

1. Call To Order
Madam Chair Willow Olson called the meeting to order at 3:02pm.
2. Roll Call
Present were Willow Olson, Jane Kava, Irene Navarro, Richard Elachik Sr, and Edward Jackson.
3. Establishment of Quorum
A quorum of 5 was established.
4. Approval of Minutes Jan 11, 2023
Motion to approve the minutes Jan 11, 2023 made by Jane Kava, seconded by Irene Navarro. Roll call vote: 5Y, motion carried.
5. Adoption of Agenda
Willow Olson requested the following changes to the agenda: Item 7A, individually approve each BP/AR and pull various 6000s as needed. Tammy Dodd requested to table 7C, FY25 Proposed Calendars to February meeting to make corrections.
Motion to approve the agenda with noted changes made by Edward Jackson, seconded by Richard Elachik Sr. Roll call vote: 5Y, motion carried.
6. Public Comments (Action Item Input Only)
None
7. Action Items
 - 7.A. New/Unpublished Sections
 - 1A. Motion to approve BP 5124.1 made by Jane Kava, seconded by Edward Jackson. Roll call vote: 5Y, motion carried. Motion to approve AR 5124.1 made by Edward Jackson, seconded by Jane Kava. Roll call vote: 5Y, motion carried.
 - 2A. Motion to approve BP 5131.9 + AR 5131.9 made by Irene Navarro, seconded by Edward Jackson. Roll call vote: 5Y, motion carried.
 - 3A. Motion to approve BP 5141.42 made by Edward Jackson, seconded by Irene Navarro. Roll call vote: 5Y, motion carried. Motion to approve AR 5141.4 made by Richard Elachik Sr, seconded by Irene Navarro. Roll call vote: 5Y, motion carried.
 - 4A. Motion to approve BP 5141.43 + AR 5141.43 made by Irene Navarro, seconded by Edward Jackson. Roll call vote: 5Y, motion carried.
 - 7.B. 6000s
Motion to pull/revise the following: BP 6146.1, BP + AR + exhibit 3146.3, BP + AR + exhibit 6146.4, BP + AR 6154, BP + AR + exhibit 6171 made by Irene Navarro, seconded by Edward Jackson. Roll call vote: 5Y, motion carried.
 - 7.C. FY25 Proposed Calendars
Tabled to Feb 15 meeting.
 - 7.D. BB 9130 Potential Activities Committee
Motion to approve the creation of an Activities Committee to BB 9130 made by Jane Kava, seconded by Richard Elachik Sr. Roll call vote: 5Y, motion carried.
 - 7.E. BB 9320 Potential Monthly Meetings

Motion to approve BB 9320 to monthly meetings made by Irene Navarro, seconded by Richard Elachik Sr. Roll call vote: 5Y, motion carried. Included costs and numbers in budget.

7.F. REAA 2 Potential Resolution 2024

Motion to move REAA 2 Potential Resolution 2024 Options to the full board made by Irene Navarro, seconded by Jane Kava. Roll call vote: 5Y, motion carried.

8. Discussion Items

9. Items for Next Agenda

Add the pulled 6000s to revise.

10. Time & Place of Next Meeting

At the call of the Chair.

11. Adjournment

Motion to adjourn at 3:48pm made by Edward Jackson, seconded by Richard Elachik Sr. Motion carried.

1 **UNADOPTED MINUTES**

2 Bering Strait School District Board of Education

3 **Policy Committee Meeting**

4 Wednesday, January 11, 2023 – Unalakleet, Alaska

5
6 **I. CALL TO ORDER**

7 Chair Willow Olson called the Policy Committee Meeting to order at 2:15pm.

8
9 **II. ROLL CALL**

10 Present were Willow Olson (via zoom), Jeanette Iya, Jane Kava, Elmer Seetot III. A
11 quorum was established. Aaron Iworriagan was an excused absence. Also present on
12 zoom were Silas Paniptchuk, Annie Weyiouanna, and Irene Navarro.

13
14 **III. INTRODUCTIONS**

15 Each Board Member present at the Policy Committee Meeting introduced
16 themselves and stated the communities they represent. Chair Willow Olson
17 introduced CSA Susan Nedza who introduced DO staff present: Business Manager
18 Mark Vink, Coordinator of Federal Programs & Professional Development Tammy
19 Dodd, Secretary Kathy Commack.

20
21 **IV. READING OF THE DISTRICT MISSION STATEMENT**

22 The District Mission Statement was read aloud.

23
24 **V. APPROVAL OF AGENDA**

25 Willow Olson requested the addition of Action Item E: Homework Policies presented
26 by Susan Nedza.

27
28 **MOTION:** Elmer Seetot III made a motion to approve the revised agenda. Jane Kava
29 seconded. Motion carried.

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31 **VI. APPROVAL OF MINUTES**

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33 **MOTION:** Jane Kava made a motion to approve the minutes from the December 8,
34 2022. Elmer Seetot III seconded. Motion carried.

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36 **VII. PUBLIC COMMENTS (ACTION ITEM INPUT ONLY): None**

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38 **VIII. ACTION ITEMS**

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40 **ACTION ITEM A:** FY24 Example Calendars was presented by Susan Nedza.

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42 Traditional Calendar

Proposed /DRAFT/ NOT APPROVED School Calendar 2023-2024																											
Due Date: July 1, 2023																											
District Name:				School:				Title:				Approved By:															
Jul-23				Aug-23				Sep-23				Oct-23															
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21	15	16	17	18	19	20	21	22	23	24	25	26	27	28
22	23	24	25	26	27	28	22	23	24	25	26	27	28	22	23	24	25	26	27	28	29	30	31				
29	30	31					29	30	31					29	30	31											
# of Inservice Days: 3				# of Inservice Days: 0				# of Inservice Days: 0				# of Inservice Days: 0															
# of Student Days: 05				# of Student Days: 19/19				# of Student Days: 21/21				# of Student Days: 21/21															
# of Teacher Days: 9				# of Teacher Days: 21				# of Teacher Days: 22				# of Teacher Days: 22															
Nov-23				Dec-23				Jan-24				Feb-24															
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	
14	15	16	17	18	19	20	14	15	16	17	18	19	20	14	15	16	17	18	19	20	21	22	23	24	25	26	
21	22	23	24	25	26	27	21	22	23	24	25	26	27	21	22	23	24	25	26	27	28	29	30	31			
28	29	30	31				28	29	30	31				28	29	30	31										
# of Inservice Days: 4				# of Inservice Days: 0				# of Inservice Days: 0				# of Inservice Days: 0															
# of Student Days: 19/18				# of Student Days: 11/11				# of Student Days: 20				# of Student Days: 21/21															
# of Teacher Days: 23				# of Teacher Days: 12				# of Teacher Days: 22				# of Teacher Days: 21															
Mar-24				Apr-24				May-24				Jun-24															
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	
14	15	16	17	18	19	20	14	15	16	17	18	19	20	14	15	16	17	18	19	20	21	22	23	24	25	26	
21	22	23	24	25	26	27	21	22	23	24	25	26	27	21	22	23	24	25	26	27	28	29	30	31			
28	29	30	31				28	29	30	31				28	29	30	31										
# of Inservice Days: 0				# of Inservice Days: 0				# of Inservice Days: 0				# of Inservice Days: 0															
# of Student Days: 15/15				# of Student Days: 22/22				# of Student Days: 12/12				# of Student Days: 12/12															
# of Teacher Days: 16				# of Teacher Days: 22				# of Teacher Days: 12				# of Teacher Days: 12															

C	School Closes
E	End of Quarter
H	Legal Holiday
DI	District Inservice Day
I	Site Inservice Day
M	Parent-Teacher Conf Meeting night
N	Parent-Teacher Conf Not meeting nights
O	School Opens
S	Saturday School
T	Testing
V	Vacation Day
W	Teacher Workday
X	Emergency Closure Day

School Holidays	
Independence day	7/4/23
Labor Day	9/4/23
Thanksgiving and the day after	11/23/23 and 11/24/23
Christmas	12/25/23
New Years	1/1/24
Memorial day	5/27/24

If one of these holidays falls on a Saturday, the Friday immediately preceding is a school holiday.
If one of these holidays falls on a Sunday, the Monday immediately following is a school holiday.

SUBJECT TO CHANGE AS THIS IS A DRAFT AND NOT BOARD APPROVED

9:00AM-3:30PM = 6.5 HRS STUDENT DAY
8:30AM-4PM = 7.0 HRS TEACHER DAY w/ 30 MIN LUNCH

OLD: TIME IN SCHOOL 170 DAYS X 6.5 HOURS PER DAY = 66,300 MINUTES - 28 Friday 1:30 outs 3,780 minutes = 62,520 which is 1,042 hours

NEW: TIME IN SCHOOL 158 DAYS X 6.5 HOURS PER DAY = 61,620 MINUTES - 28 Friday 1:30 outs 3,780 minutes = 57,840 State hours minimum is 900 hours and this is 964

PLANNING TIME SHOULD BE DURING THE SCHOOL DAY

180 Teacher Days including Holidays - same pay based on 189 normal contract. Unspecified days can be assigned on days such as Saturday PD (limit one per quarter maximum) or before/after the calendar start and end as needed in collaboration with staff.

1:30pm outs on Fridays

Meetings may be outside the school day as needed but strongly encouraged on Fridays only

After board approval some sites may float days such as March break days to a better "Whale Week", take addition Christmas and do a couple of Saturdays or earlier start etc.

(3) the school board adopts a different school term that includes at least 740 hours of instruction and study periods for pupils in kindergarten, first grade, second grade, and third grade and at least 900 hours of instruction and study periods for pupils in grades four through 12 if the commissioner finds that the school board has submitted an acceptable plan under which students will receive the approximate educational equivalent of a 180-day term.

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51 **MOTION:** Elmer Seetot III made a motion to move the Traditional Calendar and Calendar 3 to
52 the full Board February Meeting. Jane Kava seconded. Motion carried.

53 **ACTION ITEM B:** Board Meeting Schedule was presented by Susan Nedza.

54 BB 9230: Currently the Board meets quarterly: four times in the school year + committee
55 meetings. Discussion to increase that amount to include a January and May meeting.

56 **ACTION ITEM C:** Vape Policy Consideration was presented by Susan Nedza.

57 BP 5131.6 and 5131.62 address designer and synthetic drugs and nicotine which describe vape
58 products.

59 **ACTION ITEM D:** Code of Ethics was presented by Susan Nedza.

60 BB 9271 CODE OF ETHICS

61 Note: By adopting a code of ethics, the School Board expresses the intention that its members
62 will hold themselves to the highest standard of ethical conduct. The following optional bylaw
63 may be revised as desired.

64 This code of ethics expresses the personal ideals which the School Board believes should guide
65 each School Board member's activities.

66 In all actions as a School Board member, the member's first commitment is to the well-being of
67 our youth. His/her primary responsibility is to every student in the district.

68 School Board members also have other major commitments to:

- 75 - The Community. Each School Board member is responsible to all residents of the district and
76 not solely to those who elected him/her; nor solely to any organization to which he/she may
77 belong, or which may have supported his/her election.
- 78 - Individuals. Each School Board member has a direct concern for every individual in the
79 community. As an integral part of his/her duties, he/she represents the authority and
80 responsibility of government. This authority must be exercised with as much care and concern
81 for the least influential as for the most influential member of the community.
- 82 - Employees. The School Board member's actions may affect the capability of district employees
83 to practice their trade or profession and should encourage their increasing competence and
84 professional growth.
- 85 - Laws, Policies. Each School Board member must be aware of, and comply with, the
86 constitutions of State and Nation, the Alaska Education Statutes, other laws pertaining to public
87 education, and the established policies of the district.
- 88 - Decision making. Each School Board member is obliged by law to participate in decisions
89 pertaining to education in the district. As an elected representative of the people, the School
90 Board member can neither relinquish nor delegate this responsibility to any other individual or
91 group.
- 92 - Individual Feelings and Philosophy. Every individual School Board member has something to
93 contribute to society.
- 94 Understanding and acting upon the foregoing premises, each School Board member shall:
- 95 - Consider his/her position on the School Board as a public trust and not use it for private
96 advantage or personal gain.
- 97 - Be constantly aware that he/she has no legal authority except when acting as a member of the
98 School Board. School Board members shall present their concerns and concepts through the
99 process of School Board debate. If in the minority of any decision, they shall abide by and
100 support the majority decision. When in the majority, they shall respect divergent opinions.
- 101 - Encourage ideas and opinions from the residents of the district and endeavor to incorporate
102 community views into the deliberations and decisions of the School Board.
- 103 - Devote sufficient time, thought, and study to proposed actions so as to be able to base
104 decisions upon all available facts and vote in accordance with honest convictions, unswayed by
105 partisan bias of any kind.
- 106 - Remember that the basic functions of the School Board are to establish the policies by which
107 district schools are administered and to select the Superintendent or designee and staff who
108 will implement those policies.
- 109 - Promote and participate actively in a concerted program of timely exchange of information
110 with all district residents, parents, employees and students.
- 111 - Recognize that the deliberations of the School Board in executive session may be released or
112 discussed in public only with School Board approval.
- 113 - Make use of opportunities to enlarge his/her potential as a School Board member through
114 participation in educational conferences, workshops and training sessions made available by
115 local, state and national agencies.

116 Adopted: February3,2014

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118 **MOTION**: Jane Kava made a motion to move the concept to include the Code of Ethics with the
119 Oath of Office to the full Board February meeting. Jeanette Iya seconded. Motion carried.
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121 **ACTION ITEM E**: Homework Policies was presented by Susan Nedza.
122 Discussion to have a Board Workshop to align the policies.

BP 6154 HOMEWORK/MAKEUP WORK

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

Homework

The School Board believes that homework serves many important purposes. The administration and certificated staff shall design homework plans and assignments so that through their homework, students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively and become life-long learners. The School Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently.

The School Board encourages teachers at all grade levels to use the parent/guardian as a contributing resource and to structure homework assignments so as to involve the parent/guardian without diminishing the student's sense of responsibility. When assigning homework which involves interaction with parents/guardians, teachers should include instructions which show how parents/guardians can best help their children.

To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce classroom learning objectives and be related to student needs and abilities.

Makeup Work

Students shall be given the opportunity to make up school work missed because of an excused absence and shall receive full credit if the work is turned in according to a reasonable makeup schedule.

(cf. [5113](#) - Absences and Excuses)

Note: The following options regarding unexcused absences may be revised as desired.

Option 1: Students who miss school work because of unexcused absences or suspensions shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

(cf. [5144](#) - Discipline)

Option 2: Students who miss school work because of unexcused absences or suspensions may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Adopted: February 3, 2014

Bering Strait School District

AR 6154 HOMEWORK/MAKEUP WORK

Note: This sample regulation may be revised to or deleted as needed.

The principal and staff at each school shall develop a homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall inform parents/ guardians as to how much time on homework will be expected and how homework relates to the student's grades.

Homework for Elementary Grades

Students should be expected to spend an average of 30 minutes on homework at the primary level and an average of 45 minutes at the intermediate level four through six, four or five days a week.

Kindergarten homework assignments should stimulate students to talk often with their parents/guardians. Parents/ guardians should be encouraged to read to their children.

Homework assignments in grades one through three should promote the development of skills and encourage family participation.

In grades four through six, homework should continue to reinforce skill development and encourage family participation. Assignments should help develop good personal study habits and may include occasional special projects. Teachers should instruct students on how to develop good study techniques and habits.

Homework assignments should not require use of encyclopedias or other specialized materials unless sufficient time is allowed for students to get such materials from the library.

Homework for Grades Seven through Nine

Students should be expected to spend an average of one to one and a half hours on homework, four or five days a week.

Teachers of academic subjects should provide regular homework activities which promote the development of skills and provide students with the opportunity to grow academically.

The teaching staff should coordinate assignments so that students do not receive an overload of homework assignments one day and very little the next.

Homework for grades 10 through 12

Students should be expected to spend an average of two to two and a half hours on homework, four or five days a week.

To help students learn to use time effectively, homework assignments should emphasize independent research, reports, special reading, and problem solving activities.

Adopted: February 3, 2014

Bering Strait School District

BP 5121 GRADES/EVALUATION OF STUDENT ACADEMIC PERFORMANCE

The School Board recognizes that the assessment of student learning is one of the most important elements of an effective instructional program.

Learning Indicators for Academic Performance GRADES 4-12 GPA Calculations for Grades 9-12

A (90-100%)	Assessments indicate a high understanding of essential standards. All learning goals are fully and consistently met.	A+ 97% points 4 A 93% points 4 A- 90% points 4
B (80-89%)	Assessments indicate a solid understanding of essential standards. Most learning goals are fully and consistently met.	B+ 87% points 3.7 B 83% points 3.3 B- 80% points 3.0
C (70-79%)	Assessments indicate a satisfactory understanding of essential standards. Some learning goals are fully and consistently met.	C+ 77% points 2.7 C 73% points 2.3 C- 70% points 2.0
D (60-69%)	Assessments indicate weak understanding of essential standards. Few learning goals are fully and consistently met.	D+ 67% points 1.7 D 63% points 1.3 D- 60% point 1.0
F (40-59%)	Assessments indicate no understanding of essential standards. None of the learning goals are fully and consistently met.	0 points
I	Student has yet to demonstrate a satisfactory understanding of essential standards.	0 points

Learning Indicators for Achievement GRADES K-3

Outstanding 90%-100%	Assessments indicate an outstanding understanding of essential standards. All learning goals are fully and consistently met.
Satisfactory 80%-90%	Assessments indicate a satisfactory understanding of essential standards. Most learning goals are fully and consistently met.
Needs Improvement 60%-79%	Assessments indicate weak understanding of essential standards that needs improvement . Few learning goals are fully and consistently met.
Unsatisfactory 59%-40%	Assessments indicate unsatisfactory understanding of essential standards. None of the learning goals are fully and consistently met.

Since grades reflect a student’s academic learning while in the classroom, attendance, behavior and homework should not be included in a student’s academic grade.

Classroom participation can be included in a student’s academic grade as long as the teacher’s classroom participation rubric is approved by school administration and the student is aware of the participation rubric.

Due to mathematical distortions, students are to receive no lower than a 40% F as an individual or cumulative grade.

Students that receive an **Incomplete** for a grade have four weeks to make up the grade before it converts automatically to a failing grade.

Adopted: September 22, 2015

Bering Strait School District

IX. PUBLIC COMMENTS

Willow Olson encouraged all members to review any BP for review.

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X. **DATE, TIME, & LOCATION OF THE NEXT MEETING:** At the call of the chair.

XI. **ADJOURNMENT**

MOTION: Elmer Seetot III made a motion to adjourn at 3:51pm. Jeanette Iya seconded. Motion carried.

BP 3270 SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (Personal Property)

Note: Borough and city districts should check city and borough ordinances for requirements, if any, regarding sale of equipment.

The School Board recognizes that the district may own personal property which is unusable, obsolete, or no longer needed by the district and that the disposal of such property may be in the best interests of the district. Inoperable items remaining after a sale may be disposed of properly.

The Superintendent or designee shall identify to the School Board all inventoried personal property not needed by the district, together with the estimated value and recommended disposition. With School Board approval, the Superintendent or designee shall arrange for the sale or disposal of district personal property in accordance with state and federal law.

Surplus equipment \$5000 or greater, purchased with Federal Fund must comply with Uniform Administrative Requirements - [2 CFR 200.313](#).

Disposal of items with an estimated value of less than \$5,000 will be left to the discretion of the Superintendent or designee.

(cf. 3440 - Inventories)

Revised 9/2023

AASB POLICY REFERENCE MANUAL

9/92

BERING STRAIT SCHOOL DISTRICT

AR 3310 PURCHASING PROCEDURES

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

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, services, or supplies shall be made by purchase order, formal contract or credit card.
- . 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.
- . 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.
- . 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.
- . The District will maintain all records pertaining to the procurement of supplies, equipment, and services.
- . 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 join with other units of government in cooperative procurement ventures where the best interest of the district shall be served.
- . The District shall compile and maintain, to the extent practicable, bidder and vendor lists for supplies, services and professional services utilized by the district.
- . 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 9/2023

AASB POLICY REFERENCE MANUAL

9/92

BERING STRAIT SCHOOL DISTRICT

BP 3311 BIDS

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:

- . 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
- . 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
- . 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
- . 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
- . 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.

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
- 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)

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BERING STRAIT SCHOOL DISTRICT

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.

A contract for professional and technical services or other purchased 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

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BERING STRAIT SCHOOL DISTRICT

BP 3515.6 USE OF SCHOOL SAFETY VIDEO SURVEILLANCE MONITORING SYSTEMS

The School Board authorizes the use of video surveillance equipment on school district property, school vehicles, and school contracted vehicles to ensure health, welfare, and safety of all staff, students, and visitors to district property and/or passenger in district contracted or authorized vehicles and to deter inappropriate behavior. Cameras will also be utilized to safeguard district facilities and equipment, as well as equipment owned by staff or students.

In dealing with surveillance of students and employees, the Board recognizes both its obligation to provide appropriate levels of supervision in the interest of safety and the fact that students and employees have privacy rights that are reduced but not eliminated while under the supervision of the school. Thus, video surveillance, like other forms of supervision, must be carried out in a way that respects privacy rights.

District Administrators are responsible for determining whether video recordings are educational records as defined by the Family Educational Rights and Privacy Act (FERPA), [20 U.S.C. § 1232g](#) and [34 CFR Part 99](#).

School safety video recordings which are not education records may be disclosed as provided in the Alaska Public Records Act, [AS § 40.25.110 – 40.25.125](#).

Use

Video surveillance cameras may be used to monitor and/or record in locations authorized by the School Site Administrator or the officials of the school district. Public notification signs must be prominently displayed, indicating the use of video surveillance. The district shall also notify staff and students through student/parent and staff handbooks that security cameras are in place within district property.

Camera Placement

The security camera system will be installed in public areas only. These areas include school buses, grounds, athletic areas, exterior entrances or exits to school buildings and large gathering spaces such as classroom corridors, cafeteria, lobby, and main entrances. Restrooms, changing rooms, private offices, nurse's offices, and locker rooms are excluded from surveillance camera use. Security camera usage is prohibited in any space where there is a reasonable expectation for privacy.

Security

Only a designated employee or agent of the school district will install surveillance cameras. Only designated school officials shall have access to the camera equipment and operations system. For the purposes of this policy, school officials are the Superintendent or his/her expressly authorized designees. Only these school officials

shall handle the camera or copies of the video segments. Video copies shall be stored in a secure area. Video copies may never be sold, publicly viewed or distributed in any other fashion except as approved for by this policy and/or relevant to legislation. Law enforcement personnel may review camera recordings, when available, to investigate criminal conduct.

Viewing of Video Recordings

Video monitors used to view video recordings should not be located in a position that enables public viewing. Video recordings may only be viewed by school site administrators, school official, or school staff members with direct involvement with the recorded contents of the specific video recording or employees or agents responsible for the technical operation of the system (for technical purposes only). Parents may submit a written request to view video recordings that pertain only to their children in relation to a disciplinary issue, but the viewing may be approved only if it does not violate the privacy of other students (see next paragraph).

Use of Video Recordings for Disciplinary Action

Video recordings may be used as a basis for student or employee disciplinary action. Video surveillance recordings involving students are considered to be educational records under FERPA. Therefore, consent must be given in order to disclose information contained on video recordings obtained through video surveillance, except to the extent that FERPA authorizes disclosure without consent. Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, give rise to a concern for the safety of a third party or where protected from disclosure by law. All viewing requests must be submitted in writing.

Retention of Video Recordings

A copy of a video recording shall be made when an incident results in a long-term suspension, a student injury, or there is a prospect of a legal claim against the district. The copy of the video recording shall be sent to the Superintendent or designee to be kept in a secure location. If a recording is used in the making of a decision about a student or employee, the recording must be kept for a minimum of one year, unless earlier erasure is authorized by or on behalf of the individual or the relevant appeals periods have been expired.

Video recordings shall be maintained for no more than 30 days and then erased unless they are being retained as indicated in the preceding paragraph or at the request of the school site administrator. The district shall comply with all applicable state and federal laws related to record maintenance and retention.

Review

Each school site administrator is responsible for the proper implementation and control of the video surveillance system. The Superintendent of Schools or designee shall develop regulations governing the use of video recordings in accordance with applicable law and board policy.

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

(*cf.* 3515 – School Safety and Security)

(*cf.* 3580 – District Records)

(*cf.* 5125 – Student Records)

Legal References:

UNITED STATES CODE

[20 U.S.C. 1232g](#)

UNITED STATES CODE OF FEDERAL REGULATIONS

[34 CFR Part 99](#)

ALASKA STATUTES

[40.21.070](#) – Records Management for Local Records

[40.25.110-250](#) Public Records Act

ALASKA ADMINISTRATIVE CODE

[2 AAC 96.100-370](#) Public Information

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**AASB POLICY REFERENCE MANUAL
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BERING STRAIT SCHOOL DISTRICT

BP 3522 DISTRICT DATA PROTECTION PROGRAM

The protection of sensitive data and technology, including, but not limited to Internet access, privacy, electronic mail, hardware, software, and cloud resources, is vital in supporting teaching and learning through access to resources, information, learning activities, interpersonal communications, research, training, collaboration, curriculum, and materials.

The School Board recognizes data/information as a resource that must be protected from unauthorized access or use and as such supports a balance of security and access. The Board expects District staff, student, and parent data to be protected by adequate controls commensurate with the sensitivity of the data.

The Board directs the Superintendent to develop and maintain an effective District Data Protection Program and associated regulations and protocols for the protection of sensitive District information. Such regulations shall include developing appropriate controls to protect the confidentiality, availability, and integrity of District information.

(cf. 1340 and AR 1340 - Access to District Records)

(cf. 3580 and AR 3580 - District Records)

(cf. 3522 - District Data Protection Program)

(cf. 3523 and AR 3523 - Employee Use of District Information Technology)

(cf. 3523.1 and AR 3523.1 - Blogging)

(cf. 3523.2 and AR 3523.2 - Social Media Use)

(cf. 4112.6 - Personnel Records)

(cf. 4119.23 - Unauthorized Release of Confidential Information)

(cf. 4119.25 and AR 4119.25, Political Activities of Employees)

(cf. 4419.5 - Electronic Communications Between Employees and Students)

(cf. 5125 - Student Records)

(cf. 5145 - Anti-Bullying/Anti-Cyberbullying)

(cf. 6161.4 - Student Use of District Information Technology)

Legal Reference:

UNITED STATES CODE

[47 U.S.C. 201](#) et seq., Communications Decency Act of 1995, as amended

[20 U.S.C. 1232g](#)., Federal Family Educational Rights and Privacy Act of 1974, as amended

[47 U.S.C. 231](#) et seq., Children's Online Privacy Protection Act of 2000, as amended

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BERING STRAIT SCHOOL DISTRICT

AR 3522 DISTRICT DATA PROTECTION PROGRAM

Note: This District Data Protection Program (DDPP) was developed by utilizing the National Institute of Standards and Technology (NIST) Common Security Framework (CSF). The following administrative regulation describes the framework and an outline of how a program may be implemented. This regulation may be modified to fit district needs.

Introduction

The District Information Technology (IT) Department (or contracted services) has a responsibility to protect sensitive District data to include financial, employee, and student data, while allowing for a positive learning environment. The objective is to employ technology resources that create equitable and accessible learning systems that make learning possible everywhere and all the time.

Section 1. Responsibilities

The District is responsible for providing the following activities in support of the District's data protection program:

Superintendent

- Superintendent periodically reports to the board regarding the function and performance of the DDPP.
- Shall appoint a Data Protection Leader (see activities below) who will provide an annual risk assessment to the board in support of a separate District Data Protection Program.
 - The designated Data Protection Leader shall have sufficient decision-making capabilities to effectively manage all aspects of the DDPP to include:
 - Executing emergency contracts in the event of a data breach.
 - Directing staff/faculty activities as required in support of the DDPP.
 - Directing or implementing changes to the network/operating environment as required.
 - Provide incident information to Human Resources as needed.
 - Shall participate in one "tabletop" disaster recovery exercise per year wherein a cybersecurity incident is simulated, and receive the report on the outcome of the exercise.
 - Shall review an annual risk assessment and provide comments to the Data Protection Leader as required.
 - Shall prepare a separately itemized annual security budget.

Data Protection Leader

- Shall be formally recognized as the District's Data Protection Program Leader.

- Shall be responsible for the design, architecture, implementation, program management and oversight of the DDPP on behalf of the District.
- Shall ensure that an annual Risk Assessment is prepared and delivered to the Superintendent in support of an Annual Security Budget Request.
- Shall be responsible for the maintenance and dissemination of all required security documentation to include training records, plans, policies, procedures, configurations, and standards applicable to the DDPP.
- Be responsible for conducting an annual tabletop exercise with the leadership simulating a Data Security Breach.
- Ensuring a successful restore from data backups on a quarterly basis.
- Shall lead annual security training for all staff and District personnel and maintain all training records as required.

Staff and Faculty

- Shall be responsible for completing all security training assignments in a timely manner.
- Maintaining all data in their purview in the manner directed by the Data Protection Leader.
- Reporting security incidents and problems in accordance with District policies and procedures.
- Comply with the District data security policies and procedures.

Section 2. Framework

The District recognizes an effective data protection program is essential to protecting sensitive data and ensuring information technology enables a rich learning environment. The District Data Protection Leader is responsible for recommending and implementing appropriate controls to protect District information and resources. The data protection framework will employ a layered defense strategy with protocols to prevent, detect, and respond to potential threats. The core framework shall be implemented through a combination of Department people, processes, and technologies capable of meeting the requirements and standards. In addition, the Data Protection Leader will develop and maintain a District knowledge base that will act as a document and information repository for all District data protection related information. The following sections outline the core governance framework for the DDPP.

- Data Protection Governance
- Training
- Network Security
- Endpoint Security
- Application Security
- Data Security
- Identity & Access Management

Section 3. Data Protection Governance

The Data Protection Leader shall establish a governance structure to ensure the confidentiality, integrity, and availability of District systems and data. The Data Protection Leader shall maintain an electronic document repository with all required procedures, guidelines, and checklists including the following elements:

- **Data Protection Plan** – Develop and implement a DDPP that provides an overview of District data protection requirements and describes the controls, responsibilities, and expected behavior of individuals who access various systems. It shall include a 1-page
- training addendum outlining the training requirements, tools, and calendar. The Data Protection Leader shall update the DDPP annually.
- **Incident Response Plan** – Develop and establish an incident response plan that provides a set of instructions to help staff detect, respond to, and recover from network security incidents and document the approved recovery process. The Data Protection Leader shall update the incident response plan annually.

Section 4. Training

The Data Protection Leader shall implement a district-cybersecurity training program that is comprised of static and interactive cybersecurity training. The program will be designed to deliver a yearly training event at a minimum. The training program shall include at a minimum the following elements:

- **Training records** for all events that track who took the training, how they performed during the training and any remedial actions that were required.
- **Deliver an annual organization wide synchronous training** identifying the following:
 - The Data Protection Leader
 - Critical program standards
 - What to do in the event of a disaster or security incident
 - Attendance will be included in the report
- **Interactive Cybersecurity Training** may include but is not limited to:
 - Phishing testing
 - Social engineering testing
 - Games
 - Awareness posters
 - Integrated into in-service and continuing education processes
 - Videos

Section 5. Network Security

The Data Protection Leader shall implement adequate policies, procedures, and technical controls to protect the security of the network to include the following elements at a minimum:

- **Perimeter Security** – Develop and deploy network security devices and tools in such a manner as to ensure District data is appropriately protected from unauthorized use or access.
- **Network Design Documentation** – Develop and update network diagrams as needed and should include the following information at a minimum:
 - All entry points from the Internet
 - All firewalls, switches, routers, and wireless access points
 - Type, size, and bandwidth of all connections
 - External IP address and Internal virtual local area networks (VLANs)
 - Externally connected systems
- **Firewall Security** – Ensure the firewall configuration is documented and configured in accordance with District requirements. Policies for firewall rule changes, audit logging, and monitoring and managing perimeter and internal firewalls must be established and maintained at all times.
- **Remote Access** – Establish a secure process and deploy effective controls for remote access to District resources and. monitor remote access through approved monitoring tools to prevent unauthorized access.
- **Router and Switch Security** – Develop standards and configure routers and switches in accordance with best practices. Switch and router configurations shall be backed up as needed and routine audits should be conducted to ensure configurations are correct.
- **Wireless Security** – Enable and secure District wireless access points and networks in accordance with industry and manufacturer best practices.
- **Internet Use** – Will be monitored and manage in accordance with a District Internet Use policy and at a minimum filtered in accordance with legal requirements such as CIPA, HIPPA, etc.
- **Network Monitoring** – The District must maintain an appropriate network monitoring capability to detect, identify, respond, and recover from network security events.
- **Vulnerability & Patch Management** – The District must develop and maintain an effective vulnerability and patch management process. This process shall include capabilities to scan the network for vulnerabilities and ensure appropriate system/software patches have been implemented.
- **Ports & Protocols** – The must develop and maintain a ports and protocols list to include permissible and blocked ports and protocols.

Section 6. Endpoint Security

The Data Protection Leader shall implement adequate policies, procedures, and technical controls that require endpoint device compliance before they are granted access to network resources. At a minimum the program will include:

- **Mobile Device Management** – Deploy network security devices and tools in such a manner to ensure District data is appropriately protected from unauthorized use or access and can be remotely managed.
- **Anti-Virus Protection** – Deploy effective anti-virus protection throughout the District. Update and monitor this program routinely.
- **Vulnerability & Patch Management** – Develop and maintain an effective vulnerability and patch management process. Include capabilities to scan endpoints for vulnerabilities and implement appropriate system/software patches.
- **Endpoint Monitoring** – Assess and deploy an endpoint solution that addresses malware exploits by observing attack techniques and behaviors. Coordinate enforcement with network and cloud security to prevent successful attacks.

Section 7. Application Security

The Data Protection Leader shall implement adequate policies, procedures, and technical controls that enable application security. At a minimum the program will include:

- **Software Inventory** – The Data Protection Leader shall develop and maintain a software inventory of applications, systems, and databases for the District.
- **Application Access Management** – The Data Protection Leader shall work with system owners to ensure appropriate application access controls are in place to protect information.
- **Data at Rest** – The Data Protection Leader shall implement data at rest controls as deemed appropriate in support of the District's risk appetite.

Section 8. Data Security

The Data Protection Leader shall implement appropriate policies and technical and physical controls to protect sensitive data. The Data Protection Leader shall work with data owners to identify sensitive data and implement controls to allow for the timely detection, response, and recovery of unauthorized access or handling of sensitive data. At a minimum the program:

- **Cloud Security** – Shall develop and maintain a process for managing all cloud applications and identifying the types of data being stored.
- **Data Backup** – Shall develop, implement, and maintain data backup support based on coordinated Recovery Time Objectives (RTO) and Recovery Point Objectives (RPO) and outline off-site and off-line backup requirements.
- **Data in Transit** – Shall consider data in transit controls as deemed appropriate.
- Account for and maintain the specific controls for externally managed systems accessed by the district in the normal course of business. Examples of this may include the Criminal Justice Information Services (CJIS) which requires the Data Protection Leader to work with a Local Agency Security Officer (LASO) to implement compliant security measures and procedures.

Section 9. Identity & Access Management

The Data Protection Leader shall implement adequate policies, procedures, and technical controls that comply with an established framework, such as NIST, and/or best practices. At a minimum the program will:

- **User Management** – Develop and maintain a directory service to manage user access to various IT resources such as systems, devices, applications, storage systems, and networks. The directory service and associated automation should enable admins to control user access and on-board and off-board users to and from IT resources. The directory service must authenticate, authorize, and audit user access to IT resources.
- **Privileged Account Management** – Ensure appropriate application/system access controls for various applications, systems, and network administrators.
- **Least Privilege** – Implement the principle of least privilege across the enterprise.
- **Access Controls** – Implement district-wide role-based access controls.
- **Multi-Factor Authentication** – Assess and deploy multi-factor authentication as deemed appropriate.

(cf. 1340 and AR 1340 - Access to District Records)

(cf. 3580 and AR 3580 - District Records)

(cf. 3523 and AR 3523 - Employee Use of District Information Technology)

(cf. 3523.1 and AR 3523.1 - Blogging)

(cf. 3523.2 and AR 3523.2 - Social Media Use)

(cf. 4112.6 - Personnel Records)

(cf. 4119.23 - Unauthorized Release of Confidential Information)

(cf. 4119.25 and AR 4119.25 - Political Activities of Employees)

(cf. 4419.5 - Electronic Communications Between Employees and Students)

(cf. 5125 - Student Records)

(cf. 5145 - Anti-Bullying/Anti-Cyberbullying)

(cf. 6161.4 - Student Use of District Information Technology)

Legal References:

[47 U.S.C. 201](#) *et seq.*, Communications Decency Act of 1995, as amended.

[20 U.S.C. 1232g](#)., Federal Family Educational Rights and Privacy Act of 1974, as amended.

[47 U.S.C. 231](#) *et seq.*, Children’s Online Privacy Protection Act of 2000, as amended.

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BERING STRAIT SCHOOL DISTRICT

BP 3590 ELECTRONIC SIGNATURES

District Use of Electronic Signatures

When not practical or possible to have an approved individual physically sign a document, and not otherwise prohibited by applicable law, the Board authorizes the use of electronic signatures. Electronic signatures may satisfy the requirement of a written signature when transacting business with and/or for the District and/or with parents/guardians when the authenticity and reliability of such electronic signature(s) meets the provisions of this policy. In such instances, the electronic signature shall have the full force and effect of a manual signature.

The Superintendent or designee will identify methods that are secure and practical, and in compliance with State and Federal law and the District's procedures. An "electronic signature" is defined as an electronic sound, symbol, or process attached to or logically associated with a record, and executed or adopted by a person with the intent to sign the record.

In order to qualify for acceptance of an electronic signature the following additional requirements are applicable:

- . The electronic signature identifies the individual signing the document by his or her name and title;
- . The identity of the individual signing the document with an electronic signature is capable of being validated through the use of an audit trail;
- . The electronic signature, as well as the documents to which it is affixed, cannot be altered once the electronic signature is affixed. If the document needs to be altered, a new electronic signature must be obtained; and,
- . The electronic signature conforms to all other provisions of this policy.

