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**Article 0 - Philosophy – Goals – Objectives and Comprehensive Plans**

0. Concepts and Roles

The School Board recognizes that the success of our educational system relies heavily on educational planning and ongoing evaluation in order to adapt district programs and activities to the changing needs of society and the community. To guide these efforts, the Board adopts the following definitions for the development of sound and responsible educational policies:

1. "Philosophy" means a composite statement of the relationship between the individual and society based upon beliefs, concepts, and attitudes from which the goals and objectives of the district are derived.

2. "Goal" means a statement of broad direction or intent which is general and timeless and is not concerned with a particular achievement within a specified time period.

3. "Objective" means a specific accomplishment to be achieved which can be measured within a given time and under specifiable conditions and which, if attained, advances the system toward a corresponding goal.

   (cf. 0100 - Philosophy)
   (cf. 0200 - Goals for the School District)
   (cf. 0500 - Review and Evaluation)

The Board believes that in order for education to succeed there must be an ongoing partnership between educators, parents/guardians, students, and the community. The Board encourages the participation from all segments of the community in order to create an educational climate which promotes the positive and healthy development of each child.

*Legal Reference:*

**ALASKA STATUTES**
14.03.010 Establishment of school system

**ALASKA ADMINISTRATIVE CODE**
4 AAC 05.040 Establishment of local schools
4 AAC 05.060 Extensions of time in which to establish local schools

**GALENA CITY SCHOOL DISTRICT**
Adopted 12/13/1995

BP 0100

1. Philosophy
In accordance with state education policy, the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

The School Board is committed to providing a program of instruction which offers each child an opportunity to develop to the maximum of his/her individual capabilities. The Board believes that all students can succeed regardless of their race, background or ability. School staff shall embody this philosophy in all district programs and activities.

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

Legal Reference:
ALASKA STATUTES
14.03.015 State education policy
14.08.111 Duties

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
BP 0200

2. Goals for the School District

Note: The following sample language may be revised as needed to reflect district philosophy and needs. AS 14.07.165 (Ch. 173, SLA 1990) requires the State Board of Education to adopt statewide goals and to require that each governing body adopt written goals consistent with local needs. In 2003, the State Board adopted the goals and indicators of the No Child Left Behind Act, 20 U.S.C. 6301-7941 that by 2013-14, all students will reach proficiency or better in language arts and mathematics. AS 14.03.120 (Ch. 173, SLA 1990) requires districts to annually file and make available to the public a report that establishes district goals and priorities and includes plans for achieving these goals and the means of measuring district achievement. Districts are required to encourage public participation in the preparation of this report.

The School Board is committed to excellence and self-evaluation and believes that the public schools exist to meet the needs of students, parents/guardians and other community members. It is, therefore, important that citizens may express their expectations of the schools. The Board encourages students, parents, teachers, and other community members to participate in educational planning for the district.

(cf. 0420 - School-Based Management)

The Board shall adopt written goals for the school district which reflect local needs. These goals shall be consistent with Board policy and statewide goals adopted by the State Board of Education. The Superintendent or designee shall develop objectives for meeting these goals. The development and adoption of the budget shall be consistent with district goals and objectives.

(cf. 0000 - Concepts and Roles) (cf. 0100 - Philosophy)
(cf. 3100 - Budget)
The Superintendent or designee shall annually file with the State Department of Education and make available to the public a report which includes the adopted district goals and priorities, plans for achieving these goals and priorities, and the means of measuring the district's success in reaching its goals and priorities.

(cf. 0500 - Review and Evaluation)
(cf. 0510 - School District Report Card)

Legal Reference:
ALASKA STATUTES
14.03.120 Education planning
14.07.165 Duties

ALASKA ADMINISTRATIVE CODE
4 AAC 06.800 Goals and indicators
4 AAC Chapter 4 Statewide goals

Revised 1/04

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 0210

A. Goals for Student Learning

The School Board believes that a quality education provides an opportunity for each student to develop:

1. The concept of self-worth and the ability to exercise self-discipline.

2. A positive attitude toward responsible citizenship.

3. Mastery of the basic skills and a working knowledge of mathematics, technology, reading, language arts (including effective oral and written communication), the sciences, geography, history, government and citizenship, world languages and fine arts.

4. Skills and other competencies leading toward economic independence consistent with the individual's interests and basic potential.

5. Skills to think logically and critically.

6. An awareness and understanding of our country's history and ideals and its diverse ethnic, racial and cultural heritage.

7. An awareness and understanding of the heritage, ideals and contributions of other cultures, races and countries.
8. The opportunity to develop the capability of students to appreciate beauty in literature, art, music and nature, and to recognize, value and use creativity.

9. A recognition of the importance of physical and mental health and an understanding of skills for a healthy life.

10. An ability to adapt and participate constructively in a changing society.

11. An understanding of the relationship of people and his/her environment.

12. Moral and ethical values based on the rights and responsibilities of individuals and their relationships to each other.

(cf. 6143 - Courses of Study)

Legal Reference:
ALASKA STATUTES
14.03.015 State education policy

ALASKA ADMINISTRATIVE CODE
4 AAC Chap. 4 Statewide goals

Revised 3/2015

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 03003

3. Objectives/Goal Indicators for School District

BP 0400 (AASB Placeholder Policy)

4. Comprehensive Plans

BP 0410

A. Nondiscrimination in District Programs and Activities

Note: District policies must assure equal opportunities and nondiscrimination as required by federal and state law. Discrimination in education programs and activities is prohibited by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, the Individuals with Disabilities Education Act and the Americans with Disabilities Act. The Office for Civil Rights of the U.S. Department of Education has authority to enforce these laws in all programs and activities that receive federal funds. AS 14.18.010-.100 prohibit discrimination on the basis of gender and race. AS 14.18.090 provides
that the State Board shall withhold state funds from districts determined to be out of compliance with state nondiscrimination laws and measures ordered to remedy the situation have been ineffective.

The School Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 5165.3 - Nondiscrimination)

District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities. The superintendent shall ensure that interested persons, including individuals with disabilities, can obtain information about the programs, facilities and activities available to them.

