

**Sitka School District Mission:**  
**The Sitka School District will intentionally develop**  
**Haa Latseení**  
**(Our Strength of Mind, Body, and Spirit)**  
**to inspire and prepare students to be compassionate, empowered,**  
**and equipped critical thinkers within a global community.**

## **School Board Meeting**

**Wednesday, February 21, 2024 | 5:00 PM | District Office Board Room, 300 Kostrometinoff Street,**  
**Sitka, AK 99835**

### ***Proposed Agenda***

1. **BP 3513.3 Tobacco Free Schools\_Smoking**
2. **BP 4119.12 - All Personnel: Harassment**
3. **BP and AR 4222 Paraprofessionals**
4. **BP and AR 5131.9 Academic Honesty**
5. **BP and AR 5141.43 Uniform Investigations**
6. **BP 6148 Early Education Programs**
7. **AR 9311 Board Policies Review Cycle**
8. **E 9020 - Board Standards**

**Note:** All items listed under Agenda & Consent Agenda are considered routine by the School Board and will be approved in one motion. Items may be removed at the request of a School Board Member.

**Note:** Meetings will adjourn by 10:30 p.m. Alaska Standard Time (or Alaska Daylight Standard Time) unless by a majority vote of the board the meeting is extended 30 minutes to 11:00 p.m. Further 30-minute extensions will require each a separate motion that will require a unanimous vote of those members present and constituting a quorum.

**Note:** The School Board reserves the right to go into executive session as and to the extent permitted by AS 44.62.310 and Board Bylaw 9321. An executive session may be called to consider the following subjects: (1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; and (4) matters involving consideration of government records that by law are not subject to public disclosure. The motion to go into executive session must clearly specify the subject of the proposed session without defeating the purpose of addressing the subject in executive session.

## **BP 3513.3 TOBACCO-FREE SCHOOLS/SMOKING**

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of second- hand smoke.

As role models, district employees should demonstrate conduct that is consistent with school programs to discourage students from using tobacco products.

Students and employees are prohibited from using tobacco products anywhere or anytime on district property and in district vehicles.

The general public is prohibited from using tobacco products at any time within district buildings.

The Superintendent or designee shall post appropriate signs prohibiting smoking in accordance with law.

*(cf. 5131.62 - Tobacco)*

*Legal Reference:*

### ALASKA STATUTES

[18.35.300-18.35.330](#) *Health nuisances*

**Adoption Date: June 8, 1995**

**Sitka School District**

## **BP 3513.3 TOBACCO, VAPE/E-CIGARETTE, ALCOHOL, AND DRUG FREE CAMPUS**

It is the policy of the Anchorage School District to achieve and maintain a safe work environment free from the influence of tobacco, vape/e-cigarette, alcohol and drug abuse through education, intervention and disciplinary measures (where appropriate) in order to assure the safety and protection of employees, students, volunteers and facilities.

The Board recognizes its responsibility to promote the health, welfare and safety of students, staff and others on school property and at school-sponsored activities. Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking, use of vape/e-cigarettes and breathing of second-hand smoke. In accordance with the law and to promote the health and safety of all students and staff, it is the intent of the Board to establish an environment free of tobacco and vape/e-cigarettes.

Non-school ASD facilities will be subject to state and municipal code.

Possession of all forms of tobacco or vape/e-cigarette by a person under 19 is in violation of state law.

A sign will be posted in all main school entrances informing students, staff and visitors that school grounds are tobacco and vape/e-cigarette free.

The District prohibits the possession, use, distribution, or sale of intoxicating alcohol and illicit drugs in the workplace or when conducting District business and requires employees and volunteers to be free from the influence of alcohol and illicit drugs upon entering District facilities or vehicles.

This policy applies to all students or staff and/or volunteers in charge of students at school-sponsored activities off campus.

Progressive consequences for students violating tobacco, vape/e-cigarette, intoxicating liquor and illicit drug policy shall be outlined in the student handbook.

All athletes shall participate in a District approved tobacco, vape/e-cigarette, alcohol, drugs prevention education program. Progressive consequences in regard to athletic participation for violating this policy will be outlined in the program.

The District may provide instruction regarding the effects of tobacco and vape/e-cigarette use on the human body and may take steps to discourage all students from tobacco/nicotine use. Staff responsible for teaching tobacco and vape/e-cigarette use prevention will be encouraged, when funds/resources allow, to collaborate with agencies and groups that conduct tobacco and vape/e-cigarette use prevention education.

