

Policy Committee Work Session
Wednesday, January 15, 2025 5:00 PM Alaskan

District Office Board Room
300 Kostrometinoff Street
Sitka, AK 99835

1. BP 4222 Paraprofessionals (ADOPT)
2. AR 4222 Paraprofessionals (ADOPT)
3. BP 1332 Memorial Policy (ADOPT)
4. BP 4117.31 - Certificated Personnel - Layoff/Rehire (ADOPT)
5. AR 4117.3 Certificated Personnel - Personnel Reduction /Lay Off Plan
6. BP 4132 All Personnel - Publication or Creation of Materials (ADOPT)
7. BP 4158 Employee Security (ADOPT)
8. BP 5131.42 Threats of Violence (ADOPT)
9. BP 6175 Migrant Children Program (ADOPT)

Model Policy

BP 4222 PARAPROFESSIONALS

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Student Succeeds Act, NCLB's requirements establishing minimum professional standards for paraprofessionals have been repealed.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

The School Board favors the use of paraprofessionals and considers them to be members of a professional team dedicated to the best interests of students. By assisting teachers, noncertificated persons allow teachers to dedicate their skills, knowledge, and efforts primarily to teaching. Paraprofessionals also can help teachers to provide individualized student instruction and an enriched educational program.

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

Commented [DJ1]: and students' individualized needs and programming.

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

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

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

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

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

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

Paraprofessionals Working in Title I Programs

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

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

Exceptions to the above requirements may be made for paraprofessionals who act as translators or who have only non-instructional duties.

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

Legal Reference:

ALASKA ADMINISTRATIVE CODE

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

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

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

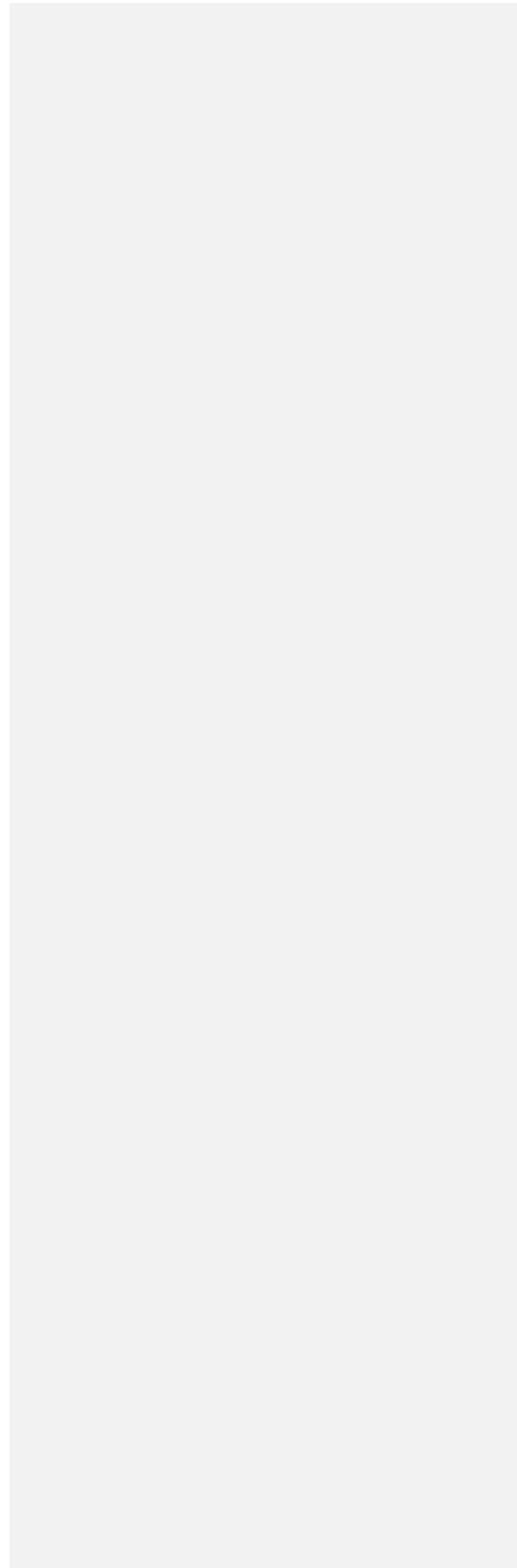
[4 AAC 52.255](#) *Interpreters*

UNITED STATES CODE

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

Revised 10/2021

AASB Policy Reference Manual



Model Policy

AR 4222 ~~TEACHER AIDES~~/PARAPROFESSIONALS

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

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

Purpose of the Paraprofessional ~~Aide Programs~~ -- Volunteer and Paid

Purposes of the paraprofessional ~~aide programs~~ are-is to:

