

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, March 20, 2024 | 5:00 PM | District Office Board Room, 300 Kostrometinoff Street, Sitka,
AK 99835

Proposed Agenda

1. **Tobacco, Vape E-Cigarette, Alcohol, and Drug Free Campus (BP-3513.3)**
2. **Academic_Honesty_BP_AR_5131.9 (Working2023)**
3. **Bids_BP 3311**
4. **Contracts_BP 3312**
5. **Family Engagement_BP_AR_5124.1**
6. **Goals and Objectives_BP 6010**
7. **Paraprofessionals_BP_AR_4222**
8. **Purchasing Procedures_AR_3310**
9. **School Day_BP 6112**
10. **Uniform Investigations_BP_AR_5141.43**

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, VAPE/E-CIGARETTE, ALCOHOL, AND DRUG FREE CAMPUS

It is the policy of the AnchorageSitka 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 SSD 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.

Commented [DG1]: Consider adopting Anchorage's policy.

Commented [PM2R1]: shouldn't that read drug use?

Commented [RH3]: Sitka School District

Commented [DG4R3]: @Ryan Haug This is Anchorage SD policy for comparison and to draw ideas from.

Commented [RH5]: SSD

Commented [PM6]: Is there a reason we don't just use "on any school district property". The SSD requires employees, students and the public to be free/....

Commented [DG7]: SHS addresses this in the handbook. Appendix A to the handbook states the progressive consequences for tobacco, alcohol, and drug offenses.

Commented [PM8R7]: What is in the Blatchley handbook? Does it match SHS?

Commented [PM9R7]: BMS kids are just as like to have an issue so it would be good to make sure we are consistent.

Commented [DG10R7]: This is from BMS handbook:
"Alcohol, drugs, and weapons are not allowed on campus at any time and are considered serious infractions. Families will be contacted if alcohol, drugs, or weapons are found."

Commented [DG11]: Prevention/education program at SHS? Would it be necessary at BMS?

Commented [PM12R11]: Would be good to know if the tobacco tax that went to SCH could go to the SSD now.

Commented [DJ13R11]: It's an ASAA requirement, but not for middle school. That is why it's for SHS.

~~Anchorage-Sitka School District~~

Commented [RH14]: Sitka 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.

Commented [PM1]: I understand the issue as it relates to village life. It seems to me that SSD should just be a smoke-free campus on every campus. It fits with the city ordinances better that way.

Commented [DJ2R1]: I think it's just to keep the policy heading the same. Campus might make more sense, but I think we should keep the heading similar to other districts. It refers to grounds later.

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

AASB Policy Reference Manual

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

Commented [PM1]: Is there a reason the gen. public isn't prohibited from smoking on school grounds as well?

Commented [DJ2R1]: yes. they are it's law. it's referenced in the state statue. "An individual may not smoke outdoors

31 (1) within 10 feet of playground equipment located at a public or 01 private school or a state or municipal park while children are present;"

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.~~

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

Commented [PB1]: Add "students"

Commented [PM2R1]: So when teachers use curriculum designed by someone else- Are the creators given credit or cited? Should this policy not also apply to how staff use AI/GT? I mean if I am a teacher and I start using AI to generate my lesson plans- is that something they would really want me to do? Pay me to use AI for teaching?

Commented [PM3R1]: This may not be the BP for it but I think we should have consistent expectations between the staff and students. Kids are smart and a do as I say not as I do environment is not healthy.

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.

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

Commented [PM1]: #5 is a set up at the high school level. Students are regularly encouraged to get and copy work from other students if they have missed class. Teacher very in their consistency to explain their expectations from class to class. As an example I think this one should be left out. It's a can of worms. IMO

Commented [PB2R1]: Copy work or copy assignments?

5. 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.
6. Copying sentences, phrases, or passages from an uncited source while writing a paper or doing research.
7. Giving or receiving any test information.
8. 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.
9. 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

BP 3311 BIDS

The district shall purchase equipment, supplies and services on a competitive bidding or proposal basis when required by law and whenever it appears to be in the best interest of the district to do so. The Superintendent or designee shall establish procedures to ensure that verbal quotes are obtained for purchases over \$2,000, that informal written quotes are obtained for purchases between \$5,000 and \$25,000, and that formal advertised bids or proposals are solicited for purchases over \$25,000, except as otherwise provided in this policy.

Bids shall be awarded to the lowest responsive and responsible bidder. Goods or services for which the Superintendent or designee determines that the best interests of the District require consideration of factors other than price, such as quality, scope and level of services proposed or other needs of the District, may be acquired through a request for proposals. The criteria for selecting a successful proposal shall be specified in the request for proposals. To ensure that good value is received for funds expended, specifications for bids and proposals shall be carefully designed and shall describe in detail the quality, delivery and service required.

