

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, December 11, 2024 | 5:00 PM | District Office Board Room, 300 Kostrometinoff Street,
Sitka, AK 99835

Proposed Agenda

1. **Summer 2024 AASB Policy Updates**
2. **September 2024 AASB Policy Updates**

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.

AASB POLICY REFERENCE MANUAL UPDATE SERVICE

SUMMER 2024 UPDATE

INSTRUCTION SHEET

NOTE: This packet includes only those policy manual pages that have been revised, deleted or newly established. Full text pages are included and are to be substituted as indicated below. Additional updates will be forthcoming in the fall of 2024.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” A “No” is used if changes have been made only to an AR or an Exhibit, or if policy changes are limited to explanatory notes, legal reference or cross-reference updates, or minor grammatical or stylistic changes that have not changed the policy meaning.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
<u>ARTICLE 0, Series 0000 – Philosophy, Goals, Objectives and Comprehensive Plans</u>		
AR 0510	No	This update modifies AR 0510 to simplify the regulation and bring it into compliance with provisions necessary for a District Report Card under AS 14.03.120 and 4 AAC 06.895. The specific requirements of the report card have been removed from the regulation so as to not require updates based on regulatory changes. The requirements of AS 14.03.120 and 4 AAC 06.895 remain and are cited to in the regulation.
<u>ARTICLE 5, Series 5000 – Students</u>		
BP 5123	Yes	This update revises the policy to reflect the student retention procedures required by the Alaska Reads Act.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
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ARTICLE 6, Series 6000 – Instruction

BP 6174.1	No	This update is a formatting revision to delete a repeated word. Board approval is not required.
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ARTICLE 9, Series 9000 – Bylaws of the Board

BB 9320	Yes	This update includes additional language to clarify that poll voting by a school board is not permitted and all official board action must be taken in an open meeting.
BB 9322	Yes	This update clarifies that a board president and superintendent may reject community requests to place an item on the board agenda.

AR 0510 SCHOOL DISTRICT REPORT CARD

Note: Pursuant to [AS 14.03.120](#) and [4 AAC 06.895](#), the "School District Report Card to the Public" must include the items ~~specified below specifically enumerated therein~~. Each school shall disseminate its report to parents not later than 30 days after the department has made all necessary data available to districts.

By the end of each year, the principal or designee shall prepare a report on ~~his/her~~ their school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By ~~July 1~~ October 31 of each year, the Superintendent or designee shall provide the State Board, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the State Department of Education and Early Development and shall include:

- ~~1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded;~~
- ~~2. the number and percent of district students that achieved applicable standards on state assessments;~~
- ~~3. the number and percent of district students that achieved applicable standards on state assessments, disaggregated by subgroups:
 - ~~1. Economically disadvantaged students~~
 - ~~2. Students with limited English proficiency~~
 - ~~3. Students with disabilities~~
 - ~~4. African-Americans~~
 - ~~5. Alaska Natives and American Indians~~
 - ~~6. Students of two or more races~~
 - ~~7. Asians or Pacific islanders~~
 - ~~8. Hispanics~~
 - ~~9. Whites~~
 - ~~10. Males~~
 - ~~11. Females~~
 - ~~12. Migrants~~
 - ~~13. Not migrant students~~~~
- ~~4. a comparison between the performance score for the school or district and the school's or district's annual measurable objectives for that year as determined under [4 AAC 06.815](#);~~
- ~~5. a comparison between the performance score of students in each subgroup and the subgroup's annual measurable objectives for that year as determined under [4 AAC 06.815](#);~~
- ~~6. a comparison between the performance score for the district and the performance score for the state as a whole;~~
- ~~7. the number and percentage of students not tested;~~
- ~~8. the number and percentage of students in each subgroup not tested;~~

Commented [DG1]: From AASB:
This update modifies AR 0510 to simplify the regulation and bring it into compliance with provisions necessary for a District Report Card under AS 14.03.120 and 4 AAC 06.895. The specific requirements of the report card have been removed from the regulation so as to not require updates based on regulatory changes. The requirements of AS 14.03.120 and 4 AAC 06.895 remain and are cited to in the regulation.

- 9.—the most recent two-year trend in student performance in each subject area for each grade level;
10. a description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and narrative description of the results of parental, community, and business involvement;
11. attendance, retention, dropout, and graduation rates; as determined under [4 AAC 06-895\(i\)](#);
12. the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;
13. the performance star rating designation assigned the school under [AS 14.03.123](#) and [AAC 06.895 \(f\)](#) and the methodology used to assign the performance designation, including the measures used and the relative weights other indicators, and teacher qualifications;
14. a summary of student, parent, and community member comments on the school's performance, including the number of people commenting;
15. if Native language education is provided, a summary and evaluation of the curriculum described in [AS 14.30.420](#);
16. the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematics assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with limited English proficiency.
17. other indicators of school performance selected by the district or required by state regulation; and
- 18.1. [_____](#) information on the number, attendance, and performance of students enrolled in the school whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia or the Alaska State Defense Force. the required disclosures set forth in [AS 14.03.120](#) and [4 AAC 06.895](#).

Note: the district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.

Implementation Date: March 4, 1996

Revision Date: September 10, 2002

Revision Date: June 16, 2003

Revision Date: November 1, 2005

Revision Date: May 5, 2009

Revision Date: March 15, 2011

Revision Date: November 20, 2015

Revision Date: July 19, 2017

Revision Date:

Sitka School District

BB 9320 MEETINGS

Note: [A.S. 44.62.310](#) requires meetings of the Board to be open to the public except as allowed by law and requires reasonable public notice of such meetings. Timelines given below are suggestions only and may be revised as reasonable.

Commented [DG1]: From AASB:
This update includes additional language to clarify that poll voting by a school board is not permitted and all official board action must be taken in an open meeting.

Meetings of the Board are conducted for the purpose of accomplishing district business. A meeting of the Board shall consist of any gathering of the members of the Board when three or more members are present and collectively consider a matter upon which the Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act. A quorum of the Board is three members. . All business of the Board must be conducted at a duly convened meeting of the Board. Poll voting between meetings is not allowed.

(cf. 9321 - Executive Sessions)

Reasonable public notice shall be given for all meetings of the Board in accordance with law and district practice, and shall be posted at all regular district and school sites before the meeting. Such notice shall include the date, time, and place of the meeting and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Public meetings may not be held in a private home or private business.

(cf. 9012 - Communications To and From the Board)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

Regular Meetings

The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be mailed the annual calendar of regular Board meetings and shall be notified of any changes to the calendar.