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

Kinds of Services Provided

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

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

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

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

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

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

Commented [DJ5R4]: I'm in agreement with Ryan, This doesn't match our current paraprofessional duties.

Commented [DG6]: Strike #2?

Commented [TP7]: Purpose #3 seems a bit...problematic. What is the goal in volunteer and/or paid paraprofessionals

Commented [DG8R7]: Strike #3?

Commented [PR9R7]: I think we should strike this

Commented [RH10]: The primary purpose of Paraprofessional Programs in our school district is to enhance the overall learning experience by providing

Commented [DJ11R10]: Ryan, does number 1 encompass what you are saying?

Commented [DJ12R10]: Also, if we just focus on the students with diverse needs, would that restrict us from having general paraprofessionals (IF we came

Commented [RH13]: Paraprofessionals offer a wide range of services, catering to the diverse needs of our students. These services may include one-on-one

Commented [DJ14R13]: so should we add a line about "in various settings: classroom, one on on, small group, etc..."

Responsibilities of the Principal

The principal's responsibilities include:

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

Responsibilities of the Teacher or Staff Person using a Paraprofessional

Responsibilities of staff using aides include the following:

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

Responsibilities of Paraprofessional Aides - Volunteer and Paid

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

Responsibility to the Student

Responsibility to the student imposes the following obligations:

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

Commented [PB15]: They mostly do this already but have we talked to admin team about this?

Commented [PM16R15]: 1. seems poorly worded. Should it read or define what that responsibility is like hiring, supervising and placing volunteers and aide programs at their site

Commented [DJ17R15]: I would add "work with classroom teachers or special education teachers and district office in developing schedules, assignments, and specialized duties. or something like that..."

Commented [DJ18]: I think we should also include: Work with Special Education Case Managers for scheduling and programing.

Commented [RH19]: overseeing the allocation of resources, ensuring proper training for paraprofessionals, and fostering a collaborative atmosphere where all staff members work cohesively to meet the needs of every student.

Commented [RH20]: working with

Commented [RH21]: the language used in this article is demeaning.

Commented [DJ22R21]: I'm in agreement. The language is antiquated.

Commented [RH23]: Are teachers the supervisor for ParaPros not Principals?

Commented [DJ24R23]: This is similar to my above statement. they should not supervise, but work in coordination with administration.

Commented [TP25R23]: With the clear understanding that teachers are not a part of the evaluation process, should #2 simply be removed?

Commented [26R23]: I would suggest changing the wording of supervising. They do give input to paraprofessional evaluations and do direct. I think "Coordinate" Is the word we used in the new negotiated agreement.

Commented [RH27]: Teachers and staff members working with paraprofessionals are tasked with clear communication, collaboration, and effective utilization of resources. They play a pivotal role in

Commented [RH28]: Paraprofessionals are entrusted with the responsibility of delivering targeted support to students. This includes implementing

Responsibility to the Paraprofessional Programs

Responsibility to the program imposes the following obligations:

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

Responsibility to the School

The responsibility to the school imposes the following obligations:

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

Responsibility to Self

Responsibility to self requires each paraprofessional to:

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

Commented [PB29]: Really? We have to be happy at work?

Commented [PM30R29]: professionally would be better.

Commented [PM31R29]: Do we need number 7? Isn't there a FERPA form or other confidentiality agreement they sign? This would be redundant in that case.

Commented [DG32R29]: @Phil Burdick lol

Commented [DJ33R29]: @Phil Burdick made me laugh.

Commented [DJ34]: I think it could still have merit, because it may not be a FERPA related comment, but still requires discretion. Maybe just strike the "include the performance of..."

