



## **Opposition to SB 196 by the Association of Alaska School Boards**

The Association of Alaska School Boards (AASB) has concerns about SB 196 – Public Education: Speech, Disclose Instructional Materials. We oppose the passage of this legislation.

School districts work very hard to educate students and to engage their communities and families as partners in the education of their children. School districts are heavily invested in providing transparency in the instructional program and all materials used to educate students. As an example, curriculum review, for all content areas, is a public process, with community members and parents routinely setting at the table throughout the process. The curriculum document is approved at a “noticed” school board meeting with ample opportunity for public testimony. Additionally, all curricula material and documents are open to public inspection at the district office and school facilities.

There are multiple board policies in every Alaskan school district dealing with staff behavior and how they interact with students. Staff is specifically prohibited from impressing their views and beliefs on students. All sides of issues are routinely presented and no student is forced to take a particular view on an issue.

School districts participate in AASB’s resolution process each year and debate and pass resolutions advocating on a variety of topics to improve education and advocate for students. These resolutions fall under the topics of Governance, Funding, Child Advocacy, Personnel, and Educational Programs.

Additionally, 50 districts utilize AASB’s model policy services to create and maintain their board policy manual. These policies are vetted with thorough legal review to ensure compliance with state and federal statutes and regulations. Within each policy, the legal and statutory citations are included.

SB 196 would place districts in a position of assigning a staff member to monitor and ensure compliance with the requirement to post on the website all the elements required in the bill. The public can already obtain any information required by SB 196 with considerably less effort than that mandated in the legislation.

This legislation has the potential to negatively affect at least 26 policies within a district policy manual. Were a district to drop those 26 policies, they would likely find themselves in violation of federal and state laws.

We encourage the committee to carefully consider the negative impact on school districts if SB 196 was enacted.

**4 Belief Statements**

**10 Resolutions**

**26 Model Policies**

**Respectfully submitted,**

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## AASB Beliefs and Resolutions

### **Belief Statements**

B.11 – Child Advocacy Mission Statement

B.12 – Language, Cultural, and Ethnic Diversity

B.18 – Equity in Education

B.22 Educational Improvement

### **Resolutions**

2.39 – Urging a Transparent Process with Stakeholders Input and Prioritization of Equity Concerns in State Studies

3.2 – Promoting Student Success Through Social and Emotional Learning and Positive Youth Development and Support

3.9 – Safe, Caring, and Connected Schools

3.17 Student Wellness

3.26 – Supporting the Adoption of Trauma-Informed and Culturally Relevant Practices

4.16 – Supporting Effective, Culturally-Integrated Pedagogy in Alaska

5.11 – Supporting Innovation and Collaboration to Improve Student Achievement for All Alaskan Students

5.31 – Alaska Standards for Culturally Responsive Schools

## **Model Policies**

### **Article 0 – Philosophy-Goals-Objectives**

BP 0000 – Concepts and Roles

BP 0100 – Philosophy

BP 0210 – Goals for Student Learning

BP 0410 – Nondiscrimination in District Programs and Activities

BP 0420 – School-Based Management-Site Councils

BP 0430 – Community School Program

### **Article 1 – Community Relations**

BP 1020 – Youth Services

BP 1312 – Public Complaints Concerning the Schools

BP 1312.2 – Public Complaints Concerning Instructional Materials

BP 1312.3 – Public Complaints Concerning Discrimination

### **Article 4 - Personnel**

BP 4000 – All Personnel – Concepts and Roles

BP 4030 – Nondiscrimination in Employment

BP 4111.1 – All Personnel – Affirmative Action

BP 4119.12 – All Personnel – Harassment

### **Article 5 - Students**

BP 5000 – Concepts and Roles

BP 5030 – School Discipline and Safety

BP 5131 – Conduct

BP 5137 – Positive School Climate

BP 5145.3 – Nondiscrimination

### **Article 6 - Instruction**

BP 6141.3 – Multicultural Education

BP 6144 – Controversial Issues

BP 6161.1 – Selection and Evaluation of Instructional Materials

BP 6162.8 – Research

BP 6163.1 – Libraries/Media Centers

BP 6174.1 – Education of Native/Indian Children

## **Belief Statements**

### **B.11 CHILD ADVOCACY MISSION STATEMENT**

The advocacy role of school board members is to promote parental, public and social service commitment to the shared responsibility of educating all children and youth in public education while creating an environment that supports children to thrive and be empowered to choose a path to success in their future.

## **B.12 LANGUAGE, CULTURAL AND ETHNIC DIVERSITY**

Alaska is a vast state and is populated by persons of diverse cultural, ethnic, and linguistic backgrounds. Our schools must promote an environment that respects and reflects the ethnic, linguistic and cultural identity of the student populations. AASB honors and celebrates those languages and cultures indigenous to Alaska, and supports those efforts that integrate indigenous languages and cultural knowledge into the delivery of academic programs.

## **B.18 EQUITY IN EDUCATION**

All children must have access to an educational program that meets their individual physical, academic, cultural, social and emotional needs. The Association of Alaska School Boards believes that the allocation of educational resources including access to technology and connectivity, must provide equity for every student regardless of their economic status, geographic location or the economies of scale.

## **B.22 EDUCATIONAL IMPROVEMENT**

AASB believes the elements of a quality educational improvement effort should address the following key areas:

- Parental Involvement: Should encourage a high degree of parental involvement in all aspects of their child's education; collaboration on societal issues outside schools that impact children's learning (schools and various agencies must collaboratively plan to provide services to children to effectively meet their needs); and accountability to the public to ensure the desired results: a "world class" education.
- Community engagement: Should involve many different sectors of the community in the schools to broaden the experience afforded students and promote the shared responsibility of adults in our communities in supporting Alaska's youth to achieve academic success, engage in positive, thriving behaviors, and reduce unhealthy behaviors and foster the growth of children who are grounded in their cultural identity.
- Student Standards: Should include the development of educational programs to meet high standards and identified competencies (they should be delivered by a variety of means that meet the diverse educational and cultural needs of students and prepare them to be contributing and productive citizens in a rapidly changing world).
- Professional Standards: Should include the highest standards of professionalism **that exemplifies high ethical standards** by school employees throughout the district.
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### **Resolutions**

#### **URGING A TRANSPARENT PROCESS WITH STAKEHOLDER INPUT AND PRIORITIZATION OF EQUITY CONCERNS IN STATE STUDIES**

AASB urges the responsible agencies to conduct education studies in a transparent process with

multiple opportunities for stakeholder input. The studies should use relevant Alaska data from all parts of our diverse state, promote educational best practices, benefit all students in an equitable manner providing an adequate education for all.

### **3.2 PROMOTING STUDENT SUCCESS THROUGH SOCIAL AND EMOTIONAL LEARNING AND POSITIVE YOUTH DEVELOPMENT AND SUPPORT**

AASB encourages each neighborhood, faith community, civic organization, community, school district, tribal entity and state agency to review the research in order to advocate, create and sustain programs of social and emotional learning and other initiatives that build assets in Alaska's children and teens, provide positive adult role models and support, and incorporate culturally responsive awareness.

### **3.9 SAFE, CARING AND CONNECTED SCHOOLS**

AASB recognizes the importance of positive school climate, building positive relationships, and student connectedness to school as powerful influences on student academic success and on reducing youth risk behaviors and urges the Legislature and state agencies to join AASB in supporting school district efforts to improve school climate and increase student connectedness to school. AASB supports efforts to provide a school environment that is free from weapons, harassment, bullying and intimidation in any form, violence, drugs (including alcohol and tobacco), and other factors that threaten the safety of students and staff while acknowledging that schools have not historically been safe for all students.