The Board shall hold at least 1 (one) regular meeting in at least 11 out of 12 months. Unless changed, regular meetings shall be held at 6:00 p.m. on Wednesday at Harrigan Centennial Hall. Notice of regular meetings shall be posted 4 (four) calendar days prior to the meeting.

Meetings will adjourn at 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: Pursuant to [A.S. 14.14.080](#), a Board may declare a Board position vacant if a member is absent without excuse for three consecutive regular Board meetings.

(cf. 1340 - Access to District Records)

(cf. 9223 - Board Vacancies)

Special Meetings

Special meetings of the Board may be called by the presiding officer or a majority of the Board members. Except in cases of an emergency, notice of special meetings shall be delivered at least 24 hours before the meeting to all Board members, the Superintendent, and to the local media. This notice also shall be posted to the District website at least 24 hours before the meeting. This notice shall specify the date, time and place of the meeting.

Notice of special meeting shall include a statement of the purpose of the meeting. No business may be transacted other than that stated in the notice of the meeting.

Emergency Special Meetings

The Board president or designee shall give notice of an emergency special meeting to the local media by telephone before the meeting. If in that event telephone services are not functioning, the notice requirement is waived. As soon after the meeting as practicable, the Board shall notify the local media that the meeting was held and shall describe the purpose of the meeting and any action taken by the Board.

Teleconferences

Recognizing the inherent responsibility and statutory duties of Board members, the Board strongly encourages board members to attend and participate at meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members by teleconference is authorized whenever physical presence is not practicable. All votes at a meeting of members attending by teleconference shall be taken by roll call.

The Board also authorizes the use of teleconferences for Board meetings when receiving public comment or testimony and during Board deliberations.

Whenever possible, meeting agendas and supporting materials shall be available at teleconference facilities used for the Board meeting.

Legal Reference:

ALASKA STATUTES

[14.08.091](#) *Administration*

[14.14.070](#) *Organization of school board*

[14.14.080](#) *Declaring a school board vacancy*

[29.20.020](#) *Meetings public*

[44.62.310](#) *Agency meetings public*

[44.62.312](#) *State policy regarding meetings*

Adoption Date: October 10, 1995

Revision Date: February 27, 2002

Revision Date: June 27, 2006

Revision Date: January 11, 2016

Revision Date: March 14, 2016

Revision Date: June 20, 2018

Sitka School District

BB 9322 AGENDA/MEETING MATERIALS

Construction of Agenda

The School Board president and the Superintendent shall prepare an agenda for each meeting of the Board.

(cf. 9121 - Board President)

Board members may place any item on the agenda no later than five working days before the scheduled meeting date.

All agendas shall include the meeting time and place and a description of each business item to be transacted or discussed. All agendas shall be posted for public review prior to the meeting.

(cf. 9320 - Meetings)

Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and submitted to the Superintendent with supporting documents and information, if any, at least ten working days before the scheduled meeting date.

When constructing the agenda, the Board president and Superintendent will decide whether a request is within the subject matter jurisdiction of the Board and whether the agenda item is appropriate for discussion in open or executive session. The Board president and Superintendent may reject a public request for a matter to be added to the agenda for any reason.

The Board shall also give members of the public the opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. An agenda item for such input shall be included on Board agendas. The Board shall not take action on such matters at that meeting.

(cf. 9012 - Communications to and From the Board)

(cf. 9323 - Meeting Conduct)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

(cf. 1312 - 1312.3 - Complaints Concerning Schools)

Board Member Preparation

Commented [DG1]: From AASB:
This update clarifies that a board president and superintendent may reject community requests to place an item on the board agenda.

A copy of the agenda shall be forwarded to each Board member at least three days before each regular meeting date, together with the Superintendent or designee's report, minutes to be approved, copies of communications, reports from committees, staff, citizens and others, and other available documents pertinent to the meeting.

When special meetings are called, the Superintendent or designee shall make every effort to get the agenda and support materials to Board members as soon as possible. Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to obtain specific information on agenda items.

(cf. 9200 - Board Members)

Legal Reference:

ALASKA STATUTES

[29.20.020](#) *Meetings public*

Adoption Date: October 10, 1995

Revision Date: February 27, 2002

Revision Date:

Sitka School District

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

PROMOTION/ACCELERATION/RETENTION | BP 5123(a)

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

The School Board desires to see students progress with their peers through the school district's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

Promotion

Students shall progress through the school district's grade levels by demonstrating growth in learning the required basic skills.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Differential Requirements for Individuals with Exceptional Needs Elementary School Promotion)

Acceleration

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

Retention

The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent or designee shall promote alternatives to retention among certificated staff.

Note: Strategies for reducing retention rates may include reading intervention programs, tutorial programs, and the use of ungraded schools, combination classes, year-round education, and developmentally appropriate primary curriculum designed to meet the needs of children at their own developmental stage.

Note: The following paragraph requires the use of student study team when retention is recommended.

When a teacher believes that retention is necessary to meet a student's needs, he/she shall ask the principal to establish a student study team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student study team.

Under the Alaska Reads Act, a student retained due to a reading deficiency must be provided the process set forth in BP 6147 and AS 14.30.765(d) – (m).

Commented [DG1]: From AASB:
This update revises the policy to reflect the student retention procedures required by the Alaska Reads Act.

Commented [DG2]: Compare this with the current SSD policy (in the folder)

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

PROMOTION/ACCELERATION/RETENTION

BP 5123(b)

(cf. 6164.5 - Student Study Teams)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)(cf. 6147 - Alaska Reads Act Intervention Programs)

Legal Reference:

ALASKA STATUTES

AS 14.30.760 Statewide screening and support

AS 14.30.765 Reading intervention services and strategies; progression

ALASKA ADMINISTRATIVE CODE

4 AAC 06.400 Statewide literacy screening and support

4 AAC 06.405 Reading intervention services and strategies

4 AAC 06.410 Individual reading improvement plan

4 AAC 06.415 Student Progression

4 AAC 06.490 Definitions

Updated 6/2024

(Compare this to the redline version of the summer update)

Commented [DG1]: From AASB:
This update revises the policy to reflect the student retention procedures required by the Alaska Reads Act.

BP 5123 PROMOTION/ACCELERATION/RETENTION

The School Board desires to see students progress with their peers through the school system's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

Promotion

Promotions from grade to grade should be based on the attainment of the academic standards for that grade level and a consideration of the best interest of the student concerned.