The District shall maintain District electronically signed records in a manner consistent with the District's document retention policies yet also capable of accurate and complete reproduction of the electronic records and signatures in their original form. Such retention should include a process whereby the District can verify the attribution of a signature to a specific individual, detect changes or errors in the information contained in the record submitted electronically and protect and prevent access and/or manipulation or access/use by an unauthorized person.

The District shall maintain a hardcopy of the actual signature of any District employee authorized to provide an electronic signature in connection with school board business.

Abuse of the electronic signature protocols by any District employee serves as grounds for disciplinary action up to and including termination.

Parent/Student Use of Electronic Signatures

With regard to documentation received by the District with an electronic signature from a parent/legal guardian, so long as the following provisions are met, the District may receive and accept such electronic signature as an original document:

- . Such communication with signature, on its face, appears to be authentic and unique to the person using such signature;
- . The District is unaware of any specific reason to believe that the signature has been forged;
- . The District is unaware of any specific reason to believe the document has been altered subsequent to the electronic signature; and
- . The signature is capable of verification.

The District's Superintendent or designee may, at their discretion, request that an original of the electronic communication, signed manually by hand, be forwarded to the District in a timely manner.

District personnel may periodically audit the authenticity of such signature via a security procedure including such acts as making follow-up inquiry to the individual/entity who has submitted an electronic signature.

Should it be discovered that a student has falsified a parent's electronic signature on an official District document, the student may be subjected to discipline and the District Administration is authorized, at their discretion, to thereafter only accept manual signatures associated with any submitted school document.

(cf. BP 3523 – Electronic E-mail)

(cf. BP 6161.4 – Internet)

(cf. BP 3580 – District Records)

Legal Reference:

ALASKA STATUTES

[09.80.010 - .195](#) *Alaska Uniform Electronic Transactions Act*

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BERING STRAIT SCHOOL DISTRICT

AR 5040 STUDENT NUTRITION AND PHYSICAL ACTIVITY

PLANNING AND PERIODIC REVIEW; REPORTING

The superintendent or designee will provide an annual report to the School Board detailing progress toward reaching nutrition and physical activity goals and compliance with all physical education, physical activity and nutrition policies. Barriers to compliance, where and when they are encountered will be detailed in the annual report. A brief description of planning processes, including entities engaged in planning, will also be provided at that time.

NUTRITION

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

Traditional cultural foods may be exempted from the nutritional requirements when offered free of charge and for educational purposes. Traditional cultural foods offered for sale or as a part of the school breakfast or lunch program must meet nutritional requirements.

Nutrition Guidelines:

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. To the extent practicable, all schools in the district will participate in available federal school meal programs.

All other foods and beverages made available on school campus (including, but not limited to vending, franchise vendors, concessions, a la carte, student stores, classroom parties and fundraising) during the school day, between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day, shall meet nutritional requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools, also known as Smart Snacks in School. For the purpose of this policy, the school campus is defined as all property under the jurisdiction of the school district that is accessible to students.

Nutrition and Dining Environment Goals

(a) Schools shall provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.

(b) Schools shall encourage and facilitate access to handwashing before and after meals.

(c) Schools shall provide adequate time for students to enjoy eating healthy foods with friends in school; a minimum of 20 minutes of eating time, after being served, for lunch and 10 minutes for breakfast.

(d) The school district shall work to provide opportunities for on-going professional training and development for food service staff and teachers in the areas of nutrition and physical education.

(e) The district supports and encourages the creation of school gardens and integrated food system education that provides hands-on learning experiences linking the cafeteria with the classroom and core curriculum, such as math, science and language arts.

PHYSICAL EDUCATION

Note: While federal law does not require the language in the following sections on Physical Education and Physical Activity, Districts *must* have physical activity goals. The following optional language meets those requirements.

Student achievement shall be assessed based on physical education standards, and a written physical education grade shall be reported for students according to the grading schedule of the district. A fitness assessment shall be performed using a valid and reliable tool and used to track student progress. Physical education classes shall have a pupil-teacher ratio comparable to that in the core classes. Waivers, exemptions, substitutions, and/or pass-fail options for physical education are discouraged. Accommodations will be made for those with medical, cultural, or religious considerations. To the extent practicable:

(a) Physical education shall be taught by a certified/endorsed physical education teacher.

(b) Physical education teachers shall receive annual professional development specific to physical education content.

(c) Physical education equipment shall be age- appropriate, inviting, and available in sufficient quantities for all students to be able to participate. Equipment shall be inspected regularly for safety and replaced when needed.

(d) At least 50% of physical education class time should be spent in moderate to vigorous physical activity.

PHYSICAL ACTIVITY

Schools shall strive to allow students the opportunity for moderate physical activity each day to include time before, during, and after school.

Physical Activity Goals

The primary goals for physical activity are to: build knowledge and skills through physical education (PE) programs that enable all students to participate in a variety of lifetime physical activities; promote safe and appropriate physical activity opportunities for all students; increase the amount of movement for students throughout the school day, while decreasing sedentary time; and promote a physically active lifestyle for all community members, including students, staff, and families. To the extent practicable:

- (a) Schools shall encourage families to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- (b) Schools shall provide adequate training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.
- (c) Schools shall encourage, promote and conduct physical activities that involve families, students, school staff and the community, including safe walking or biking to school.

OTHER SCHOOL-BASED ACTIVITIES

The primary goal for other school-based activities is to create a total school environment that is conducive to student well-being. This includes, but is not limited to the following:

Communication Goals

- (a) The school district shall encourage and provide opportunities for parents, staff, teachers, school administrators, students, nutrition service professionals and community members to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.
- (b) The district, to the extent possible, shall provide information and outreach materials about community food programs and other Food and Nutrition Service (FNS) programs such as Food Stamps, the Child Nutrition Program, and Women, Infants and Children (WIC) to students and parents.
- (c) Schools shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity, consistent with Board policy and federal regulation.

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BERING STRAIT SCHOOL DISTRICT

BP 5124.1 FAMILY ENGAGEMENT

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:

- . Establish a welcoming and inclusive environment that actively encourages family involvement in their child's education.
- . Foster effective communication and collaboration between families, schools, and the community to support student success.
- . Provide resources, training, and opportunities for families to enhance their capacity to support their child's learning and well-being.
- . Provide resources, training, and opportunities for school staff to enhance their capacity to engage in meaningful partnerships with families.
- . 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)

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AASB POLICY REFERENCE MANUAL

BERING STRAIT SCHOOL DISTRICT

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

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

Communication and Collaboration

- . communicating with parents, guardians, and family members about Board policies and regulations, as well as how to navigate to them;
- . 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;
- . 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;
- . 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;
- . 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;
- . expanding parent, guardian, and family involvement in decision-making through parent groups and Board and school advisory committees;

Capacity Building

- . creating meaningful roles for parents, guardian, and family members to play in supporting, reinforcing, and assisting student learning;
- . promoting parent, guardian, family involvement in their child's learning through the provision of tools, strategies, and resources that families can use at home.
- . providing opportunities for parent, guardian, and family input in school programs and curriculum;
- . 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;
- . 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.
- . 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

- . support meaningful roles for school staff in supporting and reinforcing meaningful partnerships with families;
- . 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

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

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AASB POLICY REFERENCE MANUAL

9/92

BERING STRAIT SCHOOL DISTRICT

BP 5131.9 ACADEMIC HONESTY

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

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 students will be truthful in all academic endeavors, and likewise, experience the requisite honor of proving their capabilities to themselves and the world.

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, 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 of AI/GT will be appropriately referenced and noted.

(cf. 5144 - Discipline)

Revised 9/2023

AASB POLICY REFERENCE MANUAL

9/92

BERING STRAIT SCHOOL DISTRICT

AR 5131.9 ACADEMIC HONESTY

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

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

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

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

Definition of Academic Dishonesty:

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

Responsibilities of Students:

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

Responsibilities of Staff:

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

Consequences for Academic Dishonesty:

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

Reporting Academic Dishonesty:

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

Educational Opportunities:

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

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

Expanded Definitions

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

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

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

- . Looking at someone else's paper during a test or quiz.
- . Unauthorized talking with another student during a test or quiz.
- . Using any unauthorized "cheat notes."
- . Allowing someone to see or use one's own or another's paper during a test or on any individual assignment.
- . Copying work assigned to be done independently or allowing someone else to copy one's own or another's work. Because individual teachers hold different

expectations with regard to homework, it is up to the teacher to clarify their expectations to the students regarding individual assignments.

- . Copying sentences, phrases, or passages from an uncited source while writing a paper or doing research.
- . Giving or receiving any test information.
- . Submitting individual projects or assignments not wholly one's own, with or without the permission of the author. This may also include AI generated information and content downloaded from the internet without citing its source.
- . Fabrication or altering any information or lab data.

Tenets of our Academic Honesty Policy

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

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

(cf. 5144 - Discipline)

Created 9/2023

AASB POLICY REFERENCE MANUAL

9/92

BERING STRAIT SCHOOL DISTRICT

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*

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BERING STRAIT SCHOOL DISTRICT

AR 5141.43 UNIFORM INVESTIGATIONS

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

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

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

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

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

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

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

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AASB POLICY REFERENCE MANUAL

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BERING STRAIT SCHOOL DISTRICT

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. 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.

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)

Legal Reference:

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*

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AASB POLICY REFERENCE MANUAL

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BERING STRAIT SCHOOL DISTRICT

BP 6112 SCHOOL DAY

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

[14.03.040](#) *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*

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**AASB POLICY REFERENCE MANUAL
9/92**

BERING STRAIT SCHOOL DISTRICT

BP 6147 ALASKA READS ACT INTERVENTION PROGRAMS

Note: The purpose of this policy is to implement the intervention programs set forth in the Alaska Reads Act, HB 114.

The Superintendent shall coordinate the establishment of a District-wide reading intervention program in accordance with [AS 14.30.765](#). The services provided under this program must, to the extent practicable:

- . Be provided by a district reading teacher, or paraprofessional under the supervision of a reading teacher, to all students in grades kindergarten through three who are determined to have a reading deficiency based on the statewide screening tool provided by the Department.
- . Provide explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension, as necessary.
- . Use evidence-based reading intervention methods that have shown proven results in accelerating student reading achievement within a single school year.
- . Include instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error correction and feedback.
- . Incorporate daily targeted small group reading instruction based on student needs, either in person or online.
- . Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.
- . Be implemented during regular school hours through any available method, including in person or through online delivery by teachers or specialty reading coaches.
- . Be implemented outside of regular school hours, as directed in the student's individual reading improvement plan, for a student who scores at the lowest achievement level on the statewide screening tool.
- . Be reviewed based on a department-approved response to intervention or multi-tiered system support models, addressing additional support and services needed to remedy identified needs.
- . Support reading intervention at home by parents or guardians by offering a list of adult literacy resources and organizations, providing opportunities for parent or guardian participation in training workshops, and encouraging regular parent or guardian-guided home reading activities.

Individual Reading Improvement Plans

The District shall provide each student in grades kindergarten through three who is determined to have a reading deficiency based on the statewide screening tool an individual reading improvement plan. This plan must be in accordance with the provisions set forth in [AS 14.30.765\(b\)](#).

Notice Requirements

If at any time during the school year a student in grades kindergarten through three demonstrates a reading deficiency, a District representative shall notify the student's parent or guardian. This notification must be not later 15 days after identification of the reading deficiency and include the information described in [AS 14.30.765\(c\)](#).

Progression

Students identified with a reading deficiency shall progress through grades as set forth under [AS 14.30.765\(d\) – \(m\)](#).

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*

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AASB POLICY REFERENCE MANUAL

9/92

BERING STRAIT SCHOOL DISTRICT

BP 6148 EARLY EDUCATION PROGRAMS

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

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

The District-wide early education program must:

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

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

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

The District's early education program must also comply with the requirements under [4 AAC 60.205](#).

Legal References:

ALASKA STATUTES

AS 14.03.410 *Early education programs; grants*

ALASKA ADMINISTRATIVE CODE

[4 AAC 60.190](#) *High quality early education program standards*

[4 AAC 60.195](#) *District accountability; revocation of approval of district-wide early education program*

[4 AAC 60.20](#) *District-wide early education program grants; applications; duration; award determinations*

[4 AAC 60.205](#) *District-wide early education program grant recipient obligations*

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

[4 AAC 60.990](#) *Definitions*

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**AASB POLICY REFERENCE MANUAL
9/92**

BERING STRAIT SCHOOL DISTRICT

BB 9200 BOARD MEMBERS

Note: The following sample bylaw may be revised to reflect district philosophy and needs.

Limits of Board Members Authority

The School Board has broad but clearly limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action.

The Board is the unit of authority. The Board member is a part of the governing body which represents and acts for the community as a whole. Apart from the normal function as part of the unit, the Board member has no individual authority. No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools; nor, as an individual, command the services of any school employee. Individually, the Board member may not commit the district to any policy, act or expenditure.

Optional:

School visits by Board members are encouraged. Principals should receive a courtesy call in advance of a visit. Board members, as with all visitors, must check in with the school office. Board members who visit schools of their own volition have no more authority than any other citizen.

(cf. 1250 - Visits to the Schools)

Note: The following is an optional process for Board members to make information requests.

Board Member Requests for Information

Board members should make informed decisions on matters before them for a vote. The Superintendent or designee is responsible for providing the Board with relevant materials to inform the Board on those matters on which it is to act. If Board members desire further information, a request for information shall be directed to the Superintendent, pursuant to the following guidelines:

- . Requests for simple facts. Any Board member may make a request for simple facts to the Superintendent who will forward the request to the appropriate staff member. All responses to requests for simple facts will be provided to the requesting Board member, and copied to the Board President.
- . Requests for reports, research, administrative studies, detailed information, or for information relating to a problem or a potential problem in the District. Some

information requests require significant administrative time and explanation to provide the requested response. Individual Board members shall submit such requests to the full Board for consideration. Upon [concurrence of the other board members/majority request of the Board], the request shall then be forwarded to the Superintendent for response.

- . Complaints regarding personnel. Board members may have their own complaints regarding District personnel. These concerns should be privately communicated to the Superintendent.
- . When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy. Such information will be conveyed to the superintendent.
- . Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. Legal counsel is responsible to the Board.

(cf. 6162.8 - Research)

(cf. 9322 - Agenda/Meeting Materials)

Obligations of Members

Members of the Board must endeavor to attend all meetings, study all materials presented with the agenda prior to attending the meeting, participate in the discussion of any items which come before the Board, and vote on all motions and resolutions, abstaining only for compelling reasons. If no compelling reason requires abstention, members of the Board shall not abstain.

The Board member should not subordinate the education of children and youth to any partisan principle, group interest, or the member's own personal interest.

The Board member should be prepared and willing to devote a sufficient amount of time to the study of the problems of education in the district, the state, and the nation in order to interpret them to the people of the district.

(cf. 9230 - Meetings)

Legal Reference:

ALASKA STATUTES

[14.14.140](#) *Restrictions on employment*

Revised 9/2023

AASB POLICY REFERENCE MANUAL

BERING STRAIT SCHOOL DISTRICT

NEW AR 5141.4 CHILD ABUSE AND NEGLECT

ACTION REQUESTED - Replace current AR 5141.4 with the following

The District takes seriously the obligation of its officers and employees to report cases of child abuse and maltreatment.

An ongoing training program for all current and new school officials will be established and implemented to enable such staff to recognize signs of abuse and professional boundaries concerns and to carry out their reporting responsibilities.

Reporting and Investigation Information

The District will post reporting directions and contact information internally and publicly at least annually. The District will also make this information available from its administrative offices; provide it to parents and persons in parental relation at least once per school year by electronic communication, sending the information home with students, or otherwise; and provide it to each staff member, coach, volunteer, teacher and administrator. The District may post and provide this information in other, common languages used by the school community.

In the event a school employee is accused of abuse or inappropriate actions with or around children including professional boundaries violations, HR will immediately:

- Consult legal
- Place the employee on leave as appropriate
- Investigate in cooperation with law enforcement and OCS
- Determine employment status at the conclusion of investigation

Persons Required to Report

Persons required to report cases of child abuse or neglect/maltreatment the Office of Child Services includes, but are not limited to all classified and certified employees, school volunteers, AEC and Regional School board members, coaches and athletic staff.

The term mandated reporter simply means someone who is required by law to report a suspicion of child abuse or neglect. The state of Alaska considers ALL people who work at schools to be mandated reporters.

We are required to make a report whenever we have reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect. It is not your responsibility to determine if the information you receive is accurate or whether the source is reliable. It does not matter how long ago the act happened, where it happened, or whether you believe it happened.

We are required to make that report immediately, meaning as soon as reasonably possible and definitely within 24 hours.

All mandated reporters must make the report themselves and then immediately notify the building principal or designee.

Any report shall include the name, title, and contact information for every staff member who is believed to have direct knowledge of the allegations in the report.

In Alaska it is REQUIRED to report all suspected sexual abuse of a minor to BOTH the Office of Child Services (OCS) and State Troopers.

Duties Upon Suspicion of Abuse or Receipt of an Allegation of Child Abuse

1. If you feel you have information to report, send it as an email to reportchildabuse@alaska.gov and copy (BC or CC) your building administrator as well as the Coordinator of School Counseling, at sswanson@bssd.org. It is best to keep your own copy of the report in a safe and private spot.

If you do not have email access you should make the report by calling the OCS (Office of Child Safety) Hotline at 1-800-478-4444. You can call at any time, any day of the week. The OCS hotline is open 24/7. Please follow up with a written report of the call to your site administrator and the Coordinator of School Counseling, Sarah Swanson at the District Office.

2. If you are making a report of a suspected sexual offense, you need to send the email to both OCS and the State Troopers office in Nome. Again, please copy your administrator and Coordinator of School Counseling. That Trooper email address is aileen.witrosky@alaska.gov. Sergeant Witrosky is the commander of the Nome office, she will assign the case to a trooper. If you get a message indicating she is out of the office then you should call their main office number and indicate you need to make a report of a suspected sexual offense. That number is 907.443.5525.

In an emergency situation, where the child is facing an immediate danger, you should call the nearest law enforcement agency and take whatever actions you can without putting yourself at risk of harm to make the child safe until authorities take over.

3. What information will you need to make a report?

Below is a list of information that is helpful for an OCS worker to know. You may not be able to provide all this information but try to give as much as you can.

- * Name, age, date of birth, gender, ethnic heritage/race and current address of the child, and if known the child's Alaska Native or American Indian Tribal Affiliation.
- * The location of everyone involved at the time the report is made (if you know it).
- * Names, addresses and phone numbers of parents, out of home parents, and the child's siblings. Ages of siblings is also helpful.
- * Name, Address, Phone Numbers of the person suspected for maltreatment.
- * The details of the primary concern, how you came to know about it, how often it is happening and how severe is it? Did you witness it and if so, when?
- * Was there an incident or situation that led to the report?
- * Any action taken by you, the reporter, (or others).
- * Names of individuals and their contact information who might have more information.
- * The names and contact information of others who have knowledge of the incident or situation.

4. You may need help getting some of this information although much of it is available on PowerSchool. Please ask your school counselor or administrator for additional help.

5. What NOT to do:

It is important to provide OCS and law enforcement accurate information. At the same time there are some things that mandatory reporters and anyone reporting neglect or abuse should not do:

- * If the child has made a statement do not paraphrase or change it — use exactly the words the child has said.
- * Do not investigate the situation yourself.
- * Do not question or interview the child about the abuse.

- * Do not bargain with the child or bribe the child to disclose something.
- * Do not report only to your supervisor (that does not relieve you of your reporting duties), you are still mandated to report.
- * You are not required to notify the parent that you are reporting to OCS.
- * Do not make the report in a public place where others can overhear you.
- * Do not share the information in the report with others in the community.
- * If a child discloses to you or gives you information, do not promise to keep it secret.

If you are unsure or nervous about making a report, I would direct you to your site administrator or counselor. Either of these people can help by walking you through this protocol. But remember, just because you have shared your information with those people does not relieve you of your responsibility to make the report.

Prohibition of Retaliatory Personnel Action

The District will not take any retaliatory personnel action against an employee because the employee believes that he/she has reasonable cause to suspect that a child is an abused or maltreated child and that employee makes a report to OCS. Further, no school official will impose any conditions, including prior approval or prior notification, upon any staff member specifically designated a mandated reporter.

'Retaliatory personnel action' means the discharge, suspension or demotion of an employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

Civil Immunity

Any employee, volunteer, or supervisor who is employed by a person or entity that contracts with a school to provide transportation services to children who reasonably and in good faith makes a report of allegations of child abuse in an educational setting in accordance with the reporting requirements of the law will have immunity from civil liability which might otherwise result by reason of those actions.

Any school administrator or Superintendent who reasonably and in good faith makes a report of allegations of child abuse in an educational setting, or reasonably and in good faith transmits such a report to a person or agency as required by law, will have immunity from civil liability which might otherwise result by reason of such actions.

Confidentiality

Reports and other written material submitted pursuant to law with regard to allegations of child abuse in an educational setting, and photographs taken concerning those reports that are in the possession of any person legally authorized to receive such information, will be confidential and will not be redisclosed except to law enforcement authorities involved in an investigation of child abuse in an educational setting or as expressly authorized by law or pursuant to a court-ordered subpoena. School administrators and the Superintendent shall exercise reasonable care in preventing such unauthorized disclosure.

Training

The District will implement a training program regarding child abuse and professional boundaries in an educational setting for all current and new classified and certified employees, coaches, volunteers, and board members via both ANNUAL online (vector or other platform) and ANNUAL IN PERSON training. This is above the state requirement and will be documented and tracked at the site and district level.

Prohibition of 'Silent ' (Unreported) Resignations

The Superintendent and other school administrators are prohibited from withholding from law enforcement authorities, the Superintendent or the Commissioner of Education, where appropriate, information concerning allegations of child abuse in an educational setting against an employee or volunteer in exchange for that individual's resignation or voluntary suspension from his/her position.

The Superintendent or other school administrators who reasonably and in good faith report to law enforcement officials information regarding allegations of child abuse or a resignation as required pursuant to the law will have immunity from any liability, civil or criminal, which might otherwise result by reason of such actions.

Prohibition on Aiding and Abetting Sexual Abuse

Unless exempted by law, no District employee, contractor, or agent of the District will assist another District employee, contractor, or agent in obtaining employment within the district or a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency knows or has probable cause to believe, that the individual engaged in sexual misconduct regarding a minor or student in violation of the law.

BP 5141.42 PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS

ACTION NEEDED - Update to the following

Purpose

The District is committed to protecting children from inappropriate conduct by adults, including school staff and volunteers. The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children. This policy applies to all district staff and volunteers. For purposes of this policy and its administrative regulation, the terms “district staff,” “staff member(s),” and “staff” also includes volunteers.

General Standards

Maintain professional boundaries: The board expects all staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries with students.

The interactions and relationships between district staff and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the district’s educational mission.

District staff will not intrude on a student’s physical and/or emotional boundaries unless the intrusion is necessary to serve a bona fide health, safety, or educational purpose. An educational purpose is one that relates to the staff member’s duties as an educator. Additionally, staff members are expected to avoid any appearance of impropriety in their conduct when interacting with students.

Report violations of professional boundaries: Whenever a staff member observes another staff member engaging in inappropriate boundary invasions with a student, they must report what they have observed to administration. ***When in doubt, report it out.***

District staff and volunteers are required to make a report whenever they have reasonable cause to suspect that professional boundaries have been violated. It is not your responsibility to determine if the information you receive is accurate or whether the source is reliable. It does not matter how long ago the act happened, where it happened, or whether you believe it happened.

Report any suspicions to the site administrator and HR in writing within 24 hours.

If your report involves more than a boundaries violation and is a suspicion of child abuse refer to AR 5141.4.

Preexisting, outside relationships with students: The board recognizes that staff may have familial and pre-existing social relationships with parents/guardians/caretakers of students and students. This could create dual relationships with students. Staff members should use sound professional judgment when they have a dual relationship with students to avoid violating this policy. In all such relationships staff should avoid any appearance of impropriety with any student and any appearance of favoritism toward any student.

Staff members shall pro-actively discuss dual relationship circumstances with their building administrator or supervisor. Regardless of any preexisting relationship with students outside of work, when on the job as an educator, staff shall abide by this policy and its accompanying administrative regulations.

Use of technology: The board supports the use of technology to communicate for educational purposes. However, unless the student is the staff member's own child, staff are prohibited from communicating privately with students on-line or from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally recognized professional standards.

Staff whose conduct violates this policy may face disciplinary and/or termination consistent with the district's policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

Training: The Superintendent or Superintendent's designee will develop staff training relating to this policy, including protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

The District will implement a training program regarding child abuse and professional boundaries in an educational setting for all current and new classified and certified employees, coaches, volunteers, and board members via both ANNUAL online (vector or other platform) and ANNUAL IN PERSON training. This is will be documented and tracked at the site and district level.

(cf. 4131 – Staff development)

(cf. 5131.43 – Harassment, intimidation and bullying)

(cf. 5137 – Positive school climate)

(cf. 5141.4 – Child abuse and neglect)

(cf. 6161.4 – Internet)

cf. 6161.5 – Web sites)

ALASKA STATUTES

[11.61.120](#) *Harassment in the second degree*

[14.08.111](#) *Duties*

[14.14.090](#) *Duties of School Boards*

[14.30.355](#) *Sexual abuse and sexual assault awareness and prevention*

[14.30.360](#) *Curriculum (health and safety education*

[14.33.200](#) *Harassment, intimidation and bullying*

[14.33.210](#) *Reporting of incidents of harassment, intimidation and bullying*

[14.33.220](#) *Reporting no reprisals*

[14.33.240](#) *Immunity from suit*

[14.33.250](#) *Definitions*

[47.14.300](#) *Multidisciplinary Child protection teams*

[47.17.010](#) *Child protection*

[47.17.020](#) *Persons required to report*

[47.17.022](#) *Training*

Adopted: February 6, 2020

BERING STRAIT SCHOOL DISTRICT

Series 6000 - INSTRUCTION

BERING STRAIT SCHOOL DISTRICT

BP 6000 CONCEPTS AND ROLES

The School Board believes that the district and community must work together to ensure that educational goals and objectives are relevant to the lives and future of our students. The School Board shall adopt policies which define district philosophy and goals. The Superintendent or designee shall provide for the development of districtwide instructional objectives.

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

The School Board recognizes the importance of planning, implementing and evaluating the instructional program and shall provide the resources necessary for ongoing review and improvement of the district curriculum.

(cf. 0500 - Review and Evaluation)

(cf. 6141 - Curriculum Development and Evaluation)

In order to keep abreast of educational trends and changing student needs, the School Board supports a continuing program of inservice education for certificated staff, the administration, and School Board members.

(cf. 4331 - Staff Development)

(cf. 9240 - School Board Development)

Note: United States Code, Title 20, Section 2728 and the Code of Federal Regulations, Title 34, Section 200.43 **mandate** districts receiving Title 1 funds to establish and implement a districtwide salary schedule and written policy ensuring the equivalent provision of staff, curriculum materials and instructional supplies among schools. Pursuant to the Code of Federal Regulations, Title 34, Section 298.23 recipients of Chapter 2 funds also must demonstrate that program services, equipment, materials and supplies are supplementary to the regular program.

The district shall provide comparable educational opportunities for all students. The Superintendent or designee shall schedule teachers and classes so that there is a minimum variation in the student-teacher ratio from school to school at the beginning of each school year. He/she shall further ensure that the amount and quality of textbooks, instructional supplies and equipment are closely comparable in every district school and at each level.

(cf. 0410 - Nondiscrimination)

(cf. 6171 - Title 1 Programs)

Instruction in the core curriculum shall not be diminished when students receive supplementary services funded by special governmental programs.

The School Board

1. Articulates the district's educational philosophy and goals through School Board policy and approves districtwide instructional objectives which reinforce the district's philosophy and goals.
2. Adopts all curriculum and graduation requirements.
3. Determines the educational programs to be offered to the district's students.
4. Reviews the instructional program and evaluates the education received by students using available data including results of state and district student assessments.

The Superintendent or Designee

1. Establishes procedures for the ongoing review, evaluation, and development of the district's curriculum.

2. Ensures the articulation and integration of the district curriculum between educational levels.
3. Administers the district's educational program and reports to the School Board on the accomplishment of district goals and objectives using available data including results of the state and district student assessments through testing and other types of appraisal.
4. Decides the general methods of instruction to be used.
5. Assigns instructors and schedules classes for all curricular offerings.
6. Approves instructional materials and resources to be used in the district's curriculum.

Legal Reference:

ALASKA STATUTES

- 14.03.060 Elementary, junior high, and secondary schools
- 14.03.090 Sectarian or denominational doctrines prohibited
- 14.08.111 Duties (regional school boards)
- 14.14.090 Additional duties
- 14.14.110 Cooperation with other districts

UNITED STATES CODE, TITLE 20

- 2728 (c) Fiscal requirements/comparability of services
- 2971 (b) Federal funds supplementary

CODE OF FEDERAL REGULATIONS

- 34 CFR 200.43 Comparability of services requirements, Chapter 1
- 298.23 Comparability of services requirements, Chapter 2

Revised 3/2012

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6010 GOALS AND OBJECTIVES

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

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, percentages of students earning certificates of completion and diplomas based on the high school graduation qualifying examination.

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)

Legal Reference:

ALASKA STATUTES

14.03.075 High school graduation requirements

ALASKA ADMINISTRATIVE CODE

4 AAC 05.140 Content standards

4 AAC 05.150 Performance standards

Added 9/99

Revised 1/04

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6020 PARENT INVOLVEMENT

Note: The following optional policy may be revised or deleted as desired. However, for those districts receiving Title I funds, a policy on parental involvement is mandatory. (See BP/AR 6171)

The School Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. The district shall include parent involvement strategies as a component of instructional planning.

Teachers and parents/guardians can better understand and meet student needs if they work together. All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques which support classroom learning. Administrators and teachers should keep parents/guardians well informed about school expectations and tell them when and how they can assist their children in support of classroom learning activities.

The School Board encourages staff training in effective communication with the home. The School Board encourages parents/guardians to serve as volunteers in the schools and to attend student performances and school meetings.

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visits to the Schools)

(cf. 5124 - Reporting to Parents)

(cf. 6154 - Homework/Make-Up Work)

(cf. 6171 - Title 1 Programs)

Revised 1/03

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6111 SCHOOL CALENDAR

The Superintendent or designee shall recommend to the School Board a school calendar that will meet the requirements of the law as well as the needs of the community, students and the work year as negotiated with district personnel.

Note: Amended in 2004 and retroactive to July 1, 2003, AS 14.03.030 mandates a school term of 180 days with some exceptions. With the approval of the Commissioner of Education: up to ten days may be used for teacher inservice training; "emergency closure days" may be substituted for days in session because of conditions posing a threat to the health or safety of students; or the School Board may adopt a different school term that includes at least 740 hours of instruction and study periods for students K-3 and at least 900 hours of instruction and study periods for pupils in grades 4-12. To utilize a different school term as just described, the School Board must submit an acceptable plan to the Commissioner demonstrating that students will receive the approximate equivalent of a 180-day term.

The school calendar shall show the beginning and ending school dates, legal and local holidays, orientation and teacher inservice days, number of teaching days, vacation periods and other pertinent dates.

(cf. 0530 - Discontinuation or Closure of Schools)

(cf. 6115 - Ceremonies and Observances)

Legal Reference:

ALASKA STATUTES

14.03.030 School term

ALASKA ADMINISTRATIVE CODE

4 AAC 05.090 Discontinuation or Closure of Schools

Revised 2/2010

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6112 SCHOOL DAY

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.

Legal Reference:

ALASKA STATUTES

14.03.40 Day in session

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6114 CRISIS RESPONSE PLAN

Note: By July 1, 2000, all school districts must have developed a model school crisis response plan for use by each school in the district. By December 31, 2000, each school must have developed a school specific crisis response plan.

All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, or other crisis which create distress, hardship, fear or grief. The Superintendent or designee shall develop and maintain a crisis response plan for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually.

A crisis response team for each school shall augment the district plan with working plans and procedures specific to each school building. The crisis response team must include the principal, one certificated and one classified member of the school staff, and one parent whose child attends the school. Additionally, the team may include a school board or advisory school board member, a school counselor, a member of local law enforcement, and a student in grade 10 or higher.

All students and employees shall receive instruction regarding these plans. Employees shall be trained annually in crisis response, including evacuation and lock down drills. Disaster simulation exercises may be held annually at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies.

The Superintendent or designee shall consult with local social service agencies and law enforcement authorities so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school.

Note: The crisis response plan must include the following information. Districts should add to this list as

The crisis response plan for each school must:

- identify the person in charge and a designated substitute;
- identify the crisis response team members and their specific job functions relating to a crisis;
- include a communication plan;
- include protocols for responding to immediate physical harm of students, faculty, or staff and to traumatic events, including the period after the events have concluded;
- include disaster and emergency procedures to respond to earthquakes, fire, flood, explosions, or other events or conditions in which death or serious injury is likely;
- include crisis procedures for safe entrance to and exit from the school by students, parents, and employees, including an evacuation and lock down plan; and
- include policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis.

(cf. 3514 - Safety)

(cf. 3515 - School Safety & Security)

(cf. 5142 - Student Safety)

The crisis response plans shall be reviewed annually and updated as appropriate. A copy of each school's crisis response plan shall be retained by the district and a copy provided to each local agency that has a role in the plan. Notice of completion of the annual review and update and the location of a school's crisis response plan shall be posted at each school in the district. Each school's crisis response plan shall be printed and available for inspection by the public.

Note: The following language may be revised to reflect district philosophy and needs.

The School Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The School Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

The School Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation. Each principal shall ascertain that at least one staff member at each school holds a valid certificate in these areas. The Superintendent or designee may provide for CPR inservice training to be offered to district staff annually.

Legal Reference:

ALASKA STATUTES

14.03.030 School term

14.03.140 Emergency drills

14.33.100 Required school crisis response planning

18.70.080-18.70.300 Fire protection

Revised 9/99

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6114 CRISIS RESPONSE PLAN

Note: Each district, and every school within the district, is required to have in place a crisis response plan. AS 14.33.100. AS 14.03.140 requires monthly emergency drills, such drills should be geared to the types of emergencies likely to be experienced. AS 14.33.100 requires annual employee training in crisis response, including evacuation and lock down drills.

Principals and site administrators shall hold emergency drills at least once quarterly, weather permitting. (AS 14.03.140)

The district crisis response plan shall be available to staff, students the office of the Superintendent or designee and in the office of each principal. Individual building crisis response plans shall be provided to each teacher at the principal's office. The principal shall make certain that students and staff are familiar with the plan and shall periodically conduct preparedness drills to ensure effective behavior in the event of an actual emergency or disaster.

The crisis response team for each school shall meet each year to review the crisis response plan and recommend changes and/or improvements.

1. Principal

The principal or designee may assume overall direction of disaster procedures. Each principal shall prepare written disaster plans for his/her school and present a copy to the Superintendent or designee.

The principal shall:

- a. Direct evacuation of buildings, using fire signals and procedures as required for fire, threatened explosion, or following cessation of earthquake tremors, and using a manual bell for signals in case of power failure.
- b. Arrange for transfer of students when their safety is threatened by floods or approaching fires.
- c. Issue orders to teachers if children are to assemble in preselected safer areas within the school.
- d. Schedule monthly/periodical fire drills and keep appropriate records.
- e. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.
- f. Inform the Superintendent or designee of all emergency actions taken as soon as possible.
- g. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.

2. Teachers

Teachers shall be responsible for supervision of students in their charge.

Teachers shall:

- a. Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signals, warning written notification, or intercom orders.
- b. Give the relevant commands during emergencies.
- c. Take roll when the class is relocated in an outside or inside assembly area or at another location.
- d. Report missing students to the principal or designee.
- e. Send students in need of first aid to the school nurse or person trained in first aid.

3. Custodian/Maintenance Personnel

Custodians/maintenance personnel are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Custodians/maintenance personnel shall:

- a. Survey and report damage to the principal.
- b. Direct rescue operations as required.
- c. Direct fire fighting efforts until regular fire fighting personnel take over.
- d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines.
- e. Disburse supplies and equipment as needed.
- f. Conserve usable water supplies.

4. The school secretary shall:

- a. Report a fire or disaster to the appropriate authorities.
- b. Assist the principal as needed.
- c. Provide for the safety of essential school records and documents.

5. The secretarial staff shall man telephones, monitor radio emergency broadcasts, assist the school nurse as needed, and act as messengers and carriers when so directed.

6. The school nurse shall:

- a. Administer first aid.
- b. Supervise the administration of first aid.
- c. Organize first aid and medical supplies.

** The district authorizes its employees to make independent decisions designed to maximize survival of students and staff. If you can answer the questions 1) Is it legal? 2) Will I take responsibility? 3) Is it the right thing to do, then we authorize you to act in the best interest of students.*

Revised 9/99

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6114.1 FIRE DRILLS AND FIRES

Note: All districts, and each school within a district, are required to have in place a crisis response plan which contains emergency procedures to address disasters, including fire. AS 14.33.100.

All students, teachers, and other employees shall be instructed as to leaving the school building in an orderly and rapid manner.

Principals and teachers shall recognize that it is essential in any emergency to prevent panic by giving students clear direction and supervision. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated escape route is blocked.

(cf. 6114 - Crisis Response)

A record shall be kept in the principal's office of each fire drill conducted. A copy of the record shall also be filed in the office of the Superintendent or designee.

In the event that fire is discovered in any part of the school, the fire department shall be called immediately after the signal is given to evacuate the building. Students and adults evacuate the building to outside assembly areas. Teachers shall ascertain that no student remains in the building. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to injured students.

If the fire is serious, students may be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Legal Reference:

ALASKA STATUTES

14.33.100 Emergency drills

14.33.100 Required school crisis response planning Revised 9/99

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6114.2 BOMB THREATS

Note: Although many bomb threats prove to be a hoax, the principal or designee should evaluate every such threat carefully and independently on the basis of circumstances existing at the moment. If a school gets a series of bomb threats, the school may want to request that local law enforcement obtain a tap on the phone to trace calls. The following sample regulation may be revised or deleted.

Receiving Threats

Anyone answering a telephoned bomb threat shall try to keep the caller on the line and get answers to the following questions:

1. When is the bomb scheduled to go off?
2. Where is the bomb located?
3. What kind of bomb is it?
4. Who placed the bomb?
5. How do you know about the bomb?
6. What is your name and address?