Where bids, quotes, or proposals by local independent contractors or vendors are comparable in quality of work and/or material to those of non-local contractors or vendors, local contractors' or vendors' offers may be accepted if the difference does not exceed the lowest responsible offer by more than 5%. A local contractor or vendor is one who has maintained a place of business within the boundaries of the City and Borough of Sitka for a period of six months immediately preceding the date of the bid, quote or proposal.

All purchases of services, supplies and equipment shall be based on competitive bids or proposals, EXCEPT that the following items or services need not be purchased through a competitive bidding or proposal process when the Superintendent determines that the use of such a process would not serve the interests of the District:

- . Specialized services, supplies and/or equipment where no reasonable competition exists.
- . Purchases involving fair trade items.
- . Purchases involving repairs or replacements of equipment.
- . Goods or services for which fixed rates have been set bylaw.
- . Professional services.
- . Goods or services purchased on behalf of parent/teacher/student organizations for which the District will receive reimbursement.
- . Goods or services for which the District's requirements can be met solely by an article, service or process obtainable form a single source.
- . Computer software.
- . Insurance coverage.
- . Educational materials and programs.
- . Staff in-service and development speakers, programs, and materials.

- . Purchases that can be made through available State contracts, intergovernmental agreements, or through cooperative purchasing associations.
- . Goods or services for which competitive bid or proposal procedures have been followed, but no bid or proposal has been received.
- . Emergency purchases where the failure to make a purchase quickly will result in damage to or loss of district property or disruption, delay or cancellation of programs or operations.

(cf. 9270 - Conflict of Interest)

(cf. 4030 - Nondiscrimination in Employment)

Legal Reference:

ALASKA STATUTES

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

[14.14.060\(h\)](#) *Procurement of supplies and equipment*

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

[14.03.085](#) *Procurement preference for recycled Alaska products*

[29.71.050](#) *Procurement preferences for recycled Alaska products*

[35.15](#) *Construction Procedures*

[36.15.020](#) *Use of local agricultural and fisheries products required in purchases with state money*

ALASKA ADMINISTRATIVE CODE

[4 AAC 27.085](#) *Competitive pupil transportation proposals*

[4 AAC 31.080](#) *Construction and acquisition of public-school facilities*

[FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT v. BOWERS](#), 851 P.2d 56 (AK 1992)

Adoption Date: June 8, 1995

Revision Date: June 1, 1999

Revision Date: December 2, 2010

Sitka School District

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Business and Noninstructional Operations

BIDS

BP 3311(a)

Commented [DG1]: This AASB updated policy is VERY different from what SSD currently has. Compare the two.

The district shall purchase equipment, supplies and services on a competitive bidding basis when required by law and whenever it appears to be in the best interest of the district to do so. The Superintendent or designee shall establish procedures to implement these requirements. Prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with OMB's procurement procedures.

Purchases Made Under Federal OMB Funding Awards

All bids under federal awards must be made in accordance with the standards set forth in 2 CFR 200.320, set forth below. One of the following five methods of procurement shall be used for each purchase under a federal award:

1. Micro-purchases: Less than \$3,000 (\$2,000 for purchases subject to the Davis-Bacon Act)
 - a. No competitive quotes required
 - b. Purchases should be spread among qualified suppliers
2. Small Purchases: Between \$3,000 and \$150,000
 - a. Rate quotes must be obtained from an adequate number of qualified sources
 - b. Quotes can be obtained from suppliers or from public websites
3. Sealed bids: Purchases more than \$150,000
 - a. Two or more qualified bidders are required
 - b. Bids must be publicly advertised and solicited from adequate suppliers
 - c. Lowest bidder for the fixed price contract with specific requirements shall be awarded the contract
4. Competitive Proposals: Purchases more than \$150,000
 - a. A written policy must be adopted for conducting technical evaluations of reviewing proposals and selecting the recipient
5. Sole Source: Purchases of any amount that meet one of the following four requirements
 - a. Good/service is only available from a single source
 - b. Only one source can provide the good/service in the time frame required
 - c. Written pre-approval from the Federal awarding agency
 - d. Competition is deemed inadequate, after solicitation attempts through one of the other methods

To ensure that good value is received for funds expended, specifications shall be carefully designed and shall describe in detail the quality, delivery and service required.

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Business and Noninstructional Operations

BIDS (continued)

BP 3311(b)

Minority Bidding

When procuring contracts under federal awards set forth in 2 CFR 200.320, the District must take affirmative steps to utilize minority businesses, women's business enterprises, and labor surplus area firms when possible. Affirmative steps must include:

- (1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
- (2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
- (3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
- (4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
- (5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
- (6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.