Commented [PR35]: This whole last section "Responsibility to Self" seems oddly specific to the position; it seems like this should all be covered by "All Personnel" policies elsewhere in the 4000s

Commented [PM36]: Positive attitude is subjective just like "happy" How would one evaluate this? Are there standards by which to judge this? What about "professional attitude"

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

Revised 3/2016

9/92

AASB Policy Reference Manual

Model Policy

BP 1331 MEMORIAL POLICY

Note: The following optional policy may be revised or deleted to reflect district philosophy and needs. School districts may wish to adopt this policy limiting student/staff memorials to avoid inconsistent treatment between particular deceased students or staff, disruption to memorials when school building or grounds are renovated, space availability and maintenance of memorials, and concerns about how a memorial may impact students at risk of suicide.

The School Board recognizes that the loss of a member of the school community has a great impact on students, staff, and families. Furthermore, the School Board recognizes that decisions made about memorials immediately after traumatic events may not take into full consideration the potential impacts for students, staff, and community members. The purpose of this policy is to assist staff, students and families impacted by a death by providing guidelines for decision-making regarding memorials and memorializing activities. "Memorials" mean objects or activities meant to remember an event or deceased person(s).

The focus of a school is to support students in their learning. This may necessarily include support for students and staff who are grieving a loss of a member of the school community. Memorials, though, can be an ongoing reminder of a traumatic event and can be impossible for students to avoid when located on school property.

Note: Following are optional provisions providing alternative language for school districts as to permanent and temporary memorials. Option 1 prohibits all permanent and temporary memorials. This option provides a clear directive for families of students/staff and avoids many of the potential problems with school memorials outlined in the note above, but may be considered harsh by families of the deceased. Option 2 provides that districts may allow temporary memorials to deceased students/staff, but provides guidance on the content, type and duration. While Option 2 provides districts more flexibility, it does not avoid all concerns identified in the note above. If Option 2 is adopted, it should be applied in an even-handed manner.

[Option 1] Therefore, school buildings and grounds shall not be used for permanent or temporary memorials. Additionally, the district does not authorize public memorial activities during the school day or during school-sponsored activities. The district recommends that gifts and recognitions in memory of an individual be in the form of student scholarships, or donations in the name of the deceased.

(cf. 1330 - Use of School Facilities)

[Option 2] Therefore, permanent memorials for deceased students or staff shall be limited in form to perpetual awards, scholarships or collections of books or items of historical or educational significance. Temporary school-wide memorials for deceased students or staff may include plaques or other displays which shall contain "in memory of," or similar language, and the deceased individual's name, date of birth and date of death. Memorials shall be limited to one per loss. Temporary memorials shall be removed from display at the end of the school year in which the death occurred and given to the family of the deceased.

This policy will guide decisions moving forward from the date of first adoption and will not impact previous memorials. The guidelines regarding memorials will be kept in each building and in the office of the superintendent. Persons who have questions, comments or concerns should contact the Superintendent or designee.

Added 3/2016

9/92

AASB Policy Reference Manual

BP 1332 MEMORIALS

Note: Petersburg School District recognizes that the loss of a student or staff member deeply impacts students, staff, families, and community members. The purpose of this policy is to ensure that the Petersburg School District support staff, students and families impacted from a death by assisting them with connections to appropriate school and community resources. Because it is recognized that memorial decisions made immediately in the aftermath of a crisis or death may be made without full consideration of the potential implications for students, staff, families and the community, Petersburg School District policy will provide parameters for memorial decision-making, as well as Board approved policies regarding memorial activities. Careful and deliberate consideration has been given in determining approved memorial activities on district property. This policy will be reviewed, as needed, by the district to ensure it continues to further the stated purpose.

The intent of the District is to help in the grieving and healing processes. The District is obligated, however, to exercise caution in the method used to recognize the deceased person and his/her family. Research indicates two potential problems:

1. Memorials can be an ongoing visual reminder of what happened. From this perspective, memorials in the school or on school property pose a significant risk simply because a school is a "closed" environment. It becomes almost impossible for students to avoid the physical reminders of a death when a memorial is located on school premises. Memorials need to be an opportunity of choice, as we all grieve differently. For some, it is healthier not to be reminded.
2. Physical memorials have the potential to re-traumatize young people who have experienced trauma. Communicating immortalization may also support distorted thoughts about death or trigger impulsive acts of harm towards self or others in young people who suffer from depression, other psychological difficulties, or impulsivity.