At the High School, progress toward graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits and other competencies, as required.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary School Promotion)

Acceleration

Acceleration is possible when high academic achievement is evident or other factors are involved. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

Retention

The Superintendent or Designee shall promote alternatives to retention. It is the responsibility of the student to apply consistent and sustained effort toward learning experiences that are assigned. Should a student be recommended for retention the parent/guardian shall be informed of progress throughout the review process and shall be provided a conference prior to the final decision being made. Academic achievement, emotional and social maturity and other factors will be carefully considered when individual students are recommended for retention. The final decision on retention or promotion shall be made by the building principal.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)

Adoption Date: NOVEMBER 7, 1995

Revision Date: June 6, 2000

Revision Date: October 6, 2014

Revision Date:

Sitka School District

**AASB POLICY REFERENCE MANUAL UPDATE SERVICE
FALL 2024
INSTRUCTION SHEET**

NOTE: This packet includes only those policy manual pages that have been revised, deleted or newly established. Full text pages are included and are to be substituted as indicated below.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” A “No” is used if changes have been made only to an AR or an Exhibit, or if policy changes are limited to explanatory notes, legal reference or cross-reference updates, or minor grammatical or stylistic changes that have not changed the policy meaning.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
<u>ARTICLE 1, Series 1000 – Community Relations</u>		
Remove AR 0520	No	<p>**Remove Administrative Regulation**</p> <p>This administrative regulation implemented the old star rating system for school accountability, which has been revised and replaced in state law and regulation. The current school accountability regulations, 4 AAC 06.800 - .899, are reflected in model Board Policy 0520, which was updated in 2021 to reflect the changes.</p>
BP 1250	Yes	<p>This update modifies BP 1250 to clarify that background checks should be completed for all volunteers, regardless of the number of hours worked. It also clarifies that school visitors do not need to obtain a background check.</p>
AR 1250	No	<p>**New Administrative Regulation**</p> <p>This is new model AR addressees the expectations, roles and responsibilities principals, the district, and volunteers have when utilizing volunteer assistance. This regulation is not exhaustive, and all the parties may have more or fewer roles.</p>
<u>ARTICLE 4, Series 4000 – Personnel</u>		
BP 4112.10	No	<p>This policy incorporates House Bill 230, which passed the legislature and became law this summer. It specifies that a retired long-term substitute may teach for up to, but not more than, 165 days in one school year.</p>
<u>ARTICLE 5, Series 5000 – Students</u>		
BP 5121	Yes	<p>This policy update reflects AASB’s determination that automatically assigning failing grades to students for truancy is not in best practice. This is because:</p> <ul style="list-style-type: none"> • If a student has earned a grade by demonstrating mastery of the content, they should be able to keep the grade they have earned. • Some districts maintain policies where multiple tardies result in

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
		<p>unexcused absences and the result of this could mean that multiple tardies result in a failing grade.</p> <ul style="list-style-type: none"> The final paragraph of the policy, which has not been removed, provides accountability for student learning and grades. <p>The model policy has been updated to remove this option. However, individual districts may revise this policy as they best see fit.</p>
Remove BP 5125.3	Yes	<p>**Remove Board Policy**</p> <p>As with BP 5121, AASB believes this policy, which permits the withholding of grades, transcripts, and diplomas if a student is indebted to a district for lost or damaged items, does not reflect best practice. AASB recommends removing and archiving this policy in its entirety for the following reasons:</p> <ul style="list-style-type: none"> Withholding grades, diplomas, or transcripts can have significant long-term consequences for students and their post-secondary employment or education opportunities, and in turn on their families and communities. Students earn their grades and diplomas by demonstrating mastery of the content. If a student has earned their grades or diploma, they should not be withheld as a punishment or deterrence. School districts have other means to seek reparations or recover losses from equipment or property damages, rather than withholding grades, diplomas, or transcripts. The language suggesting that students who are unable to pay for assessed damages should provide voluntary work instead is inequitable. Voluntary work and community service can be an appropriate assignment for all students. Those students whose parents can afford to pay for damages should not be exempt from community service if the district deems this an appropriate response to property or equipment damage. <p>The model policy has been updated to remove this policy in its entirety. However, individual districts may revise this policy as they best see fit.</p>
BP 5131.1	Yes	This minor update revises the language of the policy to clarify expectations for students riding the bus.
BP 5131.5	Yes	This policy has been updated to reflect the removal of BP 5125.3, above. If an individual district does not remove BP 5125.3, this policy should not be updated.
BP 5131.6	Yes	This revision updates BP 5131.6 to be in compliance with House Bill 202, which passed the legislature and became law this summer. The bill will become effective in December of 2024, but this policy revision may be made now. The bill and policy update require that districts have opioid overdose drugs available at each main school building and at school-sponsored events. It is also requires that a district have at least one person trained to administer the drugs at each main school site.
BP 5141.3	Yes	This minor update revises language regarding health examinations for students,

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
		and clarifies that districts may require health examinations for student participation in extracurricular activities.
BP 5141.31	Yes	This update clarifies that under state law, personal or philosophical opposition to vaccinations is not sufficient to receive an exemption from the state’s mandatory vaccination requirements for students. The only exemptions permitted are for medical or religious reasons. The update also provides that students who are considered homeless under the McKinney-Vento Homeless Assistance Act may be provisionally admitted to school even without a vaccination record.
BP 5141.51	Yes	This minor update updates the model policy on At-Risk Youths to utilize best practice language and clarify districts should be an active participant in identifying students in need of aid.
<u>ARTICLE 6, Series 6000 – Instruction</u>		
BP 6161.2	Yes	This update adds language to address damaged or lost equipment along with damaged or lost instructional materials. It has also been updated to reflect the removal of BP 5125.3, above. If an individual district does not remove BP 5125.3, the edit removing reference to BP 5125.3 should not be accepted.
Remove E 6171	No	<p>**Remove Exhibit**</p> <p>This exhibit was a notice to parents created as part of the transition from the No Child Left Behind Act to the Every Student Succeeds Act in 2016. It is no longer applicable and may be removed.</p>

AR 0520 SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

School Improvement Plan - Development, Approval and Implementation

Note: All schools in a district designated as one-, two-, or three-stars by the Department of Education and Early Development are required to develop, issue, and implement a school improvement plan. A school improvement plan is required even if the school does not receive Title I funds. The following procedures for development of the plan are consistent with the requirements of [4 AAC 06.845](#), School Improvement Plan, and [4 AAC 06.852](#), Technical Assistance.

The Superintendent or designee shall designate the individual responsible to oversee development of school improvement plans. Required plans must be developed by November 1 of each school year.

A. Schools Requiring a Plan

The following schools require a school improvement plan:

1. Any school designated with a rating of one, two, or three stars;
2. Any school identified by the Department as a priority or focus school; and
3. Any school designated with a rating of four or five stars if the school:
 - a. Has failed to meet its annual measurable objectives for two consecutive years for the school as a whole or any subgroup;
 - b. Has experienced a decline in the school's graduation rate on the whole or for any subgroup (high schools only); or
 - c. Has a participation rate of less than 95% on state standards-based assessments.