Exemptions

The following items are exempted from formal purchasing procedures:

- A. Instructional materials for which purchasing guidelines have been established by School Board Policy in BP 6161.1(a); or
- B. In-service presenters, speakers, or curriculum, instruction, or staff development experts selected for particular and unique expertise; or
- C. Professional or consultant services such as medical, legal, negotiation, technical, or educational, not including architectural/engineering design services; or
- D. Professional or consultant services (such as property and casualty insurance) purchased jointly with Local, State, or Federal agencies; or
- E. Public services, utilities or energy-related expenses, site licenses, upgrades, maintenance contracts, and specialized services, software, or equipment where no competition exists (single source) or the District has established a need for standardization of equipment, supplies, or services; or
- F. Emergency supplies or supplies and equipment that augment previously purchased items of a similar nature whereby the District would incur substantial costs to switch products or product lines; or
- G. Purchases involving replacement of equipment where similar equipment is being traded in;
or
- H. Purchases involving items regulated by Fair Trade Statutes; or

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Business and Noninstructional Operations

BIDS (continued)

BP 3311(c)

I. Purchases made through cooperative purchasing agreements, existing Federal/State or inter-district contracts including GSA pricing; or when cooperatively bidding with other public agencies; or

J. Contracts or purchases when time is of the essence for reasons of health or safety, or to comply with legal requirements in a timely manner.

K. Proprietary (sole-source) items or services or items that are only available from a single source.

When applicable, prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with Uniform Guidance OMB's procurement procedures.

(cf. 9270 - Conflict of Interest)

(cf. 4030 - Nondiscrimination in Employment)

(e. 3310 – Purchasing Procedures, Procurement)

Legal Reference:

ALASKA STATUTES

14.14.060 Relationship between borough school district and borough

14.14.060(h) Procurement of supplies and equipment

14.14.065 Relationship between city school district and city

14.03.085 Procurement preference for recycled Alaska products

29.71.050 Procurement preferences for recycled Alaska products

35.15 Construction Procedures

36.15.020 Use of local agricultural and fisheries products required in purchases with state money

ALASKA ADMINISTRATIVE CODE

4 AAC 27.085 Competitive pupil transportation proposals

4 AAC 31.080 Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS

2 C.F.R. 200.317-326, Procurement Standards

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT v. BOWERS, 851 P.2d 56 (Alaska 1992)

Revised ~~3/2018~~9/2023

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Business and Noninstructional Operations

CONTRACTS

BP 3312

The Superintendent or designee may enter into contracts on behalf of the district. All contracts must be approved or ratified by the School Board.

(cf. 3300 - Expenditures/Expending Authority)

Contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. Contracts, where appropriate, shall be submitted to the legal advisor of the district for review and approval.

A contract for professional and technical services, or other purchases, services, or any amendment to a professional and technical services, or other purchased services contract, may not be enforced against the District unless its terms have been approved in accordance with Board Policy and Administrative Regulations and unless the contract or amendment(s) to the contract has been verified in writing that there are sufficient funds for the term of the contract.

All contracts, leases, and agreements shall be signed by the Superintendent or designee. The District shall execute all contracts, leases, and agreements.

The district shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, sex, religion, ancestry, national origin, age or non job-related handicap or disability, either in employment practices or in the provision of benefits or services to students or employees.

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

Legal Reference:

ALASKA STATUTES

14.08.101 Powers

ALASKA ADMINISTRATIVE CODE

4 AAC 27.085 Competitive pupil transportation proposals

4 AAC 27.100 Contractor's duties

4 AAC 31.065 Selection of designers and construction managers

4 AAC 31.080 Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS

2 C.F.R. 200.317-326, Procurement Standards

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Business and Noninstructional Operations

Revised 3/17/2023

AASB POLICY REFERENCE MANUAL
9/92

BP 3312 CONTRACTS

The Superintendent or designee may enter into contracts on behalf of the district. All contracts must be approved or ratified by the School Board.

(cf. 3300 - Expenditures/Expending Authority)

Contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. Contracts, where appropriate, shall be submitted to the legal advisor of the district for review and approval.

The district shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, sex, religion, ancestry, national origin, age or nonjob-related handicap or disability, either in employment practices or in the provision of benefits of services to students or employees.

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

Legal Reference:

ALASKA STATUTES

[14.08.101](#) Powers

ALASKA ADMINISTRATIVE CODE

[4 AAC 27.085](#) Competitive pupil transportation proposals

[4 AAC 27.100](#) Contractor's duties

[4 AAC 31.065](#) Selection of designers and construction managers

[4 AAC 31.080](#) Construction and acquisition of public-school facilities

CODE OF FEDERAL REGULATIONS

[2 C.F.R. 200-317 - 326](#), Procurement Standards

Adoption Date: June 8, 1995

Sitka School District

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

FAMILY ENGAGEMENT

BP 5124.1

Note: This is not a required policy and may updated at the discretion of the Board.