In recognition that schools are designed primarily to support learning, school sites should not serve as the main venue for the memorializing of students or staff. The district will guide families and students in selecting memorial activities that are appropriate for school and assist students and staff in healthy bereavement. Memorial activities expressed at school will be approved by the superintendent or their designee. It is further recognized that building administration, in consultation with the Superintendent, will have discretion in these situations to make professional judgments to best meet the overall needs of students, staff, parents and the community as a whole.

Approved temporary memorabilia may be displayed for two weeks following the death, after which time they will be given to the family by designated district officials. Acceptable memorabilia are age-appropriate gestures of sympathy and remembrance, such as photographs, artwork, cards, and flowers. Temporary memorabilia cannot permanently alter district owned property, including lockers, desks, and

uniforms/jerseys. All temporary memorabilia and memorial activities must occur under the direct supervision of the Superintendent or their designee.

School will not be dismissed early or cancelled on the day of a memorial or funeral service. Formal, school-wide recognition of anniversary dates will not occur. Flags may be lowered only in accordance with state and federal law. Student and staff absences for a memorial service will follow district policy.

The life of any deceased student, staff member, or board member who dies while in attendance or active service may be commemorated. Only a perpetrator of an act of violence is excluded from commemoration. Appropriate memorials/activities that extend beyond two weeks may include:

MEMORIALS

- Creation of scholarship fund.
- Contribution to an existing scholarship fund.
- Donation to a charity or program that is dedicated to helping students.
- Collection of money to be donated to the deceased's family or charity of their choice.
- One page in the yearbook on the year of the death, or on the year the student would have graduated. Requires approval of building administrator.

Memorial activities following a suicide must be handled in a thoughtful manner that considers their potential impact on all students. Deaths caused by suicide may dramatize, sensationalize, or create an opportunity for continuing attention to the death, and may communicate that suicide is an appropriate or desired response to stress. Appropriate memorials/activities that extend beyond two weeks in this case may include:

- Contribution to an existing scholarship fund.
- Donation to a charity or program that is dedicated to helping students (i.e. purchase of a suicide prevention program for students).
- Collection of money to be donated to the deceased's family or charity of their choice.
- One page in the yearbook on the year of the death, or on the year the student would have graduated. Requires approval of building administrator.

Additional Administrative Support:

- The District Crisis Response Team will be contacted immediately and be on campus to help students deal with the grief caused by the loss.
- Students will be encouraged to extend their support to the family.
- Administration will oversee the safe return of the student's personal effects that may be in a school locker or classroom.

Upon formal Board adoption, current memorials will be addressed in the following manner:

1. All photographs, plaques and memorabilia will be returned to the family of the deceased.
2. All scholarships will be maintained until funds are exhausted.
3. All non-monetary award plaques will be maintained until nameplates are filled.
4. Memorials for adults that demonstrated exceptional service to their country and/or community may be displayed, as determined by the Superintendent or their designee.

**Existing district facilities named in honor of school/community members, and their accompanying pictures/plaques, will be retained

(cf. 1331 - Naming Schools and Facilities)

PSD adopted 12-08-15

ADOPTED: June 21, 2005

Petersburg City School District

Model Policy

BP 4117.31 - CERTIFICATED PERSONNEL - LAYOFF/REHIRE

Note: Before a school district lays off any tenured teacher, the school board must adopt a layoff plan. The plan must identify academic and other programs that the district intends to maintain in implementing the layoff plan. The plan must also include procedures for layoff and recall of tenured teachers. The following plan contains those provisions required by Alaska's reduction in force statute, [AS 14.20.177](#). This statute also prohibits a district and its teachers' association from entering into collective bargaining agreement terms which conflict with [AS 14.20.177](#).

The School Board believes that any reduction in staff which is required should be undertaken so as to minimize disruption to the education program and to the provision of instructional services to students, and to cause the least deviation from the present assignment of personnel. The terms "reduction in certificated staff" or "layoff" refer to action the district takes to reduce the number of certificated staff due to decreased enrollment and/or due to a reduction in the district's basic need in an amount established by law.