### **3.17 STUDENT WELLNESS**

Good physical and mental health of children is essential if they are to take full advantage of the educational services offered by their school. AASB urges students, parents, educators, guardians, community groups, tribal entities and state and local agencies to collaborate on collective ways to ensure all children are prepared to learn through healthy eating habits, physical activity, social emotional learning awareness and access to adequate housing and health care including mental health. Due to the federally mandated Child Nutrition Act, funding to school districts should be increased to support adequate school services and programs to address those mandates. Specific school-based measures to reduce child obesity issues should include increased funding and support for traditional foods for school districts.

### **3.26 SUPPORTING THE ADOPTION OF TRAUMA-INFORMED AND CULTURALLY RELEVANT PRACTICES**

AASB urges its member districts to implement and educate families and the greater community on trauma-informed and culturally relevant practices, disciplinary policies, interactions and environments. The Association of Alaska School Boards understands the importance of meeting the needs of students who have experienced childhood trauma to improve student achievement and reduce behavioral deficits for all Alaskan students.

#### **4.16 SUPPORTING EFFECTIVE, CULTURALLY- INTEGRATED PEDAGOGY IN ALASKA**

AASB urges the Alaska Department of Education and Early Development (DEED) to support and provide regionally implemented immersive cultural training and programs through: a) Alaska Studies and Cross-Cultural Communication professional development courses, and b) the development of local mentor programs for teacher enculturation, and c) consultation with Alaska Native entities. Furthermore, AASB urges DEED to provide for the development of regionally and locally relevant elementary and secondary curriculum, which includes Alaska’s history from the Alaska Native perspective. AASB also urges the University of Alaska College of Education (COE) to support local teacher preparation programs that grow our own teachers as well as supporting regional campuses in offering regionally-relevant Alaska Studies and Cross-Cultural Communication courses.

#### **5.11 ENCOURAGING DISTRICTS TO ADOPT STANDARDS FOR PARENT/FAMILY INVOLVEMENT PROGRAMS**

AASB encourages the Alaska Legislature to provide funding for district efforts to develop, implement and regularly evaluate their parent involvement programs using, as models, the Alaska Standards for Culturally Responsive Schools and the National Standards for Parent/Family Involvement Programs.

#### **5.12 URGING CONTINUATION OF THE ALASKA NATIVE EDUCATION ACT**

AASB urges Congress and the President to support continuation of the Alaska Native Educational Equity, Support and Assistance Act as a critical way of engaging families and communities to more effectively support student success and align school and community efforts to create safe, healthy, culturally responsive and opportunity-rich environments.

#### **5.23 SUPPORTING INNOVATION AND COLLABORATION TO IMPROVE STUDENT ACHIEVEMENT FOR ALL ALASKAN STUDENTS**

AASB urges stakeholders to be innovative in their thinking and to support efforts to collaboratively change practices and address barriers to implement new ways of teaching and learning in culturally responsive ways.

**5.31 ALASKA STANDARDS FOR CULTURALLY RESPONSIVE SCHOOLS** AASB supports the implementation of the Alaska Standards for Culturally Responsive Schools.

## **AASB Model Policies**

### **BP 0000 CONCEPTS AND ROLES**

The School Board recognizes that the success of our educational system relies heavily on educational planning and ongoing evaluation in order to adapt district programs and activities to the changing needs of society and the community. To guide these efforts,

the School Board adopts the following definitions for the development of sound and responsible educational policies:

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

*(cf. 0100 - Philosophy)*

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

*(cf. 0500 - Review and Evaluation)*

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

*Legal Reference:*

ALASKA STATUTES

[14.03.010](#) Establishment of school system

ALASKA ADMINISTRATIVE CODE

[4 AAC 05.040](#) Establishment of local schools

*Revised 9/97*

## **BP 0100 PHILOSOPHY**

<p>Note: The following paragraph reflects state education policy as stated in <a href="#">AS 14.03.015</a>, enacted by Chapter 173, SLA 1990.</p>
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In accordance with state education policy, the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

Note: The following sample language augments state policy and may be revised or deleted as deemed appropriate.

The School Board is committed to providing a program of instruction which offers each child an opportunity to develop to the maximum of his/her individual capabilities. The School Board believes that all students can succeed regardless of their race, background or ability. Furthermore, the School Board believes that a culturally responsive education in which District staff practice a high level of cultural proficiency will honor and positively influence the opportunity for students of all cultures to become successful individuals, exemplifying positive values and improving communities and the world. School staff shall embody this philosophy in all district programs and activities.

### **Understanding and Supporting Healing**

Intergenerational healing and racial equity are necessary to create successful outcomes for students and stronger, healthier communities. This involves recognition of the needs, resources, and contributions of students, families, cultures, and community, as well as the educational system made up of administrators, staff, teachers, the school board, and the land and structures comprising the public school system. Healing supports should be designed to have the following impacts: correct injustice and other wrongs, accurately represent history, educate educators to ensure an accurate understanding of history and protocols, establish schools as a Native place and community, orient and welcome people to the land and place, create and implement healing in policies and partnerships, and integrate ceremony and protocol. Healing supports are intended to make reparations and new experiences within the educational setting.

The School Board strives to support all students to succeed by creating conditions for learning, teaching, and partnering in the schools. The District's policies and regulations should be considered, adopted, and implemented to further equity and nondiscrimination, cultural safety and responsiveness, student-centered learning and teaching, restorative or trauma sensitive practices, and collaboration with community.

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

*Legal Reference:*

#### ALASKA STATUTES

[14.03.015](#) *State Education Policy*

[14.08.111](#) *Duties*

*Revised 3/2019*

## **BP 0210 GOALS FOR STUDENT LEARNING**



Note: The following policy is optional.

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

1. The concept of self-worth and the ability to exercise self-discipline.
2. A positive attitude toward responsible citizenship.
3. Mastery of the basic skills and a working knowledge of mathematics, technology, reading, language arts (including effective oral and written communication), the sciences, geography, history, government and citizenship, world languages and fine arts.
4. Skills and other competencies leading toward economic independence consistent with the individual's interests and basic potential.
5. Skills to think logically and critically.
6. An awareness and understanding of our country's history and ideals and its diverse ethnic, racial and cultural heritage.
7. An awareness and understanding of the heritage, ideals and contributions of other cultures, races and countries.
8. The opportunity to develop the capability of students to appreciate beauty in literature, art, music and nature, and to recognize, value and use creativity.
9. A recognition of the importance of physical and mental health and an understanding of skills for a healthy life.
10. An ability to adapt and participate constructively in a changing society.
11. An understanding of the relationship of people and his/her environment.
12. Moral and ethical values based on the rights and responsibilities of individuals and their relationships to each other.

(cf. 6143 - Courses of Study)

*Legal Reference:*

ALASKA STATUTES

[14.03.015](#) State education policy

ALASKA ADMINISTRATIVE CODE

[4 AAC Chap. 4](#) Statewide goals

*Revised 4/2014*

**BP 0410 NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

Note: District policies must assure equal opportunities and nondiscrimination as required by federal and state law. Discrimination in education programs and activities

is prohibited by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, the Individuals with Disabilities Education Act and the Americans with Disabilities Act. The Office for Civil Rights of the U.S. Department of Education has authority to enforce these laws in all programs and activities that receive federal funds. [AS 14.18.010-100](#) prohibit discrimination on the basis of gender and race. [AS 14.18.090](#) provides that the State Board shall withhold state funds from districts determined to be out of compliance with state nondiscrimination laws and measures ordered to remedy the situation have been ineffective.

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

*(cf. 4030 - Nondiscrimination in Employment)*

*(cf. 5145.3 - Nondiscrimination)*

*(cf. 4161,4 – Family and Medical Leave)*

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

*(cf. 0411 – Service Animals)*

*(cf. 6164.2 - Guidance Services)*

Note: Federal regulations ([45 CFR, Section 86.9](#)) require federal aid recipients to take "continuing steps" to notify applicants for admission, students and parents that, in compliance with Title IX, they do not discriminate on the basis of gender in their educational programs or activities. Title VI mandates that prior to the beginning of each school year, recipients of federal funds advise students, parents and the general public that all vocational opportunities will be offered without regard to race, color, national origin, gender or disability. Pursuant to Title VI, if the district serves a community of limited-English speaking persons, the notification must also be published in the language of that community and include a statement that lack of English skills will not be a barrier to participation in vocational education programs.