(cf. 0411 – Service Animals)
(cf. 6164.2 - Guidance Services)

Note: Federal regulations (45 CFR, Section 86.9) require federal aid recipients to take "continuing steps" to notify applicants for admission, students and parents that, in compliance with Title IX, they do not discriminate on the basis of gender in their educational programs or activities. Title VI mandates that prior to the beginning of each school year, recipients of federal funds advise students, parents and the general public that all vocational opportunities will be offered without regard to race, color, national origin, gender or disability. Pursuant to Title VI, if the district serves a community of limited-English speaking persons, the notification must also be published in the language of that community and include a statement that lack of English skills will not be a barrier to participation in vocational education programs.

The superintendent shall annually notify students and parents of the district’s policy on nondiscrimination and related complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.6 - Notifications Required by Law)
(cf. 6178 - Vocational Education)

Legal Reference:
ALASKA STATUTES
14.18.010 - 14.18.100 Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE
4 AAC 06.500 - 4 AAC 06.600 Prohibition of Gender or Race Discrimination

TITLE VI, CIVIL RIGHTS ACT of 1964
TITLE IX, EDUCATION AMENDMENTS OF 1972
VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504
INDIVIDUALS WITH DISABILITIES EDUCATION ACT AMERICANS WITH DISABILITIES ACT
AGE DISCRIMINATION IN EMPLOYMENT ACT
B. Service Animals

Note: Federal regulations implementing Title II of the Americans with Disabilities Act were amended in 2010 to broaden the right of individuals with disabilities to be accompanied by their service animals on school property. The regulations, which took effect March 15, 2011, include a clear requirement that individuals with disabilities be permitted to be accompanied by their service animals in all areas of a public entity’s facilities where the public and school participants are allowed. Additionally, public entities are to modify existing policies, practices, and procedures to permit the use of service animals.

The following language was adapted from the Service Animal policy of the Anchorage School District.

The Board is committed to providing quality education to all students and ensuring full access to district programs, services and facilities by individuals with disabilities, including those requiring the use of a service animal. The district will comply with all applicable laws concerning the use of service animals on district property, in classrooms, at school functions, and in connection with district services.

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 1312.3 – Public Complaints Concerning Discrimination)
(cf. 4030 – Nondiscrimination in Employment)

Individuals with disabilities may be accompanied by a working service animal individually trained to do work or perform tasks for the benefit of the individual. The Superintendent or designee shall develop guidelines to implement this policy, including procedures for individuals to request the use of a service animal, proof of animal vaccination, and procedures for accommodating the use of the service animal when a student or staff member has a known allergy.

(cf. 1260 – Visits to the Schools)

It is the responsibility of the handler or the individual assisted by a service animal to ensure that the animal is identified as a service animal and to properly control and supervise the animal at all times while on district property. The district is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal’s need to relieve itself. The care and supervision of service
animals for young children unable to care for or supervise the animal should be addressed on a case-by-case basis in the discretion of the building administrator.

Owners of service animals are liable for any harm or physical injury caused by the animal to other students, staff, or visitors. Owners of service animals may be required to pay for property damage caused by the animal to the same extent any individual would be charged for such damage.

(cf. 3515.4 – Recovery for Property Loss or Damage)  
(cf. 6161.2 – Damaged or Lost Instructional Materials)

A school administrator may ask that an individual with a disability remove a service animal from a school building or school function if the animal is out of control and the animal’s handler does not take effective action to control the animal, or if the animal is not housebroken. If the animal is properly excluded, the individual with a disability must still be permitted to participate in the service, program, or activity without the service animal.

No individual shall intentionally interfere with the use or assistance of a service animal by harassing or obstructing the service animal or its user.

Note: Under the ADA regulations, a service animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, is required to be permitted in schools as a “service animal.”

“Service animal” includes those animals as identified in applicable state and federal laws and regulations. Service animal does not include an animal whose primary work or task is to provide emotional support, well-being, comfort, or companionship.

Note: District personnel should not make prohibited inquiries regarding the use of a service animal. Specifically, individuals should not be asked about the nature or extent of the disability and, as a general rule, documentation that the animal has been certified, trained, or licensed as a service animal, cannot be required. To determine whether an animal qualifies as a service animal, the person may be asked if the animal is required because of a disability and what work or task the animal has been trained to perform. If it is clearly observable that the animal is trained to do work or perform tasks for the person (such as a dog observed to be guiding a person with sight impairment or a dog pulling a wheelchair), then no further inquiry should be made regarding whether or not the animal qualifies as a service animal.

Legal Reference:

UNITED STATES CODE
42 U.S.C. 12101, et seq., Americans with Disabilities Act  
29 U.S.C. 794, Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS
28 C.F.R. Part 35, Nondiscrimination on the Basis of Disability in State and Local Government Services  
28 C.F.R. Part 41, Nondiscrimination on the Basis of Handicap in Federally Assisted Programs  
29 C.F.R. Part 1630, Implementing the Equal Employment Provisions of the Americans with Disabilities Act
5. Review and Evaluation

The School Board recognizes that ongoing review and evaluation of district policies and programs are necessary if the Board is to be held accountable for the governance of the district. The Board accepts that being accountable includes a duty to explain to the public how district responsibilities are being met and will provide for such review and evaluation.

(cf. 0510 - School District Report Card)
(cf. 1312 - Complaints Concerning the Schools)
(cf. 4115 - Personnel Evaluation)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9300 - Governance)
(cf. 9400 - Board Self-Evaluation)

Legal Reference:
ALASKA STATUTES
14.03.120 Education planning

ALASKA ADMINISTRATIVE CODE
4 AAC 04.140 Content Standards
4 AAC 04.150 Performance Standards
4 AAC 05.010 Program Planning and Evaluation
4 AAC 06.805 Adequate Yearly Progress
4 AAC 06.812 Growth in Student Academic Performance
4 AAC 06.885 School and District Recognition

Revised 2/2008

A. School District Report Card

Note: Under the federal Every Student Succeeds Act, school districts must prepare and disseminate an annual district report card to parents, schools and the general public that summarizes the academic performance of district schools and students, including individual student achievement on state assessments compared to students and subgroups of students as a whole. Under Alaska law, AS 14.03.120, and 4 AAC 06.895, all schools and districts must
prepare annual school and district reports on school and student performance. Also required is reporting of student discipline data. AS 14.33.210, 4 AAC 06.172 and 4 AAC 06.250. See AR 5030 – School Discipline and Safety. Effective October 2014, school districts must annually report incidents of restraint and seclusion. AS 14.33.125. See BP 5030 – School Discipline and Safety, and BP 5142.3 – Restraint and Seclusion. The Alaska Department of Education and Early Development has established criteria for preparing school report cards. Each school and district should consult the applicable statutes and regulations as it begins preparation of the annual report.