The Board recognizes families provide early and ongoing education to their children, and a strong collaboration between families and schools will ensure students continue to receive the supports they need to thrive and be prepared in school and beyond. The board also believes that partnerships with parents, guardians, and families are an important part of the educational program. Current research indicates a home to school partnership and greater involvement on the part of parents and families in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents, guardians, family members and foster caregivers have clear and active roles to contribute to the education of their children or foster children. All students can be successful when schools and families partner in children's education.

The District is committed to promoting family engagement as an integral part of the educational experience. Through family engagement we will:

1. Establish a welcoming and inclusive environment that actively encourages family involvement in their child's education.
2. Foster effective communication and collaboration between families, schools, and the community to support student success.
3. Provide resources, training, and opportunities for families to enhance their capacity to support their child's learning and well-being.
4. Provide resources, training, and opportunities for school staff to enhance their capacity to engage in meaningful partnerships with families.
5. Recognize and respect the diverse cultures, backgrounds, and perspectives of all families in our district.

By implementing this Family Engagement Policy, the District aims to strengthen the partnership between parents, guardians, families, schools, and the community, ultimately enhancing student achievement and fostering a supportive educational environment.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parent and family involvement policy and guidelines that increases family interest in partnership and involvement. The requirements of the policy and guidelines are consistent with Federal and State law.

(cf. 6171 – Title I Programs)

Created 9/2023

Commented [DG1]: Discuss with Admin? Have something in place before policy is adopted.

Commented [PB2R1]: This tracks with our strategic plan Strategy 4 and current practice (I think).

Model Policy

AR 5124.1 FAMILY ENGAGEMENT

Note: This is not a required administrative regulation and may be updated at the discretion of the Board.

The administration may train, support, and improve school and family partnership by integrating some of the following approaches:

Welcome and Inclusive Environment

1. Creating a welcoming and inclusive environment for parents, guardians, and families by providing clear and accessible information about school policies, programs, and activities;
2. supporting meaningful two-way communication between school and home that welcomes families into the school and learning environment;
3. hosting orientation events, open houses, and parent-teacher conferences to foster connections between parents, guardians, and families;
4. respecting and welcoming parents, guardians, and family members as partners in decisions affecting children and families, as well as visitors to the schools;
5. encouraging parents, guardians, and family members to be in the schools and help co-lead school-related activities;
6. encouraging school administrators to set expectations and create a climate conducive to parent, guardian, and family participation;

Communication and Collaboration

7. communicating with parents, guardians, and family members about Board policies and regulations, as well as how to navigate to them;
8. establishing multiple channels of communication to facilitate regular and meaningful dialogue between parents, guardians, families, and school staff, including newsletters, emails, school websites, social media, and other appropriate platforms;
9. providing parents, guardians, and families with timely and relevant information about their child's academic progress, attendance, and behavior. Progress reports, report cards, and parent teacher conferences will be utilized to maintain ongoing communication;
10. engaging in meaningful parent-teacher conferences to discuss student progress toward meeting academic content standards and other family learning goals, individual instructional needs and student welfare issues;
11. providing opportunities for parents, guardians, and families to engage in decision making processes, such as through family surveys, focus groups, and participation in school improvement planning will be provided;

12. expanding parent, guardian, and family involvement in decision-making through parent groups and Board and school advisory committees;

Capacity Building

13. creating meaningful roles for parents, guardian, and family members to play in supporting, reinforcing, and assisting student learning;
14. promoting parent, guardian, family involvement in their child's learning through the provision of tools, strategies, and resources that families can use at home.
15. providing opportunities for parent, guardian, and family input in school programs and curriculum;
16. promoting the creation of authentic opportunities for families to support one another in school and with parenting that integrate the diverse knowledge, learning styles, and cultural backgrounds within the school community;
17. offering workshops, training sessions, and resources to support parents, guardians, and families in understanding the curriculum, effective parenting practices, and strategies to support their child's learning and well-being.
18. Collaborating with community organizations and agencies will be encouraged to provide additional support and resources for parents, guardians, and families, such as workshops on health and wellness, financial literacy, and college and career readiness.