The person who receives the call should also try to determine the caller's sex, age, and distinctive features of voice or speech and should take note of background noises such as music, traffic, machinery or other voices.

Anyone who receives a written bomb threat shall place it in an envelope and note where and by whom it was found.

Any employee or student who receives a bomb threat shall immediately report the threat to the principal or designee.

Procedures

Upon perceiving that a danger may exist, the principal or designee shall:

1. Immediately use fire drill signals to evacuate threatened areas.
 - a. Students and staff shall follow standard fire drill procedures.
 - b. Teachers shall take roll at their assigned areas and immediately report any absences to the principal or designee.
 - c. Teachers shall remain with their classes, well away from the school buildings, until relieved.
2. Immediately turn off any two-way radio equipment which is located in a threatened building.
3. Immediately inform law enforcement authorities, the fire department, and the Superintendent or designee.

Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. **No other school staff shall search for or handle any explosive or incendiary device.**

Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the principal or designee that reentry is safe.

Within 24 hours, the principal or designee shall send the Superintendent or designee a complete report of the incident, identifying the person who received the threat and the grounds for believing the danger to be real.

The Superintendent or designee shall make every effort to identify individuals who make bomb threats and have them prosecuted. Students who make such threats shall be disciplined accordingly.

(cf. 5144.1 - Suspension and Expulsion)

(cf. 6114 - Crisis Response Plan)

Revised 9/99

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6114.3 EARTHQUAKE EMERGENCY PROCEDURES

Note: All districts, and each school within a district, are required to have in place a crisis response plan which contains emergency procedures to address disasters, including earthquakes.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside the school building and in individual classrooms:

1. The teacher or other person in authority shall implement the earthquake response procedures. Each student shall:
 - a. Get under equipment (desk, table, etc.) where available. Otherwise get next to an inside wall or under an inside doorway.
 - b. Drop to knees with back to the windows and knees together.
 - c. Clasp both hands firmly behind the head, covering the neck.
 - d. Bury face in arms, protecting the head. Close the eyes tightly.
 - e. Stay there until the procedure or emergency is over or until subsequent instructions are given. Such instructions will depend upon circumstances and the extent of damage to the buildings.
2. As soon as possible, teachers shall move the children away from windows and out from under heavy suspended light fixtures.
3. Teachers shall implement action to leave the building when the earthquake is over. Teachers shall ensure that students do not run, particularly on stairways.

Earthquake While on School Grounds

When an earthquake occurs, the following actions shall be taken if teachers and students are on school playgrounds:

1. The teacher or other person in authority shall direct the children to WALK away from buildings, trees, poles, or exposed wires.
2. The teacher shall implement the earthquake response procedures. Teachers and students shall cover as much skin surface as possible, close eyes, and cover ears.
3. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.

Earthquake While on the Bus

When students are on the school bus and an earthquake occurs, the following actions shall be taken:

1. The bus driver shall pull to the side of the road away from any buildings, poles, wires, overhead structures or bridges, if possible, and issue the earthquake response procedures.
2. The driver shall set the brakes and turn off the ignition.
3. The bus driver shall wait until the earthquake is over before proceeding on the route.
4. The bus driver shall contact the director of transportation for instructions.
5. If the bus driver continues on, he/she shall watch for hazards created by earthquakes, such as fallen electrical wires, cracked roads, or fallen poles.

Subsequent Emergency Procedures

1. Teachers shall see that students avoid touching electrical wires that may have fallen.
2. Teachers or students shall not light any fires after the earthquake until the area is declared safe.

Laboratory or shop teachers shall be watchful of students' relighting burners or stoves.

3. First aid shall be rendered if necessary.
4. Teachers shall take roll of their classes.
5. Guards shall be posted at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
6. Custodian/maintenance personnel shall shut off all pilot lights on water heaters or furnaces, as well as stoves in homemaking classrooms.
7. Assistance shall be requested as needed, through appropriate channels, from the local civil defense office or fire and police departments.
8. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. The principal shall, if possible, contact the district office for further instructions.
10. The principal shall determine the advisability of closing the school, with the advice of the Building Inspector if possible.
11. Following the quake, the principal and custodian shall inspect all buildings for safety in accordance with inspection procedures below.
12. If the building is safe for use, the principal or designee shall clear debris in order to resume educational activities as soon as possible.
13. Until such time as the buildings are safe for use, the principal shall arrange for other facility use, if available, so that the educational program may be continued with as little interruption as possible.

General Procedures

Students shall be taught the following safety precautions to be taken during an earthquake in the event that adults are not present to give specific directions:

1. The safest place to be is in the open. Stay there.
2. Move away from buildings, trees, and exposed wires. DO NOT RUN!
3. After the earthquake, if you are on your way to school, continue to school.
4. After the earthquake, if you are on your way home, continue home.

Inspections After Earthquake

1. The school custodian/maintenance personnel shall make a thorough inspection immediately after a severe earthquake.

Check points:

- Large cracks affecting buildings
- Earth slippage affecting buildings
- Water leaks
- Gas leaks
- Electrical breakages

If leaks are detected, the custodian/maintenance personnel shall shut off the utility in the building affected and notify the maintenance department.

2. The building principal shall inspect the facility. If the principal believes the school is damaged sufficiently to be a hazard, he/she shall notify the Superintendent or designee and ask the Building Inspector to check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.

3. The Building Inspector shall be responsible for determining if the structure is safe for occupancy. The Superintendent or designee shall expedite reconstruction and replacement of equipment.

Revised 9/99

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6114.4 PANDEMIC/EPIDEMIC EMERGENCIES

Note: This optional policy may be revised or deleted.

The School Board recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the School Board establishes this policy in the event the town/municipality and/or school district is affected by a pandemic/epidemic outbreak. At all times the health, safety and welfare of the students shall be the first priority.

Planning and Coordination

The Superintendent or designee shall designate one or more staff members to serve as a liaison between the school district and local and state health officials. This designee is responsible for connecting with health officials to identify local hazards, determine what crisis plans exist in the school district and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school district.

With fiscal concerns in mind, the district may purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by health officials.

The Superintendent or designee shall develop procedures and plans for the transportation of students in the event of an evacuation. Such procedures shall include provisions for students who cannot be transported to home at the time of the evacuation.

Response

In the event anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic, that person may be quarantined pending further medical examination. Parents/guardians and local and state health officials shall be notified immediately.

In conjunction with local and state health officials, the Superintendent or designee shall ascertain whether an evacuation, lockdown, or shelter-in-place needs to be established. As soon as such a decision has been made, the school district shall attempt to notify the parents of all students.

In the event of an evacuation, the Superintendent or designee is charged with determining when the school shall re-open. In the event of a lockdown or shelter-in-place, the Superintendent or designee shall notify all proper authorities and relief agencies to seek their assistance for the duration of the lockdown or shelter-in-place.

Infection Control

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by that individual's primary care physician or other medical personnel indicating that that person does not bear the risk of transmitting the communicable disease.

Continuance of Education

The Superintendent or designee shall develop a plan of alternate means of educating students in the event of prolonged school closings and/or extended absences. Such a plan may include providing students with assignments via mail, local access cable television, or the school district's website.

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 5144.1 - Suspension and Expulsion)

(cf. 6114 - Crisis Response Plan)

Legal Reference:

ALASKA STATUTES

14.03.02 School Year

14.30.045 (4) Grounds for suspension or denial of admission

ALASKA ADMINISTRATIVE CODE

4 AAC 05.090 The Family Educational Rights and Privacy Act of 1974 (FERPA)

UNITED STATES CODE

20 U.S.C. 1232g

CODE OF FEDERAL REGULATIONS

45 C.F.R. 99

Added 2/2010

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6115 CEREMONIES AND OBSERVANCES

Patriotic Exercises

Note: By state law, the Pledge of Allegiance must be recited regularly. AS 14.03.130. A person/student is permitted to recite the salute to the flag or to maintain a respectful silence.

The School Board encourages activities that instill pride in our country. The Pledge of Allegiance shall be recited or patriotic exercises conducted on a regular basis as determined by the School Board.

Note: Federal courts have held that individuals may not be compelled to salute the flag or even to stand

The district respects the legal right of individuals not to participate in the salute to the flag for personal reasons. An individual not participating in the salute to the flag must maintain a respectful silence.

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 6141.6 - Multicultural Education)

Special Days and Events

District schools shall commemorate special days and events in accordance with law. Schools are encouraged to recognize days and events of local significance.

Note: AS 14.03.050 allows the School Board to designate additional holidays. The following reflects school holidays designated by AS 14.030.050 and may be expanded as deemed appropriate.

District schools shall be closed in observance of Labor Day, Thanksgiving Day and the day after, Christmas Day, New Year's Day, Memorial Day, and the Fourth of July.

(cf. 6111 - School Calendar)

Legal Reference:

ALASKA STATUTES

14.03.050 School holidays

14.03.130 Display of flag and pledge of allegiance

41.15.900 Observance of Arbor Day

COURT DECISIONS

West Virginia State Board of Education, et al . v. Burnette, et al 319 U.S. 624 (1943)

Banks v. Board of Public Instruction, 314 F. Supp. 285

Hanover v. Northrup, 325 F. Supp. 170

Revised 9/ 01

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6116 CLASSROOM INTERRUPTIONS

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

The School Board recognizes that class time should be dedicated to student learning. The School Board believes that classroom interruptions which are not related to the educational program should be kept at an absolute minimum.

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6116 CLASSROOM INTERRUPTIONS

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

The principal or designee shall keep announcements made through intercom or public address systems to a minimum and limit announcements to specific times during the day. Announcements that apply only to teachers shall be distributed in writing.

The principal shall establish a fixed time for the delivery of messages to students, except in the case of emergencies.

School maintenance operations involving noise or classroom disruption shall be performed before or after school hours whenever possible.

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6141 CURRICULUM DEVELOPMENT AND EVALUATION

Note: 4 AAC 05.080 mandates that the School Board formally adopt at a regular meeting a curriculum, as specified, describing what will be taught. The following sample policy may be revised to reflect district philosophy and needs.

The School Board shall provide a comprehensive instructional program to serve the educational needs of the district's students. The School Board accepts responsibility for establishing what students should learn. Therefore, the School Board shall adopt a district curriculum which to the extent possible reflects the desires of the community, the needs of society, and the requirements of law.

Curriculum development and improvement is of primary importance and as such will be part of an ongoing process in this district. The Superintendent or designee shall have general coordinating authority over the design and development of curriculum. The Superintendent or designee shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students and parents/guardians. The School Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and inservice training.

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

Note: 4 AAC 05.080 requires that the adopted curriculum include a statement that the curriculum is a guide for planning instructional strategies, a statement of goals the curriculum is expected to accomplish, the content designed to accomplish the goals, and a description of the means of evaluating the effectiveness of the curriculum.

The curriculum shall be consistent with and aligned to established state standards and the philosophy, goals and objectives of the district. The Superintendent or designee shall keep the School Board informed regarding current district curriculum efforts and student achievement. The Superintendent or designee shall provide all necessary assistance to the School Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the School Board. Prior to adoption of districtwide curriculum, the School Board shall discuss its findings with the staff, community and students.

Note: 4 AAC 05.080 requires the review of content areas every six years.

The School Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for districtwide curriculum development. The School Board shall review each content area at least once every six years.

Learning will be enhanced by an adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and school to school. Teachers are to align their teaching to district standards and curriculum.

(cf. 6190 - Evaluation of Instructional Program)

Legal Reference:

ALASKA STATUTES

14.03.120 Education planning; reports

14.14.110 Cooperation with other districts

ALASKA ADMINISTRATIVE CODE

4 AAC 04.140 Content Standards

4 AAC 04.150 Performance Standards

4 AAC 05.020 Definitions

4 AAC 05.080 School curriculum and personnel

4 AAC 06.805 Adequate Yearly Progress

4 AAC 06.885 School and District Recognition

4 AAC 51.310 Evaluation

Revised 3/2012

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6141.2 RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

Note: As a condition of receiving federal education funds, school districts must annually certify, in writing, to the Department of Education and Early Development that no district policy prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. In addition, AS 14.30.016 allows parents to withdraw their child from an activity, class, program, or state standards-based assessment for a religious holiday, as defined by the parent.

Note: Pursuant to AS 14.03.090, partisan, sectarian, or denominational doctrines may not be advocated in a public school during the hours the school is in session. A teacher or school board violating this section may not receive public money

Factual and objective teaching about religion must be distinguished from religious indoctrination, which is forbidden in public schools. The schools may teach about religion from a historical, cultural, sociological or other educational perspective, but must not favor the beliefs and customs of any particular religion or sect over any others in such teaching.

Instructional programs may include references to religion and may use religious literature, art, music or symbols to illustrate the subject matter being taught. Such instruction should be designed to broaden the students' understanding of social and cultural history and their tolerance for the multiple ways of life practiced by the peoples of the world. Instruction about religious holidays shall be carefully tied to these educational objectives.

The School Board recognizes the rights of all students to engage in private religious activity, individually or in groups. This may include reading of religious texts, religious discussions, and prayer. It is the policy of the School Board not to prevent, or otherwise deny participation in, constitutionally protected prayer in the schools, consistent with guidance issued by the U.S. Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

The School Board recognizes the rights of parents/guardians to have their children observe religious holidays practiced by the family. Parents may excuse their children from an activity, class, program, school day, or standards-based assessment or test required by the State of Alaska in order to observe a religious holiday.

(cf. 6020 - Parent Involvement)

Staff members shall be sensitive to their obligation not to interfere with the philosophical/religious development of each student, in whatever tradition the student embraces. Students may voluntarily pray at any time before, during, or after the school day when not engaged in instruction or other school activities, subject to the same rules of order that apply to other student activities.

School-sponsored programs should not be, nor have the effect of being, religiously oriented or a religious celebration.

Note: The following optional paragraph recognizes that holidays often raise concerns regarding religion in the schools. The following language prohibits the use of religious symbols during holidays and may be revised or deleted in light of community standards and practices

The School Board respects the diversity and rich heritage of our community members. Classroom decorations and costumes during holidays may express seasonal themes which are not religious in nature.

(cf. 5113 - Absences and Excuses)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6115 - Ceremonies and Observances)

(cf. 6144 - Controversial Issues)

Legal Reference:

ALASKA STATUTES

14.03.090 *Sectarian or denominational doctrines prohibited*

14.30.016 *A parent's right to direct the education of the parent's child*

UNITED STATES CODE

Elementary and Secondary Education Act,

20 U.S.C. § 7904, as amended by *Every Student Succeeds Act (P.L. 114-95 December 10, 2015)*

Revised 9/2016

Revised 4/23

9/92

BERING STRAIT SCHOOL DISTRICT

BP 6141.3 MULTICULTURAL EDUCATION

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

The School Board recognizes that America has always been a multicultural society composed of diverse peoples who came here from all parts of the globe. Public schools are the most common shared experience for most Americans, and it is the job of the schools to accurately reflect the contributions of all ethnic groups to the common culture.

Students must learn to respect and work cooperatively with persons of all backgrounds. Instruction should help students realize the value of individual differences as well as the human dignity and worth common to all people.

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

(cf. 5137 - Positive School Climate)

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

(cf. 6174 - Bilingual-Bicultural Education)

Legal Reference:

ALASKA STATUTES

14.20.020 Requirements for issuance of certificate

14.20.035 Evaluation of training and experience

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6142.1 FAMILY LIFE/SEX EDUCATION

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

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

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

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

(cf. 6141 – Curriculum Development and Evaluation)

(cf. 6142.2 – AIDS Instruction)

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

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

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

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

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

(cf. 1220 – Advisory Committees)

Parents/guardians shall be notified in writing before students are offered any instruction in which human reproductive organs and their functions, processes, or diseases are described, illustrated, or discussed. This notification shall inform parents/guardians that they may review instructional materials

to be used in family life, sex education instruction and that they may request in writing that their child not attend the class. At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction.

(cf. 1312.2 – Complaints Concerning Instructional Materials)

Legal Reference:

ALASKA STATUTES

14.30.360 Curriculum

UNITED STATES CODE

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

Revised 10/2021

Revised 4/23

9/92

BERING STRAIT SCHOOL DISTRICT

BP 6142.2 AIDS INSTRUCTION

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

Note: For districts receiving federal funds, section 9526 of the No Child Left Behind Act sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds not be used to (1) develop or distribute products or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and emphasizes abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities.

The School Board recognizes that Acquired Immune Deficiency Syndrome (AIDS) poses a public health crisis. At the present time, society's most effective weapon against the spread of this deadly disease is public education.

The number of AIDS cases is steadily increasing. In the course of living their daily lives, our students will come into contact with people who have AIDS. Therefore the district's health education program will include factual information about AIDS and how the disease is transmitted. Students must be told what voluntary behaviors result in infection and also be motivated to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence from sex is the only totally effective protection against AIDS through sexual transmission.

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

In order for AIDS instruction to be most effective, the Superintendent or designee shall ensure that staff members who will present this instruction receive continuing inservice training which includes appropriate teaching strategies and techniques.

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

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6141 - Curriculum Development and Design)

In the elementary grades, AIDS education shall be provided by the regular classroom teacher and shall be designed principally to allay excessive fears of the epidemic and of becoming infected.

In middle school and high school, AIDS education shall be provided by the health education teacher as part of a comprehensive health education program.

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

In cooperation with local health agencies, the Superintendent or designee shall provide a program of orientation and information about AIDS and the AIDS Instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials before they are used with our students.

Before students receive AIDS instruction, parents/guardians shall be notified. Alternative study arrangements may be made for students whose parents/guardians ask that they not receive instruction.

(cf. 1312.2 - Complaints concerning Instructional Material)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:

ALASKA STATUTES

14.30.360 Curriculum

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. § 9526, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Revised 1/03

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6142.3 SCIENCE INSTRUCTION

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

The School Board believes that science education should give students an understanding of key scientific concepts and a capacity for scientific ways of thinking. Students should become familiar with the natural world and aware of ways in which science, mathematics and technology depend upon one another.

The School Board expects that students shall come to know that science, mathematics and technology are human enterprises, with strengths and limitations. As part of their science instruction, students should learn how to use scientific knowledge and ways of thinking for individual and social purposes.

A scientific fact is an understanding based on confirmable observations and is subject to test and rejection. A scientific hypothesis is an attempt to frame a question as a testable proposition. A scientific theory organizes and explains a range of natural phenomena on the basis of facts and hypotheses. Scientific theories are constantly subject to testing, modification and refutation as new evidence and new ideas emerge.

From time to time, natural science teachers are asked to teach content that does not meet the criteria of scientific fact, hypothesis and theory as these terms are used in natural sciences and defined in this policy. As a matter of principle, science teachers are professionally bound to limit their teaching to science and should resist pressure to do otherwise.

Philosophical and religious theories are based, at least in part, on faith, and are not subject to scientific test and refutation. Such beliefs shall not be discussed in science classes, but may be addressed in the social science and language arts curricula.

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

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 04.060 Science Performance Standards

Revised 9/97

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6142.4 COMMUNITY SERVICE

Note: The following optional policy recognizes volunteer work experience as part of the curriculum.

The School Board desires that all students develop a sense of social responsibility and encourages opportunities for students to perform volunteer duties in the community. The School Board believes that volunteer service can help students gain self-esteem, reinforce skills, discover career options and learn the value of volunteer work. Community service motivates students to learn by relating the curriculum to the needs of the community at large.

The Superintendent or designee may develop with staff, parents/guardians and community organizations a community service course which reinforces the curriculum and provides opportunities for student volunteers to meet community needs. The Superintendent or designee may authorize community service credit which may be applied towards high school graduation.

Parents/guardians of student volunteers shall receive information about the community service program and its benefits for both the community and the student.

(cf. 1240 - Volunteers)

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6142.4 COMMUNITY SERVICE

Note: The following optional guidelines may be revised or deleted to reflect district needs.

Program Description

Community service classes shall acquaint students with the history and importance of volunteer service and with various existing community needs, including needs within the school itself.

Students shall be offered volunteer opportunities which support and strengthen their academic achievement and help them recognize the relevance of what they are learning in school. Such opportunities also may help them to:

1. Develop multicultural relationships within the community.
2. Appreciate the democratic ideal of equal treatment for all citizens.
3. Learn the importance of environmental conservation.
4. Understand the values, goals and quality of life which the community considers important.
5. Develop flexibility in order to realize that changes are necessary throughout life.

Students shall be encouraged to volunteer in areas which interest them personally.

Staff shall provide student volunteers with opportunities to discuss the value of their service experiences with their peers.

Program Supervision

School staff shall regularly visit community agencies to observe student volunteers and help them solve service-related problems.

School staff shall monitor the attendance of students at designated community service sites and shall maintain attendance records.

Grading

Option 2: Grades awarded in community service classes shall be based upon:

1. The student's accomplishment of written objectives established and agreed upon by the community organization, school staff member, student and parent/guardian; and
2. The student's completion of a written essay or a speech related to his/her community service experiences.

Student Responsibilities

Transportation to the community service site shall be the student's responsibility.

In case of illness, the student shall inform both the community agency and the staff member responsible for monitoring attendance. Students shall be held accountable for attendance in the same manner as that used for the regular school program.

The community agency or district staff may terminate any student's volunteer placement if the student's conduct is unsatisfactory.

Adopted: February 3, 2014

BP 6142.5 ENVIRONMENTAL EDUCATION

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

The School Board recognizes that the schools play a crucial role in educating students on environmental issues and preparing them to be the stewards of their natural resources. The quality of life in future generations will depend upon our students' willingness and ability to solve today's environmental problems and prevent new ones from developing.

The Board desires to foster attitudes of personal responsibility toward the environment and provide students with the knowledge and skills needed to make decisions involving the environment and its resources. Students should understand basic ecological principles and appreciate the interrelated nature of living processes, the effect of human activities on ecological relationships, and the interdependence of humanity and nature.

School and classroom activities should encourage students to recycle, conserve natural resources, use biodegradable materials when possible, and dispose of wastes in an environmentally sound way.

(cf. 6163.4 - School Gardens, Greenhouses, and Farms)

Students may increase their understanding of science and the interdependence of living things through the study of endangered species in local habitats and through participation in projects related to this study.

(cf. 6141 - Curriculum Development and Evaluation)

Revised 2/11

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6142.6 VISUAL AND PERFORMING ARTS EDUCATION

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

The School Board recognizes that by studying visual and performing arts, students develop critical and creative thinking skills, initiative, discipline and perceptual abilities that extend to all areas of life. The School Board believes that a comprehensive arts education program should be an integral part of the basic education offered to all students.

A comprehensive arts education program includes a written, sequential curriculum in dance, drama/theater, music and the visual arts. The School Board recognizes that instructional time, credentialed staff, facilities, supplies and curriculum materials all are needed to support a quality arts program.

The School Board encourages all teachers to enliven and enrich the subjects they teach through use of the arts.

The Superintendent or designee may appoint an arts advisory committee to make recommendations for integrating community arts resources into the schools. Students shall have opportunities to attend musical and theatrical performances and to observe the work of accomplished artists.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 04.110 Arts Performance Standards

Revised 9/97

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6143 COURSES OF STUDY

Note: The following sample policy may be revised to reflect district philosophy and needs.

Elementary Schools

The School Board shall adopt a course of study for elementary grades aligned with state performance and content standards which sufficiently prepares district students for the required high school course of study.

Secondary Schools

The School Board shall adopt courses of study designed to meet student needs and to conform with district and state graduation requirements and the requirements for admission to postsecondary schools. Courses of study shall be integrated where appropriate and provide students the opportunity to attain skills appropriate for entry-level employment upon graduation from high school.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6184 - Virtual/Online Courses)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 05.080 School Curriculum and personnel

4 AAC 06.075 High school graduation requirements

Revised 9/01

Revised 1/04

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6144 CONTROVERSIAL ISSUES

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

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

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

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

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

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

(cf. 1312.1 - Complaints Concerning School Personnel)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 4119.25 - Political Activities of Employees)

(cf. 5145.2 - Freedom of Speech/Expression)

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

Legal Reference:

ALASKA STATUTES

14.03.090 Sectarian or denominational doctrines prohibited

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6144 CONTROVERSIAL ISSUES

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

Controversial issues may be discussed in the classroom, provided that:

1. The issue is related to the course of study and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The issue has a meaningful relationship to matters of concern to the students.
3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
4. All sides of the issue are given a proper hearing, using established facts as primary evidence.
5. The issue has points of view which can be understood and defined by the students.
6. The teacher does not use his/her position to forward his/her own religious, political, economic or social bias. The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.
7. Discussion or study of the issue is instigated by the students or by the established curriculum, but not by a source outside of the schools.
8. The discussion does not reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, handicap or occupation.
9. The oral or written presentation does not violate state or federal law.

The Superintendent or designee shall have the authority to judge whether the above conditions are being met.

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6145 EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

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

The School Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students and shall annually adopt a plan for student participation in extra/cocurricular activities which does not compromise the integrity and purpose of the educational program.

(cf. 5131.63 - Performance Enhancing Drugs)

(cf. 6153 - School-sponsored Trips)

Eligibility Requirements

Note: The following optional policy establishes academic eligibility requirements for student participation in extracurricular and cocurricular activities in grades 7-12.

In order to participate in extra/cocurricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in meeting the requirements for graduation.

(cf. 6146.1 - High School Graduation Requirements)

The Superintendent or designee may exempt from eligibility requirements extra/cocurricular activities or programs which are offered primarily for the student's academic or educational achievement.

To encourage and support academic excellence, the School Board requires students in grades 7 through 12 to earn a minimum 2.0 or "C" grade point average on a 4.0 scale in order to participate in extra/cocurricular activities.

OPTION 2: Students with any "F" grades do not meet eligibility requirements.

The School Board desires to balance the academic needs of students with the benefits they receive from participating in school activities. The Superintendent or designee may grant ineligible students a probation period of not more than one semester. In implementing this policy, the Superintendent or designee shall help ineligible students regain eligibility.

The Superintendent or designee may revoke a student's eligibility for participation in extra/cocurricular activities when a student's poor citizenship is serious enough to warrant loss of this privilege.

(cf. 5144 - Discipline)

(cf. 6145.2 - Interscholastic Competition)

The Superintendent or designee shall facilitate the opportunity for transitioning military children's participation in extracurricular and cocurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

(cf. 5119 - Children of Military Families)

Participation By Students Enrolled in Alternative Education Programs

Note: Effective July 1, 2013, a high school student who is enrolled full-time in an alternative education program is eligible to participate in extracurricular activities in the student's district of residence if the student's alternative program does not offer interscholastic activities. The student is required to meet the same eligibility criteria for participation as district students and must provide documentation, including transcripts, proof of full-time enrollment, applicable disciplinary records, and medical records, if required for participation in the activity. The student must claim the same school for interscholastic purposes during a school year. AS 14.30.365.

The School Board welcomes the participation in extracurricular activities of eligible students who are enrolled full time in alternative education programs. Participation is available to those students who would be permitted to enroll in the district based on the residency of the student's parent or legal

guardian. Students must meet the same eligibility requirements for participation in the activity as district students, and must provide all documentation required to confirm eligibility. Participation is available in those interscholastic activities sanctioned by the Alaska School Activities Association that occur outside the regular curriculum. Participation is not available in student government at a school.

The alternative education program in which a student is enrolled must be located entirely in Alaska and must be a public secondary school that provides a nontraditional education program, including the Alaska Military Youth Academy; a public vocational, remedial, or theme-based program; an accredited home school program; a charter school; or a statewide correspondence school.

Note: A student wanting to participate in activities but whose parent or legal guardian is not a resident of the district may still request participation. A student meeting all other requirements will be eligible if the Board approves participation based on good cause demonstrated by the student. AS 14.30.365. Good cause is not defined in this statute. Decisions on eligibility should be made by the Board on a case-by-case basis, considering all applicable circumstances. Such determinations should be evenly applied to students in similar situations.

The Board recognizes that good cause may exist for a student to participate in district extracurricular activities even if the student's parent or guardian does not reside within the district. Students who attend an alternative education program full time and who otherwise meet the eligibility requirements for the extracurricular activity(ies) may apply to the district for participation despite the lack of residency. Such a request must be submitted to the superintendent or designee with a written explanation of the good cause that exists. Eligibility in this situation must be approved by the Board. Unless the parent or eligible student's presence is requested at a meeting of the Board, the Board's decision will be based upon the written request submitted, including any recommendation by the superintendent or designee. Board approval will be effective for the school year in which the student applies and may be renewed annually if the good cause continues to exist.

Legal Reference:

ALASKA STATUTE

14.30.010 Interstate Compact on Educational Opportunity for Military Children

14.30.365 Interscholastic activities; eligibility

ALASKA ADMINISTRATIVE CODE

4 AAC 06.520 Recreational and athletic activities

4 AAC 06.600 Definitions

Revised 3/2013

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6145 EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Before June 15 of every third school year, the Superintendent or designee shall survey students in grades 5 - 11 to determine student interest in extracurricular recreational activities and interscholastic and intrascholastic athletic activities. Before June 15 of each year, the district shall adopt a plan outlining such activities for the following year. The plan shall provide substantial equal opportunities for boys and girls and be based on the interests of the students. (4 AAC 06.520)

"Substantial equal opportunities" shall be evaluated annually based on the following criteria: (4 AAC 06.520)

1. The provision of equipment and supplies.
2. The schedule of games and practice.
3. Travel schedules and trips taken.
4. Opportunities to receive coaching.
5. Assignment of coaches and tutors.
6. Provision of locker, practice, and competitive facilities.
7. Provision of administrative support services.
8. Publicity.

A copy of the survey results and recreational/athletic activities plan shall be available for public inspection by September 15 at each school site. (4 AAC 06.520)

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6145.2 INTERSCHOLASTIC COMPETITION

The School Board considers the interscholastic program an integral component of the district educational program. The interscholastic athletic program shall be geared to the interests and abilities of students of both sexes and varied in scope to ensure wide participation, consistent with the financial and personnel constraints of the district.

(cf. 6145 - Extracurricular and Cocurricular Activities)

The School Board shall not approve membership of the district, or any school in the district, in any voluntary interscholastic athletic organization which discriminates against or denies the benefits of any program to any person on the basis of race, sex, or ethnic origin.

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

The School Board shall maintain general control over all aspects of the interscholastic athletic policies, programs and activities in the district, including eligibility, season of sport, number of sports, personnel, and sports facilities. The Superintendent or designee shall be responsible to the School Board for district compliance with federal and state law.

(cf. 6145.21 - Sportsmanship)

The School Board recognizes its responsibility to ensure that the health and welfare of students is given the highest consideration in planning a program of interscholastic competition. Special care shall be taken to ensure that all interscholastic training and competition is organized and supervised in a manner which will not overtax the physical capabilities of the participants. The district interscholastic program shall require for medical examinations, ongoing medical supervision, and the use of protective equipment as appropriate.

(cf. 5131.63 - Performance Enhancing Drugs)

Legal Reference:

ALASKA STATUTES

14.18.040 Discrimination in recreational and athletic activities prohibited

14.30.365 Interscholastic activities; eligibility

ALASKA ADMINISTRATIVE CODE

4 AAC 06.115 Interscholastic activities

4 AAC 06.520 Recreational and athletic activities

4 AAC 06.600 Definitions

Revised 3/2013

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6145.2 INTERSCHOLASTIC COMPETITION

Alaska School Activities Association (ASAA) Eligibility Requirements

Note: The following ASAA rules are intended to be minimum requirements for student eligibility to participate in all sanctioned interscholastic activities. These rules do not preclude a school or district from imposing additional rules that are reasonable and not in conflict with those set forth below.

In order to participate in ASAA activities, a student must:

1. Be properly registered in a 9-12 high school program or any combination thereof, in the school where the student will participate ("School of Eligibility").

Note: Students enrolled in statewide correspondence programs (who are ASAA members) must comply with the enrollment rules. If a student is enrolled full time in the statewide correspondence program, the student may not participate on another school's team. ASAA rules should be consulted regarding eligibility for students attending non-member charter schools, alternative schools, or programs.

2. All second semester freshmen, sophomores, and juniors, as well as seniors who are not on track to graduate and/or who have not passed all parts of the HSGQE, must be enrolled in a minimum of five semester units of credits at the School of Eligibility or its district, that lead to granting of credit toward graduation.
3. Students in grade 12 who are on track to graduate and have either passed all parts of the HSGQE, or are not required to take HSGQE, must be enrolled in a minimum of four semester units of credit at the School of Eligibility or its district.
4. Maintain at least an overall 2.0 GPA during the current semester. Students who do not maintain this GPA may regain eligibility during the current semester by achieving and maintaining an overall 2.0 GPA.
5. Be in regular attendance at school classes in which enrolled or for which credit is granted (or be enrolled in a district or member school correspondence program).
6. All students other than those first entering 9th grade must have passed, for the immediately preceding semester, at least four semester units of credit toward graduation and maintained an overall 2.0 GPA. Those who did not maintain this GPA may regain eligibility during the current semester by achieving and maintaining an overall 2.0 GPA.
7. All second semester freshman, sophomores, and juniors, as well as seniors who are not on track to graduate or who have not passed all parts of the HSGQE when it is required, must have passed at least five semester units of credit, or the equivalent, during the previous semester and maintained a 2.0 overall GPA.
9. Second semester seniors who are on track to graduate and have passed all parts of the HSGQE must have passed four semester units of credit, or the equivalent, during the previous semester and maintained a 2.0 overall GPA.
10. All first semester seniors must have passed at least five semester units of credit, or the equivalent, during the previous semester in order to be eligible anytime during the current semester.
11. Meet district eligibility requirements, if any.

(cf. 6145 - Extracurricular activities)

Semester credit rules apply to each semester, following the first semester of the ninth grade. All first semester freshmen are immediately eligible for the first semester.

A grade of incomplete is considered as not passing until the incomplete is changed on the official school records. Academic deficiencies may be made up through successful completion of correspondence courses or summer school. Correspondence study students must meet the same

time frame as regular students.

A student expelled from a school is not eligible to participate in the interscholastic competition at another school during the period of expulsion.

Maximum Participation Rule

Note: Beginning with the 2006-07 school year, no student will have more than eight consecutive semesters

1. Students first entering 9th grade will have eight consecutive semesters of eligibility.
2. Students first entering 10th grade will have six consecutive semesters of eligibility.
3. Students first entering 11th grade will have four consecutive semesters of eligibility.
4. Students first entering 12th grade will have two consecutive semesters of eligibility.

Eligibility Reporting

1. The Superintendent or designee shall submit a Master Eligibility List for each activity to ASAA before the first contest of that season. For competitions that involve only one contest, the list must be received by ASAA at least five days before the contest. Any additions or deletions to the eligibility lists must be filed as an addendum to the original list before an individual is eligible to participate.

2. Activities that require Master Eligibility Lists to be filed with the ASAA office are as follows:

All-State Art Competition	All State Honor Music
Baseball	Basketball
Bowling	Cheerleading/Dance/Drill
Team/Competitive	Nordic Skiing
Cross Country Running	Football
Debate/Drama/Forensics	Flag Football
8-player Football	Ice Hockey (both boys and girls)
Gymnastics	Soccer
Rifle	Solo and Ensemble
Softball	Swimming and Diving
State Student Government Conferences	Track and Field
Tennis	Girls Volleyball and Mixed Six Volleyball
Wrestling	World Language

Drug Free Environment

All ASAA sponsored events will be conducted in drug free environments. Use, possession, and/or distribution of alcohol, tobacco, or controlled substances is strictly prohibited.

Revised 2/08

Adopted: February 3, 2014

E 6145.2 INTERSCHOLASTIC COMPETITION - ASAA'S CITIZENSHIP RULE AND CONTROLLED SUBSTANCE, ALCOHOL AND TOBACCO POLICY

View or Print: THIS EXHIBIT in Acrobat (pdf) format

BERING STRAIT SCHOOL DISTRICT

BP 6145.21 SPORTSMANSHIP

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

The School Board expects athletes, coaches and spectators to demonstrate good sportsmanship during all athletic competitions. District staff and parents/guardians have a duty to promote an environment of good sportsmanship by serving as models of fair play and proper conduct.

Students and employees are responsible for maintaining sportsmanlike behavior at all times and may be subject to disciplinary action for improper conduct.

The Superintendent or designee shall provide for the proper supervision and safety of students at athletic events.

(cf. 5131.4 - Campus Disturbances)

(cf. 5137 - Positive School Climate)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion)

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6145.21 SPORTSMANSHIP

Note: The following optional regulation may be revised or deleted as appropriate.

The district is committed to providing students, coaches and spectators a sportsmanlike environment.

Sportsmanship involves:

1. Taking a loss or defeat without complaint.
2. Taking victory without gloating.
3. Treating opponents with fairness, courtesy and respect.

The following persons are expected to be role models demonstrating sportsmanship at all times and respecting the integrity and judgment of sports officials:

1. Principals and administrative staff.
2. Athletic and band directors.
3. Coaches, players and cheerleaders.
4. Faculty members.
5. Parents/guardians and spectators.

The following behavior is unacceptable at all school contests:

1. Berating an opponent's school or mascot.
2. Berating opposing players.
3. Obscene cheers or gestures.
4. Negative signs.
5. Painted faces.
6. Use of noisemakers.
7. Words or gestures of complaint about officials' calls.

Game programs and the announcers shall explain and promote sportsmanship expectations.

Prior to the contest, each principal shall emphasize the importance of sportsmanlike behavior to coaches, players, cheerleaders and spectators in rallies, team meetings, faculty meetings, spirit club meetings, school bulletins and/or public address announcements. At least one day before the contest, the principals or designees of competing schools shall discuss the upcoming event and strategies to promote a sportsmanlike environment for the contest.

The principal or designee from each participating school shall:

1. Enforce the highest standards of sportsmanship within his/her own student body.
2. Cooperate with the principal or designee of the opponent's school whenever any violations of sportsmanship occur.

Disciplinary Measures Governing Coaches and Student Athletes

1. If any athlete physically assaults a coach, game official or school official at or during an athletic contest, the athlete may be suspended from athletics for one calendar year from the date of the infraction.
2. If any athlete actively competing in an athletic contest is involved in an altercation or is ejected from the contest as a result of that altercation, the athlete may be suspended from the next contest. An altercation is any action outside of the normal conduct of an athletic contest by which a student

athlete causes or attempts to cause physical injury to another or which, in the judgment of a school or game official, could lead to another person's physical injury.