In accordance with law, the district shall prepare and disseminate an annual report card. The report card will include information about the district and its schools related to a variety of student and school performance measures, accountability, per-pupil expenditures, and educator qualifications. These reports will be developed in consultation with parents and will help ensure that parents are actively involved and knowledgeable about their schools and their child’s education.

Note: Beginning with information from the 2017-18 school year, report cards must be posted annually on district websites, and disseminated directly to parents, on or before December 31 of the subsequent school year (e.g., by December 31, 2018 for the 2017-18 school year). 34 CFR § 200.31(d)-(e). Dissemination to parents may be through such means as regular mail, email, or other direct means of distribution.

The annual report card will be concise and presented in an understandable and uniform format. It must be accessible to persons with disabilities and, to the extent practicable, provided in a language that parents can understand. The report card will be posted on the District’s website and disseminated to parents.

In addition to the components required by law, the Superintendent or designee may include in the report additional indicators, both qualitative descriptions and quantitative measurements, of school and student performance. In determining the indicators which assess school and student performance, the Superintendent or designee shall solicit suggestions from parents, school staff and the community.

The School Board desires that performance reports be reviewed and discussed within the framework of desired outcomes, the context in which education takes place, and the educational policies and practices of the district. The School Board desires that this assessment be viewed as an opportunity to communicate with the public, review achievements, identify areas for improvement, enlist local support, enhance internal operations, build consensus, and establish a vision for the future.

The School Board expects that existing evaluation processes and resources will be used to develop performance report cards and that the usefulness of these reports will improve with each future assessment.

(cf. 0420 - School-Based Management/School Advisory Boards)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:
ALASKA STATUTES
14.03.120 Education planning; reports
14.33.210 Reporting of incidents of harassment, intimidation and bullying
14.33.125 Student restraint or seclusion; limitations

UNITED STATES CODE

CODE OF FEDERAL REGULATIONS
34 C.F.R. §200.31 (amend. November 2016)

ALASKA ADMINISTRATIVE CODE
4 AAC 06.895 Report card to the public
4 AAC 06.172 Reporting of school disciplinary and safety programs
4 AAC 06.250 Reporting

Revised 10/2017

GALENA CITY SCHOOL DISTRICT
Adopted 04/20/2004

AR 0510

School District Report Card

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

Annually, the principal or designee shall prepare a report on his/her school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By July 1 of each year, the Superintendent or designee shall provide to the Department of Education and Early Development, and make available to the public, a report on the performance of district schools and students.

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

1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded;

2. the number and percent of district students that achieved applicable standards on state assessments;

3. the number and percent of district students that achieved applicable standards on state assessments, disaggregated by subgroups:

☐ Economically disadvantaged students
1. Students with limited English proficiency
2. Students with disabilities
3. African-Americans
   Alaska Natives and American Indians
   Students of two or more races
   Asians or Pacific Islanders
   Hispanics
   Whites
   Males
   Females
   Migrants
   Not migrant students
4. a comparison between the performance score for the school or district and the
   school's or district's annual measurable objectives for that year as determined
   under 4 AAC 06.815;
5. a comparison between the performance score of students in each subgroup and
   the subgroup's annual measurable objectives for that year as determined under 4
   AAC 06.815;
6. a comparison between the performance score for the district and the
   performance score for the state as a whole;
7. the number and percentage of students not tested;
8. the number and percentage of students in each subgroup not tested;
9. the most recent two-year trend in student performance in each subject area for
   each grade level;
10. a description of student, parent, community, and business involvement in
    student learning, including the number and percent of students and parents,
    respectively, who responded to the teacher evaluation survey; the number of
    school/business or interagency partnerships; the average number of volunteer
    hours a week spent in the school; and a narrative description of the results of
    parental, community, and business involvement;
11. attendance, retention, dropout, and graduation rates as determined under 4
    AAC 06.895(i);
12. the annual percent change in enrollment and the percent of enrollment change
    due to student transfers into and out of the district;
13. the performance star rating designation assigned the school under AS
    14.03.123 and AAC 06.895(f) and the methodology used to assign the
    performance designation, including the measures used and the relative weights
    other indicators, and teacher qualifications;
14. a summary of student, parent, and community member comments on the
    school's performance, including the number of persons commenting;
15. if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;

16. the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematics assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with limited English proficiency.

17. other indicators of school performance selected by the district or required by state regulation; and

18. information on the number, attendance, and performance of students enrolled in the school whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.

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

Revised 5/2017

GALENA CITY SCHOOL DISTRICT
Adopted 04/20/2004

BP 0520

B. School Accountability/School Improvement

Note: Since 2013, Alaska has been operating under a flexibility waiver of certain ESEA/NCLB requirements, including school accountability. All flexibility waivers are void as to August 2016. However, under the Every Student Succeeds Act, which amended the ESEA in December 2015, schools identified as priority or focus schools must continue to implement improvement plans and interventions through the 2016-2017 school year. The following policy reflects the Alaska Accountability System which measures both school performance and school progress and results in a school designation of Priority, Focus, or Reward. The school rating may result in required interventions as well as specific supports.

The School Board is committed to the successful performance of the district and its schools. Successful performance is indicated through student academic achievement, student progress over prior year performance, strong attendance and graduation rates, and participation and achievement in college and career readiness exams. The Superintendent shall implement requirements for school and district accountability as determined by the Department of Education and Early Development.