1. Position Categories

The following categories and specialties are established to ensure the qualifications of personnel assigned to retained positions:

- A. Elementary teachers will be considered for retention in one category.
- B. Secondary teachers (7-12) will be considered for retention by teaching specialties, such as Math, Science, Language Arts, Social Studies, Vocational Education (Industrial Arts, Home Economic, Vocational Business, Vocational Agriculture), or combination thereof.
- C. Other certificated staff members will be considered for retention according to their specialties, which will include:
 - A. Music
 - B. Technology
 - C. Special Education
 - D. Librarian
 - E. Physical Education
 - F. Speech Pathology
 - G. Art

2. Qualifications

Each teacher, in accordance with criteria set forth in Section 3 below, will be considered for retention in the category of specialty appropriate to the position he

or she holds at the time of the implementation of these procedures; and, in addition, in such other categories or specialties as any teacher may designate in writing to the Superintendent or designee, provided that in order to qualify for consideration in any such category, the employee must have:

- A. For positions in grades K-8, an elementary endorsement.
- B. For positions in middle school:
 - A. an elementary endorsement;
 - B. a secondary certificate with a subject area endorsement in the area of assignment constituting at least 40% of the teacher's time; or
 - C. within the five years preceding the last date of teaching in the district, the teacher has received an evaluation indicating that the teacher's performance in the relevant subject area(s) meets the District's performance standards.
- C. For positions in grades 9-12.
 - A. endorsement for each subject area in which the teacher will spend at least 40% of teaching time; or
 - B. within five years preceding the last date of teaching in the district, the teacher has received an evaluation indicating that the teacher's performance in the relevant subject area(s) meets the district's performance standards.

3. Implementation

Teachers shall be considered for retention in available positions within the categories or specialties for which they qualify under Section 2. In the event that there are more qualified employees than available positions in a given category or specialty, the following criteria shall be used to determine which employees shall be recommended for retention. No tenured teacher will be placed on layoff status until the district has given notice of nonretention to all nontenured teachers. However, the district may retain a nontenured teacher and place on layoff status a tenured teacher if there is no tenured teacher in the district who is qualified to replace the nontenured teacher under the criteria in Section 2 above.

4. Hiring Preference

All teachers who are not retained in accordance with these procedures shall be laid off and placed in an employment pool for possible re-employment for a period up to three (3) years. Teachers placed in the employment pool under this layoff plan are entitled to a hiring preference. Teachers in the pool will be given the opportunity to fill open positions within the categories or specialties identified in Section 1, for which they are qualified under Section 2. If more than one teacher is qualified for an open position, the most senior teacher shall be offered the position.

When a vacancy occurs for which a teacher entitled to a hiring preference is qualified, notification from the district to the teacher will be by certified, return receipt mail. The teacher will have thirty (30) days from the receipt of the certified letter to accept the position. If the teacher fails to accept the position offered, the teacher is no longer considered to be on layoff status and will be dropped from the reemployment pool, unless the teacher is contractually obligated to provide professional services to another district or educational program.

No new teacher shall be hired in a category or specialty identified in Section 1 until all qualified teachers in the reemployment pool category have been recalled, or have declined an offer of recall.

Added 9/99

9/92

AASB Policy Reference Manual

Model Policy

AR 4117.3 - CERTIFICATED PERSONNEL - PERSONNEL REDUCTION/LAY OFF PLAN

Note: Before a school district lays off any tenured teacher, the school board must adopt a layoff plan. The plan must identify academic and other programs that the district intends to maintain in implementing the layoff plan. The plan must also include procedures for layoff and recall of tenured teachers. The following plan contains those provisions required by Alaska's reduction in force statute, [AS 14.20.177](#). This statute also prohibits a district and its teachers' association from entering into collective bargaining agreement terms which conflict with [AS 14.20.177](#).

Any reduction in staff which is required should be undertaken so as to minimize disruption to the education program and to the provision of instructional services to students, and should cause the least deviation from the present assignment of personnel. The terms "reduction in certificated staff" or "layoff" refer to action the district takes to reduce the number of certificated staff due to decreased enrollment and/or due to a reduction in the district's basic need in an amount established by law.