3. If any athlete leaves the bench/sidelines to go on the playing area during an altercation and, in the judgment of school officials, engages in behavior which serves to perpetuate the altercation, the athlete may be suspended from the next contest. Any athlete who willfully defies the order of a game or school official to remain in the bench/sidelines area during an altercation will be suspended from the next contest.

1. Any violation of these rules by an athlete may also result in suspension from the academic program.

2. If a coach in any sport is removed from the game by an official, the coach may be suspended from coaching the next contest, subject to application of due process procedures.

Revised 9/97

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6145.22 CONCUSSION IN STUDENT ATHLETES

Note: Effective August 25, 2011, AS 14.30.142-.143 requires school districts to have a program for the prevention and management of concussions in student athletes. A concussion is a brain injury but the effects of concussion can be mitigated by prompt recognition and appropriate response. The statutes require school districts to consult with the Alaska School Activities Association ("ASAA") to develop and publish guidelines to educate coaches, students, and parents about the risks of concussion, and to develop standards for return to play. ASAA guidelines are incorporated into this policy and the accompanying AR. The law also requires annual dissemination of information to parents and athletes, verification of receipt of that information prior to participation, and specific procedures for removal and return to play of a student suspected of having a concussion.

The Board recognizes that students who participate in sports and other recreational activities are at risk for concussion. The Board promotes student, parent, and staff awareness of the risks of concussion and directs appropriate concussion management procedures to improve the health and safety of student athletes.

A concussion is a traumatic brain injury resulting from a forceful blow to the head or body that results in rapid movement of the head, causing any change in behavior, thinking, or physical functioning. The likelihood of serious injury increases when a concussion is not properly identified, evaluated, and managed.

(cf. 6145 - Extra Curricular and Co-Curricular Activities)

(cf. 5141 - Health care and Emergencies)

Risk Awareness and Education

The Superintendent will develop appropriate concussion management procedures to help ensure a safe and healthy athletic experience. These procedures shall include guidelines and other information to educate coaches, student athletes, and their parents/guardians of the nature and risk of concussion, including the dangers associated with returning to play before a concussion is fully healed.

On an annual basis, the District will distribute a concussion fact sheet to students participating in District-sponsored sports, and to their parents/guardians. The student and parent/guardian must return a signed, written acknowledgement indicating they have reviewed and understand the information. The written acknowledgement must be received by the athlete and parent/guardian prior to the athlete's participation in any District-sponsored practice or competition.

Removal and Return-To-Play

Note: AS 14.30.142(d) requires that an athlete be evaluated and cleared for participation "in writing by an athletic trainer or other qualified person who has received training, as verified in writing or electronically by the qualified person, in the evaluation and management of concussions." State law defines a "qualified person" as either a health care provider who is licensed in Alaska or exempt from licensure, or a person acting at the direction or under the supervision of a physician who is licensed in Alaska, or exempt from licensing under AS 08.64.370(1), (2), or (4).

The Superintendent's guidelines will include procedures for the immediate removal from practice or competition of a student who has signs of concussion. A student who has been removed from participation may not return to participation in practice or game play until evaluated and cleared to do so by an athletic trainer or other qualified person who is trained in the evaluation and management of concussions, as established by law. Because of the risks of returning to play prematurely, a student should gradually be returned to the activity.

Coaches Training

Note: AS 14.30.142 provides that school districts are to work with ASAA to develop and publish guidelines and other information "to educate coaches[.]" ASAA recognizes that districts must individually decide how to implement and provide coaches training but requires that districts shall

ensure training for coaches at least every three years, on the same cycle as the required Sports First Aid certification.

All coaches, including volunteer coaches, will complete training in the evaluation and management of concussions as specified in District procedures.

Legal Reference:

ALASKA STATUTES

AS 14.30.142 Concussions in student athletes: prevention and reporting

AS 14.30.143 Concussions in student athletes: school district immunity

Revised 3/2013

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6145.22 CONCUSSION IN STUDENT ATHLETES

GUIDELINES FOR CONCUSSION MANAGEMENT

Concussions are a serious concern for students participating in sports. A concussion is a traumatic brain injury. The effects of concussion can be mitigated by prompt recognition and appropriate response. These guidelines focus on concussion education, prevention, uniform concussion response, and safe and appropriate return-to-play.

Education of coaches, athletes, and parents about the nature and risks of concussion is in the best interest of student-athletes at the middle and high school levels. A competitive athletic culture of playing through pain or "toughing it out" puts student-athletes at risk of brain injury, disability, and/or death as a result of concussion and repeat concussion injuries. Allowing a student-athlete to return to play before recovering from a concussion greatly increases the risk of serious and permanent injury.

TRAINING

Note: ASAA describes the following three resources for online coaches education:

"Concussion in Sports," available online, at no cost, through the NFHS Learning Center.
<http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>

"HEADS UP" Concussion in Youth Sports, available online, at no cost, through the CDC.
http://www.cdc.gov/concussion/HeadsUp/online_training.html

Concussion Awareness, available online through USA Football.
<http://www.usafootball.com/health-safety/home>

Initial Training for Coaches: All coaches must receive initial training in the recognition and management of sports concussions, including an understanding of these guidelines. Initial training is required prior to the start of the applicable season. Training may consist of face-to-face training and/or online training modules. The district will document that training has occurred.

Refresher Training: All coaches will receive subsequent training at least every three years. Coaches will complete refresher training in conjunction with their Sports First Aid certification three year renewal, even if the renewal date occurs sooner than three years following initial concussion training. The Superintendent or designee may require refresher training more often if it is determined to be necessary on an individualized or group basis.

PREVENTION

Sports Equipment: Proper utilization of sports equipment can help prevent concussions. The district shall utilize the following procedures:

1. Safety equipment will be maintained in proper working condition.
2. The equipment utilized will be appropriate for the athlete and the position.
3. No athlete may be permitted to play without required equipment.
4. Safety equipment must fit properly and be worn correctly.

Athlete Education: The head coach and/or athletic trainer is responsible for ensuring that all participating athletes receive instruction on the risks of concussion. Instruction shall occur at the beginning of the season and throughout as appropriate. Instruction will cover the following:

1. The signs and symptoms of concussion.
2. The importance of reporting concussion symptoms experienced by the athlete or observed in a teammate.
3. The importance of full recovery for health, safety, and performance.
4. The importance of safety rules in minimizing the risk of concussion.

5. The importance of rules of the game and sportsmanship in minimizing the risks of concussion.

6. Any other procedures or prevention tools for the applicable sport.

CONCUSSION FACT SHEET FOR PARENTS AND ATHLETES

Note: Alaska Statute 14.30.142 requires districts to annually provide athletes and their parents written information on the nature and risks of concussion. A student may not participate in athletic activities unless the student and parent have signed a verification of receipt of this information.

E 6145.22(1) is ASAA's recommended fact sheet entitled "A Parent's Guide to Concussion in Sports" prepared by the National Federation of State High School Associations.

Each student who registers for a District-sponsored sport will receive a fact sheet on the nature and risks of concussions. The fact sheet will also be disseminated to each participant's parent or guardian for athletes under the age of 18.

Note: E 6145.22(2) is ASAA's written verification, entitled "Parent and Student Acknowledgement and

A student may not participate in school athletic activities unless the student and parent/guardian have signed a verification of receipt of this required information. Schools shall keep a copy of the signed form on file. Only one verification is needed per school year, even if the student participates in more than one sport.

RISKS AND STANDARDS FOR RETURN TO PLAY

Note: The following standards for return to play include those guidelines developed by ASAA, utilizing recognized standards for gradual and safe return to play for a concussed athlete.

Identifying Concussion and Determining the Level of Medical Response

A student who is suspected of having sustained a concussion during a practice or game shall be immediately removed from the activity. An individual who has received concussion training, to include a coach, EMT, or other medical provider, should immediately observe for any signs, symptoms and abnormalities to help determine whether an athlete has suffered a concussion and how urgently he or she should be sent for appropriate medical care. Assume a concussion occurred if the head was hit and even the mildest symptoms are present.

The following situations should result in immediate emergency care:

- An athlete has a loss of consciousness of any duration.
- An athlete has symptoms of concussion and is not stable because the athlete's condition is changing or deteriorating.
- An athlete exhibits or reports any of the following symptoms:
 - Any signs or symptoms of spine or skull fracture, or bleeding
 - Blurry or double vision
 - Decreased or irregular pulse or breathing
 - Difference in pupil size from right to left eye or pupils that do not react to light (fixed/dilated pupils)
 - Headache that gets significantly worse over time
 - Noticeable changes in the level of consciousness
 - Seizure activity

- Slurred speech
- Vomiting

If no emergency is apparent, but other signs of concussion are present, close observation of the athlete should continue for a few hours. No athlete will return to play (RTP) on the same day of concussion, even if symptoms clear within minutes.

Return-to-Play Clearance

Note: E 6145.22(3) is ASAA's sample Release for Student to Resume Participation Following a Concussion.

A student who has been removed from participation in a practice or game for suspicion of concussion will not return to play until the student has been evaluated and cleared for participation. A student may be cleared in writing by an athletic trainer or other "qualified person" who has received training, as verified in writing or electronically by the qualified person, in the evaluation and management of concussions. Under Alaska law, a "qualified person" means either

- (a) a health care provider who is licensed in the state or exempt from licensure under state law; or
- (b) a person who is acting at the direction and under the supervision of a physician who is licensed in the state or exempt from licensure under AS 08.64.370(1) [medical providers in the Armed Services or the United States Public Health Service while in the discharge of their official duties], (2) [out-of-state physicians or osteopaths consulting with in-state doctors or osteopaths in the diagnosis or treatment of cases], or (4) [medical providers in the Armed Services or the United States Public Health Service volunteering services without pay to a medical facility].

After Medical Clearance, Return to Play ("RTP") Step-Wise Protocol

The District will utilize a protocol of gradual RTP to maximize student safety. Gradual RTP permits a greater assessment of student recovery and permits monitoring for the return of any signs or symptoms of concussion.

Note about cognitive impacts of concussion: Students with a concussion may be impacted in their ability to perform all activities, not just athletic ones. A concussion impacts a student's academic and cognitive abilities. Students may also experience mood changes. As they recover, students may need temporary accommodations regarding instructional time, course load, computer use, assistance with passing time, limitations on PE or other physical activity, etc. Coaches, athletes, and parents should inform teachers, counselors, and the school nurse when a student suffers a concussion.

Symptomatic Period - Rest is recognized as the best treatment for concussion. No exercise should be engaged in if any signs or symptoms of concussion are present. When there have been no symptoms for 24 hours, and the qualified provider has cleared the athlete to begin the Return-to-Play Protocol, then Day 1 begins.

Return-to-Play Protocol - This program begins only after all symptoms of concussion have resolved. It is to take place over a minimum of 6 days, with at least 24 hours between each step. The rate of progression through the steps in this program is individualized. Factors that may slow the rate are history of previous concussions, number/severity/duration of concussive symptoms, young age, and the risk of the sport. Physical or cognitive activity that provokes recurrence of concussive symptoms may delay recovery and increase the risk of future concussion. If symptoms recur at any step, then physical and cognitive activity stop for 24 hours and are then reinitiated at the previous step.

Note: This return-to-play protocol is based on ASAA guidelines and includes a corresponding gradual

Day 1

- 15 Minutes of Light Aerobic Activity (Walk, Exercise Bike, etc.)

- Trial half day of school. No homework. No testing.

- If no return of symptoms, then:

Day 2

- 30 Minutes of Light to Moderate Aerobic Activity (Walk, Exercise Bike, etc.)

- Trial full day of school. No Homework. No testing.

- If no return of symptoms, then:

Day 3

- 30 Minutes of Moderate to Heavy Aerobic Activity

- Full day of school. Regular homework assignments. No testing.

- If no return of symptoms, then:

Day 4

- 30 Minutes of Heavy Aerobic Activity and 15 Minutes of Resistance Exercise (Push-ups, Sit-ups, Weight Lifting).

- Full day of school. Regular homework. Regular testing.

- If no return of symptoms, then:

Day 5

- Return to Practice with NON CONTACT Limited Participation.

- If no return of symptoms, then:

Day 6

- Return to Full Practice WITH CONTACT

School/Medical Concussion Care Plan

Note: E 6145.22(4) is ASAA's "School/Medical Concussion Care Plan."

Schools should establish a team comprised of a parent, school staff member and the qualified provider to develop and utilize a care plan for each student who has been diagnosed with a concussion. The plan should include the following sections:

- Determination of Symptoms
- Returning to Daily Activities
- Returning to Sports
- Gradual Return to School and Play (RTP) Protocol

The school should disseminate the Concussion Care Plan to all appropriate staff, including the student's teachers, the nurse, the athletic trainer, the coach, the athletic director, and the principal, as applicable.

Throughout the incremental return to school and exercise, the principal or designee should designate a staff member, preferably a school nurse if available, who meets with the athlete daily to determine the level of symptoms, to evaluate the response to increases in hours of school and intensity of exercise, to decide if the athlete will advance to the next increment of return, and to communicate daily status reports to the athlete, the parent, the health care provider supervising the concussion care, and senior school staff.

Revised 3/2013

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

E 6145.22(1) A PARENT'S GUIDE TO CONCUSSION IN SPORTS

View or Print: THIS EXHIBIT in Acrobat (pdf) format

BERING STRAIT SCHOOL DISTRICT

E 6145.22(2) ASAA PARENT AND STUDENT ACKNOWLEDGEMENT AND CONSENT

View or Print: THIS EXHIBIT in Acrobat (pdf) format

BERING STRAIT SCHOOL DISTRICT

**E 6145.22(3) ASAA MEDICAL RELEASE FOR STUDENT ATHELETE WITH
SUSPECTED OR ACTUAL CONCUSSION**

View or Print: THIS EXHIBIT in Acrobat (pdf) format

BERING STRAIT SCHOOL DISTRICT

E 6145.22(4) ASAA SCHOOL/MEDICAL CONCUSSION CARE PLAN

View or Print: THIS EXHIBIT in Acrobat (pdf) format

BERING STRAIT SCHOOL DISTRICT

BP 6145.3 PUBLICATIONS

Note: School officials have discretion to regulate school-sponsored speech. The following sample policy may be revised or deleted to reflect district philosophy and needs.

While serving to instruct students in the basic skills of responsible journalism, official school publications shall be free to provide thoughtful, relevant commentaries on all topics within the bounds of good taste. Student editors in journalism, newspaper, yearbook, and writing classes shall assign and edit the news, editorial and feature content of their publications. Faculty advisors shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication. All statements and editorials must be substantiated by fact. Editorials may freely aim constructive criticism at school organizations, procedures, and policies, but such criticism should reflect the opinions of a cross-section of the publication staff. Editorial columns which express only the opinion of the writer shall be bylined. As space permits, editorial pages shall be open to any students wishing to express their ideas or to rebut editorials in a letter. School newspapers shall print a fair selection and accurate representation of the letters they receive. Faculty advisors shall supervise student publications so as to maintain professional standards of English and journalism and to assure that their content is not obscene, libelous, or slanderous, and does not incite students to commit unlawful acts, violate school rules, or disrupt school operations.

(cf. 1325 - Advertisements and Promotions)

(cf. 5145.2 - Freedom of Speech/Expression)

Legal Reference:

ALASKA STATUTES

14.18.010 Discrimination based on sex and race prohibited

14.18.050 Discrimination in course offerings prohibited

14.18.90 Enforcement by board of education

COURT DECISIONS

Bethel School District v. Fraser, 478 U.S. 675 (1986)

Hazelwood School District v. Kuhlmier, 484 U.S. 260 (1988)

ALASKA ADMINISTRATIVE CODE

4 AAC 06.520 Recreational and athletic activities

4 AAC 06.530 Guidance and counseling services

4 AAC 06.540 Course offerings

4 AAC 06.600 Definitions

4 AAC 51.270 Equal opportunities

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6145.5 STUDENT ORGANIZATIONS AND EQUAL ACCESS

Note: If a public secondary school allows one or more noncurriculum-related groups to meet on school premises during noninstructional time, the federal Equal Access Act (Title VII, Public Law 98-377) states that any other student-initiated group also must be allowed to meet in a "limited open forum" without regard to its religious, political or philosophical views. As amended by the No Child Left Behind Act of 2001 and the Every Student Succeeds Act, after adopting a facility use policy, districts must ensure that the policy is applied equitably to all groups, including the Boy Scouts and other affiliated groups. Option #1 below may be used by districts that have a limited open forum. Option #2 is for districts that have established a "closed forum," permitting access only to student organizations that are tied directly to the curriculum. In that elementary schools are not addressed by the Equal Access Act, elementary districts may use and/or modify language from either option without regard to establishing open or closed forum

Option 1 – Limited Open Forum

The School Board believes that curriculum and noncurriculum-related student organizations have an important place in students' lives. Besides extending and reinforcing the instructional program, such groups can give students practice in democratic self-government and provide wholesome social and recreational activities. Student organizations also serve to honor outstanding student achievement and to enhance school spirit and students' sense of belonging.

Since the district allows schools to sponsor student groups not directly tied to the curriculum, student-initiated groups not sponsored by the school district have the right to meet on school premises during times established for a limited open forum in accordance with provisions of the federal Equal Access Act.

Option 2 – Closed Forum

The School Board believes that curriculum-related student organizations have an important place in students' lives. Besides extending and reinforcing the instructional program, such groups can enhance students' social development, give them practice in democratic self-government, and honor outstanding student achievement.

All student organizations must be approved by the School Board and officially sponsored by the school. In order to maintain a closed forum on school campuses, these groups must relate directly to the curriculum in accordance with law.

(cf. 1321 - Solicitation of funds)

(cf. 1325 - Advertising and Promotion)

(cf. 1330 - Use of School Facilities)

(cf. 3452 - Student Activity Funds)

(cf. 3554 - Other Food Sales)

(cf. 5145.2 - Freedom of Speech/Expression)

Legal Reference:

ALASKA STATUTES

14.03.060 Elementary, junior high, and secondary schools

TITLE VII - THE EQUAL ACCESS ACT, 20 U.S.C.A. Section 4071 et seq., as amended by the Every Student Succeeds Act, P.L. 114-95

Prince v. Jacoby, 303 F.3d 1074 (9th Cir. 2002)

Board of Education of Westside Community Schools v. Mergens, 110 S.Ct. 2356 (1990)

Student Coalition for Peace v Lower Merion School, (1985) 776 F .2d 431 (3rd Cir. 1985)

Revised 4/2022

Revised 4/23

9/92

BERING STRAIT SCHOOL DISTRICT

AR 6145.5 STUDENT ORGANIZATIONS AND EQUAL ACCESS

School-sponsored Organizations

School-sponsored student organizations must be organized at the school, have a certificated advisor, be composed completely of current student body members and be approved by the Superintendent or designee in accordance with School Board policy. They shall hold the majority of their meetings at school and have a democratic plan for the selection of members. Organization activities shall not conflict with the authority and responsibilities of school officials.

OPTION 1: Limited Open Forum

Note: The following option is largely based upon the provisions of the federal Equal Access Act. Once a high school district allows any noncurriculum-related student group to meet on school premises, it is deemed to have a limited open forum under this law, even if the School Board has not officially established such a forum.

Note: The Equal Access Act prohibits the district from discriminating on the basis of meeting content. By ruling that this law does not violate the first amendment's ban on state establishment of religion, the Supreme Court has clearly protected students' right to hold religious club meetings. The School Board still has authority, however, to maintain order and protect students and staff; it may deny the use of facilities to any groups that threaten to disrupt the school program or threaten the health and safety of students and staff. As amended by the No Child Left Behind Act of 2001 and the Every Student Succeeds Act, after adopting a facility use policy, districts must inform school officials that they are required to apply the policy equitably to all groups, including the Boy Scouts or other affiliated groups

The Superintendent or designee shall not deny any student-initiated group access to school facilities during noninstructional time on the basis of religious, political, philosophical or any other content to be addressed at such meetings. The Superintendent or designee shall provide for a limited open forum during noninstructional time so that any such meetings do not interfere with regular school activities.

Note: In *Student Coalition for Peace v. Lower Merion School*, 776 F.2d 431 (3rd Cir. 1985), the court has clarified that a school is not required to permit any and all outsiders to use its facilities or even to permit student groups indiscriminately to invite outsiders to its activities. To enable all students to use school facilities on the same terms as all other students, however, the Equal Access Act does allow student groups to invite nonstudents onto school property if the school's limited open forum encompasses nonstudent participation in student events. Persons so invited must not direct, conduct, control or regularly attend such activities

The Superintendent or designee shall insure that student meetings are voluntary, with no direction, control or regular attendance by nonschool persons, and that students leave the meeting place in a clean, orderly and secure condition after their meetings.

School staff shall not promote or participate in these meetings, but may be assigned voluntarily to observe them for purposes of maintaining order and protecting student safety.

Meetings held within the limited open forum shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space. Any announcement of meetings shall clearly state that the group is not sponsored by the school or school staff. Such announcements may be posted in accordance with School Board policy and state law applicable to all students, but students shall not use the school's equipment or public address system to publicize the meetings of groups not sponsored by the school.

(cf. 5145.2 - Freedom of Speech/Expression)

OPTION 2: Closed Forum

Note: According to a U.S. Supreme Court decision (*Board of Education of Westside Community Schools v. Mergens*), student organizations permitted under a closed forum must be tied directly to the curriculum and fit into one of the four categories below

In order to be sponsored by the district, all student organizations must relate to the curriculum by falling under one of the following categories:

1. The subject matter of the group is actually taught or will soon be taught in a regularly scheduled course.
2. The subject matter of the group concerns the body of courses as a whole (e.g., student government).
3. Participation in the group is required for a particular course.
4. Participation in the group results in academic credit.

The district has a closed forum. Student clubs or organizations not sponsored by the school may use school facilities only as allowed for community groups.

(cf. 1330 - Use of School Facilities)

Revised 4/2022

Revised 4/23

AASB POLICY REFERENCE MANUAL

9/92

BERING STRAIT SCHOOL DISTRICT

E 6145.5 SUBCHAPTER VIII - THE EQUAL ACCESS ACT

4071. Denial of Equal Access Prohibited

(a) Restriction of limited open forum on basis of religious, political, philosophical or other speech content prohibited

It shall be unlawful for any public secondary school which receives Federal financial assistance and which has a limited open forum to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

(b) "Limited open forum" defined

A public secondary school has a limited open forum whenever such school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.

(c) Fair opportunity criteria

School shall be deemed to offer a fair opportunity to students who wish to conduct a meeting within its limited open forum if such school uniformly provides that -

- (1) the meeting is voluntary and student-initiated;
- (2) there is no sponsorship of the meeting by the school, the government, or its agents or employees;
- (3) employees or agents of the school or government are present at religious meetings only in a nonparticipatory capacity;
- (4) meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- (5) nonschool persons may not direct, conduct, control or regularly attend activities of student groups.

(d) Construction of subchapter with respect to certain rights

Nothing in this title shall be construed to authorize the United States or any State or political subdivision thereof --

- (1) to influence the form or content of any prayer or religious activity;
- (2) to require any person to participate in prayer or other religious activity;
- (3) to expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
- (4) to compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
- (5) to sanction meetings that are otherwise unlawful;
- (6) to limit the rights of groups of students which are not of a specified numerical size; or
- (7) to abridge the constitutional rights of any person.

(e) Federal financial assistance to schools unaffected

Notwithstanding the availability of any other remedy under the Constitution or the laws of the United States, nothing in this title shall be construed to authorize the United States to deny or withhold federal financial assistance in any school.

(f) Authority of schools with respect to order, discipline, well-being and attendance concerns

Nothing in this title shall be construed to limit the authority of the school, its agents or employees, to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

4072. Definitions

As used in this title -

(1) The term "secondary school" means a public school which provides secondary education as determined by State law.

(2) The term "sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes does not constitute sponsorship of the meeting.

(3) The term "meeting" includes those activities of student groups which are permitted under a school's limited open forum and are not directly related to the school curriculum.

(4) The term "noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.

4073. Severability If any provision of this title or the application thereof to any person or circumstances is judicially determined to be invalid, the provisions of the remainder of the title and the application to other persons or circumstances shall not be affected thereby.

4074. Construction The provisions of this title shall supersede all other provisions of federal law that are inconsistent with the provisions of this title.

9/92

Revised 4/23

BERING STRAIT SCHOOL DISTRICT

BP 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS

Note: Transfer students who have earned 13 unit credits in another district may, at the district's discretion, be excused from the district's subject area units-of-credit requirements. 4 AAC 06.075.

Note: The following sample policy reflects the minimum graduation requirements specified in 4 AAC 06.075 and should be revised to reflect district philosophy and needs. Effective February 1, 2004, no secondary student may be issued a diploma unless he or she has passed a competency examination in the areas of reading, English, and mathematics (High School Graduation Qualifying Exam). AS 14.03.075.

The Superintendent or designee shall prepare for School Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation requirements, as well as successful completion of any required high school competency examination:

<u>Subject</u>	<u>Units of Credit</u>
Language Arts	4
Social Studies	3*
Mathematics	2
Science	2
Health/Physical Education	1
Electives	9

*Note: Beginning January 1, 2009, the three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student's second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6164.2 - Guidance and Counseling Services)

(cf. 6146.3 - Competency Testing)

(cf. 6184 - Virtual/Online Courses)

Legal Reference:

ALASKA STATUTES

14.03.075 Secondary pupil competency testing

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

4 AAC 06.771-.790, High School Graduation Qualifying Examination Waivers

Revised 2/08

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6146.2 HIGH SCHOOL EQUIVALENCY TEST

Note: Pursuant to 8 AAC 99.120, persons aged 16 or 17, who are not enrolled in high school, are eligible to take the GED test if they are legally emancipated or have parent permission and a withdrawal slip from the last school attended.

The School Board recognizes that individuals may obtain an Alaska high school diploma by successfully completing the Alaska General Educational Development Test. However, the School Board desires that every student have the opportunity to earn a high school diploma through successful completion of district graduation requirements and encourages students to remain in school.

(cf. 5147 - Dropout Prevention)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

8 AAC 99.110 - 99.190 High school equivalency test

Revised 1/04

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6146.3 HIGH SCHOOL GRADUATION QUALIFYING EXAM

Note: Effective February 1, 2004, a secondary student may not be issued a diploma unless he or she has passed the High School Graduation Qualifying Exam ("HSGQE"). The HSGQE tests student competency in three areas: reading, English, and math. There are three methods for a student to receive a diploma without having passed the HSGQE: through a waiver (see AR 6146.3); through an alternative assessment program for qualifying students with disabilities (see BP 6146.5); or through passage of a qualifying exam in a student's prior state of enrollment (see BP/AR 6146.4). DEED has developed regulations that include criteria and procedures for local school boards to follow in using a waiver to grant a diploma to a student. Likewise, a special education student who does not achieve a passing score on the examination, with or without accommodation, is eligible for a diploma if the student successfully completes an alternative assessment program required by the IEP. The Department is charged with establishing uniform standards for an alternative assessment program.

The School Board shall provide for a high school graduation qualifying exam of all secondary students in the areas of reading, English, and mathematics. The exam shall be administered in accordance with state law and regulations. A student who successfully completes the district's graduation requirements shall be issued a diploma upon successful completion of the competency examination or reexamination. A diploma may also be issued to students with an approved waiver of the qualifying exam, to students successfully completing an alternative assessment program in accordance with state law, or to students who have successfully passed another state's competency exit exam.

(cf. 5127 Graduation Ceremonies and Activities)

(cf. 6146.1 High School Graduation Requirements)

(cf. 6146.3 High School Graduation Qualifying Exam)

(cf. 6146.4 Reciprocity on Graduation Requirements)

(cf. 6146.5 Differential Requirements for Individuals With Exceptional Needs)

(cf. 6162.5 Standardized Testing)

Note: Effective December 21, 2007, districts are required to provide a remediation program for students who have not passed one or more subtests of the HSGQE after the fall administration of the exam in the student's 11th grade year. Remediation services to a student must begin no later than the start of the second semester of the student's 11th grade year and are to continue as necessary for the student to pass all subtests of the HSGQE. 4 AAC 06.759.

The School Board is committed to providing support and remediation to assist students in successful completion of the high school graduation qualifying exam. Additional instruction and study that targets the skills tested on the exam shall be provided to all students who, following the fall administration of the exam in the student's 11th grade year, have not passed one or more portions of the exam.

Legal Reference

ALASKA STATUTES

14.03.075 Secondary Pupil Competency Testing

ALASKA ADMINISTRATIVE CODE

4 AAC 06..755 High School Graduation Qualifying Exam

4 AAC 06.758 High School Graduation Qualifying Examination Results

4 AAC 06.759 High School Graduation Qualifying Examination Remediation

4 AAC 06.765 Test Security; Consequences of Breach

4 AAC 06.771 - .790 High School Graduation Qualifying Waivers and Appeals

Revised 3/2012

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6146.3 HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION WAIVERS

Note: The following AR complies with the high school graduation qualifying examination ("HSGQE") waiver and appeal requirements established by the Department of Education and Early Development in 2003. Local districts are responsible for granting waivers to eligible students, subject to appeal to the Department.

A waiver of the High School Graduation Qualifying Examination ("HSGQE") may be granted in two instances: 1) when a student has arrived late into the Alaska public school system; or 2) in rare and unusual circumstances as defined by the Department of Education and Early Development. Additionally, a student who has passed another state's competency exit exam may request a waiver. Procedures for this form of waiver are found at BP/AR/E 6146.4.

Procedures for Requesting A Waiver

The district shall maintain in the district office and the office of its high schools a Department approved form for requesting a waiver of the HSGQE. A student must complete this form and include all necessary documentation that is required. The waiver request will be considered by the Superintendent or designee, who shall make a recommendation to the School Board for approval or denial of the waiver. The recommendation shall be based solely on whether the criteria for granting a waiver under state law has been met for the individual student. The School Board may grant no waiver unless the student has demonstrated that all other state and district requirements for graduation will be met.

A. Waiver for Late Arrival Into the School System

A student arrives late into the state public school system if the student arrives in Alaska with two or fewer semesters remaining in the student's year of intended graduation. A student who resides in the state but attends a private school or is home schooled and then transfers to the district with two or fewer semesters remaining in the student's year of intended graduation is not eligible for a waiver.

A student who applies for a waiver must continue to take the HSGQE until the waiver is approved. The School Board may not approve a waiver until a student's final semester of attendance.

A student's request for a waiver under this provision must be supported by the following information:

1. documentation from the school in which the student is currently enrolled which identifies the student's initial enrollment date;
2. documentation from the out-of-state school district from which the student transferred which includes both the enrollment date and exit date; and
3. documentation that verifies the date of the student's physical presence in Alaska prior to enrollment in any of the schools in the state. Verification may include: records or receipts of airlines, the Alaska Marine Highway System, or other carriers; hotel receipts; or affidavits or certifications by persons acquainted with or related to the applicant who have personal knowledge of the applicant's physical presence in Alaska.

B. Waiver for Rare and Unusual Circumstances

A waiver may be granted for a rare and unusual circumstance only if the circumstance is beyond the control of the student, the student's parents, and the school. Additionally, the timing of the circumstance must be such that no other recourse or remedy exists to address the situation before the student's expected graduation date.

A student who applies for a waiver must continue to take the HSGQE until the waiver is approved. The School Board may not approve a waiver until a student's final semester of attendance.

A waiver may be granted only for the following circumstances:

1. the death of the student's parent occurring within the last semester of the student's senior year;

2. a serious and sudden illness or physical injury that prevents the student from taking the HSGQE and occurs in the last semester of the student's senior year; the waiver request must be supported by an affidavit or certification from the student's treating licensed medical professional that the diagnosed condition prevented the student from taking the HSGQE and was beyond the control of the student or parents;

4. a disability arising in the student's high school career that arises too late to develop a meaningful and valid alternative assessment under 4 AAC 06.775; a waiver may be granted only if consistent with the student's IEP team recommendations and the student's principal and the district's superintendent support the waiver request; or

5. a significant and uncorrectable system error which is limited to the following:

a. a student's completed exam from the last administration of the HSGQE in the student's senior year is lost in transit between the school district and the Department; a waiver request must be supported by: 1) documentation from the district verifying that the test materials were mailed to the Department; and 2) documentation from the U.S. Postal Service, or other carrier, that the exam materials are lost;

b. the student's school or district failed to administer the exam at one of the scheduled administration dates during the student's senior year; or

c. during the 2002-03 school year, the student was in the 9th grade or higher and was a student with disabilities covered by the Individuals with Disabilities Education Act ("IDEA"); the student or the student's IEP team relied on advice from the Department that successful completion of an alternate assessment would lead to a diploma; and the student successfully completed the alternate assessment prescribed by the IEP team.

School Board Action Approving or Denying A Waiver

The School Board's decision approving or denying the request for a waiver must be in writing and delivered to the student by registered mail. The reasons for approving or denying the waiver must either be stated on the record or in the written decision. The School Board may deliver courtesy copies of the decision to the student or the student's parents/legal guardians by other methods. The School Board must also provide a copy of the decision to the Department. The School Board's written decision must notify the student that denial of the waiver may be appealed to the State Department of Education and Early Development.

Note: The following optional language can be used by the School Board in its written notice to comply with the requirement that the student be notified of his or her right to appeal. 4 AAC 06.772 and 06.780. Any form of notification should include notice that the student only has thirty (30) days to appeal.

OPTIONAL: If the School Board's decision denies a student's waiver request, the School Board's written notice will include the following language: "This decision may be appealed by the student, or student's parent or legal guardian, to the State of Alaska Department of Education and Early Development. Enclosed is the required form that must be used for an appeal. This appeal form must be postmarked no later than thirty (30) days from your receipt of this decision. State law requires that an appeal request state the grounds for the appeal, including a brief summary of the nature of the original waiver request and an explanation of how the School Board erred in denying the waiver. Also enclosed is a copy of 4 AAC 06.780 which further explains the appeal procedures."

Within twenty (20) days of an appeal being filed, the School Board shall forward to the Department the entire record of the student's waiver request, including the following documents:

1. The student's waiver application and any supporting documents included in support of the waiver request;
2. a copy of the School Board's internal policy on waivers, if any; and
3. any other items that the School Board relied upon when considering the student's waiver request.

Added 1/04

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

E 6146.3 APPLICATION FOR A WAIVER FROM PASSING THE HIGH SCHOOL GRADUATION EXAMINATION

View or Print: THIS EXHIBIT in Acrobat (pdf) format

BERING STRAIT SCHOOL DISTRICT

BP 6146.4 RECIPROCITY ON GRADUATION REQUIREMENTS

Note: 4 AAC 06.075 authorizes the district to exempt transfer students with at least 13 units of credit from graduation credit requirements. Additionally, AS 14.03.075(c)(2) and 4 AAC 06.777 authorize the district to exempt a transfer student from taking the HSGQE if the student has passed another state's competency exam. The following sample policy may be revised or deleted to reflect district philosophy and needs.

Credit Requirements

The Superintendent or designee may exempt students transferring into the district from meeting district credit requirements for graduation upon verification of equivalent credits received elsewhere.

High School Graduation Qualifying Exam

The School Board may award a diploma to a transfer student who has not taken the HSGQE if the student has otherwise met the district's graduation requirements and the student has passed a statewide secondary competency examination in another state. If the School Board denies a student's request under this section, the School Board will state its reasons for denial in writing and notify the student of his or her right to appeal.

(cf. 5118 - Transfers; Withdrawals)

Legal Reference:

ALASKA STATUTES

AS 14.03.075 Secondary Student Competency Testing

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

4 AAC 06.777 Students that have passed another state's competency examination

Revised 1/04

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6146.4 RECIPROCITY ON GRADUATION REQUIREMENTS

Note: These procedures comply with the requirements of AS 14.03.075(c)(2) and 4 AAC 06.777 for exempting a transfer student from taking the HSGQE if the student has passed a similar exam in the student's prior state of enrollment. The appeal procedures are mandatory and the district must ensure that the student is properly notified of the right to appeal in the event the School Board denies the student's request for a diploma without taking the HSGQE.

Procedures for Transfer Students Who Have Passed Another State's Competency Exam

A student may qualify for a diploma without taking the HSGQE if the student has passed another state's competency examination. A student must make a request in writing to the Superintendent or designee, who will forward a recommendation to the School Board for decision. A student's request must be on the form provided by the Department of Education and Early Development.

In order to award a diploma, the School Board must:

1. determine that the student has met all other graduation requirements as set forth in state law and district policy;
2. obtain from the transfer high school verification that the student passed a statewide competency examination; and
3. determine that the exam passed in the other state tested reading, English, and mathematics, and was a requirement for a secondary school diploma.

The School Board will issue a written decision approving or denying the request. The written decision must be delivered by registered mail, though courtesy copies may be provided to the student or the parents/guardians by other methods. The reasons for approving or denying the student's request must either be stated on the record or in the written decision. The School Board must also provide a copy of the decision to the Department. The School Board's written decision must include a statement that the decision may be appealed to the State Department of Education and Early Development.

Note: The following optional language can be used by the School Board in its written notice to comply with the requirement that the student be notified of his or her right to appeal. 4 AAC 06.777 and 06.780. Any form of notification should include notice that the student only has thirty (30) days to appeal.

Note: If the School Board's decision denies a student's request for a diploma without taking the HSGQE, the School Board's written notice will include the following language: "This decision may be appealed by the student, or student's parent or legal guardian, to the State of Alaska Department of Education and Early Development. Enclosed is the required form that must be used for an appeal. This appeal form must be postmarked no later than thirty (30) days from your receipt of this decision. State law requires that an appeal request state the grounds for the appeal, including a brief summary of the nature of the original request and an explanation of how the School Board erred in denying it. Also enclosed is a copy of 4 AAC 06.780 which explains the appeal procedures."

Within twenty (20) days of an appeal being filed, the School Board shall forward to the Department the entire record of the student's request, including the following documents:

1. The student's request and any supporting documents included in support of the request;
2. a copy of the School Board's internal policy on waivers or reciprocity on graduation requirements, if any; and
4. any other items that the School Board relied upon when considering the student's request.