Note: The Alaska School Performance Index measures schools by a combination of data: student achievement on SBAs in reading, writing and math; growth in the school's student body in those assessments from the prior year; and attendance. Schools with high school students are also measured by graduation rates; and student performance on college-readiness assessments.
including SAT, ACT, and WorkKeys. ASPI points will result in a Star Rating for a school from 1-5 stars, the higher number representing stronger school performance.

If any district school receives a star rating of one, two, or three stars, the Superintendent or designee shall develop and implement a school improvement plan in accordance with state law. School improvement plans shall be presented to the Board for approval. If the plan is for a school that receives one or two stars, the plan will be submitted to the Department. If the school has been designated as a priority or focus school, the plan will be prepared in consultation with the Department and subject to Department approval.

The Superintendent or designee shall develop and implement a school improvement plan for schools receiving a four or five star rating when necessitated due to failure to meet annual measurable objectives, a decline in the school’s growth and proficiency, a decline in graduation rate, or insufficient participation in standards-based assessments.

The Superintendent or designee shall develop and implement a district improvement plan when required due to the number of one- or two-star schools; the number of students who attend one- or two-star schools; deficiencies in curriculum, assessment practices, instruction, learning environment, professional development, or leadership; or lack of progress by a subgroup towards annual measurable objectives. The District improvement plan shall be approved by the School Board and submitted to the Department.

**School Interventions**

The Superintendent or designee shall implement comprehensive interventions for any school identified as a priority school by the Department. The comprehensive interventions will use turnaround principles that accomplish the following: provide strong leadership; ensure effective teachers; redesign the school calendar to include additional time for student learning and teacher collaboration; improve the instructional program; use student data to inform instruction; establish a school environment that improves safety and discipline; and provide mechanisms for family and community involvement.

Targeted interventions will be implemented to meet the specific needs of schools identified by the Department as focus schools. A plan and timeline to implement the targeted interventions shall be created by the Superintendent or designee. Interventions should consider each of the turnaround principles for priority schools, some or all of which may be appropriate for the school or targeted subgroups. Decisions should be data-driven.

The district will utilize state provided supports in implementing comprehensive or targeted interventions.

**School Success**
The Board believes that all of its schools can be high performing and high progress schools. The district will annually recognize those schools identified as reward schools by the Department.

**Parent Notification**

The Superintendent or designee shall communicate with the parents of children attending schools designated as one- or two-star schools. The information should be in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand. Parents should be promptly advised of:

What the star designation means, and how the school compares in terms of academic achievement to other schools in the district and state;

The reasons for the designation;

Information about how the parents can become involved in addressing the academic issues that led to the designation; and

Any action taken to address the problems that led to the designation, including: an explanation of what the school is doing to address low achievement; an explanation of what the district and Department are doing to help; and a description of interventions being taken by the district.

The information in item 4 above shall also be disseminated to the public. Information provided to parents will be sent through direct means such as mail or email. Communications must respect the privacy of students and their families.

*Legal Reference:*

**ALASKA STATUTE**

14.03.123 School and District Accountability

**ALASKA ADMINISTRATIVE CODE**

4 AAC 06.800 - .899 School and District Accountability

**UNITED STATES CODE**


Revised 3/2016

GALENA CITY SCHOOL DISTRICT

Adopted 04/20/2004

AR 0520

School Accountability/School Improvement
Note: All schools in a district designated at Level 2 or higher by the Department of Education and Early Development are required to develop, issue, and implement a school improvement plan. A school will be designated at Level 2 if it fails to demonstrate adequate yearly progress for two consecutive years. A school improvement plan is required even if the school does not receive Title I funds. The following procedures for development of the plan are consistent with requirements of 4 AAC 06.845, School Improvement Plan, and 4 AAC 06.852, Technical Assistance.

The Superintendent shall designate the individual responsible to oversee development of the school improvement plan. The plan must be developed and provided to the District for approval within 90 days of the school’s notice of designation by the Department.

A. Plan Contents

Prepared in consultation with parents, school staff, and other interested persons, the plan should contain the following components:

1. **Duration.** The plan will cover a two-year period.

2. **Strategies.** The plan will incorporate scientifically-based strategies to strengthen the school’s core academic subjects and address the specific academic issues that lead to the designation.

3. **Policies.** The plan will implement policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all students demonstrate proficiency or better on state assessments by school year 2013-14.

4. **Funding.** The plan will provide for the school’s allocation and spending of at least 10% of the funding allocated to the school under Title I in order to provide the school’s teachers and principal with high-quality professional development that directly addresses the academic performance problem that caused the designation.

5. **Professional Development.** The plan will explain how the high-quality professional development will directly address the academic performance problem that caused the designation.

6. **Annual Objectives.** The plan will establish specific annual measurable objectives for continuous and substantial progress by all students collectively, and each subgroup of students, to ensure that all students demonstrate proficiency or better on state assessments by school year 2013-14.

7. **Parental Notice.** The plan will describe how written notice of the designation will be provided to the parents of each student enrolled in the school. To the extent practicable, the notice should be in a format and in a language that the parents can understand.
8. **Responsible Parties.** The plan will specify the respective responsibilities of the school, the district, and the Department of Education and Early Development in implementing the plan.

9. **Parental Involvement.** The plan will include strategies to promote effective parental involvement in the school.

10. **Extended Day Programs.** As appropriate, the plan will incorporate activities for students before and after school, during the summer, and during any extension of the school year.

11. **Teacher Mentoring.** The plan will incorporate a teacher mentoring program.

12. **Proficiency.** The plan will address what measures the school will take to ensure that students remain proficient in future years. This plan component must be included by those schools which have had proficient students decline from proficiency for any reason other than regression to the mean.

**B. Plan Approval**

Upon completion of the plan by the school, it will be submitted to the District for approval. A peer review process will be utilized to assist with a prompt review of the plan. The plan will be reviewed to determine if any modifications are necessary and to ensure compliance with the requirements of 4 AAC 06.845. Within 45 days of receipt of the school plan, the District must approve the plan for submission to the Department of Education and Early Development.

