requirements for respect and honesty.

(cf. 9310 – Policy Manual)

(cf. 9311 – School Board Policies)

(cf. 9313 – Administrative Regulations)

Note: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district's disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Effective October 2014, the district is to annually report, not later than June 30, the total number of incidents involving the restraint or seclusion of a student as required by AS 14.33.125 and 4 AAC 06.175 (see BP 5142.3). The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.120, 14.33.210, 4 AAC 06.172 and 4 AAC 06.250.

The district will submit annual reports to the Department of Education and Early Development, as required by law. These reports will permit assessment of the district's School Discipline and Safety program.

~~The School Board will review annually disciplinary action data to understand conduct and discipline of specific dis aggregated groups of students. The School Board and district administrators will periodically review research on effective practices to proactively create trauma informed environments and culturally responsive discipline practices. Results of the review will be used to determine how to incorporate new practices and strategies into district policies and practices.~~

Note: One of the purposes of the school disciplinary and safety program is to protect and support teachers who enforce standards of student behavior and safety in the classroom. AS 14.33.110(3). The law provides that a teacher, teacher's assistant, a principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. AS 14.33.130. It is recommended that a district desiring to take disciplinary action against a staff member for unreasonable or unlawful enforcement of student discipline should contact legal counsel. Finally, school employees are also protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. AS 14.33.140 and the No Child Left Behind Act.

The School Board desires to give all administrators, teachers, and other employees the authority, knowledge and skills they need to effectively implement the discipline and safety program of the district. Personnel should adhere to lines of primary responsibility and district adopted protocols so that appropriate decision-making may take place at various levels in accordance with School Board policy and administrative regulations. In fulfilling duties and responsibilities in student discipline and safety, all employees shall comply with School Board policies, administrative regulations, and local, state, and federal laws. Employees will not be formally disciplined for enforcement of student discipline and safety rules so long as the enforcement is reasonable, lawful, and in compliance with School Board policies and administrative regulations.

SCHOOL DISCIPLINE AND SAFETY (continued)

BP 5030(d)

*(cf. 2110 – Organization Chart/Lines of Responsibility)**(cf. 4158 – Employee Security)**(cf. 5144 – Discipline)**(cf. 4119.21 -- Code of Ethics)**(cf. 4119.3 – Duties of Personnel)**(cf. 5141.42 - Professional Boundaries for staff and students)*

Note: On July 15 of each year, the Department of Education and Early Development will determine the safety status of the schools in the state. The Department will designate a school as safe, at-risk, or persistently dangerous. A district that has a school identified as persistently dangerous must provide notice within 10 days to all parents of students who attend the school that the school has been designated as persistently dangerous and that the parent has 30 days to request that the district transfer the student to a safe school within the district. A transfer must occur within 30 days of a transfer request. A district that has only one public school of the appropriate grade level is not required to create a second public school in order to offer a transfer option. Additionally, within 10 days of an incident in which a student is a victim of a violent criminal offense at school, a district shall notify the parents of the student that they may have their student transferred. If a parent requests a transfer, the district shall provide the transfer within 30 days. A student shall be eligible for a transfer if substantial evidence indicates that the student was a victim of a violent criminal offense on the grounds of the school attended by the student. If a district refuses to offer to transfer a student whom the student's parent believes was the victim of a violent criminal offense, the parent may, within 30 days of the refusal, appeal to the Commissioner of Education. Again, a district that has only one public school of the appropriate grade level is not required to create an additional public school in order to provide the option to transfer. A violent criminal offense does not have to be the subject of a criminal charge, and includes incidents that would establish the elements of the following violent criminal offenses: (1) an offense against the person under the Alaska Criminal Code, AS 11.41.100-11.41.530; (2) recruiting a gang member in the first degree, AS 11.61.160; and (3) misconduct involving weapons in the first degree, AS 11.61.195. A parent who has exercised the parent's option to transfer a student may have the student remain in the receiving school until the student completes the highest grade level offered by that school. A district that is required to offer a student a transfer to a safe school, but that does not contain a safe school of an appropriate grade level, must offer to transfer the student to the parent's choice of any school designated at Level 2 or higher under 4 AAC 06.835 and work with the parent to identify other suitable educational opportunities for the student, including transfer to another district or attending a statewide correspondence school. 4 AAC 06.200-.270.