School Staff Capacity

19. support meaningful roles for school staff in supporting and reinforcing meaningful partnerships with families;
20. supporting appropriate professional development opportunities that enable staff members to build stronger relationships and increase the effectiveness of school staff working on parent, guardian, and family involvement strategies;

Cultural Responsiveness

21. Striving to create an inclusive environment that celebrates and honors the cultural backgrounds, languages, and traditions of all families.
22. actively seeking input from parents, guardians, and families to inform culturally responsive teaching practices and curriculum development.
23. developing methods to accommodate and support parent, guardian, and family involvement for parents with special needs such as Special Education.
24. developing methods to accommodate and support parent, guardian, and family involvement for parents who are English Language Learners.
25. assessing the effectiveness of family and school partnership, including previously underserved parents, guardians, and families with special needs.

Monitoring and Evaluation

The effectiveness of this Family Engagement Policy will be periodically assessed and reviewed by the district. Feedback from parents, guardians, families, staff, and community members will be sought to identify areas of improvement and make necessary revisions to the policy.

Commented [DG1]: Through SCCS?

Commented [PB2R1]: yes. and our own surveys if necessary

Revised 9/2023

AASB POLICY REFERENCE MANUAL

9/92

AASB Policy Reference Manual

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Instruction

GOALS AND OBJECTIVES

BP 6010(a)

Note: The following policy may be revised to reflect a local school board's goals and objectives for student achievement. ~~However, Alaska regulation 4 AAC 06.825 requires school districts to set target dates for a graduation rate of 90% or better, and an attendance rate of 95% or better.~~ Effective 2014, if a school or subgroup does not meet the four-year or five-year graduation rate, it may qualify for an alternative graduation rate. If 10 or fewer students, after approved adjustments, enrolled in the ninth grade four or five years earlier, then the target graduation rates are satisfied if all but one of those students graduate. The subgroups are identified at 4 AAC 06.830 as follows: 1) students with limited English proficiency; 2) students with disabilities; 3) economically disadvantaged students; 4) African-Americans; 5) Alaska Native and American Indians; 6) students of two or more races; 7) Asians or Pacific Islanders; 8) Hispanics; and 9) whites.

Commented [DG1]: This is the only change to this policy

Student Achievement

The School Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include but not be limited to, assessment results, student attendance and drop-out rates, graduation rates, and percentages of students earning certificates of completion and diplomas.

The School Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the School Board sets a target date of ____ [insert year] to achieve an attendance rate of 95% or better for the district's schools and its students.

Graduation represents the culmination of a student's achievement in the district. The School Board believes that all student have the potential to graduate. The Board sets a target date of ____ [insert year] to achieve a graduation rate of 90% or better for the district's schools and its students.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts to achieve the district's vision and mission.

The district's program will be consistent with the Alaska Department of Education and Early Development requirements for content standards and high school graduation.

The School Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.

The superintendent will develop administrative regulations as needed to implement this policy.

(cf. 0100 – Philosophy)

(cf. 0210 – Goals for Student Learning)

(cf. 0500 – Review and Evaluation)

(cf. 5000 – Concepts and Roles)

(cf. 6000 – Concepts and Roles)

(cf. 9000 – Role of School Board and Members)

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Instruction

Legal Reference (see next page):

GOALS AND OBJECTIVES (continued)

BP 6010(b)

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4AAC 04.140 Content standards

4 AAC 06.825 Graduation and attendance rates

Revised 3/20169/2023

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Instruction

AASB POLICY REFERENCE MANUAL
9/92

BP 6010 GOALS AND OBJECTIVES

Note: The following policy may be revised to reflect a local school board's goals and objectives for student achievement. However, [Alaska Regulation 4 AAC 06.825](#) requires school districts to set target dates for a graduation rate of 90% or better, and an attendance rate of 95% or better. The target rates are applicable to each school and to each subgroup with at least five students. The subgroups are identified at [4 AAC 06.830](#) as follows: 1) students with limited English proficiency; 2) students with disabilities; 3) economically disadvantaged students; 4) African-Americans; 5) Alaska Native and American Indians; 6) students of two or more races; 7) Asians or Pacific Islanders; 8) Hispanics; and 9) whites.

Student Achievement

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. Student achievement will be defined by the district and include but not be limited to, assessment results, student attendance and drop-out rates, graduation rates and percentages of students earning certificates of completion and diplomas.

The School Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the School Board sets a target date of 2020 to achieve an attendance rate of 95% or better for the district's schools and its students.

Graduation represents the culmination of a student's achievement in the district. The School Board believes that all students have the potential to graduate. The Board sets a target date of 2020 to achieve a graduation rate of 90% or better for the district's schools and its students.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning process that engages the school community in the district's continuous student achievement improvement program efforts.

The district's program will be consistent with the Alaska Department of Education and Early Development requirements for content standards and high school graduation.

The Board will, in striving for continuous improvement of student achievement, annually review district and individual school data on student achievement, prioritize, allocate and realign resources as necessary.