Added 1/04

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

E 6146.4 APPLICATION FOR A WAIVER FROM PASSING THE HSGQE BASED ON RESULTS FROM ANOTHER STATE'S COMPETENCY EXIT EXAM

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BERING STRAIT SCHOOL DISTRICT

BP 6146.5 DIFFERENTIAL REQUIREMENTS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS

Course Requirements

Note: Under 4 AAC 06.078, a substitute course in the same subject area may be designed and provided as determined by the IEP team. A substitute course may be noted on the student transcript by a number code known only to the IEP team and institution offering the course.

The School Board recognizes that regular course requirements may not be appropriate for all students enrolled in district special education programs. Students with exceptional needs should meet the regular district requirements to the extent that their handicaps or disabilities permit. The Individualized Education Program (IEP) team will determine if a student's disabilities preclude the student from attaining the district's regular standards. Students with disabilities that prevent them from regular course requirements may complete substitute courses. The determination and development of appropriate differential standards will be included in the student's IEP.

Standardized Assessment

Under 4 AAC 06.775, a school district must provide a program of statewide assessment for every student with a disability enrolled in the district or attendance area. The assessment program must include the availability of accommodations required in a student's IEP or section 504 plan for every required standards-based or norm-referenced test, and be consistent with the Department's Participation Guidelines for Alaska Students in State Assessments, 2001/2002 edition. In the following policy language, "accommodation" and "modification" are terms that have been defined by the Department of Education and Early Development as follows: "accommodation" means a change made to a testing situation to ensure that information obtained from a statewide assessment is an accurate reflection of what the assessment is intended to measure rather than a measure of a student's disability and that has been approved by the Department and recommended for use by the student's IEP team for the taking of a standardized test; and "modification" means a change to the setting, timing, presentation, or response format of a standardized test approved by the Department and recommended for a student by the student's IEP team that alters what a test measures.

Every student with a disability will participate in statewide assessments as required by law. Student participation will be facilitated by the provision of accommodations as identified in a student's Section 504 plan or IEP.

Students with disabilities must take all statewide standards-based tests, with or without accommodations, unless an alternate assessment is necessary. An alternate assessment may be conducted for students whose cognitive abilities and adaptive skills prevent completion of the standard academic curricula, even with modifications and accommodations as determined by the IEP team. Alternate assessments may also be conducted for those students enrolled in a curriculum focused on functional life skills where the student requires direct instruction in multiple settings to apply and transfer skills. In such instances, an alternate assessment shall be provided as specified in the IEP or Section 504 plan.

Note: The alternate assessment must be based on alternate performance standards under 4 AAC 04.160, which incorporates and refers to DEED publication "Alaska Alternate Assessment & Alternate Performance Standards for Students with Significant Cognitive Disabilities." An alternate assessment may not be given to a student whose inability to complete the standard curricula is the result of (a) extended absences; (b) visual, auditory, or physical disabilities; (c) emotional behavioral disabilities; (d) specific learning disabilities; or (e) social, cultural, or economic differences.

High School Graduation Qualifying Exam

Note: Effective February 1, 2004, secondary students must pass the high school graduation qualifying exam as a condition to receiving a diploma. However, a special education student who does not achieve a passing score on the examination, with or without accommodation, is eligible for

a diploma if the student successfully completes an optional assessment required by the IEP. The optional assessment must, to the maximum extent possible, conform to state performance standards established for the HSGQE. Importantly, an optional assessment may not be utilized for a student unless the student has taken and failed to pass the HSGQE, and the Department of Education and Early Development approves the optional assessment. AS 14.03.075(c); 4 AAC 06.775.

An optional assessment may be administered to students enrolled in the district if required by the student's IEP or Section 504 plan and upon approval by the Department prior to administration of the optional assessment.

A student with disabilities who has failed one or more subtests of the HSGQE may take an optional assessment or may take the test with modifications if required by the student's IEP team. A modification may not alter the passing score on a test and modifications must be approved by the Department. A student who passes any combination of subtests on the HSGQE and Department-approved optional assessments in reading, writing, and mathematics satisfies the competency exam requirement for graduation from high school.

Note: A student or district may apply to the Department of Education and Early Development for approval of an optional assessment by submitting an application on a form approved by the Department no later than 60 days before the administration of the assessment. Within 30 days of receipt of an application for approval of an optional assessment, the department shall approve an optional assessment if the student qualifies under AS 14.03.075(c) and the assessment applies acceptable techniques and addresses deficiencies identified by the student's IEP team.

Legal Reference:

ALASKA STATUTES

14.03.075 Secondary Pupil Competency Testing

ALASKA ADMINISTRATIVE CODE

4 AAC 04.160 Alternative performance standards for students with significant cognitive disabilities

4 AAC 06.775 Statewide assessment program for students with disabilities

4 AAC 06.078 Alternative completion requirements; students with disabilities

Revised 1/04

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6146.6 ELEMENTARY SCHOOL DEVELOPMENTAL PROFILE

Note: Beginning in 2000, each school district must submit to the Alaska Department of Education and Early Development a developmental profile for each student entering kindergarten or first grade in each school in the district, including charter schools. A student whose profile is submitted upon entering kindergarten does not need an additional profile upon entering first grade. The profile should be completed on a form provided by the Department and must be submitted to the Department by November 1 of each year.

The School Board believes that student assessment is one of the tools that may be considered in determining the best educational choices for a student, and that assessment at an early age may be especially beneficial. The Superintendent or designee shall administer to each incoming kindergarten and first grade student a developmental profile which contains indicators of the student's physical well-being and motor development; language and literacy development; personal-social development; thinking and cognitive development; and child background. Child background includes factors affecting a child's school performance such as pre-school experience, whether the child has an individualized education program, and health data.

At the discretion of the Superintendent or designee, a child completing a profile upon entry to kindergarten may not be required to complete an additional profile upon entering first grade.

(cf. 6159 Individualized Education Program)

Legal Reference:

ALASKA STATUTES

14.07.020 Duties of the Department

ALASKA ADMINISTRATIVE CODE

4 AAC 06.710 Statewide Student Assessment System

4 AAC 06.712 Developmental Profile

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6153 SCHOOL-SPONSORED TRIPS

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

The School Board recognizes that school-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The School Board believes that careful planning can greatly enhance the value and safety of such trips.

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 6145 - Extracurricular Activities)

All trips involving out-of-state travel shall require the prior approval of the Superintendent. Other trips may be approved by the Superintendent or designee. Site Administrators shall ensure that teachers develop plans which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other school employees and parents/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings.

(cf. 3541 - Transportation: School-Related Trips)

In advance of a study trip, teachers shall determine educational objectives which relate directly to the curriculum. Site Administrators shall ensure that teachers develop plans which provide for the best use of students' learning time while on the trip. Teachers also shall provide appropriate instruction before and after the trip.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 06.520 Recreational and athletic activities

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6154 HOMEWORK/MAKEUP WORK

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

Homework

The School Board believes that homework serves many important purposes. The administration and certificated staff shall design homework plans and assignments so that through their homework, students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively and become life-long learners. The School Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently.

The School Board encourages teachers at all grade levels to use the parent/guardian as a contributing resource and to structure homework assignments so as to involve the parent/guardian without diminishing the student's sense of responsibility. When assigning homework which involves interaction with parents/guardians, teachers should include instructions which show how parents/guardians can best help their children.

To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce classroom learning objectives and be related to student needs and abilities.

Makeup Work

Students shall be given the opportunity to make up school work missed because of an excused absence and shall receive full credit if the work is turned in according to a reasonable makeup schedule.

(cf. 5113 - Absences and Excuses)

Note: The following options regarding unexcused absences may be revised as desired.

Option 1: Students who miss school work because of unexcused absences or suspensions shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

(cf. 5144 - Discipline)

Option 2: Students who miss school work because of unexcused absences or suspensions may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6154 HOMEWORK/MAKEUP WORK

Note: This sample regulation may be revised to or deleted as needed.

The principal and staff at each school shall develop a homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall inform parents/ guardians as to how much time on homework will be expected and how homework relates to the student's grades.

Homework for Elementary Grades

Students should be expected to spend an average of 30 minutes on homework at the primary level and an average of 45 minutes at the intermediate level four through six, four or five days a week.

Kindergarten homework assignments should stimulate students to talk often with their parents/guardians. Parents/ guardians should be encouraged to read to their children.

Homework assignments in grades one through three should promote the development of skills and encourage family participation.

In grades four through six, homework should continue to reinforce skill development and encourage family participation. Assignments should help develop good personal study habits and may include occasional special projects. Teachers should instruct students on how to develop good study techniques and habits.

Homework assignments should not require use of encyclopedias or other specialized materials unless sufficient time is allowed for students to get such materials from the library.

Homework for Grades Seven through Nine

Students should be expected to spend an average of one to one and a half hours on homework, four or five days a week.

Teachers of academic subjects should provide regular homework activities which promote the development of skills and provide students with the opportunity to grow academically.

The teaching staff should coordinate assignments so that students do not receive an overload of homework assignments one day and very little the next.

Homework for grades 10 through 12

Students should be expected to spend an average of two to two and a half hours on homework, four or five days a week.

To help students learn to use time effectively, homework assignments should emphasize independent research, reports, special reading, and problem solving activities.

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6159 INDIVIDUALIZED EDUCATION PROGRAM

Students with disabilities shall be placed, to the maximum extent appropriate, in the least restrictive environment which meets their needs. The School Board provides a full range of educational alternatives to facilitate this placement so that these students may interact with students without disabilities in an understanding, cooperative and mutually respectful environment. Students shall be placed outside of the regular classroom only when the student's specific needs cannot be met in that setting.

Upon the identification of a student with disabilities and a determination of student eligibility, the Superintendent or designee shall appoint an individualized education program (IEP) team. This team shall consider the student's needs, determine the content of his/her IEP, make placement decisions, and determine whether alternative assessments and curricular offerings are necessary and appropriate. An IEP must be completed within 30 days after a student is determined eligible for services. Students and parents/guardians shall have the right to participate in the development of the IEP in accordance with law.

(cf. 6164.4 - Child Find)

Note: The IEP team shall consider the factors specified in law and administrative regulation, as well as the educational and nonacademic benefits of placing the student in a regular class. The IEP team shall determine what support services would be needed in order to maintain this placement. All placement decisions should promote maximum social interaction between students with disabilities and their nondisabled peers, in a manner that is appropriate to the needs of each.

Each IEP shall be consistent, to the maximum extent appropriate, with the curriculum and course of study pursued in the regular education program. Students with disabilities should also receive instruction which fosters their independence and integration into the community.

(cf. 6143 - Courses of Study)

Note: The following paragraph reflects parental consent requirements provided in AS 14.30.191 - .194; 20 U.S.C. 1414(a)(1)(d); 34 CFR 300.300; and 4 AAC 52.200. School districts are required to document their reasonable efforts to obtain informed parental consent. This includes maintaining detailed records of telephone calls made or attempted and the results of those calls; correspondence sent to the parents and any responses received; and detailed records of visits made to the parent's home or place of employment and the results of those visits.

Parents/guardians must consent in writing to the student's placement in a special education program. The district will make reasonable efforts to obtain informed consent, which must be obtained before any placement is made. If parents refuse initial consent for services, the district is not required to convene IEP meetings for the child, or to develop an IEP.

(cf. 1312.3 - Public Complaints Concerning Discrimination of Exceptional Children)

(cf. 3541.2 - Transportation)

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

(cf. 6146.5 - Different Graduation and Competency Standards for Individuals with Exceptional Needs)

Legal Reference:

ALASKA STATUTES

14.30.180 - .350 Education for Exceptional Children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010 - 52.990 Education for Children With Disabilities

UNITED STATES CODE

20 USC 1232g Family Educational Rights and Privacy Act of 1974

20 USC 1400 - 1487 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS

34 CFR 300.1 - 300.818 Individuals with Disabilities Education Act

Revised 2/2010

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6159 INDIVIDUALIZED EDUCATION PROGRAM

Note: The following sample regulation reflects requirements found in the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400 - 1487); the 2006 and 2008 amendments to the implementing regulations (34 C.F.R. 300.1 - 300.818); and the 2007 and 2009 changes to DEED's regulations (4 AAC 52.010-52.900).

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within the district's jurisdiction. (34 CFR 300.323)

MEMBERS OF THE IEP TEAM

The IEP team for any student shall include at least the following members: (20 USC 1414(d)(1); 34 CFR 300.321)

1. The parents/guardians of the student with a disability.
2. If the student is or may be participating in the regular education program, not less than one regular education teacher.
3. Not less than one special education teacher, or where appropriate, not less than one special education provider for the student.
4. A representative of the district who is:
 - a. qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - b. knowledgeable of the general curriculum; and
 - c. knowledgeable about the availability of district and state resources.
5. An individual who can interpret the instructional implication of evaluation results, who may already be a member of the team as described above.
6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate.

Note: Pursuant to 34 CFR 300.321, the determination as to whether an individual has "knowledge or special expertise" must be made by the party (either the district or parent) who invited the individual to the IEP meeting.

7. Whenever appropriate, the student with a disability.

Note: 34 CFR 300.321, as amended, clarifies the circumstances under which it is appropriate to include student's who receive transition services as members of the IEP team.

8. Transition service participants, to include:
 - a. The student with the disability if a purpose of the meeting will be to consider post-secondary goals and transition services needed to assist the student to meet those goals. If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.
 - b. To the extent appropriate and with consent of the parent or student who has reached the age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services.

Note: "Transition services" means a coordinated set of activities for a student with a disability that is designed as part of an outcome-oriented process that promotes the student's movement from school to post-school activities, such as post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, and community participation. The transition services must be based on the individual student's needs, taking into

account the student's preferences and interests. The services must address the student's needs in the areas of instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, the acquisition of daily living skills and functional vocational evaluation. 4 AAC 52.145.

Note: The following optional section lists additional individuals who may also be invited to participate.

In addition, any of the following may participate, as appropriate:

1. Related services personnel if the student's evaluation indicates the need for a specific related service.
2. Any other person whose competence is needed because of the nature and extent of the student's disability.
3. A public agency representative fluent in the student's primary language.

Note: A member of the IEP team may be excused from an IEP meeting, in whole or in part, if the parent/guardian and the district agree that the member's attendance is not necessary because the member's area of curriculum or related services is not at issue for that specific meeting. Additionally, a member may be excused from attending an IEP meeting, in whole or in part, when the meeting does involve a discussion and/or change to the member's area of the curriculum or related services if: 1) the parent/guardian and district consent; and 2) the member submits written input regarding development of the IEP and this input is submitted to the parent and district prior to the meeting. In either instance just discussed, the parent/guardian consent must be in writing. 20 USC § 1414; 34 C.F.R. 300.321.

IEP MEETINGS

The IEP team shall meet: (20 USC 1414(d))

1. Within 30 days of determining a child eligible for special education and related services.
2. When considering a change in the IEP, including placement.
3. Whenever the parent/guardian or other IEP team member makes a request for a meeting to develop, review or revise the IEP.
4. On or before the annual review date to:
 - a. Review the student's progress and to determine whether the student's annual goals are being achieved.
 - b. Review the IEP and the appropriateness of placement.
 - c. Make any necessary revisions to the IEP.
5. To review or create an assessment plan to develop a behavior intervention plan in discipline matters related to suspensions or expulsions.

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 CFR 300.322). When conducting IEP meetings, the parent and district may agree to use alternative means to attend or participate in the meeting, such as video conferences or telephone conference calls.

An IEP meeting may be conducted without a parent/guardian in attendance if the district is able to provide documentation that the parent/guardian was afforded the opportunity to participate. In this case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, such as: (34 CFR 300.322)

1. detailed records of telephone calls made or attempted and the results of those calls;
2. copies of correspondence sent to the parent/guardian and any response received; and
3. detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.

CONTENTS OF THE IEP

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following: (20 USC 1414(d); 34 CFR 300.320 and 300.324; AS 14.30.278; 4 AAC 52.140)

1. A statement of the present levels of the student's academic achievement and functional performance, including of the following:
 - b. How the student's disability affects his/her involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students).
 - c. How the student will be involved and progress in the general education curriculum.
 - d. For the preschool child, as appropriate, how the disability affects his/her participation in appropriate activities.
3. A statement of measurable annual goals, including both academic and functional goals and short-term objectives or benchmarks related to:
 - a. Meeting the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general curriculum.

For a preschool child, as appropriate, meeting the child's needs that result from his/her disability to enable the child to participate in appropriate activities.
 - b. Meeting each of the student's other educational needs that result from the student's disability.
4. A statement of the program modification accommodations for the student and support that will be provided to school personnel in order for the student to:
 - a. Advance appropriately towards attaining the annual goals.
 - b. Be involved and progress in the general curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities.

(cf. 6145 - Extracurricular and Cocurricular Activities)

- c. Be educated and participate with other students, with and without disabilities, in the activities in this item.

(cf. 3541.2 - Transportation of Exceptional Children)

5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in the activities described in item #3 above.

Note: Pursuant to 20 USC 1412(a), students with disabilities must be included in state and districtwide assessments, with appropriate accommodations and alternate assessments where necessary and as indicated in a student's IEP. Alaska regulations requires districts to administer a standardized norm referenced test for students in grades 4, 8, and 11. However, if the IEP team determines that a student with disabilities should be exempted from these exams, the IEP must contain a statement of any individual appropriate accommodations and what alternative assessment will be provided. Alternative assessment requirements for students with disabilities in Alaska are found at 4 AAC 06.775.

6. A statement of any individual accommodations in the administration of state or districtwide assessments that are necessary to measure academic achievement and functional performance in

such assessment.

a. If the IEP team determines that the student will take an alternate districtwide assessment of student achievement (or part of such an assessment), a statement of:

(1) why the student cannot participate in the regular assessment; and

(2) identify the particular alternate assessment selected and why it is appropriate for the student.

7. The projected date for the beginning of the services and modifications described in item #2 above and the anticipated frequency, location and duration of those services and modifications.

8. A statement of secondary transition service needs, as follows:

a. Beginning at 16, and annually thereafter, a statement of appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.

b. The transition services (including courses of study) needed to assist the student in reaching those goals.

c. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to IDEA that will transfer to the student upon reaching age 18.

9. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved.

a. How the student's progress toward the annual goals described in item #1 above will be measured.

b. When the student's parents/guardians will be regularly informed (by such means as periodic reports on progress), at least as often as parent/guardians of students without disabilities, of:

(1) Their child's progress towards the annual goals described in item #1 above

(2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.

9. A statement of special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student and a statement of the program modifications or supports for school personnel that will be provided for the student.

(cf. 6146.5 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Where appropriate, the IEP shall also include:

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation.

2. Linguistically appropriate goals, objectives, programs and services for students whose primary language is not English.

3. Extended school year services when needed, as determined by the IEP team.

4. Provision for transition into the regular education program if the student is to be transferred from a special class or center, or nonpublic, nonsectarian school, into a regular education program in a public school for any part of the school day.

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week.
- b. Support the transition of the student from the special education program into the regular education program.

(cf. 6178 - Vocational Education)

(cf. 6181 - Charter Schools)

5. Specialized services, materials and equipment for students with low incidence disabilities.

DEVELOPMENT, REVIEW AND REVISION OF THE IEP

Note: Pursuant to 20 USC 1414(d) and 34 CFR 300.324, the IEP team should consider the following factors

In developing or revising the IEP, the IEP team shall consider the following: (20 USC 1414(d); 34 CFR 300.324).

1. The strengths of the student.
2. The concerns of the parents/guardians for enhancing the education of their child.
3. The results of the initial evaluation or most recent evaluation of the student.
4. The academic, developmental, and functional needs of the student.
5. As appropriate, the results of the student's performance on any general state or districtwide assessment programs.
6. In the case of a student whose behavior impedes his/her learning or that of others, if appropriate, positive behavioral interventions, strategies and supports to address that behavior.
7. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP.
8. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the student.

Note: 34 CFR 300.346 require the IEP team to consider the following factors to meet the needs of a de

9. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
10. Whether the student requires assistive technology devices and services.

If, in considering the special factors in items 1-10 above, the IEP team determines that a student needs a particular device or service in order to receive a free and appropriate public education (FAPE), the IEP team must include a statement to that effect in the student's IEP. (34 CFR 300.324)

The IEP may be revised, as appropriate, to address: (20 USC 1414(d)).

1. Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate.
2. The results of any reevaluation conducted.
3. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 20 USC 1414(c)(1)(B).
4. The student's anticipated needs.

5. Other matters.

Note: Pursuant to 34 CFR 300.324, the regular education teacher as a member of the IEP team must participate in the development, review and revision of the IEP.

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review and revision of the student's IEP. (34 CFR 300.324)

PARENT/GUARDIAN NOTICE

The Superintendent or designee shall send parent/guardians notice of the IEP team meetings early enough to ensure that they will have an opportunity to attend. This notice shall: (34 CFR 300.322)

1. Indicate the purpose, time and location of the meeting.
2. Indicate who has been invited to attend and their role.
3. Inform the parents/guardians of the provisions of 34 CFR 300.321(a)(6) and (c), relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student.
4. For students age 16, or younger when appropriate:
 - a. Indicate that the purpose of the meeting is the consideration of needed transition services for the student.
 - b. Indicate that the district will invite the student to the IEP meeting.
 - c. Identify any other agency that will be invited to send a representative, assuming the parent or eligible student consents.

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BERING STRAIT SCHOOL DISTRICT

BP 6159.1 PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

Note: A parent of a child with a disability has specific rights or procedural safeguards under IDEA 2004. Alaska school districts are required to adopt the parents' rights statement developed by the Department of Education & Early Development, referred to as the *Notice of Procedural Safeguards*.

In order to protect the rights of students with disabilities and their parents/guardians, the district shall follow all procedural safeguards as set forth in law.

Parents/guardians shall receive written notice of their rights, including the right to a due process hearing for any dispute related to the identification, evaluation or educational placement of a child or the provision of a free, appropriate public education to the child.

(cf. 6150 - Individualized Education Program)

The Superintendent or designee shall represent the district in any due process hearings conducted with regard to district students and shall provide the Governing Board with the results of these hearings.

In addition to a due process hearing, parents/guardians shall have the right to file a complaint with the Alaska Department of Education and Early Development.

Legal Reference:

UNITED STATES CODE

20 USC 1232g Family Educational Rights and Privacy Act

20 USC 1400 - 1491 Individuals with Disabilities Act

29 USC 794 Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS

34 CFR 99.10 - 99.22 Inspection, review and procedures for amending education records

34 CFR 104.36 Procedural safeguards

34 CFR 300.500 - 300.517 Due process procedures for parents and children

ALASKA STATUTES

14.30.180 - 14.30.350, Education for Exceptional Children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010 - 52.990, Education for Exceptional Children

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BERING STRAIT SCHOOL DISTRICT

AR 6159.1 PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

Due Process Hearing Procedures

Note: Pursuant to 34 C.F.R. § 300.300, amended effective 2009, a school district may, but is not required to, pursue a due process hearing when a parent or guardian refuses to consent to an initial evaluation or re-evaluation. However, a school district may not pursue a due process hearing if a parent refuses consent to special education services.

Due process hearing procedures are available when:

1. There is a proposal to initiate or change the identification, evaluation or educational placement of the student or the provision of a free, appropriate public education to the student.
2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student.
3. The parent/guardian refuses to consent to an evaluation of his/her child or to the provision of services.
4. There is a refusal to honor the request of a parent to amend a record under 4 AAC 52.520.

Note: Pursuant to 34 CFR 300.508, as amended, the district is mandated to adopt procedures requiring the parent/guardian or attorney to provide notice to the district as specified below. In addition, 34 CFR 300.509 requires that the state develop a model form for use by parents/guardians.

Hearing Request

A party shall make a request for a due process hearing not later than 12 months after the date the parent or district knew or should have known of the alleged violation:

1. With respect to any matter relating to the identification, evaluation, or educational placement of the student.
2. The provision of a free appropriate public education to the student.

Upon requesting a due process hearing, the parent/guardian or attorney representing the child, or the district, shall provide notice to the other, which shall remain confidential, specifying: (20 USC 1415(b); 34 CFR 300.508)

1. The child's name.
2. The child's address, or in the case of a homeless child, available contact information for the child.
3. The name of the school the child attends.
4. A description of the issue, including the related facts.
5. A proposed resolution to the problem to the extent known and available to the party at the time.

A parent or district may not have a due process hearing until the party, or attorney representing the party, files a signed request that includes the above information.

Note: Parties are to send signed, written requests to:

Special Education Dispute Resolution
Alaska Department of Education & Early Development
Teaching and Learning Support, Special Education
801 West 10th Street, Suite 200

P.O. Box 110500

Juneau, Alaska 99811-0500

Or fax to: (907) 465-2806

Attention: Special Education Dispute Resolution

Response to Request

The non-complaining party shall within 10 days of receiving the notice of due process hearing request send the other party a response that specifically addresses the issues raised in the due process hearing request. The response shall include:

1. an explanation of why the district proposed or refused to take action;
2. a description of other offers that the IEP Team considered and the reasons why those options were rejected;
3. a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action; and
4. a description of the other factors that are relevant to the agency's proposed or refused action.

A party requesting a due process hearing shall not be allowed to raise issues at the hearing that were not raised in the notice of request for the due process hearing, unless the other party agrees to allow any new issues.

Resolution Session

Before any due process hearing requested by parents is held, the district shall convene a meeting with the parents and relevant members of the IEP team who have specific knowledge of the facts identified in the complaint. The resolution meeting must:

1. occur within 15 days of receiving notice of the parents' hearing request;
2. include a district representative with decision-making authority;
3. may not include an attorney for the district unless the parents are accompanied by an attorney at the meeting;
4. discuss the request and the facts that form the basis of the request; and
5. provide the district with an opportunity to resolve the complaint.

The parents and district can agree in writing to waive a resolution meeting, or agree to use the mediation process instead. If the district has not resolved the complaint to the satisfaction of the parents within 30 days of receiving the complaint, the due process hearing may occur and all applicable timelines for the hearing shall commence.

Setting the Hearing

Parties requesting a due process hearing shall file their request with the Superintendent or designee or the Special Education Director. The district shall then contact the Department and request the appointment of a hearing officer. Both the district and the parent have the right to reject one hearing officer, and no reason for rejection is required.

At least five business days prior to a due process hearing, each party shall disclose to all other parties all evidence to be offered at the hearing other than for rebuttal purposes, including all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing. (20 USC 1415(f))

Note: Pursuant to 20 USC 1415(f)(2)(B), a hearing officer may bar any party who fails to comply with the disclosure requirements from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Due Process Rights

Due process rights include:

1. The right to a mediation conference.
2. The right to request a mediation conference at any point during the hearing process.
3. The right to examine student records and receive copies, including evaluation tests and procedures.
4. The right to be informed on the results of evaluation.

(cf. 5125 - Student Records)

5. The right to a fair and impartial administrative hearing before a qualified hearing officer appointed by the Department, and the right to exercise a single objection to the proposed hearing officer.
6. The right to have the student who is the subject of the hearing present at the hearing.
7. The right to open the hearing to the public.
8. The right to initiate referral of a child for special education.
9. The right to obtain an independent educational evaluation.
10. The right to participate in the development of the individualized education program (IEP) and be informed of the availability under state and federal law of free and appropriate public education (FAPE) and of all available alternative programs, both public and nonpublic.

(cf. 6159 - Individualized Education Program)

11. The right to obtain written parental consent before any assessment of the student is conducted unless the district prevails in a due process hearing relating to such assessment.
12. The right to obtain written parental consent before the student is placed in a special education program.

The parties shall also have the following hearing rights: (4 AAC 52.550; 34 CFR 300.512)

1. The right to call witnesses, including adverse witnesses, and to cross-examine witnesses.
2. The right to compel the attendance of witnesses.
3. The right of parents/guardians to determine whether the due process hearing will be open or closed to the public.
4. The right to object to the introduction of any evidence at the hearing that has not been disclosed to the other party at least five days before the hearing.
5. The right to be accompanied and advised by counsel and/or other individuals with special knowledge or training with respect to the problems of children with disabilities.
6. The right to obtain a written or, at the option of the parent/guardian, electronic verbatim recording of the hearing.
7. The right to obtain written, or, at the option of the parents, electronic findings of facts and decisions.

Prior Written Notice

Note: Federal law divides information sent to parents/guardians into two notices: the prior written notice and the procedural safeguards notice. Pursuant to 20 USC 1415(b), districts are mandated to adopt procedures relative to the written prior notice as specified in 20 USC 1415(c) and listed

below. This is commonly referred to as "prior written notice" or "PWN."

The Superintendent or designee shall send parents/guardians a prior written notice whenever there is a proposal or refusal to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education. The notice shall include: (20 USC 1415(c); 34 CFR 300.503)

1. A description of the action proposed or refused by the district.
2. An explanation as to why the district proposes or refuses to take the action.
3. A description of any other options that the district considered and why those options were rejected.
4. A description of each evaluation procedure, test, record or report the district used as a basis for the proposed or refused action.
5. A description of any other factors that are relevant to the district's proposal or refusal.
6. A statement that the parents/guardians of the student have protection under procedural safeguards and the means by which a copy of the description of procedural safeguards can be obtained.
7. Sources for parents/guardians to obtain assistance in understanding these provisions.

Note: 20 USC 1415(b) mandates that districts adopt procedures to ensure that the parent/guardian notice is in the native language of the parent/guardian, unless it is clearly not feasible to do so. Pursuant to 34 CFR 300.503 and 300.504, the notice must be in an "understandable language" as specified below.

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible.

Procedural Safeguard Notice

A procedural safeguards notice shall be made available to parents/guardians of students with disabilities upon:

1. Initial referral for evaluation.
2. Each notification of an IEP meeting.
3. Reevaluation of the student.
4. Filing of a complaint or hearing request.

This notice shall include information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the time lines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings.

In addition, this notice shall include a full explanation of the procedural safeguards relating to: independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints, the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearing; state-level appeals; civil action; and attorney's fees. (20 USC 1415(d); 34 CFR 300.504).

NOTICE REGARDING LEGAL AND OTHER SERVICES

The Procedural Safeguards notice must inform the parent/guardian of any free or low-cost legal or

other relevant services available in the area if the parent/guardian:

1. requests the information; or
2. is a party to a due process hearing or administrative complaint.

(cf. 5144.2 - Suspension and Expulsion (Individuals with Exceptional Needs))

(cf. 6164.4 - Child Find)

Revised 2/2010

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6161.1 SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Note: AS 14.18.060 requires boards to have instructional materials reviewed for evidence of sex bias, to use educationally sound, unbiased materials, and to provide training on sex-biased materials. AS 14.08.111 requires school boards to establish procedures for the review of materials, including compliance with AS 14.18.060. The following sample policy may be revised to reflect district philosophy and needs.

The School Board believes that instructional materials should be selected and evaluated with great care so that they are educationally sound and unbiased. Instructional materials should support the adopted courses of study and meet current curricular goals. Taken as a whole, district instructional materials should present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies.

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

(cf. 6141 - Curriculum Development and Evaluation)

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

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

(cf. 3315 - Relations with Vendors)

(cf. 9270 - Conflict of Interest)

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

(cf. 1312.2 - Complaints Concerning Instructional Materials)

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

Legal Reference:

ALASKA STATUTES

11.56.100-11.56.130 Bribery and related offenses

14.07.050 Selection of textbooks

14.07.057 Transmittal of textbook selections

14.08.111 Duties

14.14.110 Cooperation with other districts

14.18.060 Discrimination in textbooks and instructional materials prohibited

ALASKA ADMINISTRATIVE CODE

4 AAC 06.550 Review of instructional materials

4 AAC 06.600 Definitions

Revised 1/04

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6161.1 SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

General Criteria for Selection and Evaluation

Note: The following sample criteria may be revised or deleted as appropriate for your district.

The district shall assess the educational suitability of instructional materials according to the following criteria:

1. Relationship to the adopted courses of study and current curricular goals.
2. Contribution to a comprehensive, balanced curriculum.
2. Reliable quality of scholarship as evidenced by:
 - a. Accurate, up-to-date and well-documented information.
 - b. Objective presentation of diverse viewpoints.
 - c. Clear, concise writing and appropriate vocabulary.
 - d. Thorough treatment of subject.
3. Fair and balanced portrayal of people with regard to race, creed, color, national origin, sex and handicap.
4. Provision a wide range of materials on all levels of difficulty, with appeal to students of varied interests, abilities and maturity levels.
5. Inclusion of materials which stimulate discussion of contemporary issues and improve students' thinking and decision-making skills.
6. Contribution to the proper articulation of instruction through grade levels.
7. Quality and durability of paper, binding etc.
8. Availability of corresponding versions in languages other than English.
9. Availability and quality of corresponding teacher's guides.

Whenever possible, the district shall consider at least three different textbooks before recommending one for adoption.

Library books and reference materials do not require committee recommendation or School Board approval. The librarian at each school may select these materials in consultation with the principal, department chairpersons and teachers.

(cf. 6163.1 - Libraries/Media Centers)

Conflict of Interest

Persons evaluating instructional materials for purchase by the district shall not:

1. Be employed by any person, firm or organization submitting instructional material to the district.
2. Have or negotiate a contractual relationship with any such person, firm or organization.
3. Receive any compensation from any such person, firm or organization or any of its subsidiaries or controlling entities.
4. Have an interest as a contributor, author, editor or consultant in any textbook or other instructional material submitted to the district.
5. Discuss any instructional material or related proposal which has been or is likely to be submitted to the district with the person, entity or representative submitting it, except in a meeting scheduled and authorized by the School Board or by the committee studying instructional materials.

6. Attend workshops, seminars or social events sponsored by publishers, producers or vendors of instructional materials.

Individuals formerly employed as consultants on textbooks or other materials shall not be deemed to be financially interested in the selection or evaluation of instructional materials provided they:

1. Have not had a contractual relationship or received compensation for such consultant service for two years before serving on the committee, and

2. Retain no rights to compensation accruing while they serve on the committee.

Persons shall not be disqualified from serving on review committees if they disclose their financial interest and the School Board finds the interest remote enough to permit the individual's participation.

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6161.11 SUPPLEMENTARY INSTRUCTIONAL MATERIALS

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

Teachers may use approved supplementary materials which are relevant to curriculum objectives and appropriate for students' ages and abilities. By using such materials, teachers can introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth.

When selecting supplementary materials for classroom use, teachers shall choose from the approved list provided by the district office. Supplementary materials should not supplant the use of basic texts or teaching activities. Films must be used within legal copyright limits.

(cf. 6162.6 - Use of Copyrighted Materials)

Note: To avoid the use of films that offend community morals, the following optional paragraph requires

The Superintendent or designee shall establish a prescreening process to be used when a teacher desires to show a film not previously approved by the district or state for educational purposes. The film may be used if found educationally suitable when so previewed. Before showing any film not previously approved, the teacher shall notify district curriculum department and upon approval notify parents/guardians that the film will be shown. Students who do not receive parental permission to view the film shall be excused to an alternative supervised activity.

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6144 - Controversial Issues)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 57.910 Fees (State Farm Library)

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6161.2 DAMAGED OR LOST INSTRUCTIONAL MATERIALS

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

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 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 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 issued to him/her, the Superintendent or designee may excuse the student/parent/guardian from payment of reparation.

If reparation is not excused and not paid by the student or parent/ guardian, the district may initiate due process procedures to withhold from the student his/her grades, diploma and transcripts.

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)

Revised 1/09

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6161.4 INTERNET

Note: The following policy should be used by all districts providing student access to the Internet and other computer networks. An Internet safety policy is required for schools receiving universal service discounts.

Note: The Children's Internet Protection Act requires school districts to adopt Internet safety policies as a condition of receiving technology funds under the Every Student Succeeds Act for the purpose of purchasing computers with Internet access or paying the direct costs associated with accessing the Internet. Additionally, districts must adopt an Internet safety policy to qualify for most federal universal service discounts (47 U.S.C. § 254). A district in which one or more schools qualify for a discounted rate for Internet services under the federal universal services program may apply to the Department of Education and Early Development to receive funds for each school sufficient to bring the applicant's share to 10 megabits of download per second, in accord with AS 14.03.127 and 4 AAC 33.600-.690.

The district's internet safety policy must include a "technology protection measure" that blocks or filters Internet access by both adults and minors to visual depictions that are obscene, child pornography, or with respect to use by minors, harmful to minors. As part of the funding application process, the district must certify that the required policy is in place and that the district is enforcing the use of these technology protection measures. The filter may be disabled by an administrator, supervisor, or other authorized person for "bona fide research or other lawful purpose."

Effective July 1, 2012, the Internet safety policy must also include monitoring the online activities of minors when using district computers or networks. Further, the policy must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.

As a condition of receiving universal service discounts, schools must also adopt and implement an Internet safety policy that addresses (1) access by minors to inappropriate matter on the Internet and World Wide Web; (2) safety and security of minors when using electronic mail, chat rooms, and other forms of electronic communication; (3) unauthorized access ("hacking") and other unlawful activities by minors online; (4) unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and (5) measures designed to restrict minors' access to harmful materials. Schools must hold at least one public hearing before adopting the policy. The types of materials considered inappropriate for minors will be determined by the local school board. Schools must make this policy available to the FCC upon request.

The Board recognizes the educational and communication opportunities that exposure to the Internet and other computer networks can provide students and staff. The Board intends that these technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. The Board has established the Internet acceptable use policy to ensure appropriate use of this resource.

Authority

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology and the Internet, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities. This includes the following:

1. The electronic information available to students and staff does not imply endorsement of the content by the district, nor does the district guarantee the accuracy of the information received on the Internet. The district shall not be responsible for any information that may be lost, damaged, or unavailable when using the network or for any information that is retrieved via the

Internet.

2. The school district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet.
3. The use of the Internet and similar communication networks by students and staff is a privilege -- not a right. Failure to follow established rules can lead to appropriate disciplinary action as well as the loss of access to the Internet or other networks through school accounts. Legal action may be taken where/when appropriate.
4. School computers are the property of the School District. At no time does the district relinquish its exclusive control of computers provided for the convenience of the students and staff. Computers shall not be used to disseminate sexually explicit, vulgar, indecent, offensive, or lewd communications. Nor may computers be used for harassment or bullying.

(cf. 5131.43 - Harassment, Intimidation and Bullying)

5. The School District reserves the right to inspect and review files and data on district computers, and to monitor the online behavior of minors when using district computers or networks. Such inspection and monitoring is for the purpose of ensuring compliance with laws and appropriate use of technology as specified in this and other policies. Monitoring may be conducted by school authorities when they deem it necessary, without notice, without student consent, and without a search warrant.