The School Board further desires to give all students **no matter their ethnicity, race, gender or gender identification, sexual orientation or socioeconomic status**, the opportunity to learn in an environment in which they feel safe. Should any school be identified as persistently dangerous under state law, students attending that school will be provided the opportunity to transfer to the parent's choice of one of two or more safe schools within the district. Informed parental choice will be facilitated by timely notice of the meaning of the persistently dangerous designation and the intervention steps the district plans to utilize to make the school safe. Additionally, any student who is the victim of a violent criminal offense that occurred on the grounds of the student's school will be provided the opportunity to transfer, consistent with state law.

Legal Reference (see next page)

SCHOOL DISCIPLINE AND SAFETY (continued)

Legal Reference:

UNITED STATES CODE

*20 U.S.C. §§ 1400, et seq. Individuals with Disabilities Education Act
Every Student Succeeds Act, PL 114-95 (2015)*

ALASKA STATUTES

*11.81.430 Justification, use of force, special relationships
11.81.900 Definitions
14.03.078 Report
14.03.160 Suspension or expulsion of students for possessing weapons
14.30.045 Grounds for suspension or denial of admission
14.30.180-.350 Education for Exceptional Children
14.33.120-.140 School disciplinary and safety program
14.33.210 Reporting of incidents of harassment, intimidation or bullying*

ALASKA ADMINISTRATIVE CODE

*4 AAC 06.060 Suspension or denial of admission
4 AAC 06.172 Reporting of school disciplinary and safety programs
4 AAC 06.175 Reporting restraint and seclusion incidents.
4 AAC 06.200-.270 Safe schools
4 AAC 06.250 Reporting
4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities
4 AAC 52.010-.990 Education for exceptional children
20 AAC 10.020 Code of ethics and teaching standards*

Revised 10/2021

HARASSMENT, INTIMIDATION AND BULLYING

BP 5131.43(a)

Note: Districts must have a policy prohibiting the harassment, intimidation, or bullying of any student. AS 14.33.200-.250.

The School Board is dedicated to providing a safe and civil learning environment. Harassment, intimidation and bullying disrupt a student's ability to learn and a school's ability to educate. Students and staff are expected to demonstrate positive character traits and values. Conduct and speech must be civil and respectful in order to promote harmonious and courteous relations in the school environment.

(cf. 5137 – Positive School Climate)

Note: Disability-based harassment or bullying may deny a student equal educational opportunities under Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA). Harassment or bullying of a student with a disability, on *any* basis, may also adversely impact the school's provision of FAPE to the student, under the Individuals with Disabilities Education Act (IDEA) and under Section 504. (*See Dear Colleague Letter, Office for Civil Rights, October 21, 2014*). A school's inappropriate response to bullying or harassment of a student, based on a disability, may constitute a disability-based harassment violation, *by the school*, under Section 504 and the ADA. Schools should address all harassment and bullying of students with disabilities by taking prompt and effective steps reasonably calculated to end the bullying or harassment, eliminate the hostile environment, prevent it from recurring, investigate if the student's receipt of appropriate services may have been affected by the bullying (if student receives IDEA or Section 504 services) and, as appropriate, remedy its effects.

Students, staff and volunteers are prohibited from engaging in any form of harassment, intimidation, or bullying while on school property, on school buses, at the bus stop, or at school-sponsored activities or functions. Students who engage in such acts are subject to appropriate disciplinary action, up to and including suspension or expulsion. Staff who engage in acts of harassment, intimidation or bullying are also subject to appropriate disciplinary action up to and including suspension and termination. Volunteers who engage in such acts will be denied the opportunity to volunteer in the future.

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

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

~~The district will provide parent and community information, and age appropriate student instruction, on how to identify, respond to, and prevent harassment, intimidation, and bullying.~~

(cf. 5131.5 – Vandalism, Theft and Graffiti)

(cf. 5144 - Discipline)

(cf. 5144.1 – Suspension and Expulsion)

Harassment, Intimidation and Bullying Defined

Harassment, intimidation, or bullying means an intentional act, whether written, oral, electronic or physical, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and

1. physically harms the student or damages the student's property;
2. has the effect of substantially interfering with the student's education;
3. is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. has the effect of substantially disrupting the orderly operation of the school.