The superintendent will develop administrative regulations as needed to implement this policy.

(cf. 0100 - Philosophy)

(cf. 0210 - Goals for Student Learning)

(cf. 0500 - Review and Evaluation)

(cf. 5000 - Concepts and Roles)

(cf. 6000 - Concepts and Roles)

(cf. 9000 - Role of Board and Members)

ALASKA STATUTES

[14.03.075](#) *College and career readiness assessment retroactive issuance of diploma*

ALASKA ADMINISTRATIVE CODE

[4 AAC 04.140](#) *Content standards*

[4 AAC 06.825](#) *Graduation and attendance rates*

Adoption Date: June 6, 2000

Revision Date: October 6, 2015

Sitka School District

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 assisting 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~~ paraprofessionals 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.

Commented [RH1]: Volunteer? Teacher Aide?

Commented [DG2R1]: I'll make some cursory edits of irrelevant info

Commented [RH3]: Aides? Did you mean Professionals?

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*.

Commented [RH4]: When was the last time someone took the ParaPro Assessment?

Commented [DG5R4]: I've asked about this and apparently our schools do not fall under this category.

Commented [DJ6R4]: Actually they do. All Title I schools do. They should be taking it. This is a future topic. I'll be visiting with SESPA about this

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~~paraprofessionals*

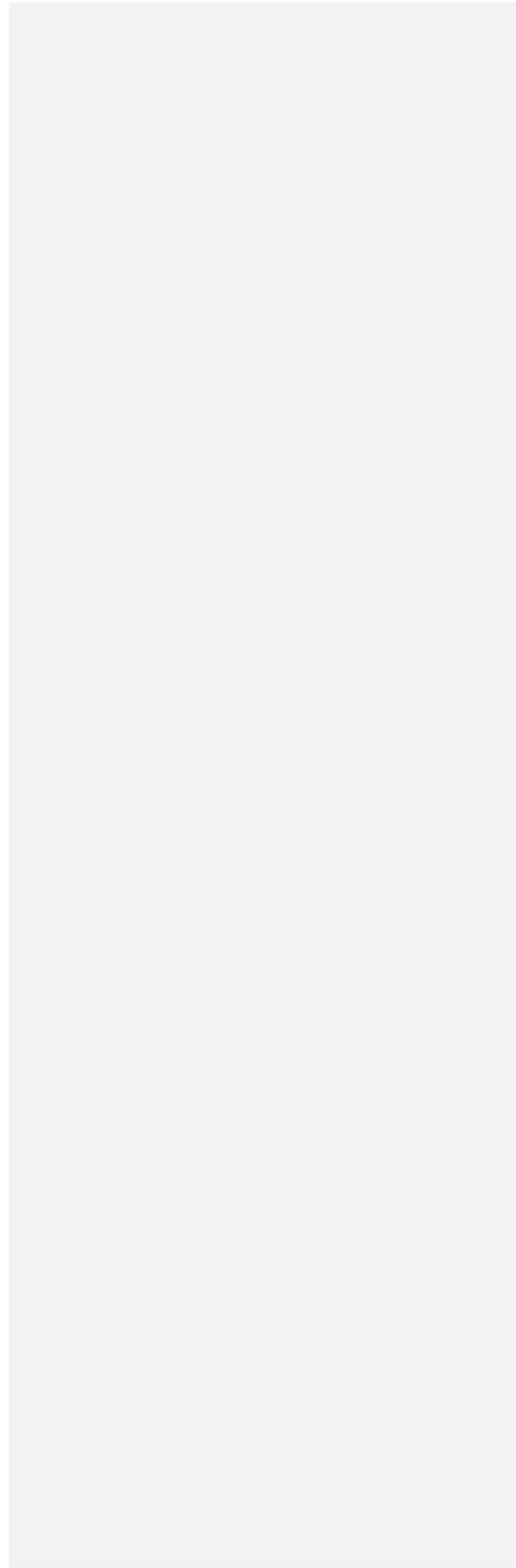
[4 AAC 52.255](#) *Interpreters*

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-is 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

Commented [RH1]: This entire policy needs to be re-written. We do not have volunteer Paras or Teacher's Aides. This is terrible. Feel free to reference the ESP Professional Growth Continuum.
<https://www.nea.org/sites/default/files/2020-06/ESP-PGC.pdf>

Commented [PB2]: Has Chris seen this? How does it jibe with current practice?

Commented [DG3R2]: He said it is straight out of Alaska Statutes.

Commented [RH4]: Paraeducators assist with classroom instruction and intervention, support students with special needs, and perform a variety of other duties such as preparing materials, recordkeeping, and monitoring students in non-classroom settings. Positions include, but are not limited to: instructional and non-instructional assistants, teachers and program aides, library aides and assistants, preschool caregivers, bus and

Commented [DG5]: Strike #2?