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are (1) obscene, (2) child pornography, or (3) harmful or inappropriate to minors as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for adults only for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator.

Internet Safety

To reinforce these measures, the Superintendent or designee shall implement measures to address the following:

1. Restricting student access to harmful or inappropriate matter on the Internet and World Wide Web;
2. Ensuring student safety and security of students and student information when using electronic communications;
3. Ensuring that students do not engage in unauthorized access, including "hacking," and other unlawful activities; and
4. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

Note: The Children's Internet Protection Act, defines "harmful to minors" as: ...any picture, image, graphic image file, or other visual depiction that – (A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Use Guidelines

Internet access is limited to only those acceptable uses as detailed in this policy. Internet users

may not engage in unacceptable uses.

1. School officials will develop a written permission slip for Internet use. This signed form must be on file prior to allowing students direct access to the Internet.
2. School officials must apply the same criterion of educational suitability used for other educational resources when providing access to Internet informational resources. The district will not allow school access for on-line games or any other areas determined to be non-education related.
3. Students and staff have the right to examine a broad range of opinions and ideas in the educational process, including the right to locate, use, and exchange information and ideas via all information formats including interactive electronic media and the Internet.
4. Users are responsible for the ethical and educational use of their own Internet accounts. These accounts are to be used only by the authorized owner of the account for the authorized purpose. Users shall not intentionally seek information on, obtain copies of, or modify files, other data or passwords belonging to other users on the network. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
5. Users have the responsibility to respect the privacy of other Internet users. The illegal installation of copyrighted software for use on district computers is prohibited.
6. Users are expected to display proper "netiquette" (network etiquette) at all times.
7. Staff members shall supervise students while students are using district Internet access to ensure that the students abide by these procedures. Users must follow all rules and regulations posted in the computer lab or other room where computers are in use. Users must follow the directions of the adult in charge of the computer lab or other room where computers are in use.
8. Students and staff are expected to act in a responsible, ethical, and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:
 - a. Use of the network to facilitate illegal activity.
 - b. Use of the network for commercial or for-profit purposes.
 - c. Use of the network for non-work or non-school related work.
 - d. Use of the network for product advertisement or political lobbying.
 - e. Use of the network for hate mail, discriminatory remarks, offensive or inflammatory communication, harassment, or bullying.
 - f. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
 - g. Use of the network to access obscene or pornographic material.
 - h. Use of inappropriate language or profanity on the network.
 - i. Use of the network to transmit material likely to be offensive or objectionable to recipients.
 - j. Use of the network for hacking or intentionally obtaining, accessing, or modifying files, passwords, and data belonging to other users.
 - k. Impersonation of another user, anonymity, and pseudonyms.
 - l. Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws.
 - m. Loading or use of unauthorized games, programs, files, or other electronic media.
 - n. Use of the network to disrupt the work of other users.
 - o. Destruction, modification, or abuse of network hardware and software.
 - p. Quoting personal communications in a public forum without the original author's prior consent.
 - q. Invading the privacy of individuals, this includes the unauthorized disclosure,

dissemination, and use of information about anyone that is of a personal nature.

r. Using or accessing any free Internet-based email service, such as Yahoo or Hotmail, when using the district computer network, unless authorized for a specific activity.

9. Loss of access and other disciplinary actions shall be consequences for inappropriate use. When appropriate, law enforcement agencies may be involved.

(cf. 6161.5 - Web Sites/Pages)

(cf. 6184 - Virtual/Online Courses)

Education

Note: Effective July 1, 2012, the Children's Internet Protection Act requires that a school district's Internet safety policy provide for educating students about appropriate online behavior, including interacting with other individuals on social networking web sites and in chat rooms, as well as cyberbullying awareness and response. Under Alaska law, it is a crime (harassment in the second degree) to repeatedly send or publish an electronic communication that insults, taunts, challenges or intimidates a person under 18 years of age in a manner that places the person in reasonable fear of physical injury, if done with intent to harass or annoy another person. AS 11.61.120(a).

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, at a minimum, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

(cf. 5131.43 - Harassment, Intimidation and Bullying)

Note: the following optional paragraph addresses access to social networking sites such as MySpace, Facebook, Xanga, Friendster, and others, and may be revised by districts that choose to allow limited access for educational purposes.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

Policy Review

The district, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

Legal Reference:

ALASKA STATUTES

14.03.127 *Funding for Internet Services*

11.61.120 *Harassment in the second degree*

ALASKA ADMINISTRATIVE CODE

4 AAC 33.600-690 *Funding for the Improvement of Internet Speed at Public Schools*

UNITED STATES CODE

15 U.S.C. 6501-6505 Children's Online Privacy Protection Act

20 U.S.C. 6751-6777, Enhancing Education through Technology Act, Title II, Part D

47 U.S.C. § 254, Children's Internet Protection Act, as amended by the Broadband Data Improvement Act (P.L. 110-385)

Every Student Succeeds Act, P.L. 114-95

CODE OF FEDERAL REGULATIONS

47 C.F.R. § 54.520, as updated by the Federal Communications Commission Order and Report 11-125 (2011)

Revised 4/2022

Revised 4/23

9/92

BERING STRAIT SCHOOL DISTRICT

AR 6161.4 SECURITY OF INTERNET SYSTEM

Note: The following procedures governing use of the Internet system should be revised as necessary to reflect local district practice.

System security will be protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, the following guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another student's or teacher's name.
3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Note: The following language bans free email accounts. If your district already assigns a district account to students and staff, you may want to consider banning Internet-based free accounts. Banning such email minimizes the ability of users to make anonymous threats from the district computer system. Additionally, free email usually serves no educational purpose.

4. When using the district's network, employees and students must use the email account that has been assigned by the district. Individuals shall not use or access any free Internet-based email service, such as Hotmail or Yahoo, when using the district network.

Safety

To the greatest extent possible, users of the network will be protected from harassment, intimidation or bullying, and from unwanted or unsolicited communication. Any network user who receives unwelcome communications shall immediately bring them to the attention of a teacher or administrator.

Network users shall not reveal personal addresses or telephone numbers to other users on the network.

Complaints

Written complaints regarding student and/or staff access to or use of specific resources available on the Internet will be received, reviewed and acted upon in accordance with the district's policy on challenged instructional materials.

Revised 3/2012

Revised 4/23

9/92

E 6161.4 STUDENT INTERNET USER AGREEMENT

View or print [STUDENT INTERNET USER AGREEMENT](#).

BERING STRAIT SCHOOL DISTRICT

BP 6161.5 WEB SITES/PAGES

Note: School district Web sites commonly convey basic information such as school board minutes, lunch menus, bus scheduled, sports schedules, meeting schedules, school news and policy information. Such sites are important in establishing communications with other schools and fostering collaboration between students and teachers around the world. The district's Web site also provides direct and instant communication with anyone having an interest in the school district at any time of the day. Immediate access, however, raises important policy questions. In order to realize the positive benefits schools can achieve from exhibiting staff and student creativity via publishing on the Internet, schools need to establish and maintain high standards for quality and content as well as for student safety and community values. Any school publication requires editorial standards and this type of publication is no different. Web sites should have clear goals and editorial purposes which help eliminate personal student home pages that are more likely to contain questionable material. This policy and accompanying regulations and guidelines spell out responsibilities in the area of publishing.

The School Board allows the district and schools within the district to create and maintain World Wide Web sites for educational purposes. Web sites are avenues for educating, providing information, communicating and expressing creativity. district and individual school web sites shall be used to share information about school curriculum and instruction, school-authorized activities, and other information relating to our schools and our mission. Web sites shall also provide instructional resources for staff and students.

Materials displayed on web sites are published on the Internet. Therefore, the content should be professional quality and consistent with the education mission of the school district. Web sites shall follow standards for ethical behavior in regard to information and technology by showing use of information and technology. Pages shall reflect an understanding that both internal and external audiences will be viewing the information.

Any pages or links representing the school district shall follow guidelines and responsibilities pertaining to content standards, student records, copyright, and technical standards which are contained in the administrative regulations which accompany this policy.

(cf. 1100 - Communications with the Public)

(cf. 5125 - Student Records)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6145.3 - Publications)

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

(cf. 6161.4 - Internet)

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 6163.1 - Libraries/Media Centers)

Legal Reference:

UNITED STATES CODE

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g.

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 *et seq.*

CODE OF FEDERAL REGULATIONS

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA.

Added 9/99

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6161.5 WEB SITES/PAGES

Web Page Development Guidelines

The district needs to educate all students as they prepare for a productive life in a changing world. The use of the Internet and associated technology is playing an increasing role in student education. Adherence to these guidelines will insure proper use of the district's network capabilities and proper conduct of the user. The construction and ongoing maintenance of a home page/web site that represents the district is to be viewed as a public information vehicle subject to the following guidelines which require efficient, ethical and legal utilization of networks resources.

Webmaster

Defined: A Webmaster is the person who is responsible for the content and publication of their school or district site World Wide Web home page upon final approval of the school principal or district department supervisor. There may be more than one home page per school but these will be linked from the school's main home page.

Responsibilities:

- Screen all material before publication.
- Check all links for accuracy and appropriateness.
- Receive all links for accuracy of all material to be posted.
- Upload material to the district web server.
- Insure that the district Webmaster has the name of the current school Webmaster.
- Purging home page information of outdated pages or those no longer in use.

Caution: Keep an updated copy of all school web pages on the Webmaster computer. See district Webmaster responsibilities below.

District Webmaster

The district Webmaster will maintain the district web server. Update procedures and rights will be provided by the Webmaster.

To keep the district web server free of outdated or unused files, the district Webmaster will periodically purge all files, requiring each school Webmaster to reload their new or updated files. Adequate advance notice will be provided to insure that backup files are present and updated.

Sponsoring Teacher of Administrator

Defined: Any teacher or administrator willing to be responsible for proofing student material prior to submission to the Webmaster for publication on the school's World Wide Web home page.

Responsibilities:

- Instruct student on proper use and guidelines before development of the student page begins.
- Insure that student work has educational value.
- Screen student material to insure that it adheres to the district goals, guidelines and policies.

(Refer to guidelines below.)

Student or District Employee

Student: any student currently enrolled in the district.

District Employee: any person currently employed by the district.

Any student wishing to publish a web page must first have a teacher willing to sponsor their material before it is submitted to their school's Webmaster. Any district employee is responsible for meeting district guidelines before submission to their site Webmaster.

Web Page Publishing Guidelines

Each school web page shall contain a disclaimer statement similar to the following:

"We have made every reasonable attempt to insure that our web pages are educationally sound and do not contain links to any questionable material or anything that can be deemed in violation of the Acceptable Use Policy."

Material to be published must not display, access or link to sites deemed offensive by the District's Acceptable Use Policy. All published material must have educational value and/or support the district's guidelines, goals and policies.

The only material to be published on the district web server must come from the designated school or department site Webmaster. All personnel defined in this document must have on file the signed signature page. This signature page will reside with the school or district department administrator.

The web is a very dynamic resource. It is strongly recommended that links to pre-existing sites be checked regularly to insure that their links are not going to inappropriate sites.

Student work should not be published on a web site unless both the student and the parent(s) or guardian(s) have signed the signature page. An exception would be if the work is part of an existing publication such as a newspaper or school newsletter.

At no time should a student's personal e-mail address or phone number appear on a school or district web page. All e-mail should be directed to the school or site web master.

Please pay particular attention to the copyright information found below.

The principal or district supervisor should designate an additional staff member in each school or department (if it is not the Webmaster) to regularly "visit" their web site to check for appropriateness and the legal issues which may arise when a school or district department engages in global publishing.

Copyright Issues

Copyright law and district policy do not allow the re-publishing of text or graphics found on the Web on district Web sites or file services without explicit written permission.

For each re-publishing (on a Web site or file server) of a graphic or a text file which was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. In many cases, that notice should also include the URL (Web address) of the original source.

Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions to file before the Web pages are actually published. In the case of "public domain" documents, printed evidence must be provided to document the status of the materials.

The failure of a site to display a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. If the materials have been improperly and illegally displayed by a Web site, the manager of that Web site may not be considered a source of permission.

The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

Student work may only be published if there is written permission from both parent and student.

Staff members and students with questions regarding these guidelines are advised to check with the

library media specialist in their building before proceeding with the collection of images and text.

Privacy Issues

In addition to copyright issues, careful thought and attention must be given to privacy issues.

These include the following:

- Student directory information may not be published if parents have requested that it be withheld.
- Photographs of students or staff should be used only with permission from the parents or staff workers.
- Student's last names shall not be used on web sites.

Suggested Content

School web sites could include the following types of content:

Welcome	Curriculum	School Projects
Special Emphasis Program	Principal's Message	School Map
School Handbook	Superintendent's Message	Parent's Conference
Calendars	Lunch Menu	Parents
Student Projects	Office News	Links to other educational sites
School Club/Activities	Program Philosophy	Educational Resources for Parents

Only the web sites/pages created under the auspices of this administrative regulation will be offered representatives of the Bering Strait School District.

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

E 6161.5 WEB PAGE DEVELOPMENT CONTRACT

View or Print: THIS EXHIBIT in Acrobat (pdf) format

BERING STRAIT SCHOOL DISTRICT

BP 6162.5 STANDARDIZED TESTING

Note: Alaska has a statewide student assessment system consisting of standardized norm-referenced tests, standards-based tests, and the High School Graduation Qualifying Exam (HSGQE). Each district is required to administer a standards-based test to each eligible student in grades three through ten; a standardized norm-referenced test to eligible students in grades five and seven, an assessment to identify limited English proficiency, and an assessment to measure a student's preparedness for work or college. The tests are selected by the Commissioner of Education and are intended to measure each student's mastery of the academic performance standards for reading, writing, mathematics and science. The Alaska Department of Education and Early Development will score the tests and provide each district with the district, school, classroom, and individual student results. A student's test results must be kept confidential by the district except that within 20 days of receiving the results, or before the end of the school year, whichever is earlier, the district must distribute the class and individual results to each teacher for that teacher's students, and the individual student results to each student's parents. If the district is unable to distribute results to teachers before the end of the school year, the district must distribute the results to teachers no later than the first day that school is in session in the next school year.

Effective February 1, 2004, a secondary student may not be issued a diploma unless he or she has passed the HSGQE. The HSGQE tests student competency in three areas: reading, English, and math. There are three methods for a student to receive a diploma without having passed the HSGQE: through a waiver (see AR 6146.3); through an alternative assessment program for qualifying students with disabilities (see BP 6146.5); or through passage of a qualifying exam in a student's prior state of enrollment (see BP/AR 6146.4). DEED has developed regulations that include criteria and procedures for local school boards to follow in using a waiver to grant a diploma to a student. Likewise, a special education student who does not achieve a passing score on the examination, with or without accommodation, is eligible for a diploma if the student successfully completes an alternative assessment program required by the IEP. The Department is charged with establishing uniform standards for an alternative assessment program.

The School Board believes that schools must consider each student as an individual and that testing, by itself, cannot determine the best educational choices for a student.

(cf. 6164.2 - Guidance Services)

Standardized tests measure student performance related to state or national norms and often measure only the most commonly tested skills. Since such tests may not always take racial, cultural or gender differences into account, misinterpreting or overemphasizing the results of these tests can limit curricular options and the richness of district programs. The School Board believes that major conclusions about students and district programs always must be based upon a variety of evaluation measures.

The district shall administer all tests required by state law. When district test scores are published, the Superintendent or designee shall provide supplementary information to interpret the results.

(cf. 6146.3 High School Graduation Qualifying Exam)

(cf. 6162.8 - Research)

Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools

14.03.075 Secondary Pupil Competency Testing

14.07.020 Duties of the Department

ALASKA ADMINISTRATIVE CODE

4 AAC 05.080 School curriculum and personnel

4 AAC 06.700 - 4 AAC 06.790 Statewide student assessment

4 AAC 06.775 High School Graduation Qualifying Exam

4 AAC 06.758 High School Graduation Qualifying Examination Results

4 AAC 06.761 Test Administration

4 AAC 06.765 Test Security; Consequences of Breach

4 AAC 06.771 - .790 High School Graduation Qualifying Waivers and Appeals

Revised 3/2012

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6162.5 STANDARDIZED TESTING/TEST ADMINISTRATION

Note: The following procedures are based on regulations adopted by the Alaska Department of Education and Early Development for the administration of the high school graduation qualifying exam (HSGQE), norm-referenced tests, standards-based tests, the English language proficiency assessment, and the college and work preparedness assessment. 4 AAC 06.755, 06.758, 06.765, 06.700 and 06.717. The Department has established uniform test administration requirements for all statewide assessments. 4 AAC 06.761. The Department will provide each test coordinator, associate test coordinator, proctor and test administrator a test security agreement which must be signed affirming that the testing procedures of the Department and the test publisher will be followed. The test security and test administration provisions are applicable to all exams, whether HSGQE, norm-referenced, or standards-based. A certificated employee who breaches test security is subject to investigation and adjudication by the Professional Teaching Practices Commission.

Test Center:

The Superintendent or designee shall identify a school test center*(s) where all state required assessments shall be administered, as required by state regulation or the Department. The test center must be well lighted, secure, free of disruptions, and have an established seating arrangement. Only designated district test coordinators, associate coordinators, proctors or test administrators may be in the test center rooms during student testing.

District Test Coordinator and Testing Personnel:

The Superintendent or designee shall designate a certificated employee of the district to be the test coordinator. If more than one test center is required, an on-site associate test coordinator will also be designated for each test center. The test coordinator or associate coordinator is responsible for assigning as many test administrators or test proctors to each test center as necessary to ensure adequate supervision or monitoring of students. Test proctors must hold an Alaska teacher certificate. No teacher may be assigned to proctor the exam if the teacher's classroom students are taking the exam. Enough proctors must be assigned to ensure adequate supervision of the testing process with a minimum of one test proctor for each 30 examinees.

District personnel responsible for test administration shall:

1. Annually execute a test security agreement prepared by the Department affirming the employee's obligation to follow required procedures for test security and administration;
2. Provide training in test procedures to all district staff involved in testing as directed by the Department, and ensure staff completes the training; and
3. Ensure that all district staff involved in testing read and follow testing procedures and manuals published by the test publisher.

** A test center may be a classroom, office, gym or other space meeting the testing criteria described above.*

Test Security:

Each test booklet and test administration manual must be accounted for from the time the materials arrive at the district until the time the materials are returned to the test publisher. All district staff shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure.

In ensuring test security, the Superintendent or designee shall:

1. Inventory and track the test materials;
2. Securely store the materials before and after their distribution to school test centers;
3. Control the distribution of the tests to and from the test centers;

4. Control the storage, distribution, administration, and collection of tests at the test center;
5. Ensure that no student or other individual receives a copy of the test, or learns of a specific test question or item, before the time and date of testing, unless knowledge of the question or item is necessary for delivery of accommodations; and
6. Ensure that no test or test question is copied in any manner, whether on paper or by electronic means.

Test Administration

The following measures shall be taken before and during test administration by the Superintendent or designee and by those individuals supervising the testing process:

1. Prior to administering the tests, code the tests according to test administration directions;
2. Ensure that examinees use only those reference materials allowed by the test publisher's testing procedures;
3. Ensure that examinees do not exchange information during a test, except when specified by the test procedure;
4. Ensure that an examinee's answer is not altered after testing is completed;
5. Ensure that no test or test question is copied, reproduced, or paraphrased in any manner by an examinee or anyone else; and
6. Ensure that no examinee is assisted in responding to, or review of, specific test questions or items before, during, or after a test session.

Specific Rules for HSGQE Administration

The district shall start the administration of the HSGQE between 8:00 a.m. and 10:00 a.m. on the designated testing days. Except in exigent circumstances, the district will not permit a student to leave the test center during the first two hours of testing. Further, the district will not permit a student to enter the test after two hours of testing have elapsed.

Breach of Test Security

District personnel in charge of testing shall immediately report any breach of test security to the Department. A certificated employee who breaches test security is subject to investigation and action by the Professional Teaching Practices Commission.

Note: If a student's IEP requires a modification that violates test security, the modification will be provided only if it does not affect test security for other students. A modification that violates test security results in an invalid assessment. 4 AAC 06.765.

Revised 3/2012

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6162.6 USE OF COPYRIGHTED MATERIALS

All district staff shall adhere to the provisions of the federal copyright law and maintain the highest ethical standards in using copyrighted materials. The district shall provide no legal support to any employee who violates the copyright law. Willful infringement of this law by students or staff may result in disciplinary action.

The School Board recognizes that computer software piracy contributes to higher costs and decreases commercial incentives for the development of quality educational computer software. In circumstances where the interpretation of the copyright law is ambiguous, the district shall determine appropriate use of computer software by referring to the license agreement and/or policy statements contained in the software packages used in the district. Computer-related instruction for students and staff shall address the ethical and practical problems caused by software piracy.

The Superintendent or designee shall maintain procedures to discourage violation of all copyright laws and prevent illegal copying activities.

Legal Reference:

UNITED STATES CODE

TITLE 17

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6162.6 USE OF COPYRIGHTED MATERIALS

Note: This sample regulation contains a legally permissible procedure for reproducing copyrighted instructional materials. Specific guidelines deal with printed materials.

Each employee making a reproduction shall first determine whether the copying is permitted by law based on the guidelines below. If the copying is not permitted according to these guidelines, the principal/designee may request permission to reproduce the material from its copyright holders.

Requests for permission to use copyrighted materials shall include the following information:

1. Title, author(s), editor(s) or publisher, producer(s) or distributor.
2. Edition, copyright and/or production year.
3. Exact amount of material to be used (i.e., lines, pages, running time, etc.).
4. Nature of the use (i.e., how many times, when and with whom the material will be used).
5. Number of copies to be made.
6. How the material will be reproduced.
7. If an initial contact was made by phone, the request shall also include the name of the initial contact person.

The following guidelines differentiate between permitted and prohibited uses of printed material. Staff should consult with the principal/designee regarding appropriate use of sheet and recorded music, videotapes, films, filmstrips or slide programs, off-air taping (radio or television), and computer software.

Printed Materials

Permitted Use:

1. Single copies at the request of an individual teacher:
 - a. A chapter of a book.
 - b. An article from a magazine or newspaper.
 - c. A short story, short essay or short poem, whether or not from a collective work.
 - d. A chart, graph, diagram, drawing, cartoon or a picture from a book, magazine or newspaper.
2. Multiple copies at the request of an individual teacher for classroom use, not to exceed one copy per student in a course:
 - a. A complete poem if less than 250 words and if printed on not more than two pages.
 - b. An excerpt from a longer poem, not to exceed 250 words.
 - c. A complete article, story or essay of less than 2,500 words.
 - d. An excerpt from a larger prose work not to exceed ten percent of the whole or 1,000 words, whichever is less, but in any event a minimum of 500 words.
 - e. One chart, graph, diagram, cartoon or picture per book or magazine issue.

All preceding copies must bear the copyright notice. They may be made only at the discretion of the individual teacher on occasions when a delay to request permission would preclude their most effective instructional use.

Prohibited Uses:

1. Copying more than one work or two excerpts from a single author during one class term.
2. Copying more than three works from a collective work or periodical volume during one class term.
3. Copying materials for more than one course in the school where the copies are made.
4. More than nine sets of multiple copies for distribution to students in one class term.
5. Copying used to create, replace or substitute for anthologies or collective works.
6. Copying of "consumable" works such as workbooks, standardized tests, answer sheets, etc.
7. Copying that substitutes for the purchase of books, publishers' reprints or periodicals.
8. Repeated copying of the same item by the same teacher from term to term.

The above prohibitions do not apply to current news magazines and newspapers. Revised 9/98

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6162.8 RESEARCH

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

The Superintendent or designee may authorize requests to conduct educational research or student surveys if the request proposal:

Shows potential for improving instructional programs and strategies.

- Addresses a relevant educational problem.
- Avoids duplication of existing data or literature.
- Is designed so as to minimize interruptions and demands upon the time of students and staff.

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

(cf. 5145.15 – Student and Family Privacy Rights)

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

(cf. 5125 – Student Records)

Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools

UNITED STATES CODE

20 U.S.C. 1232(h) (Hatch Amendments)

Every Student Succeeds Act, P.L. 114-95

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

Revised 4/2022

Revised 4/23

9/92

BERING STRAIT SCHOOL DISTRICT

BP 6163.1 LIBRARIES/MEDIA CENTERS

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

The School Board believes that school libraries have a responsibility to nurture intellectual growth and freedom by providing:

- Materials that support and enrich the curriculum, taking into consideration students' varied interests, abilities, maturity levels and learning styles.
- Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- Information that will support students' personal needs and enable them to make intelligent judgments in their daily lives.
- Materials that present opposing sides of controversial issues, so that students may learn, with guidance, how to analyze and think critically about what they read.
- Materials which realistically depict our pluralistic society and reflect the contributions of its various religious, ethnic and cultural groups.

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

Certificated library staff may consult with teachers, administrators, students and community members when preparing its recommendations for purchasing, removing or replacing library books and materials. The Superintendent or designee shall bring these recommendations to the School Board.

(cf. 312.2 - Complaints Concerning Instructional Materials)

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

(cf. 6144 - Controversial Issues)

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

(cf. 6161.11 - Supplementary Instructional Materials)

Legal Reference:

ALASKA STATUTES

AS 14.56.300-.340 Library assistance grants

ALASKA ADMINISTRATIVE CODE

4 AAC 57.020 Annual report of library operations

4 AAC 57.050- .099 Library assistance grants

4 AAC 57.410 - .490 Public School Library Collection Development Grants

4 AAC 57.990 Definitions

Revised 2/2010

Adopted: February 3, 2014

BP 6163.4 SCHOOL GARDENS, GREENHOUSES, AND FARMS

Note: This optional policy reflects AS 14.30.375 authorizing school districts to operate school gardens,

The Board recognizes the lifelong benefit to students in developing skills in the safe production of nutritious foods. To support this goal, the Board authorizes the establishment and operation of school gardens, greenhouses, or farms. Gardens, greenhouses or farms are to be utilized for instructional purposes, including educating students about agricultural practices using both organic and conventional growing methods.

School gardens, greenhouses, or farms may produce fruits and vegetables. This produce may be made available for student consumption through the district's meal and snack programs. To the extent production exceeds the needs of students, the excess produce may be sold and the profits utilized to support continuation of this program.

(cf. 3550 - Food Service)

(cf. 3554 - Other Food Sales)

(cf. 5040 - Student Nutrition and Physical Activity)

Students will be provided the opportunity to be involved in the operation of school gardens, greenhouses, or farms. Opportunities may include courses, vocational programs, extracurricular activities, and volunteer opportunities available to student organizations and individual students.

(cf. 6142.5 - Environmental Education)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6178 - Vocational Education)

Legal References:

ALASKA STATUTES

03.20.100 Farm-to-school program

14.30.375 School gardens, greenhouses, and farms

Added 2/11

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6164.2 GUIDANCE AND COUNSELING SERVICES

Note: The following sample policy may be revised as appropriate to reflect district philosophy and needs. 4 AAC 51.330 requires districts to establish procedures for career and vocational guidance services, including dissemination of information about vocational programs and access to information regarding advanced training, employment or placement.

The School Board shall provide a counseling program to enhance academic achievement and emotional security. The Board recognizes that some students are in greater need of guidance than others. The counseling program shall serve students' diverse needs and shall encourage productive learning experiences.

Counselors shall make every effort to respect student confidentiality as appropriate and shall consult with the Superintendent or designee or with the district's legal counsel whenever unsure of how to respond to a student's personal problem. Parental consultation and consent for counseling shall be obtained as appropriate.

(cf. 5141 – Healthcare and Emergencies)

(cf. 6164.3 – Student Mental Health – Medication and Services)

Academic counseling shall help students establish immediate and long-range educational plans consistent with their individual needs, abilities, interests and aptitudes without regard to sex. Insofar as possible, parents/guardians shall be included when making these plans, and student placement shall not be limited by past grades and test scores. Minority, disadvantaged, low-income and other students shall not be automatically or systematically channeled into vocational or special education.

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

Note: Under the Every Student Succeeds, districts receiving federal funds must provide military recruiters the same access to students as is provided generally to post-secondary educational institutions and prospective employers.

Counseling staff shall help secondary students to plan for the future, become aware of their career potential, understand the business world and develop realistic perceptions of work. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships. Post-secondary institutions, prospective employers, and military recruiters may be granted access to students as deemed appropriate by counseling staff and the building administrator.

Note: 4 AAC 06.530 requires districts to establish written procedures for the biennial training of guidance and counseling personnel in the recognition of sex bias in counseling materials in techniques for overcoming the effects of sex bias.

As required by law, the Superintendent or designee shall provide biennial training for guidance and counseling staff in recognizing and overcoming sex bias.

(cf. 5125 – Student Records)

(cf. 5141.4 – Child Abuse and Neglect)

(cf. 5141.52 – Suicide Prevention)

(cf. 6164.5 – Student Study Teams)

Legal Reference:

US CODE

Elementary and Secondary Education Act, 20 U.S.C. §9528, as amended by the Every Student Succeeds Act, P.L. 114-95

ALASKA STATUTES

14.18.030 Discrimination in counseling and guidance services prohibited

14.18.050 Discrimination in course offerings prohibited

14.30.171 Prohibited actions

14.30.172 Communications not prohibited

14.30.176 List of community resources

ALASKA ADMINISTRATIVE CODE

4 AAC 06.530 Guidance and counseling services

4 AAC 51.330 Vocational guidance and placement

Revised 4/2022

Revised 4/23

9/92

BERING STRAIT SCHOOL DISTRICT

BP 6164.3 STUDENT MENTAL HEALTH - MEDICATION AND SERVICES

Note: The following policy implements SB 48 (2006), a bill "relating to recommending or refusing psychotropic drugs or certain types of evaluations or treatments for children." This bill enacted new statutes at AS 14.30.171-14.30.179. The requirements of these statutes are incorporated in the policy below, as well as in a separate policy, BP/AR 5141, Health Care and Emergencies.

The district shall work closely with parents in serving students with behavioral or mental health needs. The Superintendent or designee shall oversee the delivery of appropriate educational services in line with this policy and applicable laws.

Psychotropic Medication

Unless authorized, school personnel may not recommend to a parent or guardian that a student take, or continue to take, psychotropic medication designed to affect emotions, mood, or behavior. Employees possessing a special services type C certificate may make recommendations regarding whether such medication may assist the child in school, but only if such recommendations are consistent with the individual's training and job duties.

A determination as to whether or not psychotropic medication is beneficial for a student should be made by parents and the student's medical provider. With limited exceptions, absent parental consent, students may not be required to take psychotropic medication as a condition of attending school. However, such medication may be required if, in the opinion of the student's medical provider, the medication is necessary for the student's mental health or the student poses a risk of harm to the student or others without the medication.

Students and their parents/guardians will be afforded due process rights to which they are entitled by law, board policy or administrative regulations.

(cf. 5030 - School Discipline and Safety)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5144.1 - Suspension/Expulsion)

Psychological or Psychiatric Evaluation and Treatment

Unless authorized, school personnel may not recommend to parents that their student receive psychiatric or psychological evaluation or treatment. School personnel who possess a special services type C certificate, or other behavioral or mental health professionals working in the schools, may make recommendations regarding evaluation and treatment, so long as such recommendations are consistent with the individual's training and job duties.

(cf. 6164.2 - Guidance and Counseling Services)

Nothing in this policy is intended to prevent referrals and evaluations of students for special education and related services.

(cf. 6164.4 - Child Find)

(cf. 6172 - Special Education)

Note: Despite the limitations on psychological and psychiatric evaluations and treatment set forth above, districts may continue to require evaluation and/or treatment as a condition of readmission for students who have been suspended or expelled. AS 14.30.172(2).

The limitations on evaluation and treatment are not applicable to reasonable readmission criteria for students who have been suspended or expelled. In the interest of safety and security, the district may impose requirements for evaluation and/or treatment as a condition of readmission.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion)

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

Classroom Observations

School personnel may consult with parents and share classroom and school-based observations regarding a student's behavior and academic and functional performance. Such consultations can include discussion regarding referral for special education evaluation. In consulting with parents, school personnel must be cautious not to engage in prohibited discussions as set forth above.

(cf. 5141 Health Care and Emergencies)

Compliance with Policy and Law

Note: Included within SB 48, at AS 14.30.177, is a requirement that "each school board shall adopt a policy that provides that an employee violating AS 14.30.171-14.30.176 may be subject to disciplinary action." In all cases of alleged employee misconduct, a determination of appropriate discipline should be made only after completion of a full and fair investigation.

This policy is based on required school laws of the State of Alaska. Violations of this policy may subject school personnel to disciplinary action.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

ALASKA STATUTES

- 14.30.045 Grounds for suspension or denial of admission
- 14.30.047 Admission or readmission when cause no longer exists
- 14.33.110-.140 Required school disciplinary and safety program
- 14.30.171 Prohibited actions
- 14.30.172 Communications not prohibited
- 14.30.174 Compliance with federal education law
- 14.30.176 List of community resources
- 14.30.177 Violations

UNITED STATES CODE

- 20 U.S.C. §§ 1400-1487, Individuals with Disabilities Education Act
- 20 U.S.C. §§7101-7143 Safe and Drug-Free Schools and Communities Act of 1994

Added 01/07

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6164.4 CHILD FIND

Note: AS 14.30.274 and 4 AAC 52.100 require districts to establish written procedures to ensure children with disabilities are identified for assessment purposes. 4 AAC 52.110 requires written procedures for receiving referrals. The Individuals with Disabilities Education Act (IDEA), 20 USC 1412(a)(3) and 34 CFR 300.111 and 300.131, requires that this "child find" identification system include identification of students with disabilities attending private schools, including religious-school children residing within the district, and highly mobile children with disabilities, such as migrant and homeless children. In order to carry out this requirement, a practical method must be developed to determine which children with disabilities are currently receiving needed special education and related services. Services for a private school student, in accordance with an individualized education program (IEP), must be provided at no cost to the parent/guardian, unless the private school makes a free and appropriate public education available to the student and the parent/guardian chooses to enroll the student in that private school. If the public school is providing services to the student, these services may be provided on the premises of the private school, including parochial schools, to the extent consistent with other provisions of law.

The School Board recognizes the responsibility of the district to identify children residing in the district who need special education and related services. As required by law, the Superintendent or designee shall establish written procedures for locating children with exceptional needs in order to provide a free appropriate public education to all eligible children. The School Board encourages all members of the community to assist the district in its effort to identify the need for special education and related services within the community.

The Superintendent or designee shall establish and implement an ongoing system to identify and locate children, age 3 through 21 years of age, suspected of having a disability who reside within the district, regardless of the severity of the disability. The components and procedures of this system will be detailed in a written Child Find Plan. The Plan shall identify a Child Find Coordinator, address coordination of child find activities, provide for annual public notice, referrals, and screening.

Child Find Coordinator

The Superintendent or designee shall appoint a Child Find Coordinator who coordinates the development, revision, implementation, and documentation of the district's child find system.

Annual Public Notice

The Superintendent or designee shall annually inform the community about the right to, and availability of, educational services for children with disabilities. This notice shall inform parents/guardians in writing of the types of qualifying disabilities, the educational needs of children with disabilities, the rights of children to a free appropriate public education, the services available to these children, confidentiality protections, and the district's procedures for initiating a referral for assessment to identify individuals who need special education services.

Note: The following contains optional language for those districts with a statewide correspondence pro

The notice must be calculated to reach all persons within the district, [including all persons responsible for children who are enrolled in the district's statewide correspondence program.]

Referral

Note: Pursuant to 34 C.F.R. § 300.300, amended effective 2009, a school district may, but is not required to, pursue a due process hearing when a parent or guardian refuses to consent to an initial evaluation or re-evaluation. However, a school district may not pursue a due process hearing if a parent refuses consent to special education services.

The Superintendent or designee shall implement a procedure to receive referrals of children suspected to having a disability. Referrals will be acted on without undue delay.

The school district shall obtain the informed written consent of a child's parent before conducting an

initial evaluation, and before placing the student in a special education program in the district. If consent is not given for an initial evaluation, and the district believes it should proceed with the assessment, it may initiate due process hearing procedures in accordance with law to determine whether the district can proceed with an evaluation.

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

(cf. 6172 - Special Education)

Legal Reference:

ALASKA STATUTES

14.30.191 Educational evaluation and placement

14.30.274 Identification of exceptional children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.100 Child find

4 AAC 52.120 Evaluation

4 AAC 52.125 Eligibility

4 AAC 52.130 Criteria for determination of eligibility

4 AAC 52.190 Written notice to parent

4 AAC 52.200 Parental consent

4 AAC 52.540 Parental right to independent evaluation

4 AAC 52.580 Placement of child during proceedings

UNITED STATES CODE

20 USC 1232g Family Educational Rights and Privacy Act of 1974

20 USC 1400 *et seq.* Individuals with Disabilities Education Act

29 USC 701 *et seq.* Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS

34 CFR 99.10-99.22 Inspection, review and procedures for amending education records

34 CFR 300. *et seq.* IDEA Regulations

Revised 2/2010

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6164.5 STUDENT STUDY TEAMS

Note: The following optional policy may be revised to reflect district philosophy and needs. Districts are cautioned that student study teams may not fulfill the role of the Individualized Education Program Team in assessing and developing an appropriate educational program and placement for students with disabilities.

The School Board encourages the cooperation of the parent/guardian, classroom teacher, resource personnel and administrators in studying the needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may resolve or alleviate these difficulties.

The Superintendent or designee may establish student study teams that address the needs of individual students by investigating the problems of disruptive students and developing plans to modify their behavior. The School Board expects that student study teams will improve communications within the school and support teachers in working with the student.

Student study teams may recommend transferring the student to another school only when the study team's investigation indicates that a different placement would result in more cooperative behavior without endangering employees or other students.

(cf. 5144 - Discipline)

Revised 9/97

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6164.5 STUDENT STUDY TEAMS

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

The principal or designee at each school shall:

1. Select a coordinator who will set student study meeting times and procedures.
2. Establish a process by which teachers, other staff members or parents/guardians may initiate a student referral.
3. Design provisions for:
 - a. Contacting parents/guardians.
 - b. Observing the student in the problem setting.
 - c. Collecting background information.
 - d. Helping the student and parent/guardian prepare for the meeting.
 - e. Bringing in other school or district resource personnel.

