

Policy Committee Work Session
Wednesday, February 12, 2025 5:00 PM
Alaskan

District Office Board Room
300 Kostrometinoff Street
Sitka, AK 99835

1. Policies to Review

Working

AR 3305 ELECTRONIC FUND TRANSACTIONS – AASB MODEL Policy

For the purposes of accountability of ACH funds, the Superintendent or designee, shall submit to the School Board a monthly report detailing the goods or services purchased during the preceding month. The report must contain:

1. the goods or services purchased and their cost
2. the date of the payment
3. the unit or department serviced by each payment

This report may be maintained in the electronic general ledger software system of the district or in a separate report.

Internal Accounting

ACH accounting methods shall follow the established and approved _____ School District accounting procedures.

Accounting Process

Note: The following accounting process is optional and can be revised to reflect district practice.

1. The Superintendent or designee shall prepare a list of vendors authorized to be paid by ACH transaction and provide that list to the billing agent.
2. The billing agent shall initiate the transaction upon receipt of an invoice included on the authorized ACH list approved by the appropriate district official. ACH invoices must be approved before payment. The billing agent shall sign the ACH invoice and the clerk shall present the invoices, a list of bills for payment, and a separate list of the electronic payments for School Board approval.
3. The School Board shall approve all transactions prior to disbursement.
4. Following School Board approval, the treasurer shall sign the ACH warrant, initiate the electronic transaction with the vendor, and make the actual transfer of funds.
5. The Superintendent or designee shall retain all ACH transaction documents for audit purposes.
6. The billing agent shall retain all invoices for audit purposes.

Added 1/09

9/92

CLEAN

BP 3305 ELECTRONIC FUND TRANSACTIONS AASB MODEL Policy

Note: The following optional policy is for use by districts utilizing an automated clearing house or "ACH." ACH is a national and governmental organization that has authority to process electronic payments, including, but not limited to, the national automated clearing house association and the federal reserve system. Some federally mandated transactions require that public funds be disbursed through electronic payment, debit, or credit transfer using an ACH.

The _____ School District, through resolution of the School Board, shall be a party to an Automated Clearing House (ACH) arrangement. The Superintendent or designee, shall be responsible for the district's ACH agreements, including payment approval, accounting, reporting, and generally for overseeing compliance with the ACH policy. All ACH invoices are to be approved prior to payment.

Internal Accounting

The Superintendent or designee, shall be responsible for development and maintenance of appropriate accounting controls to monitor the use of ACH transactions.

(*cf.* BP 3110 - Transfer of Funds)

(*cf.* BP 3300 - Expenditures/Expending Authority)

Added 1/09

9/92

WORKING

E 3305 ELECTRONIC FUND TRANSACTIONS AASB MODEL Policy

Sample Resolution

For the authorization of Electronic Transactions, the School Board hereby recognizes that:

Electronic payment of public funds are required for some federally mandated transactions involving public funds by electronic payment, debit, or credit transfer processed through an automated clearing house, and The School Board deems that it is in the best interest of the district to make certain district financial transactions by electronic payments.

It is therefore resolved that the School Board authorizes the district to utilize electronic transactions in compliance with the written procedures and internal controls developed by the Superintendent or designee.

Moved by: _____ Seconded by: _____

Ayes: _____ Nays: _____ Abstentions: _____

Resolution Adopted: _____

Added 1/09

9/92

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:

1. Music
2. Technology
3. Special Education
4. Librarian
5. Physical Education
6. Speech Pathology
7. Art

Qualifications

Commented [AW1]: Curious if we should add having a special education endorsement a "teaching specialty" and therefore be considered a separate category then gen ed elementary teachers?

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.

Commented [DJ2]: I think our negotiated agreement refers to one year, not three, or is this line referring to tenured teachers.

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 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

Commented [DJ1]: The AR and the BP seem to be the almost identical.

Commented [AW2]: Curious if we should add having a special education endorsement a "teaching specialty" and therefore be considered a separate category then gen ed elementary teachers?

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 a tenured teacher 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.

Commented [AW3]: do we need the word available here?? Can we just state "Teachers shall be considered for retention for positions they are qualified for under section 2."?

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~~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 recalled or have declined an offer of recall.

Added 9/99

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)

Commented [AW1]: Do we have any sports tournaments that are memorial tourneys?

Commented [DG2R1]: Per Rich Krupa - none that he is aware of.

[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

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

Note: Sitka 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 Sitka 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, Sitka 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.

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MEMORIALS

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:

- 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. Students will be included in the yearbook of the school they were enrolled in at the time of their death. Students and families may individually create additional personalized pages within the yearbook, to be included within their respective yearbook (will not be included in all yearbooks). 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:

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- One page in the yearbook on the year of the death, or on the year the student would have graduated. Students will be included in the yearbook of the school they were enrolled in at the time of their death. Students and families may individually create additional personalized pages within the yearbook, to be included within their respective

yearbook (will not be included in all yearbooks). Requires approval of building administrator.