**Anchorage School District**

# ***Model Policy***

## **BP 3513.3 TOBACCO-FREE SCHOOLS/SMOKING**

### **OPTION 1: Tobacco-Free Schools**

Note: The federal Every Student Succeeds Act prohibits smoking in district facilities. The following language extends this to prohibit tobacco use in school buildings, on school grounds and parking areas, at school events and in vehicles used for transporting students. The ability of the Board to adopt this following policy may be restricted by collective bargaining agreements.

The Board recognizes its responsibility to promote the health, welfare and safety of students, staff and others on district property and at school-sponsored activities. Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of second-hand smoke. As role models, district employees should demonstrate conduct that is consistent with school programs to discourage students from using tobacco products.

In accordance with law and to promote the health and safety of all students and staff, it is the intent of the Board to establish a tobacco-free environment. Consequently, it is a violation for students, staff, visitors, contractors and all others to use, distribute or sell tobacco, including any smoking device, on district premises, at school-sponsored activities on or off district premises and in district-owned, rented or leased vehicles.

Staff and/or all others authorized to use district vehicles to transport district students to school-sponsored activities are prohibited from using tobacco in those vehicles while students are under their care.

For the purposes of this policy, “tobacco” is defined to include tobacco in any form and/or any nicotine delivering devices. This does not include FDA approved nicotine replacement therapy products used for the purpose of cessation.

This policy shall be in effect and enforceable at all times regardless of whether or not school is in session. The Superintendent or designee shall post appropriate signs prohibiting tobacco use in accordance with law.

The Superintendent may develop administrative regulations as necessary to implement this policy, including provisions for notification of the district’s policy, through such means as student/parent and staff handbooks, newsletters, inclusion on school event programs; disciplinary consequences; and procedures for filing and handling complaints about violations of the district’s policy.

The Superintendent may consult with local officials to promote enforcement of law that prohibits the possession of tobacco by minors on or off district grounds.

Note: Federal law does permit the use of tobacco products in a private residence. The following language clarifies whether or not your district will permit smoking in district-provided housing.

This prohibition does/does not apply to any private residence owned or leased by the district for housing purposes.

*(cf. 5131.62 - Tobacco)*

## **OPTION 2: Smoking**

Note: The following optional policy establishes designated areas where employees may smoke. [A.S. 18.35.305](#) allows designated smoking areas if properly ventilated, located where minors are not permitted, and a collective bargaining agreement requires the designation of an employee smoking area. Federal law requires that the designated smoking area, if any, be outside district facilities.

The School Board recognizes that secondhand smoke is a major contributor to indoor air pollution and presents a health risk to all.

Smoking is prohibited in public schools and meetings except as allowed by law in private residences and designated employee smoking areas. District employees and adult visitors may smoke on school grounds in areas designated by the Superintendent or designee. Such areas shall be properly ventilated and prohibited to minors.

*Legal Reference:*

### ALASKA STATUTES

[18.35.300-18.35.330](#) *Health nuisances*

[20 U.S.C. 7973](#), *Nonsmoking Policy for Children's Services*

*Revised 4/2022*

**AASB POLICY REFERENCE MANUAL**

**9/92**

# Model Policy

## 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)*

**Commented [TP1]:** The first section clearly addresses harassment of students by other students or district employees, yet the second section seems to include harassment experienced by staff...are others reading it the same way, or have clarification?

**Commented [PM2R1]:** Is there a reason it has to be separated between staff and students. I would think it's harassment across the board for everyone. It's not ok for anyone to experience harassment student, parent, or staff.

Also do we need to include anything regarding social media in here as that may or may not be part of the "environment" ?

(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*

**9/92**

# Model Policy

## BP 4222 TEACHER AIDES/PARAPROFESSIONALS

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

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

*(cf. 1240 - Volunteer Assistance)*

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

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

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

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

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

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

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

### *Paraprofessionals Working in Title I Programs*

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

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

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

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

### *Legal Reference:*

#### ALASKA ADMINISTRATIVE CODE

[4 AAC 04.220](#) *Paraprofessional standards*

[4 AAC 05.080](#) *School curriculum and personnel*

[4 AAC 52.250](#) *Special education aides*

[4 AAC 52.255](#) *Interpreters*

#### UNITED STATES CODE

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

*Revised 10/2021*

**AASB Policy Reference Manual**

# ***Model Policy***

## **AR 4222 TEACHER AIDES/PARAPROFESSIONALS**

Note: The following sample regulation may be revised or deleted as desired

Paraprofessionals are auxiliary personnel who work directly with professional educators to assist them in discharging their professional duties. Instructional aides, tutors, noontime assistants, and various similar categories, both volunteer and paid, are included within the definition of paraprofessionals.