Members of individual student study teams may include:

1. The principal or designee.
2. Resource teachers or specialists: psychologists, nurses, school counselors, bilingual staff, categorically funded staff, department chairpersons, speech and language specialists.
3. One or more of the student's teachers or previous teachers.
4. The student's parents or guardians, and the student if appropriate.
5. Representatives of community or law enforcement agencies, if appropriate.

Team Meetings

Because a positive solution to a student's difficulties often grows out of the student's strengths and potential, the initial study team meeting shall always begin by discussing the student's strengths. His/her problems shall be described as precisely as possible, and a plan for resolving these problems shall be developed.

Strategies and interventions may include, but are not limited to:

1. Program changes involving different classes, a different level and/or variety of instructional materials, and/or more time for completing assignments.
2. Contracts for task completion and/or behavior modification.
3. Daily progress reports.
4. Use of after-school tutoring, peer tutoring, cross-age or cross-grade tutoring or buddy system.
5. Reinforcement and modifications at home.
6. Special instructional strategies for students of limited English proficiency.
7. Strategies for improving social skills and peer relationships.
8. Special school projects or programs.
9. Modified day.
10. Period-by-period attendance.
11. Inschool suspension.

12. Detention.
13. Saturday school or work program.
14. Leave of absence.
15. Work experience education.
16. Transfer to a different school.
17. Referral to district resource staff for academic assessment.
18. Referral for health examination.
19. Referral to school psychologist.
20. Referral to community agency or other community resource.
21. Referral of family to community agency.

Whenever the student study team is considering the possibility of transferring a disruptive student to another school, the principal or designee of the school to which the student may be transferred may be invited to attend the study team meeting before a final recommendation is made.

A follow-up meeting may be scheduled to evaluate the effectiveness of the plan and the extent to which the recommended strategies have been implemented. The plan shall be modified as needed. Subsequent review meetings may be held to monitor the student's progress and reinforce the fact that real change for students takes sustained effort over time.

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6171 TITLE I PROGRAMS

Note: This policy is mandatory for any district that receives or desires to receive Title I funds. Title I is part of the Elementary and Secondary Education Act (20 U.S.C. § 6301 *et seq.*), as amended by the Every Student Succeeds Act of 2015 (P.L. 114-95). Title I recipients must have a policy of parent and family engagement and a policy ensuring equal provision of staff and materials among schools.

The Board recognizes the importance of a program of instruction that is well-rounded to meet the academic needs of all students. Instructional and other strategies intended to strengthen academic programs and improve conditions for learning will be identified and implemented.

Federal program funds shall be used to ensure that all students receive a high-quality education and to close the achievement gap between those students who meet, and those who do not meet, challenging academic standards. Students who may be at risk for academic failure will be identified. Title I programs shall provide additional educational assistance to individual students that need help in meeting academic standards. The district shall provide these services, including remediation in reading, language and/or mathematics, on the basis of individual student needs identified annually and assessed with objective educational criteria.

When evaluating the effectiveness of Title I programs, staff shall assess individual student achievements and monitor changes in student performance.

(cf. 6190 - Evaluation of the Instructional Program)

Note: Every Student Succeeds Act requires each district receiving Title I funds to "develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy." 20 U.S.C. § 6318(a)(2). Additionally, each school served under Title I must work with parents to develop a written parent and family engagement policy for that school.

The parents/guardians of children enrolled in Title I programs shall be involved in planning, designing and implementing these programs in a systematic, ongoing, informed and timely fashion. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs. All such recommendations shall receive timely responses. The Superintendent or designee shall develop procedures according to Title I requirements. These procedures shall contain: (1) the district's expectations for parent and family engagement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, (3) methods to be used by building administrators with Title I programs to ensure parental involvement at that school, and (4) other provisions as required by federal law. The Superintendent or designee shall ensure that the procedures are distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Through consultation with parents/guardians, the district shall annually assess the effectiveness of parental involvement programs and determine what action needs to be taken, if any, to increase parental participation.

Note: The following paragraph is mandatory for each district receiving Title I funds.

The Superintendent or designee shall establish procedures which ensure that the district provides all district schools, regardless of whether they receive Title I funds, with services that, taken as a whole, are substantially comparable. This includes the same level of base funding, per student, for staff

services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers and auxiliary staff shall vary as little as possible from school to school. The Superintendent or designee shall maintain annual records to document this ratio and to indicate the quantity and quality of books and equipment at each school.

(cf. 6000 - Concepts and Roles)

Legal Reference:

UNITED STATES CODE

Title I of the Elementary and Secondary Education Act, 20 U.S.C. §§ 6301-6514, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

Revised 3/2016

Revised 4/23

9/92

BERING STRAIT SCHOOL DISTRICT

AR 6171 TITLE I PROGRAMS

Parent and Family Engagement in Title I Programs

Note: The Every Student Succeeds Act of 2015 continues the federal requirement that districts receiving Title I funds have a policy on parent and family engagement. General requirements continuing from previous years include the mandate that districts conduct, with parental input, an annual evaluation of the content and effectiveness of the parent and family engagement policy. Additionally, each of the district's schools with a Title I program must have its own parent and family engagement policy created with input from parents and families of students attending that school. Finally, parents must be notified of the parent and family engagement policy.

These procedures meet the requirements of ESSA, except that they were not created with input from parents in your district. Each School Board and individual school site should obtain parental input, as required by law.

A strong partnership between families, the schools, and the community will improve student outcomes. Each school shall support and encourage parent and family engagement opportunities, as identified in a school parent and family engagement policy. The policy must be developed in cooperation with parents and should include the following:

1. A plan for effective two-way communication between parents and the school regarding the school's policies and rules, and an individual child's progress;
2. A commitment from the school that information related to school and parent programs, meetings, and other activities will be sent to parents in a timely manner;
3. A description of the school's responsibilities to provide high-quality curriculum and instruction in a supportive and effective learning environment;
4. A description of the parents' responsibilities for supporting their children's learning such as monitoring attendance and homework completion; volunteering in their child's classroom; and participating in decisions relating to the education of their children and positive use of extracurricular time.
5. A description of how the school will promote to teachers and other personnel the value and utility of the contributions and involvement by parents and families;
6. The availability of assistance to parents in understanding the State's academic achievement and assessment standards;
7. The availability of materials and training to help parents work with their children to improve their children's achievement;
8. The importance of communication between teachers and parents on an ongoing basis through, at a minimum -
 - a. frequent reports to the parents on their children's progress;
 - b. parent-teacher conferences to discuss the child's progress and placement and to describe the methods used to complement the student's instruction;
 - c. reasonable access to teachers and other educators, including the opportunity to observe program activities;
 - d. an annual meeting, at a time convenient for parent attendance, to explain what students will learn, the assessments used to measure student progress, the state's academic standards, and the proficiency levels students are expected to meet for their grade level;
 - e. an annual meeting, at a time convenient for parent attendance, where all parents shall be invited and encouraged to attend, to discuss and review the content and effectiveness of the school parent and family engagement policy and activities;
9. The timely notice to parents of information about parent and family engagement programs;

10. Insofar as possible, the coordination and integration of parental involvement activities with community groups;

In facilitating effective parent and family engagement, the Principal/Site Administrator may:

1. Provide regular meetings, at parent request, where parents may formulate suggestions and participate in decision-making about the education of their children;
2. Ensure, insofar as possible, that opportunities for full participation are given to parents who lack literacy skills or whose native language is not English;
3. Involve parents in the development and training of teachers, principals, and other educators in order to improve the effectiveness of such training;
4. Adopt and implement model approaches to improving parental involvement;
5. Establish a parent advisory council to provide advice on all matters related to parental involvement activities and programs.

Insofar as practical, parent and family engagement materials and information shall be provided in a language and format that parents understand.

Revised 3/2016

Revised 4/23

9/92

BERING STRAIT SCHOOL DISTRICT

E 6171 TITLE I PROGRAMS - NOTICE TO PARENTS REQUIRED BY EVERY STUDENT SUCCEEDS ACT

Notes: 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.

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.*)"

Revised 3/2016

Revised 4/23

9/92

BERING STRAIT SCHOOL DISTRICT

BP 6172 SPECIAL EDUCATION

Note: The following sample policy addresses education provided under the Individuals with Disabilities

The School Board desires children with and without disabilities to share an interactive educational environment which nurtures understanding, cooperation and mutual respect.

A student's IEP team shall determine the content of the student's individualized educational program (IEP) and make placement decisions for the least restrictive environment that is educationally appropriate.

Note: 4 AAC 52.590 requires districts to establish written procedures for the identification of children in need of a surrogate parent and for the appointment and removal of surrogate parents. AS 14.30.272 requires the district to inform parents/guardians of children with disabilities of the procedural safeguards provided by law. 4 AAC 52.190 requires written notice before initiating or changing a child's identification, evaluation or placement and when refusing a parent's request to initiate or change a child's identification, evaluation or placement.

The Superintendent or designee shall establish written procedures required by law and shall ensure district compliance with procedural safeguards, including appropriate notices to parents/guardians established by state and federal laws and regulations.

Note: 4 AAC 52.115 requires evaluation and placement within 90 calendar days of obtaining parental consent for evaluation. However, completion of an individualized education plan must occur within 30 days after determining a child's eligibility.

Services will be provided in accordance with a student's IEP once parental consent or administrative or judicial proceedings authorize the provision of special education and related services.

(cf. 3541.2 - Transportation for Special Education Students)

(cf. 5144.2 - Suspension and Expulsion (Individuals with Exceptional Needs))

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

(cf. 6164.4 - Child Find)

Legal Reference:

ALASKA STATUTES

14.30.180-14.30.350 Education for children with disabilities

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010-4 AAC 52.990 Education for children with disabilities

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400 *et seq.* Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

300.340-349 Individualized education programs

300.500-300.514 Due process procedures for parents and children

300.550-300.553 Least restrictive environment; alternative placements; placement; nonacademic settings

Revised 3/2013

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6172.1 GIFTED STUDENTS

The Board of Education recognizes its responsibility for the provision of educational opportunities for gifted students. To that end, the Board directs that such students be identified and offered appropriate instruction.

For purposes of this policy, "gifted students" are those students who, by virtue of outstanding abilities, intellect, or creative talent require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their potential contributions to self and society. The capacities of such students may be manifested as general intellectual ability, and/or artistic talent.

The District's plan for delivery of service to gifted students shall set out the procedures and criteria for identifying students as gifted. Individualized student learning plans shall be developed for gifted students through a process that provides for teacher, parent and student participation.

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6174 BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS

Note: Under the federal Every Student Succeeds Act, which amends the English Language Acquisition, Language Enhancement, and Academic Achievement Act, districts have specific obligations toward English learners, including immigrant children and youth, and their families. School districts must develop programs for English language learners (ELL) that are designed and implemented to increase English language proficiency and academic achievement in meeting challenging academic standards and providing high-quality professional development to ELL classroom teachers.

Note: AS 14.30.400 mandates districts to provide in accordance with state regulations a bilingual-bicultural education program for each school with eight or more students of limited English-speaking ability whose primary language is other than English. 4 AAC 34.055 requires each district enrolling limited-English-proficient students to take appropriate steps to develop their English skills and to provide meaningful participation in the academic program. For districts enrolling eight or more ELL students in a single school, the district must submit to the Department of Education and Early Development an annual plan of service for ELL pupils. The following sample policy may be revised to reflect district philosophy and needs. The plan should be filed by April 15 and the district should implement the plan of service the year following its submission. The district may designate the effective dates of the plan, which can encompass up to five school years. Any changes to an existing plan of service must be filed with EED before implementing the changes.

English Language Learners Program and Plan of Service

In accordance with the School Board's mission to provide a quality educational program to all students, students who are English language learners (ELL) will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a second language instruction. In addition, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can meet the same challenging academic standards that all students are expected to meet.

The district shall submit an annual plan of service if eight or more ELL students are enrolled in a single school. The plan of service shall provide:

1. A statement of the district's educational goals and instructional methodology;
2. The district's plan of identification of all students who are or who may be ELL students, including the use of a state-approved assessment for identification of English language proficiency;
3. The district's procedure for assessing the educational progress of ELL students;
4. The district's program of services and instructional model for ELL students;
5. An identification of instructional staff and educational resources;
6. The district's process for monitoring the academic progress of former ELL students for two years after they are no longer identified as ELL students;
7. The district's program evaluation that addresses the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification; and
8. Parent and community involvement.

The Superintendent or designee shall implement and supervise an ELL program that ensures appropriate ELL instruction and complies with federal and state laws and regulations. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

Students in limited-English proficiency programs shall receive instruction in the core curriculum through their primary language when possible and appropriate in order to sustain academic progress. Academic instruction provided in English shall, whenever necessary, be specially designed and presented so as to facilitate complete understanding of the total academic content. Students shall also receive instruction which promotes positive self-concepts and cross-cultural understanding.

(cf. 6141.3 - Multicultural Education)

Students who are taught core academic subjects in non-English-speaking classes shall spend as much time as possible in classrooms with students who speak fluent English.

The ELL program shall be designed to provide instruction that meets each student's individual needs, based on assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. Students participating in ELL programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the School Board.

Identification and Placement

Note: 4 AAC 34.055 requires the district's plan of service to provide the district's plan for the identification of pupils who are limited English proficient.

Note: Under 4 AAC 34.090, "limited English proficient" means an individual who (a) is between 3 and 21 years old; (b) is enrolled or preparing to enroll in an elementary or secondary school; (c) falls into one or more of the following categories of individuals: (i) an individual not born in the United States or whose native language is a language other than English, or (ii) is an American Indian, Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and (d) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual: (i) the ability to obtain achievement levels that meet standards as described in 4 AAC 06.739, on the state assessment in English language arts or in reading and language arts under 4 AAC 06.737 or 4 AAC 06.755; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

The Superintendent or designee shall maintain procedures which provide for the careful identification, assessment and placement of students of limited English proficiency in accordance with state regulations and the district's service plan. On an annual basis, the district shall administer a state-approved assessment for identification of English language proficiency to all students who may have limited English proficiency, but who have not already been identified as ELL students.

An individual student's participation in the bilingual/bicultural program is voluntary on the part of the parent/guardian.

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

Standardized Assessment

Note: 4 AAC 06.776 requires the participation of all ELL students in the statewide student assessment system. This includes standard norm-referenced testing, standards-based testing, and a college and career readiness assessment. Under federal law, all ELL students served by programs funded under Title III must be assessed annually.

Students identified as limited English proficient shall participate, either with or without an accommodation, in statewide student assessments. The Superintendent or designee shall appoint a team that includes, if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency. "Accommodations" include a change in the manner in which a test included in the statewide student assessment system is given to a student, and that does not alter what is measured by the assessment. The team will document the accommodation decision.

Note: Accommodations are to be determined under DEED's Participation Guidelines for Alaska Students in State Assessments. "Modifications" may not be provided by the team. "Modifications" means a change to either the content or the administration of a test included in the statewide student assessment system, if the change alters what is measured by that test. 4 AAC 06.776.

Reassignment

Note: Pursuant to 4 AAC 34.055, the district's service plan must identify the procedure for assessing the educational progress of ELL pupils. Additionally, a student's parent/guardian may request placement in a regular school program. The regulation provides an objective standard for when ELL services are no longer required. A student will remain eligible for services until the student obtains on tier B or tier C of the approved annual assessment a: 1) composite score of 5.0 or higher; and 2) score of 4.0 or higher in each of the tested domains of reading, writing, speaking and listening.

Students of limited English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. A student will remain eligible for services until obtaining assessment scores as established by law.

The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.

Parent/Guardian and Community Involvement

Note: 4 AAC 34.055 requires the district's plan of service to provide for the involvement of parents/guardians and community members in the bilingual-bicultural educational program.

The School Board recognizes the need to involve parents/guardians and community members in the development, evaluation and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

Note: The Every Student Succeeds Act continues the detailed requirements for parental notification set forth in the No Child Left Behind Act. This includes provisions that are very specific as to content of the notice and when it must be given. Students placed in, or identified for, an ELL program before the beginning of the school year must receive notice no later than 30 days after school starts. For students newly identified after the beginning of the school year, parental notice is due within two weeks after the student's placement in the program. School districts are required to notify the families of students placed in an ELL program as soon as this occurs. Notification should include: (1) an explanation of why their child has been placed in the program; (2) a description of the program their child is in, as well as a description of all other types of available language programs;

(3) notice of a parent's right to choose among instructional programs if more than one is available; (4) an explanation of how the current program will help their child to develop academically, learn English, and achieve the standards necessary for grade promotion and graduation; (5) the specific exit requirements for the program, the expected rate of transition to non-ELL programs and the expected secondary graduation rate for the program; (6) in the case of a child with a disability, how the program meets the objectives in the child's IEP; and (7) notice of a parent's right to have his or her child moved from an ELL program to a regular program if they so desire. School districts must provide required parent notifications in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by families. A sample parental notification is provided at E 6174.

The district shall notify parents of students qualifying for ELL programs regarding the instructional program and parental options, as required by law. The notice should state the reasons for identifying the student as an English language learner, including the student's level of proficiency and how the district determined that level. The student's overall academic achievement should also be included in the notice. The notice must describe the ELL program's instructional methods and explain specific exit requirements and how the student will transition from the program. Finally, the notice shall advise parents of their right to remove the child from the program, to choose an alternative program if available, and to obtain assistance in choosing a program. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

(cf. 1220 - Citizens Advisory Committees)

Program Evaluation

Note: 4 AAC 34.055 requires a district's plan of service to establish procedures for an annual evaluation which addresses the effectiveness of the program in meeting the English-language development needs of ELL students and achieving student academic progress goals; and, reflecting any identified need for program modification. Additionally, districts must have a process for monitoring the success and academic progress of exited ELL students for two years after the student is no longer identified as an ELL student.

The Superintendent or designee shall establish procedures for the annual evaluation of bilingual-bicultural education programs in conformance with state and federal regulations.

Note: Federal Law (20 U.S. Code section 1703(f)) prohibits districts from discriminating against a student on the basis of race, color, sex or national origin by failing to take appropriate action to overcome language barriers that impede bilingual-bicultural students' equal participation in instructional programs. Federal courts have approved bilingual-bicultural programs which (1) are based on sound educational theory, (2) use methods reasonably calculated to effectively implement such theory, and (3) "produce results indicating that language barriers confronting students are actually being overcome."

When evaluating the adequacy of bilingual-bicultural education, the School Board shall consider data which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

Legal Reference:

ALASKA STATUTES

14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.775 Assessment of a student with limited English proficiency

4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE

20 U.S.C. §§ 1702-03, Denial of Educational Opportunity Prohibited

20 U.S.C. § 6811, et. seq., English Language Acquisition, Language Enhancement, and Academic Achievement Act, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

Castenda v. Pickard 648 F.2d 989 (5th Cir. 1981)

Teresa P. et al v. Berkeley Unified School District et al, 724 F.Supp. 698 (N.D. Cal. 1989)

Revised 3/2017

Revised 4/23

9/92

BERING STRAIT SCHOOL DISTRICT

E 6174 BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNER PROGRAMS

View or print [BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNER PROGRAMS](#) exhibit.

BERING STRAIT SCHOOL DISTRICT

BP 6174.1 EDUCATION OF NATIVE/INDIAN CHILDREN

Community and Parental Involvement

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

Note: Under the Every Student Succeeds Act, "affected" school district are required to consult with local tribes or tribal organizations prior to submitting a plan or application for federally covered education programs. Affected districts are those that either: 1) have 50% or more of its student enrollment made up of Alaska Native students; or 2) received an Indian education formula grant under Title VI in the previous year that exceeds \$40,000. Consultation must be done "in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to plans under covered programs." Federal programs requiring consultation between tribes and affected school districts include:

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

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

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

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

- a. At each Advisory Committee meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
- b. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
- c. All members of the public will have an opportunity to make recommendations concerning the needs of their children.
- d. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

(cf. 6020 - Parent Involvement)

Nondiscrimination

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

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

Educational Program

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

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

1. A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.
2. An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students and optimum staff utilization demands an organizational plan based upon statement performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.
3. A staff utilization procedure which establishes specific personnel needs based upon the programs requirements. All persons, directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.
4. A guidance and individual program planning effort which assures the widest choice of alternatives to individual students over their period of formal education. Emphasis will be upon bringing the student in direct contact with those educational experiences and resources which best meet short or long range needs.
5. An assessment program which uses both subjective and objective measures in determining student performance and the effectiveness of the school program in achieving learning

objectives. This program is an integral part of the guidance function and requires both the involvement and understanding of students and parents in its development.

6. A wide range of learning materials and techniques which will meet the needs of students and of those responsible for instructional or learning activities. Special consideration must be given to unique cultural and language requirements. Audio and video materials, as well as print materials, are particularly important to the concepts- of individualization and maximum learning options.
7. A program for bringing students, schools and communities together in various educational, cultural, and recreational activities. The Alaska High School Activities Association (AHSAA) is recognized as the authority for all high school interscholastic activities. The district accepts as binding all AHSAA rules and regulations for membership and competition. All activities will be made available to students on a nondiscriminatory basis.
8. Maximum use of community resources as an integral part of the curriculum. Budgetary and administrative procedures should promote this utilization with standards established at the district and community level.
9. A continuous program of curriculum development at the community and district level. In this way the program will remain dynamic from both a content and organizational standpoint. Innovative or pilot efforts should be encouraged within whatever constraints must be applied to afford protection of students from potentially harmful experimentation.
10. That in those areas which may be viewed as controversial, instructional procedures will be confined to a body of factual information with acceptance or interpretation left to the student. Religion is recognized as an important historic element but specific religion responsibility rests with the home and church. The Advisory Committee and parents should play a major role in determining how controversial issues will be handled BEFORE SPECIFIC CONTROVERSIES OR ISSUES ARISE. Areas often found as the source of controversy are sex education, alcohol, and drug education.
11. Special programs, such as Title 1, Migrant Education, and Indian Education be designed, implemented and evaluated with input from parents and teachers of involved students. Specific activities may include but are not limited to:
 - a. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
 - b. Informing parents and teachers of specific objective of the program.
 - c. Establishment of parent-teacher conferences.
 - d. Providing materials, suggestions and training to enable parents to promote education at home.
 - e. Providing timely information concerning the program's plans and evaluations.
 - f. Soliciting parents and teacher suggestions in planning and operating the program.
 - g. Facilitating volunteer or paid participation by parents in school activities.
 - h. Establishing parent advisory committees.

Legal Reference:

UNITED STATES CODE

20 USC §§ 7541-7546, Alaska Native Educational Equity, Support, and Assistance Act

20 USC § 7704 Policies and procedures relating to children residing on Indian Lands

CODE OF FEDERAL REGULATIONS

34 CFR 222.94 What provisions must be included in a local educational agency's Indian policies and procedures?

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Revised 4/23

9/92

BERING STRAIT SCHOOL DISTRICT

AR 6174.1 EDUCATION OF NATIVE/INDIAN CHILDREN

Note: A stated purpose of the Every Student Succeeds Act is to authorize the development of supplemental educational programs to benefit Alaska Natives, and to supplement existing programs and authorities in the area of education to further the purpose of the Act.

Modification of Educational Program to Allow Equal Participation in Programs by Native Students

When it becomes apparent that Native students do not have the opportunity to participate in an educational program on an equal basis with non-Native students, and the situation cannot be remedied by an administrative order, a task force comprised of teachers, students (if applicable), and parents will be created and charged with the specific duty of modifying the program to allow such equal opportunity to participation.

Parent and Tribal Involvement in Review of Impact Aid Applications

Each fall at the appropriate time, Impact Aid application cards will be distributed to the students at each school to be brought home and filled out by the parent/guardian. Upon return of the cards, they will be submitted to the Student Records office in the District Office where the formal Impact Aid application will be completed. Copies of the completed document will be sent to each school to be discussed at an Advisory Committee meeting, and sent home with students or mailed directly to the parents. Additionally, a copy of the completed document will be sent to the appropriate tribal officials, IRA Councils, Traditional Councils, and the Association of Village Council Presidents.

Dissemination of Program Plans for New Educational Programs

District wide education programs to be initiated by the district will be reviewed by the Curriculum Review Committee for approval prior to being submitted to the district School Board for action. In addition, new district wide programs will be discussed at an Advisory Committee meeting at each site called for the reason of discussing the program. Parents, community members, and appropriate tribal officials will be invited to the meeting. Information on the program will be sent home with students or mailed to parents. Appropriate tribal officials will be mailed information on the program.

When an individual site initiates a new program, it will be discussed at an Advisory School Board meeting called for the specific reason of discussing the program. Parents, community members, and appropriate tribal officials will be invited to the meeting and information on the program will be either sent home with students or mailed to parents. Appropriate tribal officials will be mailed information on the program.

Site initiated programs must be forwarded to the Curriculum Office for review and approval by the Curriculum Review Committee prior to submittal to the district School Board for action.

Procedures for Assessing the Meaningfulness of Alaska Native/American Indian Input on IPP Policies

Each year the School Board will appoint a committee to assess the meaningfulness of community input on IPP policies. This committee will review the Alaska Native/American Indian input on, opportunity for input on, and the district's response to such input on the district's IPP policies. Should the committee determine that the district's policies and procedures require modification as a result of comments submitted by tribal officials and parents, its recommendations will be presented to the School Board for action at its next regularly scheduled meeting.

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BERING STRAIT SCHOOL DISTRICT

E 6174.1 INDIAN POLICIES AND PROCEDURES

Note: Districts receiving federal Impact Aid are required to have "IPPs" or Indian Policies and Procedures. The following sample was adopted from sample policies issued by the Department of Education.

The _____ School District's goal under the Indian Policies and Procedures [IPP] is to ensure that all American Indian children of school age have equal access to all programs, services, and activities provided by the school district.

The District will establish policies and procedures to ensure that children residing on Indian lands participate in programs and activities supported by impact aid funds on an equal basis with all other children. Parents of these children will be afforded an opportunity to present their views on these programs and activities, including the opportunity to make recommendations on the needs of those children and how the district may help these children realize the benefits of these programs and activities. Parents and Indian Tribes will be consulted and involved in the planning and development of these programs and activities and the relevant applications, evaluations, and program plans will be disseminated to the parents and the Indian Tribe.

It is the intent of the district to fully comply with all requirements of Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act of 1965 (formerly Public Law 81-874, amended 8/2/02), 34 CFR 222.94, and to that end, the Governing Board has adopted as policy these Indian Policies and Procedures (IPPs). The IPPs by intent and by School Board action supersede all previous School Board action and are intended to bind the Governing Board, administration, and staff of the district.

ATTESTATIONS

The _____ School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY _____ Impact Aid application.

The _____ School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY _____ Impact Aid application.

POLICIES AND PROCEDURES

The following Indian policies and procedures become effective upon school board approval.

POLICY 1: The _____ School District will disseminate relevant applications, evaluations, program plans and information related to the District's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations.

Procedure 1:

The District Administrator/designee will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of any meeting, mail to Indian parents and Tribal officials a copy of the following documents:

- Impact Aid Fiscal Year ____ application;
- Evaluation of all educational programs; and
- Plans for education programs the District intends to initiate or eliminate.

In addition, information regarding these materials will be included in the District's monthly newsletter, if appropriate.

Parents of Indian children, tribal officials and the public will be given notice of any and all meetings related to equal participation or the content of the educational program by including information about meeting times and locations in the questionnaire to be disseminated in the fall. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted School Board meeting.

The District will disseminate information and seek timely input regarding the following programs on its educational program (including, but not limited to): Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Part A, Title IV, Part A, Title IV, Part B, Title V, Part B subpart 2, Title VI, Part A, subpart 1, Title VII-Impact Aid programs, Johnson O'Malley programming.

The completed applications, evaluations, and program planning will be made available to parents of Indian children, Tribal officials, and the Indian Education Committee and a summary will be prepared and disseminated _____ days/weeks in advance of public hearings held in _____ and _____ (enter months of meetings) to afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the public meetings. These hearings will be publically advertised by radio, advertisement, newsletter or in writing to allow all interested parties to attend. In addition, representatives from the District and Indian Education Committee will schedule meetings with the local tribe to seek input.

Parents of Indian children, tribal officials, the Indian Education Committee and any other interested persons can review assessment data to help develop or modify educational programs and services allowing for the participation of Indian students on an equal basis in the district.

Minutes from the Indian Education meetings will be posted on the District's website for all patrons and Tribal officials to review. This will allow for ongoing dissemination of information.

POLICY (2): The _____ School District will provide an opportunity for the affected tribe or tribes and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities.

(i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and

(ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

Procedure 2:

In order to allow Indian parents and tribal officials to make commentary concerning (1) the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2) the overall operation of the District's education program; and (3) the degree of parental participation allowed in the same, the Board will mail parents of Indian children and Tribal officials a questionnaire requesting their input and recommendations in the fall and will thereafter hold an annual Board meeting where such commentary may be reviewed by Indian parents, Tribal officials, and the School Board.

Indian parents and Tribal officials will be given notice of any and all meetings by including in the above-referred questionnaire to be disseminated in the fall semester information as to the location of legally posted School Board notices. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted School Board meeting.

If participation in the survey results in a low return rate or the established meeting yield low participation by the parents of Indian children and tribal officials, the District will re-evaluate its plan and consult with parents of Indian children and tribal officials on ways to improve and enhance participation in the consultation process. The District may re-locate meetings or times to encourage participation.

The Indian Education Committee (Parent Advisory Committee) of the District will meet _____ (monthly, quarterly, etc.) for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. The meeting agendas shall be posted and all meetings shall be open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.

A school board representative is a non-voting member of the Indian Education Committee (Parent Advisory Committee). This representation allows for the discussion of needs of the students and ideas to be brought forward to both the Indian Education Committee as well as the School Board.

At each of the _____ (monthly, quarterly, etc) school board meetings, a section of time is set aside for communications from the public. This is a time to offer comments and suggestions regarding programming for Indian students. In addition, two public hearings are scheduled in _____ (enter months) which are specifically devoted to addressing questions regarding federal programs. Based upon suggestions, preferred methods of communication as well as ways to maximize participation from tribal officials as well as parents of Indian children will be seriously considered.

Information will be included in student handbooks/enrollment packets regarding opportunities to provide input to the District.

The District and Indian Education Committee representatives will schedule meetings with the affected tribe or tribes to discuss ongoing programming goals.

POLICY (3): The _____ School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

(i) Share relevant information related to Indian children's participation in the District's education program and activities with tribes and parents of Indian children; and

(ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

Procedure 3:

The District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

A. The District will monitor Indian student participation in all academic and co-curricular activities.

- B. School district officials will review school data to assess the extent of Indian children's participation in the District's educational programs on an equal basis.
- C. The District will share its assessment of district funding, Indian student participation, related academic achievements and other related data will be shared with the parents of Indian children and tribal officials by (mail, email, posting at tribal offices, etc.).
- D. Parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the school district, at any school board meeting or to the Indian Education Committee (Parent Advisory Committee)
- E. Copies of annual reports will be provided to tribal officials.

The District shall annually calculate from its records the ratio of Indian children compared to other children participating academic and co-curricular programs ("school data").

Annually, the District Administrator (or a designee), administrators, staff members, the Indian Education Committee (Parent Advisory Committee), Indian parents, and Tribal officials will hold a meeting to assess the extent of Indian children's participation in the educational program. At such meeting, attendees will analyze the school data and Tribal/parental commentary to determine the extent of equality of Indian children's participation with other children.

The District will disseminate the results of the assessment of Indian participation to parents of Indian children and tribal officials within _____ (days/weeks) of publication by _____ (mail, e-mail, posting at tribal offices, etc.)

Parents of Indian children or tribal officials may comment on the results at regularly scheduled school board meetings, Indian Education Committee (Parent Advisory Committee) meetings, directly to the school district by (phone, email, writing, etc.). In addition, parents of Indian children and tribal officials may comment in the fall and spring semester through a questionnaire requesting information concerning their views as to the extent of Indian children's participation in educational programs on an equal basis with other children.

The _____ School Board will establish a task force or an ad hoc committee of Indian parents, Tribal officials, and staff members to assist in the modification of educational programs in order to ensure the equal participation of Indian children. Such committee shall make recommendations to the Board as to any needed modifications. The School Board shall give deference to the suggestions of the committee in voting on proposed modifications.

The District shall annually analyze participation rates of Indian children compared to other children in all aspects of the educational program and school sponsored activities.

The District's Superintendent and school staff, in conjunction with the Indian Education Committee, will review annual survey data and comments gathered from families and students.

The results of the data and its comments will be shared with all interested parties in the district. In addition, comments and/or suggestions brought forth from these conversations will become part of the Committee's approved minutes.

This data will be utilized to develop appropriate supports for various programs.

During the public hearings that are scheduled, the school district will gather information relating to Indian children's participation in the District's education programs and activities. This information will also be made available to the parents of Indian children, tribal officials and the Indian Education Committee (Parental Advisory Committee) via _____ (mail, email, posting at tribal offices, etc.)

If it is determined that there are gaps in Indian participation in the educational program or activities, the School Board in consultation with the Indian Education Committee (Parent

Advisory Committee) and tribal officials, will modify its education program in such a way as to improve Indian participation.

POLICY (4): The _____ School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document.

Procedure 4:

During the organization meeting of the Indian Education Committee (Parent Advisory Committee), the Indian Policies and Procedures will be reviewed and revised if necessary. Once this had happened, the document will be forwarded to the School Board as well as the tribal officials and parents of Indian children for review and consideration. If necessary, the Indian Education Committee may suggest revisions at other times of the year as appropriate. Any updates will be sent to parents of Indian children and tribal officials within _____ (days/weeks) of adoption by the School Board.

The School Board will establish an ad hoc committee of Indian parents and Tribal officials ("the Indian/Parent Committee") to annually review the components the Indian Policies and Procedures to ensure that they meet federal regulatory and statutory requirements.

The Indian/Parent Committee shall serve as a task force to review the meaningfulness of Indian input, to review the extent of opportunity for Indian input and to review the District's response to Indian commentary. The Committee will review the effectiveness of the District's methods of gathering the input of Indian parents and Tribal members; calculate the number of Indian suggestions which were actually implemented; permit Indian parents and Tribal officials to suggest more effective ways of communicating their views. If necessary, the Indian/Parent Committee shall make recommendations to the Board to modify its policies and procedures.

The District will hold a School Board meeting to modify policies and procedures if the Indian/Parent committee indicates such modification is necessary.

The District will notify parents of Indian children, tribal officials and the general public of any changes to the Indian Policies and Procedures by mail and posting at tribal offices.

POLICY (5): The _____ School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the District.

Procedure 5:

The District will at least annually respond in writing to comments and recommendations made by the Indian Education Committee (Parent Advisory Committee), tribal officials, or parents of Indian children, and disseminate the responses to all parties by mail or posting at tribal offices, prior to the submission of the IPPs by the District.

POLICY (6): The _____ School District will provide a copy of the IPPs annually to the affected tribe or tribes.

Procedure 6:

The District will annually provide a copy of the current Indian Policies and Procedures to each local tribe by mail or posting at tribal offices.

APPROVED BY:

Sign & Print Name: Tribal Official

Dated

Sign & Print Name: IPP Committee Rep

Dated

Sign & Print Name: Superintendent
_____ School District

Dated

Sign & Print Name: School Board President
_____ School District

Dated

Revised 9/2017

Revised 4/23

9/92

BERING STRAIT SCHOOL DISTRICT

BP 6175 MIGRANT CHILDREN PROGRAM

Note: This policy is mandatory for districts that receive Title I funds.

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Parent/Guardian Involvement in the Migrant Education Program

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Note: Final regulations, effective August 28, 2008 (1) adjust the base amounts of the grant allocations for fiscal year 2006 and subsequent years; (2) establish requirements to strengthen the process used by school districts to determine and document the eligibility of migratory children; and (3) clarify procedures school districts use to develop a comprehensive statewide needs assessment and service delivery plan.

Legal Reference:

Elementary and Secondary Education Act, 20 U.S.C. § 6391, et seq., as amended by the Every Student Succeeds Act, P.L. 114-95

34 C.F.R. §200.40 - 200.45.

Revised 4/2022

Revised 4/23

9/92

BERING STRAIT SCHOOL DISTRICT

BP 6178 VOCATIONAL EDUCATION

Note: Districts receiving state funds for vocational education programs must meet the program requirements of state regulations, including the development of a vocational education plan. The following sample policy may be revised or deleted to reflect district philosophy and needs.

The School Board affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job hunting strategies.

(cf. 6163.4 - School Gardens, Greenhouses, and Farms)

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board especially desires that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions.

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 6141 - Curriculum Development and Evaluation)

Equal opportunities shall be provided to all students in recruitment, enrollment, and placement activities, without regard to sex or disability.

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

(cf. 6164.2 - Guidance and Counseling Services)

Note: The following optional provision provides for an advisory committee to assist in planning and evaluation. The Board shall appoint a vocational education advisory committee to assist the district with planning and evaluating vocational education programs. The committee shall include teachers and students representing each program area and employers and employees of the region served by the programs.

Note: 4 AAC 51.300 requires districts establish written procedures for the maintenance, repair and replacement of vocational education equipment. Vocational equipment and facilities must be maintained to meet state and federal health and safety standards.

(cf. 3440 - Inventories)

Legal Reference:

ALASKA STATUTES

14.18.030 Discrimination in counseling and guidance services prohibited

14.30.375 School gardens, greenhouses, and farms

14.35.010-14.35.030 Vocational education

ALASKA ADMINISTRATIVE CODE

4 AAC 51.200-4 AAC 51.390 Secondary vocational educational programs

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Public Law 98-524, 204

Revised 2/11

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6178 VOCATIONAL EDUCATION

Handicapped and Disadvantaged Students

Note: The following regulation addresses requirements of the reauthorized Carl D. Perkins Vocational and Applied Technology Education Act. Federal funds allocated for disadvantaged students may be used for students of limited-English proficiency who are not succeeding in the vocational education program because of limited language ability. (Federal Register, Vol. 50, No. 159, 8/16/85, p. 3308) Students enrolled in a vocational education program who are from low income families and need financial assistance to succeed in the program may be classified as economically disadvantaged. Students enrolled in a vocational education program who require special services and help in order to enable them to succeed in the program may be classified as academically disadvantaged.