Commented [TP6]: Purpose #3 seems a bit...problematic. What is the goal in volunteer and/or paid paraprofessionals

Commented [DG7R6]: Strike #3?

Commented [RH8]: The primary purpose of Paraprofessional Programs in our school district is to enhance the overall learning experience by providing targeted support to students with diverse needs. These

Commented [DJ9R8]: Ryan, does number 1 encompass what you are saying?

Commented [DJ10R8]: Also, if we just focus on the students with diverse needs, would that restrict us from having general paraprofessionals (IF we came into a windfall?)

Commented [RH11]: Paraprofessionals offer a wide range of services, catering to the diverse needs of our students. These services may include one-on-one assistance, small group instruction, behavior

Commented [DJ12R11]: so should we add a line about "in various settings: classroom, one on on, small group, etc..."

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

Commented [PB13]: They mostly do this already but have we talked to admin team about this?

Commented [PM14R13]: 1. seems poorly worded. Should it read or define what that responsibility is like hiring, supervising and placing volunteers and aide programs at their site

Commented [DJ15R13]: I would add "work with classroom teachers or special education teachers and district office in developing schedules, assignments, and specialized duties. or something like that..."

Commented [RH16]: overseeing the allocation of resources, ensuring proper training for paraprofessionals, and fostering a collaborative atmosphere where all staff members work cohesively to meet the needs of every student.

Commented [RH17]: working with

Commented [RH18]: the language used in this article is demeaning.

Commented [DJ19R18]: I'm in agreement. The language is antiquated.

Commented [RH20]: Are teachers the supervisor for ParaPros not Principals?

Commented [DJ21R20]: This is similar to my above statement. they should not supervise, but work in coordination with administration.

Commented [RH22]: Teachers and staff members working with paraprofessionals are tasked with clear communication, collaboration, and effective utilization of resources. They play a pivotal role in creating a positive and inclusive classroom environment, providing guidance and support to paraprofessionals, and integrating their assistance seamlessly into the educational process.

Commented [RH23]: Paraprofessionals are entrusted with the responsibility of delivering targeted support to students. This includes implementing instructional plans, adapting materials as needed, and fostering a positive and supportive relationship with the students they assist. Regular communication with teachers, staff, and parents is crucial to ensure a holistic approach to student development.

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~~ paraprofessionals will perform, the authority ~~aides~~ paraprofessionals will be given, and the information and materials ~~aides~~ paraprofessionals 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

Commented [PB24]: Really? We have to be happy at work?

Commented [PM25R24]: professionally would be better.

Commented [PM26R24]: Do we need number 7? Isn't there a FERPA form or other confidentiality agreement they sign? This would be redundant in that case.

Commented [DG27R24]: @Phil Burdick lol

Commented [DJ28R24]: @Phil Burdick made me laugh.

Commented [DJ29]: I think it could still have merit, because it may not be a FERPA related comment, but still requires discretion. Maybe just strike the "include the performance of..."

Commented [PM30]: Positive attitude is subjective just like "happy" How would one evaluate this? Are there standards by which to judge this? What about "professional attitude"

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

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

Purchasing Requisitions/Purchase Orders

1. Insofar as possible, goods and services purchased will meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practice. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price.
2. Requisitions for budgeted items shall originate from personnel directly responsible for their use. All requisitions shall be given proper review for approval or disapproval by the appropriate administrative personnel.
3. Every transaction between a buyer and seller involving the transfer of property, equipment, services, or supplies shall be made by purchase order, formal contract or receiptcredit card.
4. Purchase orders and other purchase obligations shall be signed by the Superintendent or designee.
5. The business office or other appropriate administrative entity shall verify the availability of funds and prepare purchase order to commit the expenditures.
6. Goods and services purchased shall be obtained at the best value consistent with standard purchasing practice. Best value shall be based on the total life cycle cost of the item; which can include an assessment of the functionality of the item and can use cost/benefit analysis to determine the best combinations of quality, service, time and cost considerations over the useful life of the item as well as possible trade-in values for items being replaced.
7. Insofar as possible, goods and services purchased will meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practice. Vendor responsiveness, maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price.
8. The District will maintain all records pertaining to the procurement of supplies, equipment, and services.
9. The District shall develop and maintain a log of contracts awarded for supplies, services and professional services together with any amendments to the contracts that include the rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price. The District may

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Business and Noninstructional Operations

PURCHASING PROCEDURES

AR 3310(b)

join with other units of government in cooperative procurement ventures where the best interest of the district shall be served.