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

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.6 - Notifications Required by Law)

(cf. 6178 - Vocational Education)

Legal Reference:

ALASKA STATUTES

[14.18.010 - 14.18.100](#) Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.500 - 4 AAC 06.600](#) Prohibition of Gender or Race Discrimination

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](#)

Revised 3/2019

**BP 0420 SCHOOL-BASED MANAGEMENT/SITE COUNCILS**

Note: The following optional policy may be revised or deleted as desired.

The School Board believes that culturally responsive, shared decision making at the site level can improve school performance and individual student achievement. The Board supports the involvement of staff, students, parents/guardians and the community in such decision making. The School Board encourages the use of site councils in developing policies and programs that respond to the unique cultural and traditional needs and characteristics of individual schools in accordance with district goals.

(cf. 0200 - Goals for the School District)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 0510 - School District Report Card)

(cf. 8000 - Advisory School Boards)

Legal Reference:

ALASKA STATUTES

[14.03.120](#) Education Planning

ALASKA ADMINISTRATIVE CODES

[4 AAC 05.010-4 AAC 05.090](#) Local Education

Revised 3/2019

## **BP 0430 COMMUNITY SCHOOL PROGRAM**

Note: Pursuant to [A.S. 14.36.040](#), applications for community school grants must include the following requirements. [4 AAC 32.010](#) requires the district to submit a three-year plan of service and an annual plan which contains short-term goals and objectives for the second and third years of the three-year plan.

In accordance with requirements for state funding of the community school program, the Superintendent or designee shall:

1. establish a community schools advisory council
2. develop a comprehensive plan for the community school program, which addresses before and after school activities for children and adults, continued education programs for children and adults, and cultural enrichment and recreational activities
3. assign responsibility for the direction and coordination of the community school program; and
4. establish procedures to ensure the program is reasonably available to residents of all communities within the district

The comprehensive plan shall provide a three-year plan of service. The district shall develop an annual plan which includes short-term goals and objectives for the second and third years of the comprehensive plan.

## **BP 1020 YOUTH SERVICES**

Note: The following optional policy endorses cooperation among all sectors of the community in order to respond to the many needs of children.

The School Board perceives that increasing numbers of children live in poverty or neglect. Children who come to school with unmet physical, social and emotional needs are unable to devote themselves to learning. Our future depends upon these children becoming literate, independent and productive citizens. The School Board believes that all aspects of a child's welfare must become our society's top priority.

The School Board realizes that local schools alone cannot meet our children's complex individual needs. The schools have, therefore, a legitimate interest in cooperating with public and private agencies that provide day care, nutrition, and health services for children. The victims of homelessness, exploitation, substance abuse and child abuse may need multiple services which should be coordinated in order to avoid gaps, duplication, or delay. Schools, local government, businesses, foundations and charitable organizations all must work together to improve conditions for our community's youth.

Children have a right to have their physical, emotional and intellectual needs met. The School Board supports public policies which respect children by meeting their needs. The School Board will advocate for local, state and national public and private policies, legislation and programs designed to provide or better coordinate services that help children to make the most of their educational opportunities.

## **BP 1312 PUBLIC COMPLAINTS CONCERNING THE SCHOOLS**

The School Board believes that a quality educational program is dependent upon a strong relationship with its communities. The School Board further believes that improved student success results when the district listens to complaints, considers differences of opinion, and resolves disagreements through an established, objective and culturally responsive process.

The Board encourages complainants to resolve problems early and informally whenever possible. The School Board expects that all district staff who respond to complaints and resolve problems will do so in a manner that is culturally responsive and is not influenced by discrimination or biases. If a problem remains unresolved, the individual should submit a formal complaint as early as possible in accordance with appropriate district procedures. District procedures shall be readily accessible to the public and if needed, should be available in languages which parents use and understand.

Individual Board members do not have authority to resolve complaints. If approached directly with a complaint, however, School Board members should also demonstrate cultural responsiveness while listening to the complaint and providing assistance by referring the complainant to the Superintendent or designee so that the problem may receive proper consideration and due process.

*(cf. 1312.1 – Public Complaints Concerning School Personnel)*

*(cf. 1312.2 – Public Complaints Concerning Instructional Materials)*

(cf. 1312.3 – Public Complaints Concerning Discrimination)

Note: Pursuant to [4 AAC 52.500](#), any person may file a complaint with the Department of Education alleging a violation of state regulations governing education for exceptional children.

*Legal Reference:*

ALASKA STATUTES

[14.18.100](#) Remedies (Sex or Race Discrimination)

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.560 – 06.580](#) Violations; Prohibition Against Sex Discrimination

[4 AAC 52.500 – 52.629](#) Procedural Safeguards; Education for Exceptional Children

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE VII, CIVIL RIGHTS ACT OF 1964, [42 U.S.C. 2000](#) et. seq. (Ch. 21)

TITLE IX, EDUCATION AMENDMENTS OF 1972

SECTION 504, REHABILITATION ACT OF 1973

34 CODE OF FEDERAL REGULATIONS

[200.74](#) and [Part 300](#)

GENERAL EDUCATION PROVISIONS ACT, [20 U.S.C. 1221](#) et. seq., especially:

FAMILY EDUCATIONAL RIGHTS AND PRIVACY RIGHTS ACT, [20 U.S.C. 1232g](#)

Revised 3/2019

## **BP 1312.2 PUBLIC COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS**

The School Board takes great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students, their parents/guardians, or other district residents. The School Board shall strive to adopt instructional materials that refrain from cultural biases or perspectives that promote discrimination or socioeconomic disparity based on race, ethnicity, religious or cultural beliefs, disability, familial status, sexual identification or sexual orientation. The school

board will strive, when possible, to incorporate culturally responsive materials and materials that support students' cultural identity and local knowledge.

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

*(cf. 6161.11 - Supplementary Instructional Materials)*

The Superintendent or designee shall establish procedures which will permit the equitable and transparent consideration of any complaints against the use of any instructional materials, including textbooks, supplementary textbooks, library books, and other instructional materials and equipment.

*(cf. 1312.3 - Public Complaint Concerning Discrimination)*

The School Board expects and trusts the Superintendent and staff are well qualified to consider complaints concerning instructional materials. The Superintendent or designee's decision is the final response from the district administration. However, if the complainant finds the decision of the Superintendent or designee unsatisfactory, he/she may request that the matter be placed on the agenda of a regular School Board meeting. The request shall be made in writing and addressed to the President of the Board of Education as well as the Superintendent or designee.

The administration or School Board's decision in any such case will be based on educational suitability and will not be influenced by a desire to suppress information or deny students access to ideas with which the administration or School Board disagrees.

*(cf. 6144 - Controversial Issues)*

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## **BP 1312.3 PUBLIC COMPLAINTS CONCERNING DISCRIMINATION**

Note: [4 AAC 06.560](#) mandates that the district adopt and make available to the public written grievance procedures for violations of [A.S. 14.18](#) or [4 AAC 06.500 - 4 AAC 06.600](#), governing sex and race discrimination. The following sample policy and regulations should be revised as deemed appropriate within the parameters of law.

The School Board recognizes that the district has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. Furthermore, the School Board seeks to ensure that students, regardless of ethnicity, race, religion, disability, gender identity, sexual orientation or socioeconomic background, do not disproportionately experience suspension, expulsion, other disciplinary actions, nor any form of discrimination. The School District will ensure that opportunities and courses are offered and accessible to all students in a fair manner and without discrimination. The Superintendent or designee shall establish procedures

to investigate and seek to resolve complaints alleging unlawful discrimination related to educational programs and activities.

The School Board acknowledges and respects student and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights.