Vocational programs and activities for handicapped persons shall be provided in the least restrictive environment and planned in coordination with appropriate representatives of vocational education and special education staffs. (Public Law 98-524, 204)

By the beginning of the ninth grade, information shall be provided to handicapped and disadvantaged students and to their parents/guardians concerning the opportunities available in vocational education programs and the requirements for eligibility to enroll. (Public Law 98-524, 204)

Individual student records shall identify the category of disadvantage or handicap which warrants any special services which are provided. Each handicapped or disadvantaged student who enrolls in a vocational education program shall receive:

1. Assessment of his/her interests, abilities and special needs with respect to successfully completing the vocational education program.
2. Special services designed to meet identified needs, including adaptation of curriculum, instructional equipment and facilities.
3. Guidance, counseling and career development activities conducted by appropriately trained counselors.
4. Counseling services designed to facilitate the transition from school to post-school employment/career opportunities. (Public Law 98-524, 204)

(cf. 5147 - Dropout Prevention)

When receiving funds through the federal Carl D. Perkins Vocational and Applied Technology Education Act, Title II, Part A Basic Grant, the district shall give priority to sites or programs that serve the highest concentrations of persons who are members of special populations.

Notifications

Note: Federal regulations implementing Title VI require the notification below to be made by districts that receive federal funds and offer vocational education programs. (Federal Register, Vol. 45, No. 92, p. 30929)

Before the beginning of each school year, the district shall publicly announce that its vocational programs and courses will be offered without regard to race, color, national origin, sex or handicap. This announcement shall be made through media that reach the general public, minorities, women and handicapped persons and shall include a brief summary of program offerings and admission criteria, as well as the name, address and telephone number of the district's nondiscrimination coordinator. If the district contains a community of national origin minority persons with limited English skills, the announcement will be disseminated to that community in its language and state that lack of English language skills will not be a barrier to admission and participation in vocational education programs.

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6178.1 WORK EXPERIENCE EDUCATION

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

The School Board believes that work experience education programs can provide students with valuable instruction in the skills, attitudes and understandings they need in order to be successfully employed and that a proper balance between work experience and academic instruction should be maintained.

Students in work experience programs shall receive related classroom instruction or counseling.

(cf. 6164.2 - Guidance and Counseling Services)

Legal Reference:

ALASKA STATUTES

23.30.237 High school students in work-study programs as employees of the state

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

AR 6181 APPLICATION PROCEDURE FOR ESTABLISHING A CHARTER SCHOOL

The following steps shall be followed in making application for the establishment of a charter school in the school district.

Administrative Meeting

Any person(s) wishing to establish a charter school shall notify the Superintendent or designee of their intention at their earliest convenience. The Superintendent or designee shall establish an administrative committee to meet with the charter school representatives to review the application procedures, discuss the requirements of the application form and the contract between the charter school and the School Board, and to answer any questions the charter school representatives may have.

Following the initial meeting with the administrative committee, the charter school representatives shall prepare the information required on the application form, and shall prepare a proposed contract between the charter school and the School Board. The required provisions of the contract are the same as the elements required in the application form set forth in this policy. These documents shall be submitted to the School Board no later than _____ of the school year prior to the school year in which the charter school begins operation. Applications received after the _____ deadline shall not be considered until the next school year.

School Board Work Session

Following the timely receipt of the complete application form and the proposed written contract between the charter school and the School Board, the School Board shall hold a public work session with the charter school representatives. During this work session, the charter school representatives shall present their proposal for a charter school and the contract with the School Board. The School Board and the charter school representatives may negotiate provisions of the contract during this meeting.

Public Hearing on the Charter School Application

Following the work session, the School Board may hold a public hearing on the proposed charter school application.

School Board Action

Following the work session and the public hearing (if held), the School Board shall place the charter school proposal on the agenda for a regular School Board hearing. The School Board will take action to approve or deny the request to establish the charter school.

Application Form

The application form must state:

1. the name of the charter school;
2. the name, address, and telephone number of a designated person authorized to act on behalf of the charter school;
3. the names of the members of the Academic Policy Committee and detailed information of the following provisions.

In addition, the application form shall include the following:

1. Description of the education program. This includes a statement of the mission of the charter school, the curriculum in each subject matter area of the charter school (including educational/academic goals, instructional methods and materials, and evaluation procedures), and scheduling requirements (length of school day with start and end times, and a calendar for the school year). A charter school shall be nonsectarian.

2. Specific levels of achievement for the educational program. This includes the expected level of attainment of the educational/academic goals using the evaluation procedures specified in the educational program described in item (1) of the application. Failure to meet these levels of achievement will be considered a breach of contract.

3. Admission policies and procedures. This includes the specific criteria for eligibility of students to enroll in the charter school. Admission criteria cannot be discriminatory toward any protected classes of individuals. A charter school and/or School Board may not require a student to attend a charter school. A charter school shall enroll all eligible students who submit a timely application the number of applications exceeds the capacity of the charter school. A preference for enrollment, up to 10% of the total student enrollment, may be given to the children of the originators of the charter school (parents and staff) if there are more applicants than the approved number of students. Preference may also be granted to siblings of students already enrolled in the charter school. In the event of an excess, the charter school and the School Board shall attempt to accommodate the students by considering additional classroom space and/or additional teachers. If it is not possible to accommodate all eligible students, students shall be selected by a random drawing approved by the School Board.

The application to establish a charter school shall specify the application procedure for students, including a copy of the student application form, and specify the timelines for application, approvals, and notification. In the case of a multi-year charter school, the contract must also contain provisions for handling the admissions procedures for continuing students from one school year to the next.

4. Administrative policies. The application form must include administrative policies to be followed by the charter school. A charter school is subject to School Board policies and administrative regulations unless waivers are granted by mutual agreement between the charter school and the School Board. Any exemptions must be specified in the contract. A complete listing of School Board policies and regulations is available at the school district administrative office.

To the extent permitted by Alaska laws and regulations, charter schools may waive state regulations except that a charter school must comply with all state and federal requirements for receipt and use of public money. Any waivers to state regulations must be included in the contract. Approval for waivers of state regulations will occur at the time the State Board of Education acts on the locally approved application. By law, waivers of state statutes are not permitted. Copies of the state statutes and regulations are available from the Alaska Department of Education and Early Development.

5. A statement of the charter school's funding allocation from the School Board and costs assignable to the charter school program budget. During the administrative meeting held in accordance with these procedures, the administrative committee shall provide to the charter school representatives an estimated per pupil allocation available from the district for the operation of the charter school. The estimated per pupil allocation shall be computed in a manner consistent with the method in which the district receives revenues from the state less administrative costs retained by the district determined by applying the indirect cost rate approved by the Alaska Department of Education and Early Development. The district shall outline services provided to the charter school for the retention of administrative costs.

The application subsequently submitted by the charter school shall include an annual program budget proposed by the charter school. During the School Board work session, the School Board and the charter school representative may negotiate the per pupil allocation and other aspects of the annual program budget. In all events, the School Board shall provide an approved charter school with an annual program budget that is not less than the amount determined in accordance with AS 14.03.260. The charter school shall not diminish the per pupil financial support of students enrolled in the remainder of the district's schools.

A charter school may not charge tuition to students who reside within the school district. Fees charged to students by the charter school, including but not limited to application and activity fees, shall be retained by the charter school and included in the charter school program budget.

Actual revenues received by the charter school shall be derived from actual student enrollments in the charter school during the year in which the charter school is operating. The funding allocation set forth in the first paragraph of this section is for purposes of creating a program budget for the charter school for the next school year. Actual student enrollments in the charter school (and revenues generated from those enrollments) shall be ascertained in the same manner that the State of Alaska uses to determine student enrollments and state revenues generated in the school district. Unless otherwise specified in contract, this includes foundation revenues generated for special populations of students and the charter school's portion of the local Borough contribution under AS 14.17.410(b)(2)(c). Grants and special revenue funds will be available to the charter school as determined by the contract between the School Board and the charter school. Operating revenues will be provided to the charter school as specified in the contract.

Funds in excess of the per pupil allocation, if any, paid to the charter school by the school district shall be in accordance with the approval annual program budget. If student enrollment in the charter school during the 20-day count period fluctuates more than 10% above or below the estimated enrollment, the charter school and the School Board shall meet to review and renegotiate the charter school budget.

All costs for operating a public school in the school district shall be assigned to the charter school subject to restrictions in the charter school law and the terms of the contract between the School Board and the charter school. Operational costs for a charter school housed in a district facility will be charged to the charter school on a pro rata basis according to the costs of building operation. All equipment and supplies purchased by the charter school become the property of the school district upon the completion or termination of the charter school contract.

The established charter school shall annually submit a balanced program budget by February 1st of each year which shows the expected revenues and expenditures for the charter school for the next school year. This annual budget shall be approved by the School Board. Adjustments to the charter school budget may be necessary if the estimated revenues are significantly revised due to legislative and/or board/assembly action.

6. Method by which the charter school shall account for receipts and expenditures. This shall include a description of how the charter school will be in compliance with AS 14.17.190, Restrictions Governing Receipt and Expenditure of Money from Public School Foundation Account. The charter school shall comply with all district accounting and purchasing policies and specify on the application form how it will provide the financial and accounting information requested by the School Board or the Alaska Department of Education and Early Development. The charter school shall allow district personnel or the district's auditor access to financial information to perform the annual audit.

7. Location and description of the facility. The application form shall contain a description of the location and facility used to house the charter school. A charter school may be operated in an existing school district facility or in a facility within the school district that is not currently being used as a public school. Any facility that is used for a charter school must meet and maintain the federal and state building, fire, health, and safety requirements applicable to other public buildings or public schools in the district. The Superintendent or designee shall make this determination based on inspections made by the code enforcement authorities.

The charter school shall be responsible for obtaining these inspections and shall be responsible for correcting any deficiencies in non-district facilities. The charter school shall maintain code compliance during the duration of the contract.

Charter schools proposing to use district facilities which are already in use as public schools, may do so only on the approval by the School Board. The use of the district facilities for the charter school shall be negotiated during the School Board's work session with the charter school proposers. The charter school may pay facility rent as well as a fee for district custodial and utility services based on the number of square feet used in the school. In addition, the charter school may pay a proportional share of any building maintenance.

A charter school which proposes to utilize space in an existing district school shall meet with the superintendent and/or principal of that school and come to a mutual agreement regarding the charter school's observance of school rules and policies. These mutually agreed upon rules and policies shall be included in the charter school application.

For charter schools requesting the use of space in an existing district facility, the administration will annually determine if the amount of space requested by the charter school will be available based on enrollment projections and school capacity.

8. Name(s) of the Teacher(s) who will teach in the charter school. The application form shall contain the names of the teacher or teachers who will teach in the charter school. All teachers in the charter school shall be hired by the school district or selected from the current district staff. A teacher may not be assigned to a charter school unless the teacher consents to the assignment. All provisions of the existing negotiated agreement with the teachers association apply to teachers in the charter schools, unless the School Board and the Association agree to an exemption for the charter school. A request for an exemption to the negotiated agreement shall be initiated by the charter school. The charter school shall meet with the Association to discuss the exemption and, if agreeable, the charter school shall obtain a letter from the Association indicating their intent to allow the exemption. A description of the exemption and the letter from the Association shall be included in the application.

Charter school teachers shall be evaluated in an equivalent manner as all other teachers in the district. If the proposed teacher evaluation procedure is not identical to the district's procedure, then the charter school shall include a detailed description of the teacher evaluation procedure proposed to be used in the charter school. Teacher evaluations are confidential and may not be publicly disclosed, including disclosure to members of the Academic Policy Committee, absent a written waiver signed by and dated by the employee. The Academic Policy Committee may request that a teacher waive confidentiality so that the evaluation may be shared with the Academic Policy Committee. If a waiver is not obtained, the Type B certificated evaluator performing the evaluation of charter school teachers shall work in an advisory capacity with the Academic Policy Committee to assist the Committee in making informed decisions regarding the employment of Charter School teachers. The details of this working relationship shall be agreed to in writing between the evaluator and the Academic Policy Committee.

9. Name(s) of support staff who will work at the charter school. The application form shall contain the anticipated support staff positions, or the specific names of support staff, who will work in the charter school. All support staff in the charter school shall be hired by the school district or selected from the current district staff. A support staff may not be assigned to a charter school unless the support staff member consents to the assignment. All provisions of the existing negotiated agreement with the support staff association negotiated agreement apply to support staff in the charter school. A request for an exception to the negotiated agreement shall be initiated by the charter school. The charter school shall meet with the Association to discuss the exemption and, if agreeable, the charter school shall obtain a letter from the Association indicating their intent to allow the exemption. A description of the exemption and the letter from the Association shall be included in the application.

Charter school support staff shall be evaluated in an equivalent manner as all other support staff in the district. If the proposed support staff evaluation procedure is not identical to the district's procedure, then the charter school shall include a detailed description of the support staff evaluation procedure proposed to be used in the charter school. Support staff evaluations are confidential and may not be publicly disclosed, including disclosure to members of the Academic Policy Committee, absent a written waiver signed by and dated by the employee. The Academic Policy Committee may request that a support staff employee waive confidentiality so that the evaluation may be shared with the Academic Policy Committee. If a waiver is not obtained, the Type B certificated evaluator performing the evaluation of charter school support staff shall work in an advisory capacity with the Academic Policy Committee to assist the Committee in making informed decisions regarding the employment of Charter School support staff. The details of this working relationship

shall be agreed to in writing between the evaluator and the Academic Policy Committee.

10. Teacher-to-student ratio. The application form for establishing a charter school shall specify the teacher-to-student ratio. This shall be determined by dividing the number of full-time equivalent teachers in the charter school by the number of full-time equivalent students in the charter school. For the purposes of the applications, the teacher-to-student ratio shall use the estimated number of full-time equivalent students in the denominator of this equation. Include in the application a description of how this estimate was determined.

11. Number of students served. The application form will include an estimated number of students served (specify both the full-time equivalent number of students) by the charter school for the next school year. The charter school shall annually provide to the school district the names of the students who have pre-registered for the charter school four weeks before the starting date of the charter school.

12. The term of the contract. The application form will include a specification of the term of the contract. No charter school may exceed a ten (10) year contract. A charter school may reapply after the term of the contract has expired.

13. A termination clause. The application form will include a termination clause providing that the contract may be terminated by the School Board for the failure of the charter school to meet educational achievement goals, for fiscal management standards, or for other good cause.

14. A certification of compliance for receipt and use of public money. This provision requires a certification that the charter school will comply with all state and federal requirements for the receipt and use of public money.

15. Other requirements or exemptions. If there are additional provisions that either the charter school or the School Board wish to include in the contract, then they should be included in this section of the application form. Additional provisions may include other requirements imposed by either the charter school or the School Board, or may include other exemptions not covered under School Board policies and regulations. These additional provisions of the contract must also be agreed upon by both the charter school and the School Board.

16. Risk management. The charter school shall adequately protect against liability and risk through an active risk management program. The program shall include purchase of insurance coverage equal to those held by the school district and shall be established in the contract between the charter and the board of education. The charter school shall operate in such a manner as to minimize the risk of injury or harm to students, employees, and others. School operations and activities shall be reviewed by the district's Superintendent or designee for compliance with appropriate industry safety practices.

17. Breach of contract. Failure to comply with the provisions of the contract between the charter and the School Board is considered a breach of contract and may result in the termination of the charter school. During the charter school's annual review with the School Board, compliance with the provisions of the contract will be monitored. If any allegations of noncompliance with the charter school contract (either by the charter school or by the school district or by the school district) are presented either during the annual review or at any other time, then the School Board shall investigate these allegations. Prior to canceling the charter school contract, the School Board and the charter school shall attempt to remedy any violations of the contract. The charter school would be allowed a minimum of 30 days to achieve full compliance.

18. The Academic Policy Committee. Each application for a charter school shall include a description of the procedures used to establish an Academic Policy Committee. The Academic Policy Committee shall consist of parents attending (or planning to attend) the charter school, teachers at the charter school (or teachers who agree to teach at the charter school), and employees of the charter school (or employees who agree to work at the charter school).

The Academic Policy Committee of the charter school shall supervise the academic operation of

the charter school and ensure the fulfillment of the mission of the charter school.

The Academic Policy Committee shall select the principal of the charter school. The principal shall select, appoint, or otherwise supervise employees of the charter school. If the person selected as the principal by the Academic Policy Committee does not possess an Alaska Type B Administrative Certificate, then the School Board shall designate (with the approval of the Academic Policy Committee) a school district administrator to evaluate the teacher(s) in the charter school. Costs related to such employee evaluations shall be specified and borne by the charter school.

19. Name of principal or designated administrator who will administer the charter school. The application will identify the charter school principal or designated administrator. The principal or designated administrator will be selected by the Academic Policy Committee and approved by the School Board. A principal or designated administrator may not be assigned to a charter school unless the principal or designated administrator consents to the assignment. All provisions of the existing negotiated agreement with the principal association apply to the principal in the charter schools, unless the School Board and the principal's association agree to an exemption for the charter school. A request for an exemption to the negotiated agreement shall be initiated by the charter school. The charter school shall meet with the principal's association to discuss the exemption and, if agreeable, the charter school shall obtain a letter from the principal's association indicating their intent to allow the exemption. A description of the exemption and the letter from the principal's association shall be included in the application.

The charter school principal or designated administrator shall be evaluated in an equivalent manner as all other principals in the district. Should the Academic Policy Committee desire not to have the superintendent evaluate the principal designated administrator, the contract shall identify the qualified administrator to perform the evaluation and the specific evaluation procedures to be followed. Costs related to such administrative evaluations shall be specified and borne by the charter school. If the proposed principal or designated administrator evaluation procedure is not identical to the district's procedure, then the charter school shall include a detailed description of the administrative evaluation procedure proposed to be used in the charter school. At a minimum, the administrator identified to perform the evaluation shall hold a Type B certificate and be approved by the School Board. All other provisions of AS 14.20.149, including provisions for placing a principal or designated administrator on a plan of improvement for failure to meet the district performance standards, shall be followed.

The charter school principal's or designated administrator's evaluation may not be publicly disclosed but may be shared with the Academic Policy Committee without a waiver. The details of this working relationship for the evaluation shall be agreed to in writing between the evaluator and the Academic Policy Committee.

20. Charter school contract with the School Board. Each application for a charter school must include a proposed contract with the School Board. The charter school shall operate under the provisions of this contract. The contract must include by reference all the provisions listed in the application form and the district's procedures for application. During the work session with the School Board, provisions of the application may be revised by mutual consent. The contract will reference the final revised form of the application.

Upon approval of the charter school by the School Board, the contract will be signed by the president of the School Board and the legally designated representative of the charter school. The signed contract will be forwarded to the State School Board of Education and Early Development for approval.

The contract between the charter school and the School Board shall reflect all agreements regarding the operation of the charter school. Any revisions of the terms of the contract may be made only with the approval of the School Board and the governing body of the charter school. The contract will take effect upon State Board of Education approval of the application.

Revised 9/01

Revised 12/04

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6182 CORRESPONDENCE STUDY PROGRAM

Note: Pursuant to AS 14.30.010, a student may be exempt from compulsory attendance if enrolled in a full-time state-approved correspondence study program. Effective September 2008, the Alaska Department of Education and Early Development amended and expanded its regulations governing statewide correspondence study programs. All districts enrolling non-resident students and part-time students in a correspondence study program are required to enter into cooperative arrangements with the district where the non-resident student resides, as required by AS 14.14.110. The cooperative arrangement begins with notice from the enrolling district to the district of residence, which shall include the name, address, social security number, and percentage of full-time equivalency for each student enrolled. Districts that enroll non-resident students who require special education and related services shall enroll each student through an individualized cooperation agreement with the resident district. This agreement shall include the plan of services to be provided to the child, the identification of IEP team members from all districts, if applicable, and a description of the manner in which the enrolling district teachers will participate as a member of the IEP team. The plan and cooperation agreement must include the identification of the child in a manner that complies with confidentiality requirements.

Note: The following sample policy may be revised or deleted to reflect district philosophy and needs. The purpose of the policy is to recognize that students may enroll in a correspondence program. This policy does not establish authority for a district correspondence program. Districts desiring to offer a correspondence program, or to change an existing program already offered, must comply with the requirements of 4 AAC 33.405-.490. These regulations were amended in September 2008 and now cover all correspondence study programs offered by a school district, whether or not there is statewide enrollment, and require Department approval prior to beginning or changing a correspondence program.

The School Board recognizes that some students may benefit from an educational program other than the regular school program. The Superintendent or designee may approve participation in a correspondence study program when a student's needs can be best met outside of regular classroom instruction and an educational plan for such study is agreed upon and approved by the student's parent/guardian. If the student desires to enroll in a correspondence program offered by the state or another school district in Alaska, a cooperative arrangement will be entered into as required by law.

Legal Reference:

ALASKA STATUTES

- 14.14.110 Cooperation with other districts
- 14.17.041 Elementary and secondary instructional units
- 14.30.010 When attendance compulsory

ALASKA ADMINISTRATIVE CODE

- 4 AAC 33.430 Enrollment of students
- 4 AAC 33.432 Enrollment of special education students
- 4 AAC 33.405-.490 Statewide correspondence study programs
- 4 AAC 09.040 Counting of correspondence students and part-time public school students
- 4 AAC 09.990 Definitions

Revised 1/09

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6184 VIRTUAL/ONLINE COURSES

Note: The following optional policy is for use by districts that authorize virtual/online courses as an alternative

Students may earn a maximum of six (6) units of academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the School Board. Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered at the school;
2. Although the course is offered at the school, the student will not be able to take it due to an unavoidable scheduling conflict;
3. The course will serve as a supplement to extended homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued; or
5. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.

Students taking such courses must be enrolled in the district.

Students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the Principal/designee shall be obtained before a student enrolls in a virtual course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

Students taking virtual courses shall comply with all school rules, including student rights and responsibilities.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6161.4 - Internet)

Added 9/01

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

E 6184 ALTERNATIVE CREDIT OPTIONS

View or Print: THIS EXHIBIT in Acrobat (pdf) format

BERING STRAIT SCHOOL DISTRICT

BP 6190 EVALUATION OF THE INSTRUCTIONAL PROGRAM

Note: The following sample policy may be revised to reflect district philosophy and needs.

The School Board believes that the evaluation of curriculum and instruction is necessary in order to maintain and improve the quality of our district's educational program. Evaluations shall focus on student progress in relation to district philosophy, goals, and objectives as well as requirements related to state performance standards.

(cf. 0200 - Goals for the School District)

(cf. 0500 - Review and Evaluation)

(cf. 0510 - School Accountability Report Card)

(cf. 1312 - Complaints Concerning the Schools)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 Selection and Evaluation of Instructional Materials)

(cf. 6171 - Title I Programs)

(cf. 6174 - Bilingual-Bicultural Education)

(cf. 6178 - Vocational Education)

Legal Reference:

ALASKA STATUTES

14.03.120 Education planning; reports

ALASKA ADMINISTRATIVE CODE

4 AAC 04.140 Content Standards

4 AAC 04.150 Performance Standards

4 AAC 06.805 Adequate Yearly Progress

4 AAC 06.885 School and District Recognition

Revised 3/2012

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BP 6020 PARENT INVOLVEMENT

Note: The following policy implements [AS 14.03.016](#) which requires school districts to have policies promoting the involvement of parents in the education program. For those districts receiving Title I funds, a policy on parental involvement is also mandatory. (See BP/AR 6171)

The School Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. The district shall include parent involvement strategies as a component of instructional planning.

In exercising their roles in the education of their students, parents/guardians have the following specific rights:

- A. The right to object to and withdraw their student from a standards-based assessment or test required by the State of Alaska.
- B. The right to object to and withdraw their student from an activity, class or program.
- C. The right to be notified at least two weeks before any activity, class, or program is provided to their student that includes content involving human reproduction or sexual matters, except this right does not extend to training provided to students on awareness and prevention of sexual abuse, sexual assault, and dating violence and abuse.
- D. The right to withdraw their student from an activity, class, program, or standards-based assessment or test required by the State of Alaska for a religious holiday, as defined by the parent/guardian.
- E. The right to review the content of an activity, class, performance standard or program.

In exercising the rights above, parents/guardians must object each time the parent/guardian wishes to withdraw their student from an activity, class, program, or standards-based assessment or test required by the State of Alaska. Categorical objections and withdrawals from all activities, classes, programs, or assessments are not permitted.

Students will not be penalized when withdrawn by parents/guardians from an activity, class, program, or standards-based assessment or test. Absences based on parent objection and withdrawal will be excused and, as appropriate, alternative work assigned.

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

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

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6142.2 - AIDS Instruction)

(cf. 6162.5 - Standardized Testing)

Teachers and parents/guardians can better understand and meet student needs if they work together. All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques which support classroom learning. Administrators and teachers should keep parents/guardians well informed about school expectations and tell them when and how they can assist their children in support of classroom learning activities. The School Board encourages staff training in effective communication with the home. The School Board

encourages parents/guardians to serve as volunteers in the schools and to attend student performances and school meetings.

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visits to the Schools)

(cf. 5124 - Reporting to Parents)

(cf. 6154 - Homework/Make-Up Work)

(cf. 6171 - Title 1 Programs)

Legal Reference:

ALASKA STATUTES

[14.03.016](#) *A parent's right to direct the education of the parent's child*

[14.30.361](#) *Sex education, human reproductive education, and human sexuality education*

[14.30.355](#) *Sexual abuse and sexual assault awareness and prevention*

[14.30.356](#) *Dating violence and abuse policy, training, awareness, prevention, and notices*

Revised 9/2016

9/92

AASB Policy Reference Manual

Bering Strait School District



P.O. Box 225 • Unalakleet, Alaska • 99684 • (907) 624-4261

Susan R Nedza, Chief School Administrator

susan.nedza@bssd.org

Memorandum

To: Bering Strait School Board

From: Susan R Nedza

Re: Homework Policy

Date: April 20, 2023

The homework has been under discussion for some time at various sites and is often brought up by parents. In reviewing the policy there is one line in BP 5121 that would serve students better for preparation for higher education and work settings if it changed. Changing “Since grades reflect a student’s academic learning while in the classroom, attendance, behavior and homework should not be included in a student’s academic grade.” to “Attendance and behavior should not be included in a student’s academic grade. Homework should not count in a student’s grades in K-8th grades and should only account for 10% or less of a student’s grade in grades 9-12.”

In addition, the attached changes to AR 6154 to change grade bands to match school arrangements, clarify homework over breaks, types of homework and the use of homework at all sites are recommended.

ACTION NEEDED: A motion to approve the changes to BP 5121 and support the AR 6154 changes.

BP 5121 GRADES/EVALUATION OF STUDENT ACADEMIC PERFORMANCE

The School Board recognizes that the assessment of student learning is one of the most important elements of an effective instructional program.

Learning Indicators for Academic Performance **GRADES 4-12** GPA Calculations for Grades 9-12

A (90-100%)	Assessments indicate a high understanding of essential standards. All learning goals are fully and consistently met.	A+ 97% points 4 A 93% points 4 A- 90% points 4
B (80-89%)	Assessments indicate a solid understanding of essential standards. Most learning goals are fully and consistently met.	B+ 87% points 3.7 B 83% points 3.3 B- 80% points 3.0
C (70-79%)	Assessments indicate a satisfactory understanding of essential standards. Some learning goals are fully and consistently met.	C+ 77% points 2.7 C 73% points 2.3 C- 70% points 2.0
D (60-69%)	Assessments indicate weak understanding of essential standards. Few learning goals are fully and consistently met.	D+ 67% points 1.7 D 63% points 1.3 D- 60% point 1.0
F (40-59%)	Assessments indicate no understanding of essential standards. None of the learning goals are fully and consistently met.	0 points
I	Student has yet to demonstrate a satisfactory understanding of essential standards.	0 points

Learning Indicators for Achievement **GRADES K-3**

Outstanding 90%-100%	Assessments indicate an outstanding understanding of essential standards. All learning goals are fully and consistently met.
Satisfactory 80%-90%	Assessments indicate a satisfactory understanding of essential standards. Most learning goals are fully and consistently met.

Needs Improvement 60%-79%	Assessments indicate weak understanding of essential standards that needs improvement . Learning goals are fully and consistently met.
Unsatisfactory 59%-40%	Assessments indicate unsatisfactory understanding of essential standards. None of the learning goals are fully and consistently met.

Since grades reflect a student's academic learning while in the classroom, attendance, behavior and homework should not be included in a student's academic grade.

Classroom participation can be included in a student's academic grade as long as the teacher's classroom participation rubric is approved by school administration and the student is aware of the participation rubric.

Due to mathematical distortions, students are to receive no lower than a 40% F as an individual or cumulative grade.

Students that receive an Incomplete for a grade have four weeks to make up the grade before it converts automatically to a failing grade.

Adopted: September 22, 2015

BERING STRAIT SCHOOL DISTRICT

AR 6154 HOMEWORK/MAKEUP WORK

The principal and staff at each school shall at least annually send home a homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall inform parents/ guardians as to how much time on homework will be expected per board policy below and that homework will NOT be assigned over school breaks and will be recorded in the gradebook as returned/not returned for grades K-8 and shall cumulatively count as 10% or less of the overall grade for students in grades 9-12.

Homework for Elementary Grades K-5

Students should be expected to spend approximately 15 minutes each on reading and math practice each night. Read and Respond sheets as well as literacy and math games are encouraged. Clear directions and providing all resources needed is expected from the school.

Homework for Grades 6-8

Students should be expected to spend an average of one hour on homework, four or five days a week. Clear directions and providing all resources needed is expected from the school.

Teachers of academic subjects should provide regular homework activities which promote the development of skills and provide students with the opportunity to grow academically.

The teaching staff should coordinate assignments so that students do not receive an overload of homework assignments one day and very little the next.

Homework for grades 9-12

Students should be expected to spend an average of one to one and a half hours on homework, four or five days a week.

To help students learn to use time effectively, homework assignments should emphasize independent research, reports, special reading, and problem solving activities.

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

Proposed School Calendar 2024-2025

Due Date: July 1, 2024

District Name:														School:														
Approved By:														Title:														
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School Holidays	
Independence day	7/4/24
Labor Day	9/2/24
Thanksgiving and the day after	11/28/24 and 11/29/24
Christmas	12/25/24
New Years	1/1/25
Memorial day	5/26/25
If one of these holidays falls on a Saturday, the Friday immediately preceding is a school holiday. If one of these holidays falls on a Sunday, the Monday immediately following is a school holiday.	

report on the 12th at 8am in ANC
 | RT report on the 14th at 8am in ANC
 | back to sites

5 days
 1 service days

1:30 outs

in service = 180 students
 in service + 5 Holidays + 4 Work Days = 189 teachers
 end of quarters may move

Proposed School Calendar 2024-2025

Due Date: July 1, 2024

District Name:														School:														
Approved By:														Title:														
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School Holidays	
Independence day	7/4/24
Labor Day	9/2/24
Thanksgiving and the day after	11/28/24 and 11/29/24
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Memorial day	5/26/25
<p>If one of these holidays falls on a Saturday, the Friday immediately preceding is a school holiday.</p> <p>If one of these holidays falls on a Sunday, the Monday immediately following is a school holiday.</p>	

Report on the 12th at 8am in ANC
 Report on the 14th at 8am in ANC
 50 sites

5
 5 vice days

500

180 students
 180 service + 5 Holidays + 4 Work Days = 189 teachers
 180 quarters may move

BB 9130 BOARD COMMITTEES

Action Requested: add a sixth standing committee named Activities Committee with the primary responsibilities described below.

Board Standing Committees

The Board shall have ~~five (5)~~ **six (6)** permanent standing committees-Executive Committee, Facilities Committee, Fiscal Management Committee, Personnel Committee, ~~and~~ Policy Committee **and Activities Committee**. The Executive Committee shall consist of the Board officers, and all other standing committees shall be appointed by the President. Committee appointments shall be made at the annual organizational meeting and the members shall serve until the next organizational meeting.

The list of standing committees may be amended at any time by Board action.

The notification required for meetings of standing committees shall be consistent with the provisions of the policy concerning Notification of Board Meetings.

Board Executive Committee

The Board Executive Committee shall consist of the officers of the Board. The Board President shall serve as the chairman. Meetings of the Executive Committee shall be held at the call of the chair.

The primary functions of the Executive Committee shall be to provide overall planning for the District and to consult with, advise, and give direction to the Superintendent in the handling of critical situations that may arise from time to time.

Board Facilities Committee

The Board Facilities Committee shall consist of five (5) Board members and one (1) alternate appointed by the President and shall meet at the call of the chair.

The primary functions of the Facilities Committee shall be to review and make recommendations to the Board regarding the following:

1. Facility construction, maintenance, and operations needs;
2. Six-Year Capital Improvement Plans;
3. Selection of architects and facilities procurement managers; and
4. Approval of educational specifications, designs, construction contracts, and names for new facilities.

5. Approval of facility and housing leases.

Board Fiscal Management Committee

The Board Fiscal Management Committee shall consist of five (5) Board members and one (1) alternate, one of which shall be the Treasurer who shall serve as chairperson. The Committee shall meet at the call of the chair.

The primary functions of the Fiscal Management Committee shall be as follows:

1. Consult with the Superintendent in the preparation and periodic revision of the District budget;
2. Review the annual audit and budget and revised budgets as prepared by the Superintendent and make recommendations regarding their adoption to the Board.

Board Personnel Committee

The Board Personnel committee shall consist of five (5) Board members and one (1) alternate and shall meet at the call of the chair. The primary functions of the Personnel Committee shall be as follows:

1. Review and make recommendations to the Superintendent and the Board regarding professional position establishment and appointments or other personnel actions related to professional positions;
2. Assist the Superintendent in the recruitment of professional personnel;
3. Review and make recommendations to the Superintendent and the Board regarding personnel rules and policies; and
4. Serve as the negotiations committee in collective bargaining with certificated personnel.

Board Policy Committee

The Board Policy Committee shall consist of five (5) Board members and one (1) alternate and shall meet at the call of the chair.

The primary function of the Policy Committee shall be to advise and make recommendations to the Board regarding additions, deletions, or amendments to Board policies.

Board Activities Committee

The Board Activities Committee shall consist of five (5) Board members and one (1) alternate and shall meet at the call of the chair.

The primary function of the Activities Committee shall be to advise and make recommendations to the Board regarding additions, deletions, or amendments to student activities including but not limited to sports, academics, cultural and social activities. In addition, give input into stipends for various activities using a determined decision chart including hours expected and work effort determined.

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

BB 9320 MEETINGS – DRAFT CHANGE

Action Needed – vote to change to monthly meetings rather than the current quarterly meetings

Note: Alaska's Open Meetings Act [A.S. 44.62.310-312](#) requires meetings of the School Board to be open to the public except as allowed by law and requires reasonable public notice of such meetings. 1994 revisions to the Act are reflected in this sample policy.

Meetings of the School Board are conducted for the purpose of accomplishing district business. A meeting of the School Board shall consist of any gathering of the members of the School Board when more than three members of the School Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the School Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The School Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act.

(cf. 9321 Executive Sessions)

Reasonable public notice shall be given for all meetings of the School 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 School Board)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Conduct of Meetings)

Regular Meetings

The School Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with the annual calendar of regular School Board meetings held ~~quarterly~~ **monthly** and shall be notified of any changes to the calendar.

Special Meetings

Special meetings of the School Board may be called by the presiding officer or a majority of the School Board members.

Except in the case of an emergency, notice of special meetings shall be provided at least 24 hours before the meeting. This notice shall specify the date, time, place and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Such notice shall be given to all School Board members, the superintendent and to the local news media. This notice also shall be posted at all regular district and school sites at least 24 hours before the meeting.

Notice of a special meeting shall include a statement of the purpose of the meeting. No business may be transacted at this special meeting, other than that which is specifically stated in the notice of the meeting.

Emergency Special Meetings

The School Board president or designee shall give notice of an emergency special meeting to the local media by telephone before the meeting. If telephone services are not functioning, the notice requirement is waived. In that event, as soon after the meeting as is practicable, the School 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 School Board.

Teleconferences

Recognizing the inherent responsibility and statutory duties of School Board members, the School Board strongly encourages School Board members to attend and participate at meetings of the School Board. Though great importance is given to the physical presence of School 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 School Board also authorizes the use of teleconferences for School Board meetings when receiving public comment or testimony, and during School Board deliberations.

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

Revised 2/06

Adopted: February 3, 2014

BERING STRAIT SCHOOL DISTRICT

ACTION ITEM: ELECTION PROCESS IN REGARDS TO RUNOFFS

Option 1: Remain as is and have a runoff per state regulations when a candidate does not receive at least 40% of the vote

Option 2: A RESOLUTION OPTING OUT OF THE RUN-OFF VOTING REQUIREMENTS

WHEREAS, Alaska law requires a run-off election to be held if no school board candidate receives over a certain percentage of votes cast unless the board of education passes a resolution requesting that the percentage requirement not apply to its elections;
and

WHEREAS, Bering Strait School District does not currently require our candidates to receive a certain percentage of votes cast in order to be declared the winner of the election, but has no record of passing a resolution opting out of these requirements; and

WHEREAS, run-off elections delay the filling of school board seats and are costly to the State.

NOW THEREFORE BE IT RESOLVED that the Bering Strait School District respectfully requests the State Election Supervisor to nullify the percentage requirement for Bering Strait School District (REAA #2) school board elections and determine election results by plurality, in which the candidate with the most votes wins.

Option 3: A RESOLUTION OPTING OUT OF THE RUN-OFF VOTING REQUIREMENTS WHEN NO REDISTRICTING HAS OCCURRED EFFECTING BERING STRAIT SCHOOL DISTRICT

WHEREAS, Alaska law requires a run-off election to be held if no school board candidate receives over a certain percentage of votes cast unless the board of education passes a resolution requesting that the percentage requirement not apply to its elections;
and

WHEREAS, Bering Strait School District does not currently require our candidates to receive a certain percentage of votes cast in order to be declared the winner of the election; and

WHEREAS, run-off elections delay the filling of school board seats and are costly to the State.

NOW THEREFORE BE IT RESOLVED that the Bering Strait School District respectfully requests the State Election Supervisor to nullify the percentage requirement for Bering Strait School District (REAA #2) school board elections and determine election results by plurality, in which the candidate with the most votes wins in any year that redistricting has NOT occurred effecting Bering Strait School District. It is also resolved that in a year when redistricting has occurred and has effected Bering Strait School District the runoff process for any school board election where no candidate received 40% of the vote shall follow state runoff rules.

ACTION REQUESTED: Choose by vote either Option 1, 2 or 3 and forward the results to the state board of elections.