**C. Plan Implementation**

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

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

Technical assistance must be based on scientifically-based research and may include:

1. assistance in analyzing assessment data and other examples of student work in order to identify and develop solutions to problems in instruction, parental
involvement and professional development, and plan implementation, including district- and school-level responsibilities under the plan.

2. assistance in identifying and implementing professional development and instructional strategies and methods that have proven effective, through scientifically-based research, in addressing the specific instructional issues that caused the school’s designation; and/or

3. assistance in analyzing and revising the school’s budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement and remove the school from its designation.

District Improvement Plan – Development and Contents

Note: A school district designated as Level 2 or higher is required to develop, issue, and implement a district improvement plan. The development of a plan is necessary regardless of whether the District receives federal funding under Title I. However, districts that do receive federal Title I funding may request technical assistance from the Department of Education and Early Development. Other federal law implications for your district that receives Title I funds may be found at 34 C.F.R. 200.47 and 34 C.F.R. 200.49 through 200.51. The progress of each district under an improvement plan will be monitored by DEED. The following plan contents comply with the requirements set forth at 4 AAC 06.850, District improvement plan.

Within ninety (90) days of designation at Level 2 or higher, the District will develop a district improvement plan and submit it to the Department of Education and Early Development for approval.

Prepared in consultation with parents, school staff, and other interested persons, the plan should contain the following components:

1. Duration. The plan will cover a two-year period.

2. Strategies. The plan will incorporate scientifically-based strategies to strengthen the core academic program in the schools served by the District.

3. Improvement Measures. The plan will identify actions that have the greatest likelihood of improving student achievement on the state’s academic performance standards.

4. Professional Development. The plan will address professional development needs of the instructional staff.

5. Goals. The plan will include specific measurable achievement goals and targets for all students collectively and each subgroup of students.

6. Needs Assessment. The plan will address the fundamental teaching and learning needs in the schools of the District, and the specific academic problems
of low-achieving students, including a determination of why the District’s prior plan failed to bring about increased student academic performance.

7. Extended Day Programs. As appropriate, the plan will incorporate activities for students before and after school, during the summer, and during any extension of the school year.

8. Responsible Parties. The plan will specify the respective responsibilities of the District and the Department of Education and Early Development in implementing the plan. The plan should specify any technical assistance to be provided by the Department.

9. Parental Involvement. The plan will include strategies to promote effective parental involvement in the District.

Revised 2/08

GALENA CITY SCHOOL DISTRICT
Adopted 9/1992

BP 0530

C. Discontinuation or Closure of Schools

The Board strives to maintain schools in local communities but recognizes that low student enrollment or other factors may necessitate temporary or permanent closure of a school. Board action to close a school will only occur after written notice to the affected families which will be provided at least 10 days prior to school closure, absent emergency circumstances that do not permit such notice.

Absent emergency circumstances, no school closure will occur until development and approval of a closure plan. The plan must provide for students with disabilities. The plan must address pupil transportation services, if applicable. Additionally, the plan should contain a schedule for providing compensatory services that may be required under state and federal laws for the education of students with disabilities. Finally, the plan will provide for reimbursement to the State of money already paid for the period of closure, unless the school year is extended. If the closure is temporary, the plan will identify steps for reopening the school.

Note: The Department of Education and Early Development must approve all permanent and non-emergency temporary school closures. Permanent school closure plans will be considered approved if the Department does not disapprove the plan within 90 days. 4 AAC 05.090(b). Temporary school closure plans must be submitted to the Department for approval at least ten days before the planned closure. 4 AAC 05.090(c)
The plan will be reviewed and approved by the Board at a public meeting. Following Board approval, the plan will be submitted to the Department of Education and Early Development for approval. The plan will not be executed until Department approval.

**Emergency Closure Days**

The Superintendent may order one or more emergency closure days if conditions exist posing a threat to the health or safety of students, staff, or the community. To the extent practicable, the Superintendent shall consult with the Department of Education and Early Development and with federal and state health and safety agencies. In all cases of emergency closure, the Superintendent shall notify the Board and the Department of Education and Early Development, in writing, within 24 hours.

*Note*: Under 4 AAC 05.090(h), a district may, on a form prescribed by the Department, apply to the Commissioner for approval to substitute an emergency closure day for a day in session or a day used for in-service training. The Commissioner may approve all, none, or some of the days the school was closed as emergency closure days, and require that the district replace the remaining days. In determining whether to approve, deny, or partially approve the request, the Commissioner will consider (1) the extent to which the district implemented a continuation of educational services plan during the closure; (2) the depth and quality of the educational services the district provided to students during the closure; (3) if the district had warning of the pending emergency, the extent to which the district used the warning to prepare for continuation of educational services specific to the pending emergency; (4) the communication with families of students to facilitate delivery of educational services during the emergency; (5) the nature and duration of the emergency; (6) whether teachers and administrators were in on-duty status working to deliver educational services during the emergency; (7) the academic needs of the students in the district; and (8) the public interest.

As soon as practicable after ordering an emergency closure, the Superintendent shall submit a modified calendar to the Department. The calendar will be modified using one or more of the following options:

1. if the original calendar provided for more than 180 days, reduce the number of days in session or days used for in-service training for the school, so the combined number of days in session and days used for in-service training under the modified calendar remains in compliance with state law (AS 14.03.030);

2. designate emergency closure days in place of days in session or days used for in-service training if the emergency closure days have been approved by the Commissioner of Education;

3. designate additional days that the school must be in session to replace school closure days that were not reduced under (1) of this subsection or approved as emergency closure days by the Commissioner.
If a school is temporarily closed for disciplinary or safety reasons, the facility must remain closed for all purposes until the school is reopened.

*Legal Reference:*

**ALASKA STATUTES**
14.03.030 School Term
14.33.120 School Disciplinary and Safety Program

**ALASKA ADMINISTRATIVE CODE**
4 AAC 05.090 Discontinuation or closure of schools

Revised 2/2010

GALENA CITY SCHOOL DISTRICT
Adopted 9/1992
Article 1 – Community Relations

BP 1000

0. Concepts and Roles

The School Board recognizes that the state and local community determine the number of educational programs available and the quality of the educational process in general. Therefore, it is imperative that members of the community work with the School Board and staff in developing sound educational policies, implementing programs, and establishing an effective evaluation process for those programs.