### **Purpose of the Paraprofessional Aide Programs -- Volunteer and Paid**

Purposes of the paraprofessional aide programs are to:

1. assist teachers in providing more individualization and enrichment of instruction to their classes
2. relieve teachers of many nonteaching duties and tasks
3. build an understanding of school problems among citizens, thus stimulating widespread involvement in the total education process

### **Kinds of Services Provided**

The kinds of services which paraprofessionals perform will vary according to local building site needs. Services generally fall into one or more of the following areas:

1. relieving the professional of clerical, noninstructional, house-keeping, and/or certain instructional tasks
2. assisting in classroom management
3. giving special aid to students with difficulties such as English as a second language, which may include acting as a translator
4. giving special aid to students with exceptional talents
5. enriching the curriculum in areas requiring special skills or unique experiences
6. providing instructional support services which may include one-on-one tutoring if scheduled at a time when the student wouldn't otherwise receive instruction from a teacher

## **Responsibilities of the Principal**

The principal's responsibilities include:

1. responsibility for both volunteer and paid paraprofessional aide programs at his/her site
2. organization of the programs within the school
3. promotion of good staff-paraprofessional aide relationships
4. responsibility for evaluation of the paraprofessionals at his/her site

## **Responsibilities of the Teacher or Staff Person using a Paraprofessional**

Responsibilities of staff using aides include the following:

1. become familiar with paraprofessional aide programs and their materials through orientation sessions
2. direct and supervise each aide
3. provide guidance for each aide
4. determine specific duties to be undertaken
5. work cooperatively with others in charge of the programs
6. implement the key pointers described in the handbooks for teachers and staff

## **Responsibilities of Paraprofessional Aides - Volunteer and Paid**

Paraprofessionals are members of a professional team dedicated to working for the best interests of students. All members of the team are expected to be loyal, courteous, cooperative, industrious, dependable, and committed to the highest ethical standards.

## **Responsibility to the Student**

Responsibility to the student imposes the following obligations:

1. assuring the school that any personal information about the student will remain confidential
2. enjoying the working relationships with students and valuing their achievements, however modest they may be

## **Responsibility to the Paraprofessional Programs**

Responsibility to the program imposes the following obligations:

1. being able to accept differences in people, values, standards, goals, ambitions, and having respect for individual integrity
2. maintaining consistent and regular attendance
3. being reliable and flexible
4. having sufficient sense of organizational procedures to be able to accept discipline while working happily within the established structure and policies of the school
5. being willing to acquire skills needed to be of value to the school programs
6. discussing any specific problems with the supervising staff member or the principal
7. using discretion in commenting on school matters, including the performance of individual paraprofessionals or other school personnel

## **Responsibility to the School**

The responsibility to the school imposes the following obligations:

1. recognition that the professional staff will specify the tasks aides will perform, the authority aides will be given, and the information and materials aides will use
2. understanding that regulations and procedures of the school are to be followed at all times

## **Responsibility to Self**

Responsibility to self requires each paraprofessional to:

1. maintain positive attitudes
2. accept the responsibility to help all students develop positive self-esteem
3. be responsible for his/her own actions
4. know his/her role and be able to express what that role is to the community in a positive manner

5. maintain personal cleanliness
6. wear appropriate clothing (avoiding extremes)
7. use appropriate language
8. give full cooperation to the total school staff

*Revised 3/2016*

**9/92**

**AASB Policy Reference Manual**

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED

Students

## **ACADEMIC HONESTY**

BP 5131.9

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

~~The School Board believes that personal integrity is basic to all solid achievement. Students will reach their full potential only by being honest with themselves and with others.~~

Academic honesty and personal integrity are foundational components of a student's education in both the process of learning, and individual character development.

The Board expects that will be truthful in all academic endeavors, and likewise, experience the requisite honor of proving their capabilities to themselves and the world. ~~students to respect the educational purpose underlying all school activities. All students need to prove to themselves that they can do successful work as a result of their own efforts.~~

Commented [PB1]: Add "students"

The learning community of students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty.