B. State Involvement

If the school is identified by the Department of Education and Early Development as a priority or focus school, the school improvement plan will be prepared in consultation with the Department and is subject to Department approval.

If the school has received a one- or two-star rating, the school improvement plan must be submitted to the Department of Education and Early Development.

C. Plan Preparation

Note: State regulation, [4 AAC 06.845](#), requires as a general rule that school improvement plans be developed using the Department's computerized self-assessment and improvement program. An alternative process may be utilized by a district in limited instances if approved by the Department. Department approval is limited to: 1) schools that are implementing an effective school improvement plan

Commented [DG1]: From AASB:
****Remove Administrative Regulation****
This administrative regulation implemented the old star rating system for school accountability, which has been revised and replaced in state law and regulation. The current school accountability regulations, 4 AAC 06.800 - .899, are reflected in model Board Policy 0520, which was updated in 2021 to reflect the changes.

through an accreditation process; 2) schools that are rated as four- or five-star and the plan is specific to a particular identifiable deficiency; or 3) the district can show by a preponderance of the evidence that the school has a planning process for development of an improvement plan that will address as effectively or more effectively than the Department's program each of the 6 domains and each specific deficiency at the school.

The school improvement plan will be prepared utilizing a computerized self-assessment and improvement program selected by the Department of Education and Early Development. The self-assessment program will address the following six domains: 1) curriculum; 2) assessment policy and practice; 3) instruction; 4) school learning environment; 5) professional development policy and practices; and 6) leadership.

The school improvement plan is to be prepared with the maximum feasible public participation of the community, including, as appropriate, interested individuals, teachers, parents, parent organizations, students, tribal groups, local government representatives, and other community groups.

D. Plan Contents For Priority Schools

The Plan must provide for a system of comprehensive intervention using all required turnaround principles. The district will consult with and obtain the approval of the Department of Education and Early Development to address deficiencies in each of the six domains, as identified in the computerized self-assessment or in a desk or instructional audit.

Comprehensive turnaround principles to be implemented at the school must include:

1. **School Calendar Adjustments.** The school day, week, and year, will provide more time for student learning and teacher collaboration. This includes the following minimum requirements:
 - a. 90 minutes daily of core reading instruction for all students grades K- 6;
 - b. 30 additional minutes of intervention daily for K-6 students below grade level in reading;
 - c. dedicated time block daily for structured reading interventions for students grades 7-12 who are below grade level in reading;
 - d. 60 minutes daily of core math instruction for all students grades K-6; and
 - e. dedicated time block daily for structured math intervention for students grades 7-12 who are below grade level in math.
2. **Teacher Effectiveness.** The district's policies and actions will ensure that all teachers at the school are effective teachers. This includes the following actions:
 - a. each teacher's effectiveness is reviewed by the district and principal, including a review of student learning data;

- b. replacement or improvement of ineffective teachers;
- c. requiring teachers transferring to the school to be proven effective; and
- d. providing job-embedded professional development that targets the specific needs of teacher and students.

3. **Instructional Program.** The instructional program will be strengthened through the following methods:

- a. adoption and use of research-based curricula that are aligned with state standards;
- b. implementation of reading curricula that addresses the essential elements of reading;
- c. implementation of reading and math support programs for students behind grade level;
- d. using data to inform instruction, including
 - at least three times per year, utilize a universal screening tool approved by the Department of Education and Early Development for all students, grades K-8;
 - utilize a diagnostic assessment to determine the specific reading or math deficiencies for all students one or more years below grade level; and
 - base instruction and interventions on the specific needs of the student as identified by screenings or assessments.
- e. establishing a school environment that improves school safety and discipline, including implementation of a school-wide behavior plan, and that addresses the social, emotional, and health needs of students;
- f. providing for family engagement in the school, including cultural awareness and understanding of cultural values; and
- g. providing strong leadership, including
 - reviewing the performance of the principal, including a review of student learning data;
 - retention of the existing principal or hire of a new principal based upon the existing principal's performance on indicators in the leadership domain; and
 - providing the principal with flexibility in areas that should be tailored to the needs of the school such as scheduling, staff, or budget.

4. **Additional Requirements.** The improvement plan must, to the extent possible include measure to:

- a. increase local control of education;
- b. increase parental choice; and

- c. not require a direct increase in state or federal funding for the school or district

E. Plan Contents for Focus Schools

The school improvement plan for a focus school will identify targeted interventions that consider each of the comprehensive turnaround principles. Interventions will be targeted for any subgroup that is performing below grade level. In addition, appropriate interventions will be targeted to any deficiencies revealed through data analysis or the results of an instructional or desk audit.

In preparing the school improvement plan, the district will consult with the Department of Education and Early Development.

F. Plan Implementation

The school shall implement the plan immediately upon district approval. Should the Department of Education and Early Development determine that changes in the plan will improve the performance or progress of students, the school will implement the changes required by the Department of Education and Early Development.

The district will ensure appropriate technical assistance to the school during development of the plan and throughout the plan's duration. Technical assistance may be provided by the district, the Department of Education and Early Development, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

Technical assistance must be based on research and may include:

1. assistance in analyzing assessment data and other examples of student work in order to identify and develop solutions to problems in instruction, parental involvement and professional development, and plan implementation, including district and school-level responsibilities under the plan;
2. assistance in identifying and implementing professional development and instructional strategies and methods that have proven effective, through research, in addressing the specific instructional issues that caused the school's rating of one, two, or three stars; and/or
3. assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement.

District Improvement Plan - Development and Contents

Note: A school district must have a district improvement plan if: 1) at least 25% of its schools are designated as one or two stars; 2) at least 25% of the district's students attend a school designated as one or two stars; 3) an instructional or desk audit demonstrates significant deficiencies in the domains of: curriculum, assessment policy and practice, instruction, school learning environment, professional development policy and practices, and leadership; or 4) an instructional or desk audit shows that one or more subgroups in the district is not making progress toward the subgroup's annual measurable objectives. The following plan contents comply with the requirements set forth at [4 AAC 06.850](#), District improvement plan.

A district improvement plan will be prepared by Superintendent or Designee and submitted to the Department of Education and Early Development in the following circumstances:

1. At least 25% of the district's schools have been designated as one- or two- star schools;
2. At least 25% of the district's students attend a one or two-star designated school;
3. An instructional or desk audit at the district, or its schools, demonstrates significant deficiencies in the following domains of successful schools: curriculum, assessment policy and practice, instruction, school learning environment, professional development policy and practices, and leadership; or
4. An instructional or desk audit shows that one or more subgroups in the district is not making progress toward the subgroup's annual measurable objectives.