*(cf. 1340 - Access to District Records)*

*(cf. 4112.6 - Personnel Records)*

*(cf. 5125 - Student Records)*

The School Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures.

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

*(cf. 1213.1 - Complaints Concerning School Personnel)*

*(cf. 1213.2 - Complaints Concerning Instructional Materials)*

*(cf. 5141.4 - Child Abuse and Neglect (Reporting Procedures))*

*Legal Reference:*

ALASKA STATUTES

[14.18.010](#) *Discrimination based on sex and race prohibited*

[14.18.020](#) *Discrimination in employment prohibited*

[14.18.090](#) *Enforcement by State Board of Education*

[14.18.100](#) *Remedies (Sex or Race Discrimination)*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.510](#) *Discrimination in hiring practices.*

[4 AAC 06.560 - 06.580](#) *Violations; Prohibition Against Sex Discrimination*

[4 AAC 52.500 - 52.629](#) *Procedural Safeguards; Education for Exceptional Children*

TITLE VI, CIVIL RIGHTS ACT OF 1964



TITLE VII, CIVIL RIGHTS ACT OF 1964

TITLE IX, EDUCATION AMENDMENTS OF 1972

SECTION 504, REHABILITATION ACT OF 1973

34 CODE OF FEDERAL REGULATIONS

[200.74](#) and [Part 300](#)

GENERAL EDUCATION PROVISIONS ACT, [20 U.S.C. 1221](#) et seq., especially:

FAMILY EDUCATIONAL RIGHTS AND PRIVACY RIGHTS ACT, [20 U.S.C. 1232g](#)

CIVIL RIGHTS RESTORATION ACT

[20 U.S.C. 1683](#) et seq.

VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504

[29 U.S.C. 791](#) et seq.

AGE DISCRIMINATION IN EMPLOYMENT ACT

[29 U.S.C. 621](#) et seq.

VIETNAM ERA VETERANS ACT

[38 U.S.C. 2011](#) et seq.

AMERICANS WITH DISABILITIES ACT

[42 U.S.C. 12101](#) et seq.

Revised 3/2019

## **BP 4000 - ALL PERSONNEL - CONCEPTS AND ROLES**

Note: [A.S.14.08.101](#) authorizes regional school boards to appoint, compensate and otherwise control school employees in accordance with the provisions of Title 14 and exempts these employees from [A.S. 39.25](#) (State Personnel Act). [14.08.111](#) requires regional school boards to employ a chief school administrator, approve the employment of other personnel and establish salaries. Pursuant to [14.14.060](#) and [14.14.065](#) borough and city school boards appoint, compensate and otherwise control school employees in accordance with Title 14 and subject to state laws relating to

teacher salaries, tenure, financial support, supervision by the Department of Education and other general school laws.

The School Board wishes to establish conditions that will attract and retain qualified personnel who will devote themselves to the education and welfare of the students of the district. The School Board believes that successfully orienting and introducing new teachers to the local community, its cultural activities and norms, is integral and essential to attract and retain quality personnel. To accomplish this objective, the Superintendent or designee shall develop and implement a local community and cultural orientation.

The School Board desires that teachers pursue excellence within their profession and may provide incentives to teachers of demonstrated ability and expertise which will encourage them to stay in the public school system. The School Board recognizes the importance and need for culturally responsive and trauma informed teaching practices which lead to improved student performance and outcomes. The District may provide supports and professional development opportunities to teachers regarding these practices as a way increasing teacher efficacy and retention.

Note: [A.S. 23.40.250](#) defines the terms and conditions of employment which are subject to collective bargaining as: "hours of employment, compensation and fringe benefits, and the employer's personnel policies affecting the working conditions of the employees; but does not mean the general policies describing the function and purposes of a public employer." Districts should consult legal counsel regarding the scope of negotiations and the district's duty, if any, to bargain.

The School Board believes that its personnel policies must be developed in cooperation with staff and community in an atmosphere of mutual faith and good will. District policies and regulations shall apply only to the extent that they do not conflict with any collective bargaining agreement in effect between the district and its employees.

The School Board affirms its intention to have district policies, regulations and procedures conform to the requirements of state and federal laws and regulations.

### **The School Board**

1. Adopts wage and salary schedules
2. Approves the employment of school personnel.

Determines principles of treatment for employees, such as those in connection with sick leave, leaves of absence, inservice training, retirement, etc., either through the policies and regulations of the district or through negotiations with employee organizations in accordance with law.

Serves as a court of appeals in cases referred by the Superintendent or designee or which may be appealed by employees directly from the Superintendent or designee's decision, or as specified in adopted employee organization bargaining agreements.

### **The Superintendent or Designee**

1. Nominates for employment all certificated and classified personnel.
2. Recommends disciplinary action, including suspension and dismissal, against employees whenever there is sufficient evidence warranting any such action.
3. With the staff, assigns, directs and supervises the work of all employees with due regard for the individual rights involved.
4. Proposes salary schedules for staff members not covered by an employee organization agreement, and advises the School Board throughout negotiations with employee organizations on all matters under negotiations.

*(cf. 6181 - Charter School)*

### **Working Relationships Between School Board and Superintendent or Designee**

The School Board desires to be guided principally by the advice of the Superintendent or designee in regard to its relations with district personnel.

The School Board shall refer direct approaches from employees for School Board action to the Superintendent or designee for his/her consideration and judgment. The School Board shall act as an appeals body only after receiving the recommendation of the Superintendent or designee.

*(cf. 4144 - Grievances /Complaints)*

The Superintendent or designee shall conduct the district's personnel relations with fair and sound practices in accordance with School Board policy.

*Legal Reference:*

#### ALASKA STATUTES

[14.08.101](#) Powers (regional school board)

[14.08.111](#) Duties (regional school board)

[14.14.060](#) Relationship between borough school district and borough

[14.14.065](#) Relationship between city school district and city

[14.20.095](#) Right to comment and criticize not to be restricted

[23.40.070-23.40.260](#) *Public Employment Relations Act (PERA)*

[39.25.110](#) *Exempt service*

*Revised 3/2019*

## **BP 4030 NONDISCRIMINATION IN EMPLOYMENT**

Note: Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA), which became effective November 21, 2009, with implementing regulations effective July 18, 2016, protects applicants and employees from employment discrimination based on genetic information employers are prohibited from discriminating in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. GINA also restricts employers' acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees, or their family members; the manifestation of diseases or disorders in family members (family medical history); and requests for or receipt of genetic services by applicants, employees, or their family members.

The district and its employees shall not unlawfully discriminate against or harass employees or job applicants on the basis of sex, race, color, religion, national origin, ancestry, age, marital status, changes in marital status, pregnancy, parenthood, physical or mental disability, Vietnam era veteran status, genetic information, or good faith reporting to the board on a matter of public concern.

The district may provide optional wellness programs to seek to improve health or prevent disease. All wellness programs must be in accord with applicable state and federal law. An employee may not be discriminated against in employment because of the medical information they provide as part of participating in the wellness program, nor may they be subject to retaliation for choosing not to participate.

*(cf. 4119.11 - Sexual Harassment)*

*(cf. 4161.4 – Family and Medical Leave)*

Note: The Americans with Disabilities Act sets forth an employers' duty to reasonably accommodate persons with disabilities.

Equal opportunity shall be provided to all employees and applicants in every aspect of personnel policy and practice. The district shall not discriminate against persons with physical or mental disabilities who, with or without reasonable accommodation, can perform the essential functions of the job in question.

*(cf. 0411 – Service Animals)*

(cf. 4119.41 - Employees with Infectious Disease)

Note: Federal Regulations ([45 CFR, Section 86.9](#)) require federal aid recipients to take "continuing steps" to notify applicants for employment that, in compliance with Title IX, they do not discriminate on the basis of sex. Districts employing 15 or more persons also must give "continuing" notification about nondiscrimination on the basis of handicap. (Vocational Rehabilitation Act of 1973)

The Superintendent or designee shall publicize this policy annually throughout the district and the community.