(c.f. 5145.3 – Nondiscrimination)

Cyberbullying

Note: Technological advances have expanded the ways in which harassment, intimidation, or bullying can occur, including the ability to bully with anonymity and to reach a much broader audience. This language notifies students and staff that cyberbullying is not permitted and will result in disciplinary action. It is a crime, (harassment in the second degree) to repeatedly send or publish an electronic communication that insults, taunts, challenges, or intimidates a person under 18 years of age in a manner that places the person in reasonable fear of physical injury, if done with intent to harass or annoy another person. AS 11.61.120(a)

All forms of harassment, intimidation or bullying via electronic means, commonly referred to as cyberbullying, are prohibited. Cyberbullying also includes, but is not limited to, other misuses of technology to threaten, harass, intimidate, or bully, including sending or posting inappropriate email messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs. An individual who redistributes a cyberbullying communication can be found in violation of this policy, even if the individual did not author or create the original communication or image.

The district's computer network, including access to the Internet via that network, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment, intimidation, or bullying. Users are responsible for the appropriateness of the material they transmit over the system.

In situations in which the cyberbullying originates from a private (non-school) computer or other electronic device, but is brought to the attention of school officials, disciplinary measures may be imposed when the communication:

1. Is of a criminal nature, including but not limited to, threats of violence or harm against staff members, students, or their property;
2. Suggests or advocates physical harm to staff members or students;
3. Causes a student or staff member to experience a substantially detrimental effect on his or her physical or mental health;

4. Causes a student or staff member to experience substantial interference with academic or work performance, or with his or her ability to participate in or benefit from district services or activities;
5. Threatens vandalism to school property; or
6. Creates a significant disruption to the school's educational mission, purpose or objectives.

Disciplinary action may include, but is not limited to, the loss of computer privileges, detention, suspension, or expulsion for those committing acts of cyberbullying. In addition, any kind of threat or hate crime will be reported to law enforcement officials.

Students and staff who believe they have been the victims of cyberbullying, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and a report made under this policy.

(cf. 6161.4 – Internet)

(cf. 6161.5 – Web Sites / Pages)

Reporting

Note: A school employee, student or volunteer who makes a good faith report of harassment, intimidation, or bullying is entitled to statutory immunity from suit. The immunity extends to causes of action for damages arising from a failure to remedy the reported incident or for making the report. AS 14.33.230.

Students or staff members who have witnessed or have reliable information that a student has been subjected to harassment, intimidation or bullying should report the incident immediately to the principal/head teacher or his/her designee, who shall promptly initiate an investigation. The investigation shall include an assessment of what actions should be taken, as appropriate, to protect the student who has been found to be the victim of harassment, intimidation or bullying. Such actions may include the provision of support services necessary to permit the student to feel safe and secure in attending school. The Superintendent/Chief School Administrator shall develop procedures to implement this policy.

Response

In determining the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, the following factors should be considered:

1. the development and maturity levels of the parties involved;
2. the level of harm;
3. the surrounding circumstances;
4. past incidences or past continuing patterns of behavior;
5. the relationships between the parties involved;
6. the level of disruption in or interference with the orderly operation of the school.

This policy should not be interpreted to prohibit a reasoned and civil exchange of opinions or debate that is protected by law and School Board policy.

(c.f. 5145.2 – Freedom of Speech/Expression)

Conduct that does not rise to the level of harassment, intimidation or bullying may still be prohibited by other policies or rules.

(cf. 5131 – Conduct)

(cf. 5131.4 – Campus Disturbances)

(cf. 5131.41 – Violent and Aggressive Conduct)

(cf. 5131.42 – Threats of Violence)

(cf. 5131.5 – Vandalism, Theft & Graffiti)

(cf. 5137 – Positive School Climate)

Legal Reference:

ALASKA STATUTES

14.33.200 Harassment, intimidation and bullying policy

14.33.210 Reporting of incidents of harassment, intimidation or bullying

14.33.220 Reporting, no reprisals

14.33.230 Immunity from suit

14.33.250 Definitions

11.61.120 Harassment in the second degree

CODE OF FEDERAL REGULATIONS

28 CFR Part 35, Title II of the Americans with Disabilities Act of 1990 (ADA)

34 CFR Part 104, Section 504 of the Rehabilitation Act of 1973 (Section 504)

34 CFR Part 300, Individuals with Disabilities Education Act (IDEA)

Revised **10/2021**

FAMILY LIFE/SEX EDUCATION

BP 6142.1(a)

Note: The following optional policy may be revised or deleted based on district philosophy and needs.