The district improvement plan will be developed in the same manner as school improvement plans.

Implementation Date: February 3, 2015

Revision Date: November 3, 2016

Sitka School District

E 6171 NOTICE TO PARENTS REQUIRED BY EVERY STUDENT SUCCEEDS ACT

Note: Under the Every Student Succeeds Act, parent notifications for the 2016-2017 school year are required but they must align to NCLB requirements. However, not all NCLB notices are required. This list of parental notice requirements is designed to help districts meet the many notice requirements of NCLB as required for the 2016-2017 school year. NCLB makes it clear that schools receiving federal funds must ensure that parents are actively involved and knowledgeable about their schools and their child's education. The law requires schools to give parents many different kinds of information and notices in a uniform and understandable format and to the extent practicable, in a language that parents understand. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. The notices described in this example are summarized; please see the specific NCLB section cited for the exact requirements. The NCLB citations are retained for purposes of implementing notice requirements for the 2016-17 school year.

Commented [DG1]: From AASB:
****Remove Exhibit****

This exhibit was a notice to parents created as part of the transition from the No Child Left Behind Act to the Every Student Succeeds Act in 2016. It is no longer applicable and may be removed.

Improving Basic Programs Operated by Local Educational Agencies

1. Teacher Qualifications. As required by NCLB §1111(h)(6)(A): At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. Whether the teacher is teaching under emergency or other provisional status.
 - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
 - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
2. Individual Achievement on State Assessment. As required by NCLB §1111(h)(6)(B)(i): districts must provide to parents' information on the level of achievement of the parent's child in each of the State academic assessments.

English Language Learners

1. As required by NCLB §1112(g)(l)(A) and (g)(2), and §3302(a): Districts must inform a parent of an English language learner identified for participation, or participating in, such a program of the reasons for their child being identified, their

child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.

2. As required by NCLB §1112(g)(4) and §3302(e): Each district shall implement an effective means of outreach to parents of English language learner students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

Academic Assessment and Local Education Agency and School Improvement

1. Districts shall provide parents notice of each school's ASPI designation, including:
 - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency; and
 - b. The reasons for the identification.
2. Notice to parents of each student enrolled in a school designated as a Priority or Focus school, including:
 - a. An explanation of what the school identified for school improvement is doing to address the problem;
 - b. An explanation of what the district or State educational agency is doing to help the school address the achievement problem; and
 - c. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified as a priority or focus school.

Parental Involvement

1. As required by NCLB §1118(b): Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. As required by NCLB §1118(c): Each school shall:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
 - b. Offer a flexible number of meetings;
 - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning,

review, and improvements of the school parental involvement policy and the joint development of the schoolwide program plan under §1114(b)(2);

d. Provide parents of participating children:

- Timely information about programs under this part;

A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Education of Homeless Children and Youths

1. As required by NCLB §722(e)(3)(C): The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:

- a. Shall be signed by the parent or guardian;
- b. Sets the general rights provided under this subtitle;
- c. Specifically states:

- The choice of schools' homeless children and youths are eligible to attend,
- That no homeless child or youth is required to attend a separate school for homeless children or youths,
- That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs; and
- That homeless children and youths should not be stigmatized by school personnel; and,

d. Includes contact information for the local liaison for homeless children and youths.

2. As required by NCLB §722(g)(2)(B)(iii): In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

3. As required by NCLB §722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such

children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

Student Privacy

1. As required by NCLB §1061(c)(2)(A): The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
 - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
 - b. Offer an opportunity for the parent to opt the student out of the activity.
2. As required by NCLB §1061(c)(2): All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g. "The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. (*Copies of those policies are available on request.*)"

Implementation Date: October 4, 2003

Revision Date: November 3, 2016

Sitka School District

BP 5125.3 WITHHOLDING GRADES, OR TRANSCRIPTS

When school property has been willfully damaged or not returned upon demand, the Superintendent or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that is due.

This notice shall include a statement that the district may withhold grades, progress reports, or transcripts from the student and parent/guardian until reparation is made, except that records will be released to another school district to which the student has transferred.

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 6161.2 - Damaged or Lost Instructional Materials)

Upon notification that grades, and/or transcript will be withheld, the student, parents or guardian may request an opportunity to meet with the appropriate school official to receive an explanation of the evidence of property damage and to provide their own evidence disputing the cause of the property damage and/or the amount of damage. This meeting must be requested within five (5) school days of the student/parents' receipt of the notice, or the right to a meeting is waived.

If the student and parent/guardian are unable to pay for the damages or return the property, the Superintendent or designee shall provide a program of voluntary work for the student. When this voluntary work is completed, the student's grades, or transcripts shall be released. Alternatively, at the Superintendent's discretion, the district may release grades, or transcript if the student and parent/guardian are unable to pay reparations due to severe financial hardship.

Note: School districts may bring a civil action against one or both parents of a student who knowingly or intentionally destroys district property. Parents are liable for damages in an amount not to exceed \$15,000 and are also responsible for the court costs incurred by the district in bringing the action. If the parents have insurance that covers the damages claimed by a school district, and the policy limit is in excess of \$15,000, the district can recover up to \$25,000, or the policy limits, whichever amount is lower.

Nothing in this policy is intended to prevent inspection of a student's records by his or her parents or guardians, or by the student if 18 or older.

Legal Reference:

ALASKA STATUTES

[09.65.255](#) *Liability for acts of minors*

Commented [DG1]: From AASB:
****Remove Board Policy****

As with BP 5121, AASB believes this policy, which permits the withholding of grades, transcripts, and diplomas if a student is indebted to a district for lost or damaged items, does not reflect best practice. AASB recommends removing and archiving this policy in its entirety for the following reasons:

- Withholding grades, diplomas, or transcripts can have significant long-term consequences for students and their post-secondary employment or education opportunities, and in turn on their families and communities.
- Students earn their grades and diplomas by demonstrating mastery of the content. If a student has earned their grades or diploma, they should not be withheld as a punishment or deterrence.
- School districts have other means to seek reparations or recover losses from equipment or property damages, rather than withholding grades, diplomas, or transcripts.
- The language suggesting that students who are unable to pay for assessed damages should provide voluntary work instead is inequitable. Voluntary work and community service can be an appropriate assignment for all students. Those students whose parents can afford to pay for damages should not be exempt from community service if the district deems this an appropriate response to property or equipment damage. The model policy has been updated to remove this policy in its entirety. However, individual districts may revise this policy as they best see fit.