GRADUATION

Reading the names of students in the graduating class who died during the period of time the student cohort was in the school may help many of those participating in the graduation ceremony honor the memory of those with whom they formed close attachments. An inclusive list of those who died who will be acknowledged at the graduation ceremony can best be generated as a collaboration between school staff and the student class and should include students and school staff who died during the time the class was together regardless of the reason for the death (e.g., accident, suicide, medical illness). While the graduation ceremony is not a time to provide a tribute to those who died, since this will shift the focus away from the celebration of graduating students, it can be a time to briefly acknowledge those members of the school community who are unable to be present due to death. Their names can be read before or after the graduates are presented with their diplomas, perhaps followed by a moment of silence to provide an opportunity for personal reflection. Families of those that died, as well as students and the school staff, should be informed beforehand. If family members of a student who died wish to attend the graduation ceremony, they should be welcomed to participate as an observer rather than as part of the graduation ceremony.

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:

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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

AR 3310 PURCHASING PROCEDURES

Purchasing Requisitions/Purchase Orders

1. Insofar as possible, goods and services purchased will meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practice. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price.
2. Requisitions for budgeted items shall originate from personnel directly responsible for their use. All requisitions shall be given proper review for approval or disapproval by the appropriate administrative personnel.
3. Every transaction between a buyer and seller involving the transfer of property, equipment, or supplies shall be made by purchase order, formal contract or receipt.
4. Purchase orders and other purchase obligations shall be signed by the Superintendent or designee.
5. The business office or other appropriate administrative entity shall verify the availability of funds and prepare a purchase order to commit the expenditures.
6. A "Local Purchase Order" system may be used to make purchases from local vendors up to \$75.00, if the immediate need precludes using the regular requisition system.
7. 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.
8. 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.
9. The District will maintain all records pertaining to the procurement of supplies, equipment, and services.
10. 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.
11. The District shall compile and maintain, to the extent practicable, bidder and vendor lists for supplies, services and professional services utilized by the district.
- 6-12. 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

Commented [AW1]: What about the district purchase cards? Are they still being used?

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.

Adoption Date: June 8, 1995

Revision Date: August 16, 2005

Sitka School District

Model Policy

AR 5131.9 ACADEMIC HONESTY

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

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

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

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

Definition of Academic Dishonesty:

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

Responsibilities of Students:

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

Responsibilities of Staff:

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

Consequences for Academic Dishonesty:

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

Reporting Academic Dishonesty:

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

Educational Opportunities:

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

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

Expanded Definitions

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

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

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

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

Commented [AW1]: Curious if this is an acceptable consequence in the k-12 environment? Are there legal ramifications for expulsion for cheating?

Commented [PM2]: #5 is a set up at the high school level. Students are regularly encouraged to get and copy work from other students if they have missed class. Teacher very in their consistency to explain their expectations from class to class. As an example I think this one should be left out. It's a can of worms. IMO

Commented [PB3R2]: Copy work or copy assignments?

Commented [RH4]: maybe use the word "work" instead of "paper" as most will be done on computers

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

Tenets of our Academic Honesty Policy

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

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

(cf. 5144 - Discipline)

Created 9/2023

AASB POLICY REFERENCE MANUAL

9/92

AASB Policy Reference Manual

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Students

ACADEMIC HONESTY

BP 5131.9

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

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

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

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

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

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

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

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

(cf. 5144 - Discipline)

Revised 9/2023

Commented [PB1]: Add "students"

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

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

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED
Students

AASB POLICY REFERENCE MANUAL
9/92

BP 3110 TRANSFER OF FUNDS

The School Board recognizes that the transfer of funds between budget categories may be necessary in order to ensure that the district maintains a balanced budget. The Superintendent or designee may authorize budget transfers up to \$10,000 or 10% of budget line item, whichever is less. All transfers shall be reported to the Board and are subject to Board approval at the next budget revision.

Legal Reference:

ALASKA STATUTES

[14.08.101](#) *Powers (Regional school boards)*

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

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

Adoption Date: June 8, 1995

Revision Date: April 23, 2009

Sitka School District

Model Policy

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)

Revised 9/2023

AASB POLICY REFERENCE MANUAL

9/92

AASB Policy Reference Manual

BP 3311 BIDS

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

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

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

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

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

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

(cf. 9270 - Conflict of Interest)

(cf. 4030 - Nondiscrimination in Employment)

Legal Reference:

ALASKA STATUTES

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

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

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

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

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

[35.15](#) *Construction Procedures*

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

ALASKA ADMINISTRATIVE CODE

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

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

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

Adoption Date: June 8, 1995

Revision Date: June 1, 1999

Revision Date: December 2, 2010

Sitka School District

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~~ reasonably necessary and appropriate 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 their ~~direct supervisor-Superintendent or designee~~. The employee and the principal or other immediate supervisor both ~~shall~~ may promptly report such instances to the

Commented [DJ1]: wondering if we should reference training

Commented [DJ2R1]: Look up state statute and possibly reference it if it is used.

Commented [DJ3R1]: add reporting timelines

appropriate local law enforcement agency. Any reports to local law enforcement will be reported to the superintendent as soon as practicable.

(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](#)

Revised 4/2022

AASB POLICY REFERENCE MANUAL

9/92

AASB Policy Reference Manual

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.

Commented [DG1]: Deidre will update the committee on the attorney's response to this model 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 any other means via email. No threat of violence will be considered a joke. ~~Allny 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 district reserves the right to hold the offending student(s) responsible for any costs and/or damages incurred by the district due to any threat(s).

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

~~All s~~Students ~~shall~~ are encouraged to 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.~~

Added 9/99

9/92

AASB Policy Reference Manual