School/community relations cannot merely be described as a process of reporting and interpreting, but rather can be characterized as a partnership in pursuit of excellence. It is a partnership in which community members, educators, and other school personnel perform their respective roles in view of the best interests of the schools and, most importantly, the students.

The administration is responsible for all public communication except for such matters as the Board may wish to deal with publicly itself.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 1020

A. Youth Services

The Board believes that the public schools of this district have the primary responsibility for the formal education of the youth of the district.

Children who come to school with unmet physical, social, and emotional needs are unable to devote themselves to learning. Our future depends upon these children becoming literate, independent, and productive citizens. The Board believes that all aspects of a child’s welfare must become our community’s top priority.

The Board realizes that local schools alone cannot meet our children’s complex individual needs. The Board recognizes that many organizations, while not primarily concerned with education, play a definite role in the education of the youth of the district. The victims of homelessness, exploitation, substance abuse, and child abuse may need multiple services which should be coordinated in order to avoid gaps, duplication, or delay. Schools, local government, businesses, foundations, and charitable organizations all must work together to improve conditions for our community’s youth.
Therefore, it shall be the desire of the Board to establish positive working relationships with other public and private organizations involved in the education process.

Children have a right to have their physical, emotional, and intellectual needs met. The Board supports public policies which respect children by meeting their needs. The Board will advocate for local, state, and national public and private policies, legislation, and programs designed to provide or better coordinate services that help children to make the most of their educational opportunities.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

1. Communication with the Public

The School Board appreciates the importance of community involvement and therefore shall strive to keep the community informed of developments within the school system in timely and understandable ways.

The Superintendent or designee shall use all available means of communication to keep the public aware of the goals, programs, achievements, and needs of our schools. Members of the community shall have opportunities to become involved in the schools and to express their interests and concerns.

(cf. 0420 - School-Based Management/School Advisory Boards)
(cf. 1340 - Access to District Records)
(cf. 5145.6 - Notifications Required by Law) (cf. 9320 - Board Meetings)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

A. Board Meetings

Meetings of the School Board are conducted for the purpose of accomplishing district business. As a matter of district policy and state law, meetings shall ordinarily be open to the public. The Board may conduct closed meeting sessions to discuss certain matters which are confidential.

(cf. 9321 - Closed Meetings)
The Board encourages community involvement in the schools as an essential element of effective schools. The Board and administration shall actively seek the input of parents/guardians and interested community members on Board agenda items.

Board meetings shall be conducted in accordance with applicable laws and with Board Bylaws adopted by the Board to govern its actions and the actions of individual Board members.

(cf. 9320 - Meetings)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)
(cf. 9323.2 - Actions by Board)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

B. Responsibility of the Board

The responsibility of the Board is the management and control of the districts’ schools. The Board’s prime functions are the formulation of policies and the judgment of results. Its ultimate goal is the maintenance and upgrading of the educational standards and facilities so that the best possible education will be available to the children of the community.

(cf. 9300 - Governance)

The local school district has been created as a unit of state government. The Board is, therefore, responsible to the local community and to the state government. The Board may take a public position on legislation which will directly affect the education program within the community.

Members of the Board individually will refer compliments, suggestions, and constructive criticism about operational matters directly to the Superintendent or designee for appropriate consideration and action. Comments affecting policy will be routed through regular channels to the Board meeting agenda for consideration by the Board as a whole.

(cf. 1312 - Public Complaints Concerning the Schools)
(cf. 9000 - Role of the Board and Members)
(cf. 9010 - Public Statements)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
2. Participation by the Public

Note: Pursuant to AS 14.08.074, regional school boards may adopt a resolution that an advisory question relating to education be placed on the board’s next election ballot. The resolution must be filed with the division of elections on or before the first Friday in August of the year in which the advisory question is to be placed on the ballot. The advisory question may consist of no more than 100 words and must be worded in a manner that allows the advisory question to be answered with a “yes” to favor the question or “no” to oppose the question.

Board members recognize the need to seek ideas and opinions from the residents of the district and to incorporate community views into the deliberations and decisions of the Board. In furthering this goal, the Board may adopt a resolution that an advisory question relating to education be placed on the next election ballot. The Board, staff, students, and members of the community are encouraged to provide input in the formulation of advisory questions.

Legal Reference:
ALASKA STATUTES
14.08.074 Elections; advisory votes

Added 9/1997
B. Citizen Advisory Committees

The School Board recognizes that citizen advisory committees enable both citizens and educators to better understand the attitudes and opinions held in the school and community.

As the need arises, the Board may establish citizen advisory committees to consider school problems, needs, and issues. Advisory committees shall serve in a strictly advisory capacity and shall not act as policy-making bodies.

(cf. 0420 - School-Based Management/Site Councils)

Committee members shall represent a cross-section of qualified people throughout the district, except in those cases where a committee is established to address the needs of a particular segment of the school community. With Board approval, the Superintendent or designee may appoint committee members.

Note: AS 14.14.300 allows the appointment of persons 17-21 years of age to any advisory committee if recommended by a district committee on the involvement of young people in school governance established pursuant to AS 14.14.250.

When committees are appointed, committee members shall receive a written statement including, but not limited to:

1. The committee members’ names.

2. The specific charges of the committee, including its topic(s) for study or well-defined area(s) of activity.

3. The specific period of time that the committee is expected to serve.
4. Legal requirements regarding meeting conduct and public notifications.

5. Resources available to help the committee complete its tasks.

6. Timelines for progress reports and/or final reports.

7. Relevant Board policies and administrative regulations.

8. The procedure to be used in the selection of the committee chairperson and other committee officers.

Citizen advisory committees established by Board action shall provide public notice of their meetings and conduct such meetings in accordance with the state open meetings laws for such committees. All major conclusions and recommendations made by advisory committees shall be made available to the public in writing.

(cf. 9130 - Board Committees)

**Administrative Advisory Committees**

The Superintendent or designee may establish citizen advisory committees to advise the administration.