[14.03.115](#) *Access to school records by parent, foster parent, or guardian*

[14.30.710](#) *Required records upon transfer*

UNITED STATES CODE

[20 USC 1232g](#), *Family Educational Rights & Privacy Act*

CODE OF FEDERAL REGULATIONS

[34 C.F.R. 99.10](#), *Parent inspection of education records*

Adoption Date: NOVEMBER 7, 1995

Revision Date: October 20, 1998

Revision Date: September 22, 2010

Sitka School District

BP 5131.1 BUS CONDUCT

~~Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding, transferring or leaving the bus. Severe and continued disorderly conduct or persistent refusal to submit to the authority of the driver or other staff including bus company staff shall be sufficient reason for a student to be denied transportation.~~

Positive, civil, and respectful behavior contributes to the safety and well-being of school bus passengers, drivers, and others. While preparing to ride, riding, or leaving the bus, students are required to observe school behavioral rules, bus safety regulations, and standards of conduct that provide for their safety and welfare, and the safety and welfare of others. Serious and/or repeated disciplinary problems on the bus may result in a student having their riding privileges suspended.

The Superintendent or designee shall inform parents/guardians and students regarding regulations related to bus conduct, bus driver authority, and the suspension of riding privileges.

(cf. 3540 et seq. - Transportation)

Adoption Date: November 7, 1995

Revision Date: May 1, 2012

Revision Date: June 17, 2014

Revision Date:

Sitka School District

Commented [DG1]: Clarifies expectations for students riding the bus.

BP 5131.5 VANDALISM, THEFT AND GRAFFITI

The School Board considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging or theft of any district-owned real or personal property, including the writing of graffiti.

(cf. 3515.4 - Recovery for Property Loss or Damage)

Any district student who commits an act of vandalism shall be subject to disciplinary action, reparation for damages, and may be reported to law enforcement. ~~If reparation of damages is not made, the district also may withhold the student's grades, diploma and/or transcripts.~~

~~*(cf. 5125.3 - Withholding Grades, Diploma or Transcripts)*~~

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

Legal Reference:

ALASKA STATUTES

[34.50.020](#) *Liability for destruction of property by minors*

[14.33.130](#) *Enforcement of approved program [school disciplinary & safety program]; additional safety obligations*

Adoption Date: NOVEMBER 7, 1995

Revision Date: July 16, 2010

Revision Date:

Sitka School District

Commented [DG1]: From AASB:
This policy has been updated to reflect the removal of BP 5125.3, above. If an individual district does not remove BP 5125.3, this policy should not be updated.

BP 5131.6 ALCOHOL AND OTHER DRUGS

Note: Districts must have in place written standards to address the needs of students for whom mental health or substance abuse may be a contributing factor to non-compliance with the school disciplinary and safety program. [AS 14.33.120\(a\)\(6\)](#).

Districts must make reasonable efforts to inform parents of the content of safe and drug-free school programs and activities other than classroom instruction. If a parent objects in writing, the district must withdraw the student from the program or activity. [AS 14.30.360](#) encourages districts to provide K-12 health education, including alcohol and drug abuse education.

Note: Despite the passage of [AS 17.38](#), effective February of 2015, which authorizes the use of marijuana under certain conditions, all use, possession and distribution of marijuana by those under 21 is illegal. In addition, as a recipient of federal funds, the district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, distribution, possession and sale of marijuana for all individuals, regardless of age. For purposes of the district's policy and legal obligation, marijuana is prohibited.

(cf. E 4020 - Drug and Alcohol - Free Workplace Notice to Employees)

Because the use of alcohol and other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the School Board intends to keep district schools free of alcohol and prohibited drugs.

Alcohol, marijuana, and other controlled substances are prohibited for use or possession by students. The Board desires that every effort be made to reduce the chances that our students will begin or continue the use of alcohol and other drugs. The Superintendent or designee shall develop a comprehensive prevention program that includes instruction, intervention, recovering student support, and enforcement/discipline. The Superintendent or designee shall clearly communicate to students, staff and parents/ guardians all Board policies, regulations, procedures and school rules related to this prevention program. Special efforts shall be made to ensure that these materials are understood by parents/guardians and students of limited literacy or limited English proficiency.

Note: Drug use by students is not limited to illegal drugs and can also include abuse of prescription drugs and over-the-counter medications. There is also a growing problem of youth using what are commonly referred to as designer or synthetic drugs. Designer or synthetic drugs come in various forms and may be a chemical compound of a plant-based substance, or a combination. Common names for these drugs include bath salts, K2, spice, Salvia and synthetic marijuana. These drugs have

Commented [DG1]: From AASB:
This revision updates BP 5131.6 to be in compliance with House Bill 202, which passed the legislature and became law this summer. The bill will become effective in December of 2024, but this policy revision may be made now. The bill and policy update require that districts have opioid overdose drugs available at each main school building and at school-sponsored events. It is also requires that a district have at least one person trained to administer the drugs at each main school site.

serious and dangerous effects. Effective July 1, 2011, synthetic marijuana because and illegal substance in Alaska. [AS 11.71.040-050, 11.71.160.](#)

Specifically, the Board prohibits the actual or attempted sale, distribution, use, or possession by a student of alcohol, prohibited drugs or inhalants, drug paraphernalia, substances that are designed to look or act like prohibited drugs or alcohol, or substances purported to be prohibited drugs or alcohol. Prohibited drugs are defined as:

1. Drugs that are illegal if possessed by those under 21 under any local, state or federal law; or any drug that can be legally obtained but which has been obtained through illegal means.
2. Alternatives to illegal drugs such as a designer or synthetic drugs, whether or not prohibited by law, which are purported to, designed to or which do impair, restrict, or alter normal cognitive function when absorbed, ingested, injected or inhaled.
3. Prescription drugs that are not legally obtained or prescribed, are not being used for the prescribed purpose, are being used in excess of the prescribed amount, are being used by other than the person to whom prescribed, or are being sold, traded or distributed.

Recognizing that keeping schools free of alcohol and other drugs is a concern common to the district and community, the Board supports cooperation among schools, parents/guardians, law enforcement and other appropriate community organizations involved in preventing alcohol and other drug abuse.

(cf. 1220 - Citizen Advisory Committees)

Opioid Overdose Protection

In accordance with AS 14.30.145, the Superintendent shall ensure that:

1. A person trained to administer an opioid overdose drug is on site when the main school building of each school in the school district is open to students or staff, including periods when the school building is open before and after school hours and during weekend activities; and during each school-sponsored event conducted on school grounds.
2. The main school building of each school in the school district has at least two doses of an opioid overdose drug available on site; and
3. At least one dose of an opioid overdose drug is available during a school-sponsored event conducted on school grounds.

Per AS 14.30.145, a school district, school, or individual is not liable for civil damages for an injury to another individual resulting from a failure to possess or maintain an opioid overdose drug as required by the statute.