The Board expects that students will not cheat, lie, or plagiarize, or commit other acts of academic dishonesty. Students found to have committed an act of academic dishonesty shall be subject to district and school sanctions.

The Board recognizes that the advancement and availability of artificial intelligence/generative technology (AI/GT), means the learning community is very likely to utilize this new technology. Such use must meet the requirements of academic honesty and yet allow for its application as a new tool for instruction, critical thinking, exploration, and development of original thought and material. It is expected and required that use the use of AI/GT will be appropriately referenced and noted.

~~Each school shall provide an environment that encourages honesty. Students must know that their teachers will not ignore or condone cheating and that anyone discovered cheating will be penalized.~~

*(cf. 5144 - Discipline)*

Revised 9/2023

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED  
Students

**AASB POLICY REFERENCE MANUAL**  
9/92

# **Model Policy**

## **AR 5131.9 ACADEMIC HONESTY**

Note: This optional regulation may be revised or deleted as desired.

Our learning community believes that the school should maintain a climate in which honesty, integrity, and respect for self and others are highly valued. Cheating is an obstacle to achieving these goals. In any of its forms, and for whatever reason, cheating undermines the value of education. We believe in the importance of learning and personal progress, and to impress upon students that one's best efforts are always required in order to achieve one's greatest potential.

The advancement and availability of artificial intelligence/generative technology (AI/GT), means the learning community is very likely to utilize this new technology. Such use must meet the requirements of academic honesty and yet allow for its application as a new tool for instruction, critical thinking, exploration, and development of original thought and material. It is expected and required that use of AI/GT will be appropriately referenced and noted.

*“Cheating is an obstacle to achieving these goals. Many factors lead to cheating, however, no reason makes cheating acceptable. In any of its forms, and for whatever reason cheating denies the value of education.” - Visalia Unified*

### **Definition of Academic Dishonesty:**

Academic dishonesty includes but is not limited to cheating, plagiarism, falsifying records, using unauthorized materials or tools, and other forms of academic misconduct.

### **Responsibilities of Students:**

Students are responsible for maintaining academic honesty in all aspects of their academic work. They must complete their own work without assistance unless otherwise directed by the teacher. They must also credit all sources used in their work, including written and online sources, and must not submit work that has been previously submitted for another course, unless expressly allowed by the teacher.

### **Responsibilities of Staff:**

District administrative and teaching staff are responsible for educating students about academic honesty and for creating an environment that promotes academic integrity. They must clearly communicate expectations for assignments and assessments, and take steps to detect and deter academic dishonesty.

## **Consequences for Academic Dishonesty:**

Academic dishonesty will not be tolerated and may result in disciplinary action, including but not limited to a lower grade on an assignment, a failing grade for the course, suspension, or expulsion. Repeat offenders may face more severe consequences.

## **Reporting Academic Dishonesty:**

Students, teachers, and other members of the school community have a responsibility to report incidents of academic dishonesty. Reports should be made to the teacher, a school administrator, or the district superintendent.

## **Educational Opportunities:**

The district will provide educational opportunities to help students and staff understand the importance of academic honesty and develop the skills needed to avoid academic dishonesty. These opportunities may include workshops, seminars, and other educational resources.

In summary, academic honesty is a fundamental value of education and is critical for maintaining the integrity of the learning process. The district expects all students and staff to maintain academic honesty in all aspects of their academic work, and will take steps to detect and deter academic dishonesty. By following these guidelines, students and staff can contribute to a culture of academic integrity and ensure that the value of education is upheld.

## **Expanded Definitions**

Deriving its root from the word honor, honesty is refraining from lying, cheating; being truthful, trustworthy or upright, sincere, straightforward and fair. The honest person is respected as one who is truthful and trustworthy. They are viewed as being of high moral character or integrity, and honor.

Cheating is defined as obtaining or providing any help on an assignment or test where the intent was that the student complete the assignment or test by himself/herself. The teacher's professional judgment will determine whether cheating has occurred. Students shall not give the instructor cause to consider their actions dishonest.

The following should be considered a sample list of types of cheating that may occur. It is not intended to be all inclusive or comprehensive.

- . Looking at someone else's paper during a test or quiz.
- . Unauthorized talking with another student during a test or quiz.
- . Using any unauthorized "cheat notes."
- . Allowing someone to see or use one's own or another's paper during a test or on any individual assignment.