The Superintendent or designee shall inform the Board when such committees are established and shall describe their charges, size, term of office, and membership. The Superintendent or designee shall inform the Board of the persons appointed to such committees and any changes in committee membership or charge.

The Superintendent or designee shall provide the Board with a final report of each committee’s accomplishments and shall provide summary reports and appraisals of administrative advisory committees as requested by the Board.

(cf. 2230 - Representative and Deliberative Groups)

**Expense, Travel, Reimbursement**

The Board may allocate funds for the use of advisory committees. Within budget allocations, the Superintendent or designee may approve requests for travel associated with the charge of the committee and reimburse committee members for expenses at the same rates and under the same conditions as those provided for district employees.

(cf. 4133/4233 - Travel; Reimbursement)

Legal Reference:

ALASKA STATUTES
C. School-Connected Organizations (includes parent/booster clubs)

The School Board recognizes that parents/guardians may wish to organize clubs for the purpose of supporting the educational program and/or extracurricular programs such as athletic teams, debate teams, and musical groups. The Board supports such activities and welcomes parental interest and participation. Parent/guardian clubs shall be especially careful not to seek advantages for the activities they support if those advantages might be detrimental to the entire school program.

The Board recognizes that these organizations are independent of the school or district. In order to protect the district and students, the Superintendent or designee shall establish appropriate controls for the relationship between such organizations and the district. Groups desiring to be recognized as school-connected organizations shall request authorization from the Board in accordance with conditions established in administrative regulations.

(cf. 1321 - Solicitation of Funds)
(cf. 3290 - Gifts, Grants, and Bequests)

School-Connected Organizations (includes parent/booster clubs)

Requests for recognition as a school-connected organization shall contain:

1. The name of the organization.

2. The date of application.

3. Membership quotas or qualifications.

4. The names, addresses, and phone numbers of all officers.
5. A brief description of the organization’s purpose.

6. A list of specific annual objectives.

7. The name of the bank where the group’s account will be located and the names of those authorized to withdraw funds.

8. The signature of a site administrator who supports the request for authorization.

9. Desired use for any money remaining at the end of the year if the organization is not continued or authorized to continue in the future.

10. Evidence of liability insurance.

(cf. 1330 - Use of School Facilities)

Authorizations shall be automatically renewed each year. The Superintendent or designee may recommend that authorizations be revoked by the Board if considered necessary.

Any program, fund-raiser, or other activity sponsored by parent/guardian clubs shall be authorized and conducted according to Board policy, administrative regulations, and school rules. Announcements of events and related parent/guardian permission slips shall clearly indicate that the activity or event is sponsored by the parent/guardian organization, not by the school or district.

(cf. 1325 - Advertising and Promotions)
(cf. 3541.1 - Transportation: School-Related Trips)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 1250

D. Volunteer Assistance

The wealth of experience available in the community is a resource that should be used in appropriate ways to enrich the educational program and strengthen our schools’ relationships with homes, businesses, public agencies, and private institutions. By their presence, volunteers also can make school environments safer and more closely supervised. The School Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with our students.
The Superintendent or designee may authorize the use of volunteers. The Superintendent or designee shall establish regulations to protect the safety of both students and volunteers. School staff shall inform their supervisor in writing prior to granting a volunteer access to students. Notification shall include date, time, and purpose of visit.

Like employees and students, volunteers shall act in accordance with district policies and regulations.

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

Revised 9/16/2015

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 1260

E. Visits to the Schools

The School Board encourages parents/guardians and interested members of the community to visit the schools and view the educational program. The Superintendent or designee shall invite parents/guardians and the community to open house activities and other special events.

(cf. 1110 - Media Relations)

The Superintendent or designee shall establish procedures to facilitate visits during regular school days and register all visitors at the school office when entering school grounds.

(cf. 0411 – Service Animals)

The Board recognizes the staff time and commitment required by school visits and encourages the staff to accommodate as many requests for visits as possible. To ensure minimum interruption of the instructional program, visits during school hours should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be set with the teacher during noninstructional time.

(cf. 3515 - School Safety and Security)
(cf. 3515.2 - Intruders on Campus)

Revised 2/2011

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
3. Public Activities Involving Staff, Students or School Facilities

A. Relations between Public and the Schools

1. Public Complaints Concerning the Schools

   Note: Pursuant to 4 AAC 52.500, any person may file a complaint with the Department of Education alleging a violation of state regulations governing education for exceptional children.

   The School Board believes that the quality of the educational program can improve when the district listens to complaints, considers differences of opinion, and resolves disagreements through an established, objective process.

   The School Board encourages complainants to resolve problems early and informally whenever possible. If a problem remains unresolved, the individual should submit a formal complaint as early as possible in accordance with appropriate district procedures. District procedures shall be readily accessible to the public.

   Individual Board members do not have authority to resolve complaints. If approached directly with a complaint, however, Board members should listen to the complaint and show their concern by referring the complaint to the Superintendent or designee so that the problem may receive proper consideration.

   (cf. 1312.1 – Public Complaints Concerning School Personnel)
   (cf. 1312.2 – Public Complaints Concerning Instructional Materials)
   (cf. 1312.3 – Public Complaints Concerning Discrimination)

   Note: Pursuant to 4 AAC 52.500, any person may file a complaint with the Department of Education alleging a violation of state regulations governing education for exceptional children.

   Legal Reference:
   ALASKA STATUTES
   14.18.100 Remedies (Sex or Race Discrimination)

   ALASKA ADMINISTRATIVE CODE
a. Public Complaints Concerning the School Personnel

The School Board places trust in its employees and desires to support their actions in such manner that employees are freed from unwarranted, spiteful, or negative criticism and complaints. The Superintendent or designee shall develop procedures that will permit the public to lodge criticism against staff members, assure full consideration, and protect the rights of the staff members and the district. Verbal complaints against an employee initially made to a Board member or at a Board meeting will be referred to the Superintendent or designee for appropriate consideration and action.