10. The District shall compile and maintain, to the extent practicable, bidder and vendor lists for supplies, services and professional services utilized by the district.

11. All procurement transactions should provide full and open competition when in the best interest of the District. The District will adopt standard specifications for supplies and services wherever practicable. The standard specifications adopted by the district shall be based, insofar as possible, upon those proposed by the requesting person or department, modified as necessary to maximize clarity, uniformity, and open competition, while effectively meeting the requirements of the requesting department or individual as well as the efficient operation of the district.

Quantity Purchasing

Quantity buying shall be effected whenever practicable and feasible in order to achieve an economy of scale in accordance with the total needs of the school district.

Revised 3/20179/2023

AR 3310 PURCHASING PROCEDURES

Purchasing Requisitions/Purchase Orders

- . Insofar as possible, goods and services purchased will meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practice. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price.
- . Requisitions for budgeted items shall originate from personnel directly responsible for their use. All requisitions shall be given proper review for approval or disapproval by the appropriate administrative personnel.
- . Every transaction between a buyer and seller involving the transfer of property, equipment, or supplies shall be made by purchase order, formal contract or receipt.
- . Purchase orders and other purchase obligations shall be signed by the Superintendent or designee.
- . The business office or other appropriate administrative entity shall verify the availability of funds and prepare purchase order to commit the expenditures.
- . A "Local Purchase Order" system may be used to make purchases from local vendors up to \$75.00, if the immediate need precludes using the regular requisition system.

Quantity Purchasing

Quantity buying shall be effected whenever practicable and feasible in order to achieve an economy of scale in accordance with the total needs of the school district.

Adoption Date: June 8, 1995

Revision Date: August 16, 2005

Sitka School District

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

SCHOOL DAY

BP 6112

Note: Pursuant to AS 14.03.040, the school board may approve Saturday as a day in session. The following sample policy may be revised or deleted to reflect district philosophy and needs.

The School Board shall fix the length of the school day subject to the provisions of law.

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities and requirements of state law and regulations.

A school that offers kindergarten shall provide a kindergarten day in session that consists of at least two hours of instructional time. A kindergarten student who attends school for less than four hours per day, exclusive of intermissions, will be counted for funding purposes under 4 AAC 09.040, Counting of correspondence students and part-time public school students.

Legal Reference:

ALASKA STATUTES

14.03.40 Day in session

ALASKA REGULATIONS

4 AAC 05.100 Kindergarten day in session

4 AAC 09.040 Counting of correspondence students and part-time public school students

Revised 9/2023

BP 6112 SCHOOL DAY

Note: Pursuant to [AS 14.03.040](#), the school board may approve Saturday as a day in session.

The School Board shall determine the length of the school day subject to the provisions of law.

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities and requirements of state law and regulations.

Legal Reference:

ALASKA STATUTES

[14.03.040](#) *Day in session*

Adoption Date: FEBRUARY 6, 1996

Sitka School District

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.

1. Investigators must be impartial and have the ability to act independently. Investigators should also have the knowledge, skills, and experience to conduct an investigation.
2. An investigation should be conducted and completed in a timely manner, based upon the nature of the investigation.
3. An administrative investigation should be confidential and exempt from disclosure under the Public Records Act, [AS 40.25](#).
4. 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).
5. 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.
6. If the interviews are being recorded, the interviewee should be properly advised. If the interviews are not being recorded, the interviewees should disclose

Commented [PM1]: Who would they report the retaliation to ? The interviewer? Someone else?

Commented [PM2R1]: Is there a definition for uniform investigation? IN the BP is doesn't state or give an example of what this may entail. Looking at these bullet points I wonder if in some cases it isn't actually the districts duty but perhaps law enforcement, child protective services etc.

Commented [DG3R1]: Uniform investigations just means looking into matters in a fair, thorough, and consistent way (1st sentence of the BP)

Commented [PB4R1]: One of my first duties as Co-Assistant Supe was to lead a Title IX investigation. This BP/AR tracks with how the DO handles those instances.

Commented [DJ5R1]: any state law supersedes board policy. meaning, if there is a law that "broken", you revert to what the law states not necessarily what board policy states. This is in response to Patty's

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.

7. Interviews should start with rapport building. Accusatory and intimidating tones should be avoided.
8. It is critical not to cut off witnesses. Silence between questions usually results in additional information.
9. 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?"
10. Interviewees should be encouraged to report any retaliation and/or any attempts to influence witnesses.
11. Interviewees should be advised the investigation, including the interview and the interview questions are confidential and should remain so.
12. Interviewees should be provided with contact information of the investigator to provide additional information and/or to report any retaliation.
13. 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.
14. 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.
15. 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.
16. 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.
17. 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