- . Copying work assigned to be done independently or allowing someone else to copy one's own or another's work. Because individual teachers hold different expectations with regard to homework, it is up to the teacher to clarify their expectations to the students regarding individual assignments.
- . Copying sentences, phrases, or passages from an uncited source while writing a paper or doing research.
- . Giving or receiving any test information.
- . Submitting individual projects or assignments not wholly one's own, with or without the permission of the author. This may also include AI generated information and content downloaded from the internet without citing its source.
- . Fabrication or altering any information or lab data.

### **Tenets of our Academic Honesty Policy**

To be considered when evaluating potential student infractions of the Academic Honesty Policy we strive to:

- Regard each student as an individual, deserving individual attention, consideration and respect.
- Consider the facts fully and carefully before resolving any case.
- Speak candidly and honestly to each student.
- Hold each student to a high standard of behavior, both to protect the integrity of our learning community, and to promote student moral development.
- Recognize the reality of human fallibility, as well as the stresses associated with life, and to demonstrate compassion, understanding, and a sense of humor.

*(cf. 5144 - Discipline)*

*Created 9/2023*

**AASB POLICY REFERENCE MANUAL**

**9/92**

**AASB Policy Reference Manual**

# ***Model Policy***

## **BP 5141.43 UNIFORM INVESTIGATIONS**

The purpose of this policy is to provide guidance and procedures for conducting fair, thorough, and consistent investigations within the District. This policy is designed to ensure the safety, well-being, and rights of all students, staff, and stakeholders involved in the investigative process. It aims to foster a safe and inclusive learning environment where concerns and allegations are taken seriously, investigated promptly, and resolved appropriately.

By implementing the Administrative Regulation associated with this uniform investigation policy, the district is committed to maintaining a safe, respectful, and inclusive learning environment for all. Through fair and thorough investigations, we strive to address concerns, promote accountability, and protect the rights and well-being of our students and staff.

*(cf. 5141.42 – Professional Boundaries of Staff with Students*

*(cf. 1312 – Public Complaints Concerning the Schools*

*(cf. 1312.3 – Public Complaints Concerning Discrimination*

*(cf. 4118 – Certificated Personnel – Suspension/Disciplinary Action*

*(cf. 4119.11 – All Personnel – Sexual Harassment*

*(cf. 4144/4244/4344 – Complaints*

This policy is designed to supplement and reinforce the mandatory reporting requirements of [AS 47.17](#), the reporting requirements of [AS 14.33.210](#), and the concepts of Professional Boundaries of Staff with Students. This policy is not designed to replace or impact investigations conducted by the Professional Teaching Practices Commission pursuant to [AS 14.20](#).

The associated Administrative Regulation has been developed to assist school administrators when it is necessary to investigate complaints or allegations of misconduct against school staff, including volunteers. These investigations are referred to as administrative investigations.

*Legal Reference:*

### ALASKA STATUTES

[AS 14.20](#) *Teacher and School Personnel*

[AS 40.25](#) *Public Record Disclosure*

[AS 47.17](#) *Child Protection*

[AS 14.33.210](#) *Reporting of Incidents of Harassment, Intimidation, or Bullying*

ALASKA ADMINISTRATIVE CODE

[4 AAC 12.210](#) *Reporting Instances of Prohibited Sexual Conduct*

[4 AAC 12.220](#) *Failure to Report Instances of Prohibited Sexual Conduct*

[20 AAC 10.020](#)(b)(4)(A) *Code of Ethics and Teaching Standards*

[20 AAC 10.020](#)(b)(4)(B) *Code of Ethics and Teaching Standards*

Created 9/2023

**AASB POLICY REFERENCE MANUAL**

**9/92**

**AASB Policy Reference Manual**

# *Model Policy*

## **AR 5141.43 UNIFORM INVESTIGATIONS**

It is essential to select an investigator free from any personal, professional, or financial conflicts of interest. The investigator must have the skills, knowledge, experience, and time to conduct an appropriate investigation. The investigator should be objective, thorough, ethical, professional, and capable as a writer.

The goal of an administrative investigation is to gather all reasonably available information involving the complaint or allegation. The information gathered must be analyzed to determine whether the complaint or allegation is factual.

If an investigation of allegations is determined to be warranted, then the investigating school administrator must determine what laws, regulations, and/or policies apply to the allegations. It is critical for the investigating school administrator to consult with District legal counsel at this stage.