(cf. 1312.3 - Complaints Concerning Discrimination)

(cf. 4111.1 - Affirmative Action)

Legal Reference:

#### ALASKA STATUTES

[14.18.010](#) *Discrimination based on sex and race prohibited*

[14.18.020](#) *Discrimination in employment prohibited*

[14.18.090](#) *Enforcement by state board of education and early development*

[18.80.220](#) *Unlawful employment practices*

[39.90.100](#) *Nondiscrimination – Protection for whistleblowers*

#### ALASKA ADMINISTRATIVE CODE

[4 AAC 06.510](#) *Discrimination in hiring practices*

#### UNITED STATES CODE

[29 U.S.C. 621-634](#) *Age Discrimination In Employment Act*

[29 U.S.C. 791](#) *et seq. Vocational Rehabilitation Act of 1973, Sections 503 and 504*

[38 U.S.C. 2011](#) *et seq. Vietnam Era Veterans' Act*

[42 U.S.C. Ch. 21F](#) *Prohibiting Employment Discrimination on the Basis of Genetic Information*

[42 U.S.C. 2000d-2000d-7](#) *Title VI of the Civil Rights Act*

[42 U.S.C. 2000e-2000e-17](#)The Equal Employment Opportunities Act

[42 U.S.C. 12101-12213](#)Americans With Disabilities Act

CODE OF FEDERAL REGULATIONS

[29 C.F.R. §1635.8](#)Acquisition of genetic information

Revised 3/2017

**BP 4111.1/4211.1/4311.1 - ALL PERSONNEL - AFFIRMATIVE ACTION**

Note: Pursuant to [AS 14.18.070](#), the State Board of Education may require an affirmative action program if the district is found to be out of compliance with state laws against sex and race discrimination. Affirmative Action plans should be developed with advice from legal counsel. Unless the district has specific evidence of past discrimination by the district which the program can be tailored to remedy, the district should base its program on an appropriate statistical analysis of the qualified people currently available in the relevant recruiting area for each job group. An affirmative action program should be remedial, fair to minority and nonminority group members, and also temporary. The following sample policy may be revised or deleted as appropriate.

The Superintendent or designee shall determine whether the following groups are underrepresented within the district work force based on the relevant job market: men, women, whites, blacks, Hispanics, Asians, American Indians or other minorities. Where under-representation exists, the affirmative action program shall specify remedial action to be taken, including hiring goals and timetables.

The Superintendent or designee shall maintain an affirmative action program as required by law. The affirmative action program shall be temporary and shall be fashioned in response to a demonstrated need for remedial action. The Superintendent or designee shall update the affirmative action program not less than every five years. The program shall not unnecessarily hinder the employment of any group member.

The Superintendent or designee shall publicize this policy throughout the district and the community.

The Superintendent or designee shall report to the School Board annually regarding the extent to which program goals are being achieved.

*(cf. 4030 - Nondiscrimination in Employment)*

*Legal Reference:*

ALASKA STATUTES

[14.18.070](#) Affirmative action

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.510](#) Discrimination in hiring practices

VOCATIONAL REHABILITATION ACT OF 1973

[29 U.S.C. 794](#)

AGE DISCRIMINATION IN EMPLOYMENT ACT

[29 U.S.C. 621-624](#)

VIETNAM ERA VETERANS' ACT

[38 U.S.C. 2012](#) et seq.

[United Steel Workers v. Weber](#)

443 U. S. 193 (1979)

Revised 9/97

## **BP 4119.12 - ALL PERSONNEL - 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 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 10/2021*

**BP 4119.25 - ALL PERSONNEL - POLITICAL ACTIVITIES OF EMPLOYEES**



The School Board believes that district employees have an obligation to prevent the improper use of school time, materials or facilities for political or partisan purposes. The Superintendent or designee shall regulate political activities on school property during the instructional day. Employees are prohibited from engaging in any activity in the presence of students during performance of the employee's duties, where the activity is designed or intended to promote, further, or assert a position on any voting issue, board issue, or collective bargaining issue. This prohibition does not apply to classroom instruction that is part of the approved curriculum.

The Board respects the right of school employees to engage in political activities on their own time. When engaging in political activities, employees shall make it clear that they are acting as individuals and not as representatives of the district.

Nothing in the policy shall prevent the District or Board from disseminating factual information regarding school bond projects.

*(cf. 4119.21 - Code of Ethics)*

*Legal References:*

#### ALASKA STATUTES

[14.03.090](#) *Sectarian or denominational doctrines prohibited*

[14.20.095](#) *Right to comment and criticize not to be restricted*

[14.20.370-.510](#) *Professional Teaching Practices Act*

#### ALASKA ADMINISTRATIVE CODE

[4 AAC 06.135](#) *Use of school funds in elections*

[20 AAC 10.010-10.900](#) *Professional Teaching Practices Commission*

*Revised 3/2019*

## **BP 5000 CONCEPTS AND ROLES**

The focus of the school system is on the student. It is incumbent upon the School Board, district and school administration and teachers to provide for the physical and intellectual welfare of the students in their charge. The school district shall work closely with parents/guardians and the community in order to achieve a harmony of interests.

Students must be recognized and understood as individuals, each with his/her own unique abilities, social and economic background, ambitions and educational needs.

The programs and services of the district must be designed and executed with this concept well in mind if the fullest development of each is to be achieved.

Students are expected to accept personal responsibility for making maximum use of those educational opportunities afforded by applying themselves diligently to learning both in the classroom and in other school-sponsored settings. It is also expected that as a result of the total school experience students will come to appreciate the values of self-discipline, responsibility, respect for others, their country and its governmental processes.

Discrimination with respect to color, creed, race, sex, religion, marital status, ancestry, handicap, or national origin is prohibited as regards admission, attendance, and educational programming.

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

*(cf. 5145.3 - Nondiscrimination)*

<p><u>Note: The following list of roles for the School Board and Superintendent or designee is not definitive and may be expanded by the district.</u></p>
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## **Role of School Board**

The School Board:

1. establishes policies to provide the best attainable program of education for the district's students
2. authorizes the establishment of special classes, programs, or other facilities for students who are in need of special education in keeping with all legal provisions
3. provides for the physical and mental well-being of students
4. determines policies regarding student behavior and attendance within the limits of the law
5. determines the boundaries of school attendance within the district

## **Role of Superintendent or Designee**

The Superintendent or designee:

1. administers all schools and classes established by the School Board
2. directs the instruction, guidance and discipline of all students

3. assign students to alternative programs or grades as may improve their education, reduce the expense of maintaining schools, or relieve geographic or demographic conditions
4. enforces compliance with compulsory attendance laws
5. has immediate authority for the closing of schools in case of emergencies involving the health and safety of students

*Revised 9/97*

## **BP 5030 SCHOOL DISCIPLINE AND SAFETY**

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)*

*(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)*

<p><u>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. <a href="#">AS 14.33.120(a)(7)</a>. A district’s school disciplinary and safety program must provide for a student conflict resolution strategy.</u></p>
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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.

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 disaggregated 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.

*(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:

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

## BP 5131 CONDUCT

Note: Under the federal Every Student Succeeds Act, districts must take steps to ensure student discipline and safety. School districts must identify the creation and maintenance of safe and disciplined classrooms as a high priority for district and school staff. district- and school-level safety and discipline policies and regulations should be revised, and district resources distributed as necessary, to reflect the high level of importance the district attaches to this objective. School districts are to develop clear standards for student conduct that are designed to ensure that the environment within each district school and classroom supports student learning. Consequences for violating these standards must be identified, as well as the procedures that school staff, families, and students must follow in order to resolve problems as they develop.

Note: [4 AAC 07.010 - 4 AAC 07.900](#) **mandates** the School Board adopt policies on student rights and responsibilities; distribute and instruct students regarding these policies, and review these policies every three years. At a minimum, the policies must address routine discipline case procedure and chronic or serious discipline case procedure.