Position Categories

The following categories and specialties are established to ensure the qualifications of personnel assigned to retained positions:

Elementary teachers will be considered for retention in one category.

Secondary teachers (7-12) will be considered for retention by teaching specialties, such as Math, Science, Language Arts, Social Studies, Vocational Education (Industrial Arts, Home Economic, Vocational Business, Vocational Agriculture), or combination thereof.

Other certificated staff members will be considered for retention according to their specialties, which will include:

- . Music
- . Technology
- . Special Education
- . Librarian
- . Physical Education
- . Speech Pathology
- . Art

Qualifications

Each teacher, in accordance with criteria set forth in Section 3 below, will be considered for retention in the category of specialty appropriate to the position he or she holds at the time of the implementation of these procedures; and, in addition, in such other categories or specialties as any teacher may designate in writing to the Superintendent or designee, provided that in order to qualify for consideration in any such category, the employee must have:

- A. For positions in grades K-8, an elementary endorsement.
- B. For positions in middle school:
 - A. an elementary endorsement;
 - B. a secondary certificate with a subject area endorsement in the area of assignment constituting at least 40% of the teacher's time; or
 - C. within the five years preceding the last date of teaching in the district, the teacher has received an evaluation indicating that the teacher's performance in the relevant subject area(s) meets the district's performance standards.
- C. For positions in grades 9-12.
 - A. endorsement for each subject area in which the teacher will spend at least 40% of teaching time; or
 - B. within five years preceding the last date of teaching in the district, the teacher has received an evaluation indicating that the teacher's performance in the relevant subject area(s) meets the district's performance standards.

Implementation

Teachers shall be considered for retention in available positions within the categories or specialties for which they qualify under Section 2. In the event that there are more qualified employees than available positions in a given category or specialty, the following criteria shall be used to determine which employees shall be recommended for retention. No tenured teacher will be placed on layoff status until the district has given notice of nonretention to all nontenured teachers. However, the district may retain a nontenured teacher and place on layoff status a tenured teacher if there is no tenured teacher in the district who is qualified to replace the nontenured teacher under the criteria in Section 2 above.

Hiring Preference

All teachers who are not retained in accordance with these procedures shall be laid off and placed in an employment pool for possible re-employment for a period up to three (3) years. Teachers placed in the employment pool under this layoff plan are entitled to a hiring preference. Teachers in the pool will be given the opportunity to fill open positions within the categories or specialties identified in Section 1, for which they are qualified under Section 2. If more than one teacher is qualified for an open position, the most senior teacher shall be offered the position.

When a vacancy occurs for which a teacher entitled to a hiring preference is qualified, notification from the district to the teacher will be by certified, return receipt mail. The teacher will have thirty (30) days from the receipt of the certified letter to accept the position. If the teacher fails to accept the position offered, the teacher is no longer considered to be on layoff status and will be dropped from the reemployment pool, unless the teacher is contractually obligated to provide professional services to another district or educational program.

No new teacher shall be hired in a category or specialty identified in Section 1 until all qualified teachers in the reemployment pool category have been recalled, or have declined an offer of recall.

Revised 1/04

9/92

AASB Policy Reference Manual

Model Policy

BP 4132 - ALL PERSONNEL - PUBLICATION OR CREATION OF MATERIALS

The School Board recognizes the importance of creating a work environment that encourages employee innovation in creating and developing high-quality materials to improve student achievement and the efficiency of district operations.

(cf. 4119.21/4219.21/4319.21 – Code of Ethics)

(cf. 6162.6 - Use of Copyrighted Materials)

The Superintendent or designee shall oversee the development of instructional materials, computer programs, and other copyrightable materials by employees, independent contractors, and consultants. An employee, independent contractor, or consultant shall notify the Superintendent or designee of his/her intent to publish or register a work developed in whole or in part within the scope of his/her employment.

Instructional materials, computer programs, and other copyrightable materials developed by an employee within the scope of his/her employment shall be the property of the district.