The result of an administrative investigation may be reduced to a comprehensive report of investigation which compiles all relevant statements and evidence obtained through the investigation.

School administrators need to be aware of employees' right to the presence of a union representative during investigatory meetings which could reasonably result in discipline of the employee. These are referred to as Weingarten rights. School administrators should refer to collective bargaining agreements for further details on employees' rights to representation during investigatory meetings.

- . Investigators must be impartial and have the ability to act independently. Investigators should also have the knowledge, skills, and experience to conduct an investigation.
- . An investigation should be conducted and completed in a timely manner, based upon the nature of the investigation.
- . An administrative investigation should be confidential and exempt from disclosure under the Public Records Act, [AS 40.25](#).
- . School administrators should take steps to ensure the safety of students upon receipt of a complaint, including the potential removal of any school-based contact between student(s) and suspected employee(s).
- . Interviews should be conducted in a private setting. Interview questions should be planned in advance, but the interview should allow for a natural flow and follow up on areas. It is critical to allow the interviewee to fully understand and to fully answer questions, as well as offer additional information outside the scope of the interview questions.
- . If the interviews are being recorded, the interviewee should be properly advised. If the interviews are not being recorded, the interviewees should disclose

whether or not they are recording the interview. If the interviews are not being recorded, the information provided by witnesses should be documented by the investigator.

- . Interviews should start with rapport building. Accusatory and intimidating tones should be avoided.
- . It is critical not to cut off witnesses. Silence between questions usually results in additional information.
- . At the close of interviews, ask variations of “is there anything else I have not asked you which you believe would be relevant to this investigation?”
- . Interviewees should be encouraged to report any retaliation and/or any attempts to influence witnesses.
- . Interviewees should be advised the investigation, including the interview and the interview questions are confidential and should remain so.
- . Interviewees should be provided with contact information of the investigator to provide additional information and/or to report any retaliation.
- . Investigators must analyze interviews for credibility, or determining whether witnesses were believable. Investigators should consider whether a witness was motivated to lie, has a history of lying, or showed signs of lying. Investigators should also consider if there is evidence that corroborates witness statements.
- . Investigators should collect, analyze, document and secure physical and digital evidence. For example, class schedules, seating charts, attendance records, student disciplinary records, personnel records, social media posts, digital images and/or video, emails, text messages, and any other reliable evidence.
- . Investigators must then reach a conclusion, and document that conclusion in a written report. The investigation report should include the allegations, the investigation plan, list of evidence collected, factual findings, and recommendations, if requested.
- . The applicable standard of proof for the investigation is an issue that should be discussed with the District's attorney. Depending on the nature of the allegations, the standard of proof could be substantial evidence or preponderance of evidence.
- . The investigation report is confidential and should not be shared with the public. School administrators should develop a communications plan following the conclusion of the investigation.

*Created 9/2023*

## **AASB POLICY REFERENCE MANUAL**

**9/92**

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED

Students

## EARLY EDUCATION PROGRAMS

BP 6148

Commented [PB1]: And if they don't have the resources...?

Note: The purpose of this policy is to implement early education programs established by the Alaska Reads Act, HB 114. Early education programs are voluntary, and grant funds can be used to either develop a Pre-K program or improve upon an existing program.

The Superintendent, in consideration of appropriate District need, may seek a grant for an early education program under AS 14.03.410 and 4 AAC 60.200. Before applying for a grant, the District shall, to avoid duplicate programs and facilitate resource sharing to improve early education within the district, consult with each local and tribal head start program within the district's boundaries. The Superintendent must ensure that the District has the resources and intent to create an early education program.

The District-wide early education program must:

1. Adopt an evidence-based program of learning.
2. Have a certificated teacher in charge of the program.
3. Implement the guidelines for an early education program described in the department's *State of Alaska Early Learning Guidelines* under 4 AAC 60.170.
4. Have a minimum day in session of two hours per day, five days per week.
5. Accommodate the early education needs of district children and their families, regardless of socioeconomic circumstances.

The District shall provide an annual ADM assurances report regarding its early education program in a format prescribed by the Department of Education and Early Development.

During the grant period, a school district that receives a grant award under 4 AAC 60.200 must demonstrate progress towards meeting or exceeding the standards for a high quality early education program under AS 14.07.165(a)(5) and 4 AAC 60.190 by complying with the department's grant reporting requirements and submitting a year-end report to the department.