Instruction

The district shall provide preventative instruction which helps students avoid the use of alcohol, marijuana, or other drugs and teaches students how to influence their peers to avoid and/or discontinue the use of alcohol or drugs. Instruction shall be designed to answer students' questions related to alcohol and drugs.

The instructional programs will help students obtain and use current and accurate information, develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social and personal skills to resist involvement with alcohol and drugs.

The curriculum will be K-12, comprehensive and sequential in nature and suited to meet the needs of students at their respective grade levels. All instruction and related materials shall stress the concept that alcohol and prohibited drugs can be dangerous and should never be used when such use is illegal.

The Board encourages staff to display attitudes and behaviors which make them positive role models for students with regard to alcohol, marijuana and other drugs. Staff should help students see themselves as responsible partners in efforts to maintain a safe, constructive school climate.

The Board recognizes that children exposed to alcohol or other drugs prior to birth may have disabilities requiring special attention and modifications in the regular education program. The Superintendent or designee shall provide appropriate staff training in the needs of such students as required by law.

Note: [AS 14.20.680](#) requires training for teachers, administrators, counselors and specialists on the needs of students with alcohol or drug-related disabilities, including medical and psychological characteristics, family issues and specific educational needs.

(cf. 6142.2 - AIDS Instruction)

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

Intervention

The Board recognizes that there are students on our campuses who use alcohol and other drugs and can benefit from intervention. The Board supports intervention programs that include the involvement of students, parents/guardians and community agencies/organizations.

School personnel should be trained to identify symptoms which may indicate use of alcohol and other drugs. The Superintendent or designee shall identify responsibilities of staff in working with, intervening, and reporting students suspected of alcohol and other drug use.

Students and parents/guardians shall be informed about the signs of alcohol and other drug use and about appropriate agencies offering counseling.

Documentation of behaviors that may indicate substance use will be kept on file using the Observation and Referral Form, Exhibit 5131.6.

Non-Punitive Self-Referral

The Board recognizes the presence of recovering students in the schools and the necessity to support these students. The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who self-disclose past use of alcohol or other drugs in order to seek help to quit using shall not be punished or disciplined for such past use. State and local extra-curricular activities eligibility rules may apply further conditions related to the admission of drug or alcohol use.

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and prohibited drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. Students possessing, selling and/or using alcohol, marijuana or other drugs or related paraphernalia shall be subject to disciplinary procedures which may result in suspension or expulsion.

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

School authorities may search students and school properties for the possession of alcohol, marijuana and other drugs as long as such searches are conducted in accordance with law.

(cf. 5145.12 - Search and Seizure)

Records of violations shall be cumulative from grades 6-8 and 9-12. Cumulative records will be kept between Sitka High School and Pacific High School.

Legal Reference:

ALASKA STATUTES

[04.16.080](#) *Sales or consumption at school events*

[14.20.680](#) *Required alcohol and drug related disabilities training*

[14.30.145](#) *Opioid overdose drugs*

[14.30.360](#) *Curriculum (Health and Safety Education)*

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

[17.38.010-900](#) *The regulation of marijuana*

[47.37.045](#) *Community action against substance abuse grant fund*

UNITED STATES CODE

Elementary and Secondary Education Act, [20 U.S.C. §§ 7116, 7163](#), as amended by the Every Student Succeeds Act, [P.L. 114-95](#)

Adoption Date: NOVEMBER 7, 1995

Revision Date: May 2, 2000

Revision Date: July 17, 2003

Revision Date: January 7, 2014

Revision Date: August 25, 2016

Revision Date: April 2022

Revision Date:

Sitka School District

BP 5141.3 HEALTH EXAMINATIONS

Note: Effective June 30, 2016, districts are no longer required by state law to provide for or require each child to have a physical examination upon entry into school and at regular intervals as determined by the school board. The requirement that school districts provide vision and hearing screening examinations remains. While districts are no longer required to provide for and require physical examinations of every child attending school, the Department of Health ~~and Social Services~~ may require the district to conduct physical examinations it considers necessary and may reimburse the district for examinations. The following optional policy may be revised or deleted as needed.

Commented [DG1]: From AASB:
This minor update revises language regarding health examinations for students, and clarifies that districts may require health examinations for student participation in extracurricular activities.

The School Board recognizes the importance of and encourages periodic comprehensive physical health examinations, especially upon entry into school at the beginning of the school year. ~~To determine the health status of students, facilitate the removal of handicaps to learning,~~ and determine whether treatment or special adaptations of the school program may be necessary, the School District shall require vision and hearing screening examinations upon entry into school or as soon as practical, and at regular intervals, as necessary.

All personnel employed to examine students shall exercise proper care of each student being examined and shall ensure that the examination results are kept confidential.

Note: If a school district will be using federal money to perform exams or screenings on students, the district must annually notify parents of the exam or screening, except for hearing, vision, or scoliosis screenings. The following language implements federal law.

The district will annually notify parents of physical exams or screenings of students, except for routine vision, hearing, or scoliosis screenings.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity.

(cf. 6145.2 – Interscholastic Competition)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.22 - Infectious Diseases)

Legal Reference:

ALASKA STATUTES

[14.30.065](#) *Supervision*

[14.30.070](#) *Physical examination required*

[14.30.127](#) *Vision and hearing screening examinations*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.055](#) *Immunizations required*

UNITED STATES CODE

[42 U.S.C. §§ 12101](#) *et seq.* (2014)

[20 U.S.C. §§ 1232g](#) (2013)

[20 U.S.C. §§ 1232h](#) (2002)

[29 U.S.C. § 794\(a\)](#) (2002)

[34 C.F.R. pt. 99](#) (2011)

Adoption Date: November 7, 1995

Revision Date: October 4, 2016

Revision Date: January 6, 2021

Revision Date:

Sitka School District

BP 5141.31 IMMUNIZATIONS

Prior to first entry into school, a child must be fully immunized as required by law against diphtheria, pertussis, tetanus, polio, measles, rubella, mumps, hepatitis A, hepatitis B and varicella. Children over the age of 12 shall not be required to be immunized against rubella ([4 AAC 06.055](#)).

Any student who does not show evidence of required immunization or who does not present a letter or affidavit from the parent/guardian or physician, physician's assistant, or advanced nurse practitioner stating reasons for exemption based on medical reasons or **personal religious** beliefs, **as set forth in 4 AAC 06.055(b)**, shall be excluded from school until such time as the immunization is obtained or affidavit of exemption has been filed with the school.

The Superintendent or designee shall exclude those students who fail to meet immunization requirements as required by law.

Provisional Admission

Where regular weekly medical services are not available, the Superintendent or designee may grant provisional admission to students in exceptional circumstances for up to 90 days.