(cf. 3523 – E-mail)

(cf. 4040 - Employee Use of District Information Technology)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 – Library/Media Centers)

If an employee has developed copyrightable material during both work and non-working hours, and the work was within the scope of his/her employment, the Superintendent or designee shall negotiate a contract with the employee to protect the district's right as to the ownership or partial ownership of the copyright.

(cf. 3312 - Contracts)

The Superintendent or designee shall ensure that any contract with an independent contractor or consultant contains a provision specifying the district's right to ownership of the copyright of any work produced by the contractor or consultant for the district.

The Superintendent or designee may secure copyrights in the name of the district for all copyrightable works developed by the district. All royalties or revenues from these copyrights shall be used for the benefit of the district.

Legal Reference:

UNITED STATES CODE

[17 U.S.C. 101-122](#) *Subject matter and scope of copyright*

[17 U.S.C. 201](#) *Copyright ownership and transfer*

Adoption Date: 3/19

9/92

AASB Policy Reference Manual

Model Policy

BP 4158/4258/4358 EMPLOYEE SECURITY

Note: Alaska school districts are required to adopt standards relating to when a teacher, teacher's assistant, or other person responsible for students is authorized to use reasonable and appropriate force to maintain classroom safety and discipline. Effective October 2014, the use of restraint and seclusion of students is strictly limited and in some situations prohibited by law. [AS 14.33.125](#). Any use of restraint or seclusion by a district employee of a student must comply with all legal requirements. A teacher, teacher's assistant, principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. [AS 14.33.130](#). This group is protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. [AS 14.33.140](#), and the Every Student Succeeds Act.

An employee may use approved methods of physical restraint if a student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger. Restraint must be limited to that necessary to address the emergency and must be immediately discontinued when the student no longer poses an imminent danger or when a less restrictive intervention is effective to stop the danger.

(cf. 5144 - Discipline)

(cf. 5142.3 – Restraint and Seclusion)

Note: A teacher, teacher's assistant, administrator, or other employee responsible for students who, during the course of employment, observes a student committing a crime must report the crime to local law enforcement. [AS 14.33.130](#). The obligation to report to law enforcement resides with the staff member observing the crime. "Crime" means an offense for which a sentence of imprisonment is authorized; a crime is either a felony or a misdemeanor. [AS 11.81.900](#).

Employees shall promptly report any student attack, assault or threat against them to the Superintendent or designee. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency.

(cf. 1410 – Interagency Cooperation for Student and Staff Safety)

Legal Reference:

ALASKA STATUTES

[11.81.430](#) *Justification, use of force, special relationships*

[11.81.900](#) *Definitions*

[14.33.120-.140](#) *School disciplinary and safety program*

ALASKA ADMINISTRATIVE CODE

[4 AAC 07.010-4 AAC 07.900](#) *Student rights and responsibilities*

UNITED STATES CODE

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

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AASB POLICY REFERENCE MANUAL

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Model Policy

BP 5131.42 THREATS OF VIOLENCE

Note: This optional policy is a recommended measure in keeping schools safe and preventing violence. It is a zero-tolerance policy which provides that a student who threatens violence involving the school or other students--even as a joke--faces immediate disciplinary action. This policy will allow administrators to act decisively and quickly to discipline students who engage in any threat of violence. It also requires the cooperation of all students to report threats of violence, including suicide threats. Effective implementation of this policy depends upon parent and student notification of the policy.

Students should be educated in an environment which is free from harm and threats of harm. Threats of violence are prohibited. Students shall not make any threats, suggestions, or predictions of violence against any person or group or to the school building, whether made orally, in writing, or via email. No threat of violence will be considered a joke. Any bomb threats or threats of violence, whether or not made during school hours or on school grounds, shall result in immediate disciplinary action, up to and including suspension and/or expulsion.

The Superintendent shall report any threats of violence to the police. The school principal will also report threats to the school psychologist or counselor, who will consult with the police in assessing the threat and offer the student appropriate support and intervention.

All students shall report any and all threats of violence, including jokes and threats of suicide, by reporting the threat to a teacher or school principal.

The district reserves the right to hold the student responsible for any costs and/or damages incurred by the district because of a threat.

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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:

- . Identify migrant students and assess their educational and related health and social needs.
- . 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.
- . Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
- . Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
- . 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.](#)

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