Note: For districts receiving federal funds, section 7906 of the Every Student Succeeds Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds *not* be used to (1) develop or distribute materials or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials to minors on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and includes the health benefits of abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities

The School Board believes that a wholesome, well-planned sequence of instruction about family life and human sexuality is essential to the general education of all students. Lack of information or pervasive misinformation can cause low self esteem, increased risk for sexually transmitted disease, unintended pregnancy or sterility, and school dropout. The district curriculum shall help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality.

(cf. 5141.41—Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)
(cf. 6141—Curriculum Development and Evaluation)
(CF 6142.2—AIDS Instruction)

The family life/sex education program shall encourage students to be abstinent and to conceptualize sexual behavior in the ethical and moral context of marriage. The program shall be age-appropriate and shall address a full range of topics, including parenting and birth control, and shall emphasize that abstinence from sex is the only totally effective protection against unwanted pregnancy and sexually transmitted diseases.

The Superintendent or designee will inform district curriculum specialists, those who teach sex education, school nurses, and other appropriate school staff of federal funding restrictions regarding the distribution of contraceptives and the development and distribution of materials that may promote or encourage sexual activities. Teachers who provide instruction in family life/sex education shall have professional preparation, either preservice or inservice, in the subject area.

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

The Superintendent or designee shall ensure that family life/sex education materials and instruction are continuously evaluated in light of information received from students, parents/guardians, and teachers, including information about what students did or did not learn, whether the program was workable for the teachers, and how it can be improved.

The Superintendent or designee may appoint a Family Life/Sex Education Advisory Committee representing a divergence of viewpoints to participate in planning, implementing and evaluating the district's family life/sex education program.

(cf. 1220—Advisory Committees)

Parents/guardians shall be notified in writing before students are offered any instruction in which human reproductive organs and their functions, processes, or diseases are described, illustrated, or

FAMILY LIFE/SEX EDUCATION (continued)

BP 6142.1(b)

discussed. This notification shall inform parents/guardians that they may review instructional materials to be used in family life, sex education instruction and that they may request in writing that their child not attend the class. At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

Legal Reference:

ALASKA STATUTES
14.30.360 Curriculum

UNITED STATES CODE
Elementary and Secondary Education Act, 20 U.S.C. § 7906 as amended by the Every Student Succeeds Act (P.L. 114-95 December 10, 2015)

Revised 10/2021

Note: The following optional policy should be revised or deleted to reflect district philosophy and needs.

Notes: For districts receiving federal funds, section 7906 of the Every Student Succeeds Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds *not* be used to (1) develop or distribute materials or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials to minors on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and includes the health benefits of abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities.

The School Board recognizes that acquired immune deficiency syndrome (AIDS) and human immune deficiency virus (HIV) pose a health risk. An effective weapon against the spread of this deadly disease is public education.

The district's health education program will include factual information about the transmission of AIDS and HIV. Students will be informed of voluntary behaviors that can result in infection and will be encouraged to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence is the only totally effective protection against AIDS through sexual transmission.

Instruction must be appropriate to the age and grade level of the students receiving it. The School Board particularly desires that students receive proper AIDS education before they reach the age when they may adopt behaviors which put them at risk of contracting AIDS.

Parents/guardians and community members should have input into the selection and/or development of instructional materials to be used in AIDS instruction. The curriculum shall be updated regularly.

(cf. 6142.1 – Family Life/Sex Education)

(cf. 6141 – Curriculum Development and Design)

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

Sufficient classroom time should be provided to fully cover essential knowledge appropriate for each grade level and allow students time to ask questions and discuss issues raised by the information presented.

In cooperation with local health agencies, as appropriate, the Superintendent or designee shall provide a program of orientation and information about the AIDS Instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials. Staff providing the instruction shall receive training in accordance BP/AR 5141.42, *Professional Boundaries for staff and students*. Before students receive AIDS instruction, parents/guardians shall be notified. Alternative study arrangements will be made for students whose parents/guardians ask that they not receive instruction.

Instruction

AIDS INSTRUCTION

BP 6142.2(b)

(cf. 1312.2 – Complaints concerning Instructional Material)

(cf. 5141.23 – Infectious Disease Prevention)

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

(cf. 6142.1 – Family Life/Sex Education)

Legal Reference:

ALASKA STATUTES

14.30.360 – Curriculum

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 7906 as amended by the Every Student Succeeds Act (P.L. 114-95 December 10, 2015)

Revised 10/2021