The School Board believes that student academic success depends upon students being physically present at school. Accordingly, the Board desires to reduce the time students spend away from the classroom and school learning environment due to misconduct. In order to facilitate this goal and increase outcomes for students:

The district shall use trauma-informed and supportive approaches to student behavior that create clear expectations with staff, students and families.

The district will pro-actively provide structures to cooperatively and independently manage behavior, and to build skills for self-management throughout the school day.

The district will monitor, address, and ensure that students do not disproportionately experience suspension, expulsion or other disciplinary actions due to race, ethnicity, disability, religious or cultural preference, gender identity, sexual orientation or socioeconomic background.

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 incorporate culturally responsive models, school wide management, and classroom practices that build student skills, strengthen relationships, and keep students in the classroom.

In-school and out-of-school suspension should not be imposed unless other means of correction have failed to bring about proper conduct, or in circumstances where the student's presence poses a danger to persons or property or substantial disruption to the educational environment.

The district will incorporate restorative or corrective practices that focus on relationship building with students and families. 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.

The Superintendent or designee shall provide professional development or supports as necessary to assist staff to offer consistent classroom management skills, to model skills for students, to establish collaborative relationships with parents/guardians, and to implement effective relationship building and disciplinary techniques, all while eliminating unconscious bias.

Clear standards for student conduct, classroom expectations, and resolving conflict will be established to ensure that the environment within each district school and classroom supports student learning. The Superintendent or designee, in consultation with staff, parents, students, and the community, shall establish student conduct expectations and identify consequences for violations. In addition, the Superintendent or designee, in consultation with staff, parents, students, and the community, shall develop procedures that school staff, families, and students must follow in order to resolve problems as they develop.

The District shall distribute and instruct students regarding these policies, and review these policies every three years. At a minimum, the policies must address routine discipline case procedure and chronic or serious discipline case procedure.

The School Board believes that all students have the right to a public education in a positive environment free from disruptions which interfere with teaching and learning activities. In order to promote an atmosphere conducive to learning, it is imperative that the School Board, parents/guardians, students, teachers and the administration be cognizant of their responsibilities related to student conduct.

## **School Board**

The School Board is responsible for prescribing rules for the government and discipline of the schools under its jurisdiction. Consequences for misconduct will be fair and developmentally appropriate in light of the circumstances. The School Board holds the certificated personnel responsible for the proper conduct and control of students under their charge within the behavioral guidelines established by the School Board in conjunction with the administration.

The School Board will review and analyze disciplinary action data to understand conduct and discipline outcomes of specific groups of students and families.

The School Board and administrators will review research on effective practices to proactively create trauma informed environments and determine how to incorporate into district policies and practice.

### **Superintendent**

The Superintendent or designee shall establish the necessary procedures to implement and enforce the School Board's discipline policy. He/she shall notify the parents/guardians of all students of the availability of the district's policy and procedures related to conduct and discipline.

### **School Principal**

The school principal shall initiate and enforce a set of school rules, in keeping with district policy and regulation, which facilitate effective learning and promote attitudes and habits of good citizenship.

The principal or designee shall provide instruction to students regarding their rights and responsibilities.

The principal shall support the classroom teacher in his/her efforts to promote improved and acceptable behavior in students.

### **Teachers**

Appropriate classroom behavior allows teachers to communicate more effectively with students. Teachers shall conduct a well-planned effective classroom program and initiate and enforce a set of classroom regulations that facilitate effective learning.

Teachers shall cooperate with administrators and other classroom teachers in enforcing general school rules and appropriate campus behavior.

### **Parents/Guardians**

Parents/guardians are expected to comply with the laws governing the conduct and education of their children. They shall also be expected to cooperate with school authorities regarding the behavior of their children. Parents/guardians may be held liable for misconduct of their children to the extent provided by law.

### **Students**

Students shall be properly instructed in the rules and regulations pertaining to acceptable conduct as set by the School Board. All students shall comply with the

regulations of the school district, comply with the course of study and submit to the authority of the teachers and administration of the schools.

Students should have the freedom and be encouraged to express their individuality in any way as long as their conduct does not infringe upon the freedom of other students or interfere with the instructional program.

*(cf. 5145.2 - Freedom of Speech/Expression)*

Students who violate the law or the rules and regulations of the school district may be subject to the transfer to alternative programs, discipline, suspension, or expulsion.

*(cf. 5144 - Discipline)*

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

*Legal Reference:*

**ALASKA STATUTES**

[14.33.110 - .140](#) Required school disciplinary and safety program

**ALASKA ADMINISTRATIVE CODE**

[4 AAC 07.010 - 4 AAC 07.900](#) Student Rights and Responsibilities

**UNITED STATES CODE**

Every Student Succeeds Act , [P.L. 114-95](#)(2015)

[Goss v. Lopez](#), 419 U.S. 565 (1975)

*Revised 3/2019*

**BP 5137 POSITIVE SCHOOL CLIMATE**

<p><u>Note: This optional policy endorses positive steps to create a positive school climate, which is linked to student achievement. All parts of this sample may be modified as desired.</u></p>
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Research indicates that student achievement is often higher in schools with a positive climate. The School Board expects that all school staff will contribute to a positive and welcoming climate in each school. This encourages staff to have positive interactions and relationships with students. A positive school climate includes a safe, culturally responsive, supportive, and well-managed classrooms and school environment.

Teachers and staff should consistently acknowledge all students and fairly address student behavior.

School Climate refers to the social and environmental factors that contribute to students' experience of, and attitude towards, their school. School climate is related to how well students feel connected with others at their school and how comfortable the school setting is for them as a student and for their family. The Board recognizes that students experiencing a positive school climate are more likely to achieve success both academically and socially. The District should implement practices that support a positive school environment. These may include: appropriate expectations that are implemented in a nondiscriminatory manner, social and emotional supports, trauma informed practices, culturally responsive education and supports, community and family relationship supports, a positive peer climate, caring adult relationships, a school safety program, and opportunities for student involvement.

The Superintendent or designee may implement and support strength-based activities such as Social Emotional Learning (SEL) efforts, youth leadership initiatives, family involvement in schools, and community service projects.

All members of the school community, including staff, students, administrators, school board members and visitors, are expected to serve as role models by demonstrating positive attitudes, cultural sensitivity, and respect to students and staff members. Staff shall use effective classroom management strategies to foster positive social interactions among students, and encourage and recognize activities that foster a positive school climate.

The Superintendent or designee will administer the School Climate and Connectedness Survey on a regular basis, share results with the school board, staff, students and the community, and commit to improving school climate and connectedness ratings.

*(cf. 6141.3 - Multicultural Education)*

*(cf. 6142.4 - Community Service)*

The schools shall not tolerate any form of harassment, intimidation, or bullying that would interfere with there being a positive school climate. Students, staff, administrators and school board members who engage in these acts shall be subject to appropriate disciplinary procedures.

*(cf. 5131.4 - Campus Disturbances)*

*(cf. 5131.43 – Harassment, Intimidation and Bullying)*

*(cf. 5144 - Discipline)*

Legal Reference:

ALASKA STATUTES

14.33.200 Harassment, intimidation and bullying policy

Revised 03/2019

**BP 5145.3 NONDISCRIMINATION**

Note: AS 14.18.010 prohibits discrimination on the basis of sex against an employee or a student in public education. Under Title IX, all students in schools receiving any federal funding are protected from discrimination based on sex. Sex includes male, female, straight, gay, lesbian, bisexual, and transgender. In 2014, the United States Department of Education issued its *Questions and Answers on Title IX and Sexual Violence*. This guidance provides that "Title IX's sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation." *U.S. Dept. of Educ., Office for Civil Rights (Apr. 29, 2014). Questions and Answers on Title IX and Sexual Violence, accessible at <http://www2.ed.gov/about/offices/list/ocr/>*

District programs and activities shall be free from discrimination with respect to sex, race, color, religion, national origin, ethnic group, sexual orientation, gender identity, marital or parental status, and physical or mental disability. The School Board shall ensure equal opportunities for all students in admission and access to academic courses, guidance and counseling programs, athletic programs, testing procedures, career and technical education and other activities.