The District's early education program must also comply with the requirements under 4 AAC 60.205.

Legal References:

ALASKA STATUTES

AS 14.03.410 *Early education programs; grants*

ALASKA ADMINISTRATIVE CODE

4 AAC 60.190 *High quality early education program standards*

4 AAC 60.195 *District accountability; revocation of approval of district-wide early education program*

4 AAC 60.20 *District-wide early education program grants; applications; duration; award determinations*

4 AAC 60.205 *District-wide early education program grant recipient obligations*

4 AAC 60.210 *Criteria for inclusion of district-wide early education program students within a district's ADM*

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED

Students

**EARLY EDUCATION PROGRAMS**

BP 6148(b)

4 AAC 60.990 Definitions

Created 9/2023

# ***Model Policy***

## **AR 9311 BOARD POLICIES**

### **Regular Policy Review**

To insure that policies are updated to meet changing conditions and legal requirements, all policies will be subject to regular review and revision.

Sections of the policy manual shall be reviewed on the following continuous rotating schedule:

Year 1 - Chapters 0 through 3

Year 2 - Chapters 4 through 5

Year 3 - Chapters 6 through 7

Year 4 - Chapters 8 through 9

*Added 9/01*

**9/92**

**AASB Policy Reference Manual**

# Model Policy

## E 9020 BOARD STANDARDS

The Board Standards developed by the Association of Alaska School Boards and listed below have been adopted by the \_\_\_\_\_ Sitka School District School Board as a standard of performance that this school board will constantly strive to meet.

### VISION

*The Board Creates A Shared Vision To Enhance Student Achievement*

- 1.1 Board develops a dynamic shared vision for education that reflects student needs and community priorities.
- 1.2 Board keeps the district and community focused on educating students.
- 1.3 Board demonstrates its strong commitment to vision by using the shared vision to guide decision making.

### STRUCTURE

*The Board Provides A Structure That Supports The Vision*

- 2.1 Board establishes a management system that results in effective decision making processes and enables all the people to help the district achieve its vision and make the best use of its resources.
- 2.2 Board ensures that long and short term plans are developed and annually revised through a process involving extensive participation, information gathering, research, and reflection.
- 2.3 Board sets high instructional standards based on the best available information about the knowledge and skills students will need in the future.
- 2.4 Board acts to ensure vision and structure comply with legal requirements.
- 2.5 Board encourages and supports innovative approaches to teaching, learning, and the continuous renewal of education.

### ACCOUNTABILITY

*The Board Measures District Performance Toward Accomplishing the Vision And Reports the Results To The Public.*

**Commented [DG1]:** Replace with "its stakeholders?"

**Commented [PM2]:** Under the accountability - it reports to the public- Who is this? citizens of Sitka, the state? Is there a reason there is no mention of structure being compliant with AASB? Is this just assumed because it is a public school? Is it possible to have a board that has a management system that isn't compliant with something on the state level? Under 2.4 What Legal requirements? Who's legal requirements? Local, state, fed all the above or is that all implied because of 1.2?

3.1 Board receives regular reports on student progress and needs based on a variety of assessments to evaluate the quality and equity of the educational program.

3.2 Board evaluates the superintendent and board performance annually and reports the result to the public.

3.3 Board ensures long and short term plans are evaluated and revised with the needs of students in mind.

3.4 Board uses an understandable format to periodically report district performance to the public.

## **ADVOCACY**

### *The Board Champions The Vision*

4.1 Board leads in celebrating the achievements of students and accomplishments of others who contribute to education.

4.2 Board advocates for children and families and establishes strong relationships with parents and other mentors to help support students.

4.3 Board establishes partnerships with individuals, groups, and organizations to promote educational opportunities for all students.

4.4 Board promotes school board service as a meaningful way to make long term contributions to the local community and society.

4.5 The board is proactive in identifying and addressing issues that affect the education of students.

## **CONDUCT & ETHICS**

### *The Board And Its Individual Members Conduct District Business In A Fair, Respectful, And Responsible Manner*

5.1 Board and its individual members act in a manner that reflects service to the community on behalf of students.

5.2 Board demonstrates a commitment to continually improving teamwork, problem solving, and decision making skills through a conscious program of board development.

5.3 Expenditures for board activities are clearly identified in the budget, related to the district vision, and open to public scrutiny.

**AASB Policy Reference Manual**