Homeless students, under the definition of the McKinney-Vento Homeless Assistance Act, who do not have a record of required immunizations may be provisionally enrolled for up to 30 days if a parent or legal guardian attests in writing that they have received the required immunizations.

(cf. 5112.2 - Exclusion)

(cf. 5112.6 Education for Homeless Children and Children in Foster Care)

Note: Pursuant to 4 AAC 06.055 immunizations must be provided by state or federal health services if otherwise unavailable in the district or if unaffordable.

Provisional admissions shall be reported to the Department of Health and Social Services. The Superintendent or designee shall inform parents/guardians of available immunization services and state or federal assistance.

Legal Reference:

ALASKA STATUTES

[14.30.065](#) *Supervision*

[14.30.125](#) *Immunization*

Commented [DG1]: From AASB:

This update clarifies that under state law, personal or philosophical opposition to vaccinations is not sufficient to receive an exemption from the state's mandatory vaccination requirements for students. The only exemptions permitted are for medical or religious reasons. The update also provides that students who are considered homeless under the McKinney-Vento Homeless Assistance Act may be provisionally admitted to school even without a vaccination record.

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.055](#) *Immunizations required*

Adoption Date: November 7, 1995

Revision Date: March 5, 2001

Revision Date: March 10, 2014

Revision Date:

Sitka School District

BP 5141.51 AT-RISK YOUTHS

The School Board ~~believes that, in order to benefit from a learning environment, students must be as free as possible from the dilemma imposed by personal and societal problems. Danger signs for the various at-risk categories must be taken seriously~~ recognizes that personal, social, economic, and health circumstances of children and families may contribute to students' risk of school failure. District personnel must be concerned for the personal development of students, as well as their academic development. District assessments and evaluations shall be used to identify students performing well below grade-level or at risk of failing to meet district standards.

The Superintendent or designee shall investigate and recommend programs ~~which will~~ that address the needs of at-risk youths. At-risk youths include, but are not limited to, those students who abuse drugs or alcohol, ~~are suicidal, engage in self-harm or express suicidal ideations, exhibit~~ have serious attendance problems, drop out of school, are abused or ~~neglected, disadvantaged children, are experiencing homelessness,~~ or are pregnant or parenting minors.

Program planning should examine, but is not limited, to the following:

1. Classroom learning experiences and the integration of primary prevention programs into the classroom.
2. Staff professional development requirements.
3. District liability.
4. Community resources.
5. Crisis response/intervention teams.
6. Peer counseling.
7. Parent/guardian education.
8. Student Study Teams.
9. Kindergarten through 12 counseling and guidance curriculum.
10. Attendance and policy procedures.
11. Student discipline.
12. Alternative programs.

(cf. 5131.6 - Drugs, Alcohol and Tobacco)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.52 - Suicide Prevention)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5147 - Dropout Prevention Program)

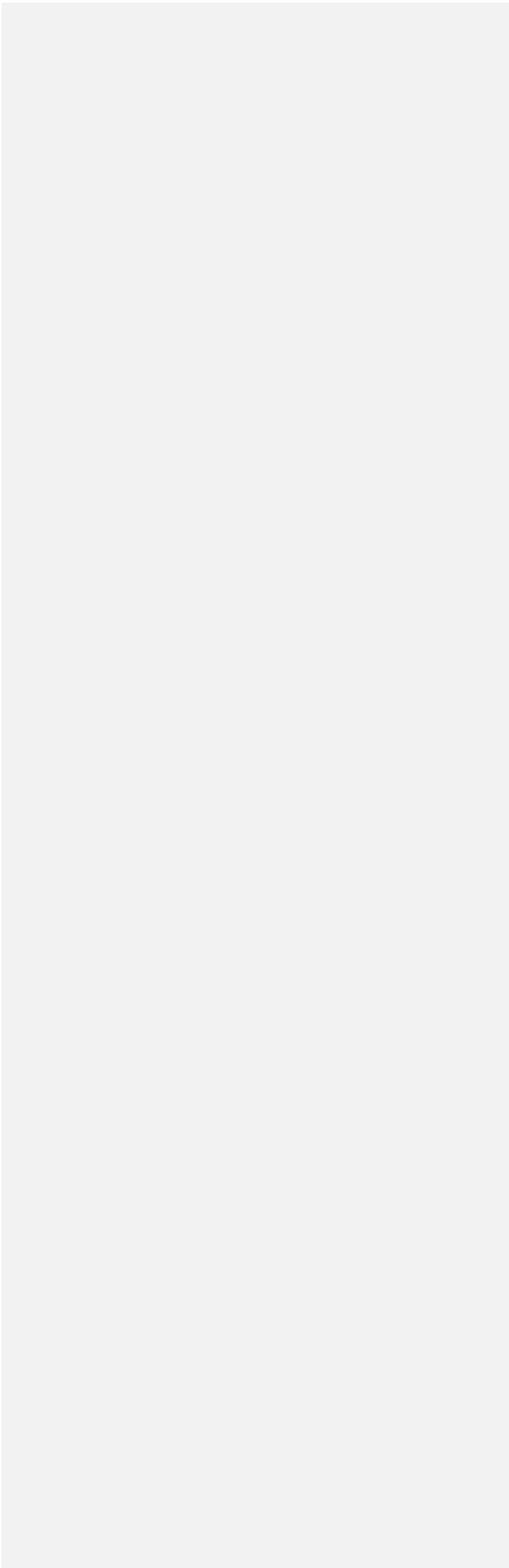
(cf. 5148 - Child Care)

Commented [DG1]: From AASB:
This minor update updates the model policy on At-Risk Youths to utilize best practice language and clarify districts should be an active participant in identifying students in need of aid.

Adoption Date: NOVEMBER 7, 1995

Revision Date:

Sitka School District



BP 6161.2 DAMAGED OR LOST INSTRUCTIONAL MATERIALS AND EQUIPMENT

The School Board recognizes that instructional materials are an expensive district resource. The Superintendent or designee may establish procedures in accordance with law to protect instructional materials from damage or loss.

Instructional materials and equipment provided for use by students remain the property of the district. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials and equipment are lost or so damaged that they are no longer usable, the student shall be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine a lesser charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials and equipment issued to him/her, the Superintendent or designee may excuse the student/parent/guardian from payment of reparation.

(cf. 5131.5 - Vandalism, Theft and Graffiti)

Adoption Date: FEBRUARY 6, 1996

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Sitka School District

Commented [DG1]: From AASB:
This update adds language to address damaged or lost equipment along with damaged or lost instructional materials. It has also been updated to reflect the removal of BP 5125.3, above. If an individual district does not remove BP 5125.3, the edit removing reference to BP 5125.3 should not be accepted.