*(cf. 0410 - Nondiscrimination)*

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5145.7 - Sexual Harassment)*

Separate arrangements may be made for students according to sex during sex education programs and physical education activities involving bodily contact.

School staff and volunteers must guard against sex discrimination and stereotyping in instruction, guidance and supervision.

*(cf. 6164.2- Guidance Services)*

*Legal Reference:*

ALASKA STATUTES

14.18.010-14.18.100 Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.500 - 4 AAC 06.600](#) Prohibition of Gender or Race Discrimination

[4 AAC 51.270](#) Equal opportunities

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](#)

Revised 10/2015

**BP 6141.3 MULTICULTURAL EDUCATION**

Note: The following optional policy may be revised or deleted as needed. [A.S. 14.20.020](#) requires multicultural training for issuance of teaching certificates. [A.S. 14.20.035](#) gives preference in hiring persons with training or experience in cultures represented in the student population.

The School Board recognizes that America has always been a multicultural society composed of diverse peoples who came here from all parts of the globe and are indigenous to these lands. Many regions of Alaska are still predominately composed of Alaska's indigenous peoples. Public schools are the most common shared experience for most Americans and Alaskans , and it is most appropriate that schools accurately reflect and respond to the needs and the contributions of all ethnic groups, which comprise the student body and staff

The School Board recognizes that a culturally responsive education that is effectively implemented through culturally proficient instruction can provide the maximum opportunity students to attain academic and social success. Culturally responsive teaching practices can assist educators in bridging differences in language, heritage, ethnicity, socio-economic status, trauma history and ability.

School staff and students must learn to respect and work cooperatively with persons of all backgrounds. Culturally proficient and responsive instruction will promote student



recognition of the value of individual differences as well as the human dignity and worth common to all people.

The Superintendent or designee shall develop guidance on how to best serve the needs of the student population. The cultural needs of student are an important consideration in policies on curriculum and materials, onboarding and orientation, school climate, language instruction, and access to cultural content.

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

*(cf. 5137 - Positive School Climate)*

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

*(cf. 6174 - Bilingual-Bicultural Education)*

*Legal Reference:*

ALASKA STATUTES

[14.20.020](#) *Requirements for issuance of certificate*

[14.20.035](#) *Evaluation of training and experience*

*Revised 3/2019*

## **BP 6144 CONTROVERSIAL ISSUES**

**Note: The following sample policy may be revised or deleted as desired.**

The School Board believes that students should have opportunities to discuss controversial issues which have political, social or economic significance and which the students are mature enough to investigate and address. The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions, and respect the opinions of others.

The School Board expects teachers to exercise caution and discretion when deciding whether or not a particular issue is suitable for study or discussion in any particular class. Instruction that involves controversial issues must be within the district content standards and curriculum. The overriding educational purpose of teaching about controversial issues must be student achievement in the academic subjects and students' civic development, rather than reaching conclusions as to the correctness of any particular point of view. The instruction must reflect due consideration of the maturity of the students, the values of the community, sound professional judgment, and coordination with the administration.

The School Board also expects teachers to ensure that all sides of a controversial issue are impartially presented, with adequate and appropriate factual information. Without promoting any partisan point of view, the teacher should help students separate fact from opinion and warn them against drawing conclusions from insufficient data. The teacher shall not suppress any student's view on the issue as long as its expression is not malicious or abusive toward others.

Teachers sponsoring guest speakers shall either ask them not to use their position or influence on students to forward their own religious, political, economic or social views or shall take active steps to neutralize whatever bias has been presented.

In matters related to controversial issues and learning materials, the Superintendent or designee and School Board have final authority in deciding whether discussion of a controversial issue follows established professional ethics, content standards, and curriculum, and is appropriate for students.

*(cf. 1312.1 - Complaints Concerning School Personnel)*

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

*(cf. 4119.25 - Political Activities of Employees)*

*(cf. 5145.2 - Freedom of Speech/Expression)*

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

*Legal Reference:*

ALASKA STATUTES

[14.03.090](#) *Sectarian or denominational doctrines prohibited*

## **BP 6161.1 SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**

<p>Note: <a href="#">AS 14.18.060</a> requires boards to have instructional materials reviewed for evidence of sex bias, to use educationally sound, unbiased materials, and to provide training on sex-biased materials. <a href="#">AS 14.08.111</a> requires school boards to establish procedures for the review of materials, including compliance with <a href="#">AS 14.18.060</a>. The following sample policy may be revised to reflect district philosophy and needs.</p>
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The School Board believes that instructional materials should be selected and evaluated with great care so that they are educationally sound and unbiased. Instructional materials should support the adopted courses of study and meet current curricular goals. Taken as a whole, district instructional materials should present a

broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies.

The Superintendent or designee shall establish procedures by which new instructional materials may be requested and subsequently evaluated, together with existing materials. The review of instructional materials shall be coordinated with the overall development and evaluation of the district's curriculum. Teachers, students, parents/guardians and community members shall have the opportunity to recommend instructional materials. The district shall provide training for certificated personnel in the recognition of sex-biased materials.

*(cf. 6141 - Curriculum Development and Evaluation)*

The Superintendent or designee shall establish instructional material evaluation committees. These committees may include teachers, administrators and other staff who have subject-matter expertise, as well as parents/guardians and/or community members broadly representative of the district's ethnic and socioeconomic composition. Staff members who participate in selecting and/or evaluating instructional materials shall be those most competent for the task because of their professional training, experience and assignments. The majority of each evaluation committee's membership shall be teachers.

Individuals who participate in selecting and evaluating instructional materials shall have no financial interest in the materials being reviewed, recommended, or approved.

*(cf. 3315 - Relations with Vendors)*

*(cf. 9270 - Conflict of Interest)*

Recommendations for the adoption and/or withdrawal of instructional materials shall be presented to the School Board by the Superintendent or designee and shall include documentation including available data to support the recommendation. All recommended materials shall be displayed and available for public inspection at the district office.

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

*(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)*

*Legal Reference:*

ALASKA STATUTES

[11.56.100-11.56.130](#) *Bribery and related offenses*

[14.07.050](#) *Selection of textbooks*

[14.07.057](#) *Transmittal of textbook selections*

[14.08.111](#) *Duties*

[14.14.110](#) *Cooperation with other districts*

[14.18.060](#) *Discrimination in textbooks and instructional materials prohibited*

#### ALASKA ADMINISTRATIVE CODE

[4 AAC 06.550](#) *Review of instructional materials*

[4 AAC 06.600](#) *Definitions*

*Revised 1/04*

### **BP 6162.8 RESEARCH**

<p>Note: The following sample policy may be revised or deleted to reflect district philosophy and needs.</p>
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The Superintendent or designee may authorize requests to conduct educational research or student surveys if the request proposal:

Shows potential for improving instructional programs and strategies.

Addresses a relevant educational problem.

Avoids duplication of existing data or literature.

Is designed so as to minimize interruptions and demands upon the time of students and staff.

The Superintendent or designee shall not permit the administration of any questionnaires or surveys regarding a student's private family affairs without first obtaining written parental permission. ([AS 14.03.110](#))

*(cf. 5145.15 - Student and Family Privacy Rights)*

All instructional materials, including teacher's manuals, films, tapes, or other supplementary materials which will be used in connection with any survey, analysis, or evaluation of any applicable program shall be available for inspection by parents/guardians.

*(cf. 5125 - Student Records)*

Legal Reference:

ALASKA STATUTES

[14.03.110](#) Questionnaires and surveys administered in public schools

UNITED STATES CODE

[20 U.S.C. 1232](#)(h) (Hatch Amendments)

No Child Left Behind Act, Title II, § 1061, [P.L. 107-110](#)(2001), amending the Protection of Pupil Rights Act, [20 U.S.C. § 1232](#)(h)

Goals 2000: Educate America Act, [Pub. L. No. 103-227](#), 108 Stat. 125 (1994)

Revised 1/03

## **BP 6163.1 LIBRARIES/MEDIA CENTERS**

<p>Note: The following sample policy may be revised or deleted based on district philosophy and needs.</p>
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The School Board believes that school libraries have a responsibility to nurture intellectual growth and freedom by providing:

Materials that support and enrich the curriculum, taking into consideration students' varied interests, abilities, maturity levels and learning styles.

Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.

Information that will support students' personal needs and enable them to make intelligent judgments in their daily lives.

Materials that present opposing sides of controversial issues, so that students may learn, with guidance, how to analyze and think critically about what they read.

Materials which realistically depict our pluralistic society and reflect the contributions of its various religious, ethnic and cultural groups.

The School Board encourages students and staff to use their school libraries frequently and to request materials which they would like added to library collections.

Certificated library staff shall consult with teachers, administrators, students and community members when preparing its recommendations for purchasing, removing or

replacing library books and materials. The Superintendent or designee shall bring these recommendations to the School Board.

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 6144 - Controversial Issues)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

*(cf. 6161.11 - Supplementary Instructional Materials)*

*Legal Reference:*

ALASKA STATUTES

[AS 14.56.300-.340](#) *Library assistance grants*

ALASKA ADMINISTRATIVE CODE

[4 AAC 57.020](#) *Annual report of library operations*

[4 AAC 57.050 - .099](#) *Library assistance grants*

[4 AAC 57.410 - .490](#) *Public School Library Collection Development Grants*

[4 AAC 57.990](#) *Definitions*

*Revised 2/2010*

## **BP 6174.1 EDUCATION OF NATIVE/INDIAN CHILDREN**

### **Community and Parental Involvement**

Note: [Title 20 of the United States code](#) mandates that school districts receiving Impact Aid funds have a policy ensuring all parents and community members, including IRA and traditional councils, have the opportunity to submit their views and active consultation relating to the district's education and cocurricular programs. It is the law's intent to encourage the maximum participation by Alaska Natives in the planning and management of Alaska Native education programs.

Note: Under the Every Student Succeeds Act, "affected" school district are required to consult with local tribes or tribal organizations prior to submitting a plan or application for federally covered education programs. Affected districts are those that either: 1) have 50% or more of its student enrollment made up of Alaska Native students; or 2) received an Indian education formula grant under Title VI in the

previous year that exceeds \$40,000. Consultation must be done “in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to plans under covered programs.” Federal programs requiring consultation between tribes and affected school districts include:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)

The School Board recognizes that all parents and community members, including IRA and Traditional Councils, have a special interest in the education programs and cocurricular programs provided their children. To provide an opportunity for them to be meaningfully involved in the development, implementation, and evaluation of each school's educational and cocurricular program, all interested parties will mutually enter into Indian Policies and Procedures (IPP's), which are incorporated into and adopted as the policy of the School Board. The policies must be drafted in accord with [20 USC 7704](#) and [34 CFR 222.94](#). In addition, the following procedures will be used:

Note: Where “Advisory Committee” appears, the board may wish to specify/designate what body will be responsible for implementing this policy based on the needs of your district.

1. At a meeting of a School Board Advisory Committee called for that specific purpose, the principal will present a detailed description of that school's education program including curriculum (course description, scope and sequence) and program evaluation procedures as well as the co-curricular program provided. At least two weeks prior to that meeting public notice will be given through newspapers, public posting, and radio announcements, where appropriate, stating the agenda and purpose of the meeting. To further insure community involvement a written invitation will be sent to the IRA and/or Traditional Council.

2. During the planning and development of local education programs all parents and community members including IRA and Traditional Councils, will be actively consulted in the following manner:
  1. At each Advisory Committee meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
  2. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
  3. All members of the public will have an opportunity to make recommendations concerning the needs of their children.
  4. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

*(cf. 6020 - Parent Involvement)*

### **Nondiscrimination**

The School District certifies that all children participate in the school program on an equal basis regardless of age, sex, race, age, creed, color, national origin, or ethnic background and shall not be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity of the district consistent with Title IX of the Education amendments of 1972 and Title VI of the Civil Rights Act of 1964.

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

### **Educational Program**

Note: Under the Every Student Succeeds Act, the government is dedicated to the development of curriculum materials that reflect the cultural diversity of Alaska Natives, instructional programs that make use of Native Alaskan languages, and programs and materials designed to address the needs of rural Alaska schools. This includes supporting the unique educational needs of rural school children by incorporating qualified Alaska Native elders and seniors.

The primary purpose of the educational program is to provide experiences by which individuals will learn within the context of their needs as well as the broader needs for which the district shares a responsibility. Under this assumption, the school is viewed as a link between the individual and learning resources and experiences available to meet both short and long range needs. To encourage the strongest and most viable linkage, the School Board recommends:

1. A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.



2. An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students and optimum staff utilization demands an organizational plan based upon student performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.
3. A staff utilization procedure which establishes specific personnel needs based upon the programs requirements. All persons, directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.
4. A guidance and individual program planning effort which assures the widest choice of alternatives to individual students over their period of formal education. Emphasis will be upon bringing the student in direct contact with those educational experiences and resources which best meet short or long range needs.
5. An assessment program which uses both subjective and objective measures in determining student performance and the effectiveness of the school program in achieving learning objectives. This program is an integral part of the guidance function and requires both the involvement and understanding of students and parents in its development.
6. A wide range of learning materials and techniques which will meet the needs of students and of those responsible for instructional or learning activities. Special consideration must be given to unique cultural and language requirements. Audio and video materials, as well as print materials, are particularly important to the concepts- of individualization and maximum learning options.
7. A program for bringing students, schools and communities together in various educational, cultural, and recreational activities. The Alaska High School Activities Association (AHSAA) is recognized as the authority for all high school interscholastic activities. The district accepts as binding all AHSAA rules and regulations for membership and competition. All activities will be made available to students on a nondiscriminatory basis.
8. Maximum use of community resources as an integral part of the curriculum. Budgetary and administrative procedures should promote this utilization with standards established at the district and community level.
9. A continuous program of curriculum development at the community and district level. In this way the program will remain dynamic from both a content and organizational standpoint. Innovative or pilot efforts should be encouraged within whatever constraints must be applied to afford protection of students from potentially harmful experimentation.
10. That in those areas which may be viewed as controversial, instructional procedures will be confined to a body of factual information with acceptance or interpretation left to the student. Religion is recognized as an important historic element but specific religion responsibility rests with the home and church. The Advisory Committee and parents should play a major role in determining how controversial issues will be handled BEFORE SPECIFIC CONTROVERSIES OR

ISSUES ARISE. Areas often found as the source of controversy are sex education, alcohol, and drug education.

11. Special programs, such as Title 1, Migrant Education, and Indian Education be designed, implemented and evaluated with input from parents and teachers of involved students. Specific activities may include but are not limited to:

- a. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
- b. Informing parents and teachers of specific objective of the program.
- c. Establishment of parent-teacher conferences.
- e. Providing materials, suggestions and training to enable parents to promote education at home.
- f. Providing timely information concerning the program's plans and evaluations.
- g. Soliciting parents and teacher suggestions in planning and operating the program.
- h. Facilitating volunteer or paid participation by parents in school activities.
- i. Establishing parent advisory committees.

*Legal Reference:*

UNITED STATES CODE

[20 USC §§ 7541-7546](#), *Alaska Native Educational Equity, Support, and Assistance Act*

[20 USC § 7704](#) *Policies and procedures relating to children residing on Indian Lands*

CODE OF FEDERAL REGULATIONS

[34 CFR 222.94](#) *What provisions must be included in a local educational agency's Indian policies and procedures?*

*Revised 3/2017*