(cf. 1250 - Visits to the School)
(cf. 1312 - Public Complaints Concerning the Schools)
(cf. 4112.6 - Personnel Records)
(cf. 9323 - Meeting Conduct)

When public complaints involve accusations of child abuse, the provisions of this policy and regulation shall be implemented only after the child abuse reporting requirements specified in law have been fulfilled.

(cf. 5141.4 - Child Abuse and Neglect (Reporting Procedures))

Legal Reference:
ALASKA STATUTES
44.62.310 Agency meetings public
1. In order to promote fair and constructive communication, the following procedures shall govern the resolution of complaints. Every effort should be made to resolve a complaint at the earliest possible state. Complaints concerning school personnel should be made directly by the complainant to the person against whom the complaint is lodged. Parents/guardians are encouraged to attempt to orally resolve concerns with the staff member personally.

2. All written complaints regarding district personnel other than administrators shall be initially filed with the principal or immediate supervisor. If the complaint regards a principal or central office administrator, the written complaint shall be initially filed with the Superintendent or designee. If the written complaint concerns the Superintendent or designee, it shall be initially filed with the Board. If the complaint is also against the district, the principal or designee shall provide a copy of the complaint to the district compliance officer so that appropriate procedures may be followed.

3. If the complaint cannot be resolved informally by the persons involved, the complainant may submit the complaint in writing to the school principal or immediate supervisor. When necessary, the district shall assist in the preparation of the written complaint so as to meet the requirement of this regulation. The administrative staff shall inform the complainant that such assistance is available if he/she is unable to prepare the written complaint without help. A written complaint must include the name of each employee involved and a brief but specific summary of the complaint and the facts surrounding it. It must also include a specific description of a prior attempt to discuss the complaint with the employee involved and the failure to resolve the matter.

4. The principal or immediate supervisor shall investigate and attempt to resolve the complaint to the satisfaction of the person(s) involved. If the complaint is resolved, the principal will so advise all concerned parties, including the Superintendent or designee.

5. If the complaint remains unresolved after review by the principal or the immediate supervisor, the principal shall refer the written complaint, together with a report and analysis of the situation, to the Superintendent or designee. Complainants should consider and accept the Superintendent or designee’s decision as final.

   However, the complainant, the employee, or the Superintendent or designee may ask to address the School Board regarding the complaint.
6. Except when a complaint is directed against the Superintendent, no party to a complaint may address the Board, either in closed or open session, unless the Board has received the Superintendent’s or designee's written report concerning the complaint.

7. Complaints before the Board concerning an employee that may tend to be prejudicial to the employee’s reputation or character shall be addressed in executive session of the Board. All parties to a complaint, including the school administration, may be asked to attend a Board meeting or part of such meeting for the purpose of presenting all available evidence and allowing every opportunity for explaining and clarifying the issue. The decision of the Board following the hearing shall be final.

(cf. 9321 - Executive Sessions)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 1312.2

b. Public Complaints Concerning Instructional Materials

The School Board takes great care in the adoption of instructional materials and is aware that all adopted materials may not be acceptable to all students, their parents/guardians, or other district residents.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

The Superintendent or designee shall establish procedures which will permit proper consideration of any complaints against the use of any instructional materials, including textbooks, supplementary textbooks, library books, and other instructional materials and equipment.

(cf. 1312.3 - Public Complaint Concerning Discrimination)

The Board believes the Superintendent and staff are well qualified to consider complaints concerning instructional materials. Complainants are advised to consider and accept the Superintendent or designee’s decision as final. However, if the complainant finds the decision of the Superintendent or designee unsatisfactory, he/she may request that the matter be placed on the agenda of a regular Board meeting.

The Board’s decision in any such case will be based on educational suitability and will not be influenced by a desire to suppress information or deny students access to ideas with which the Board disagrees.
Public Complaints Concerning Instructional Materials

Complaints concerning instructional materials will be accepted only from staff, district residents, or the parents/guardians of children enrolled in a district school.

Complaints must be presented in writing to the principal on the appropriate district form. Complaints regarding printed material must specify the precise nature of the objection. The statement must be signed and identified in such a way that a proper reply will be possible.

Individual students may be excused from using challenged materials after the parent/guardian has presented a written complaint. The teacher will then assign the student alternate materials of equal merit. Use of the materials by a class, school, or the district, however, shall not be restricted until so directed by the Superintendent or designee.

Upon receiving a complaint, the principal will acknowledge its receipt and answer any questions regarding procedure. The principal will then notify the Superintendent or designee and the teacher(s) involved. The Superintendent or designee will determine whether the complaint should be considered on an individual basis or whether a review committee should be convened.

The use of challenged materials by class, school, or district shall not be restricted until final disposition has been made by the district.

A review committee may be formed under the direction of the Superintendent or designee. It shall be composed of five or more staff members selected by the Superintendent or designee from relevant administrative and instructional areas.

In deliberating challenged materials, the review committee shall consider the educational philosophy of the district; the professional opinions of other teachers of the subject and of other competent authorities; reviews
of the materials by reputable bodies; the teacher’s stated objectives in using the materials; and the objections of the complainant.

The review committee shall determine the extent to which the challenged material supports the curriculum, the educational appropriateness of the material, and its suitability for the age level of the student.

Within 30 days of being convened, the review committee shall summarize its findings in a written report and submit it to the Superintendent or designee for final action. The Superintendent or designee shall notify the complainant of his/her decision no later than 60 days after the complaint was filed.

The report of the review committee together with the Superintendent or designee’s recommendation may be brought to the School Board for consideration and final decision.

When any challenged instructional material is reviewed by the district, it shall not be subject to any additional reconsideration for 12 months.

**State-Adopted Material**

If the challenged material has been adopted by the State Board of Education, the Superintendent or designee may forward the complaint, without action, to the Department of Education for reevaluation and decision.

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**GALENA CITY SCHOOL DISTRICT**

**Adopted 12/13/1995**

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**E 1312.2**

**Citizen’s Request for Reconsideration of Instructional Materials**

Date:

TITLE:

AUTHOR:

PUBLISHER:

DATE OF EDITION:

Request received by:
Title:

Citizen’s name:

Phone:

Citizen represents

Himself/herself

Organization or group

1. To what do you object? (Please be specific and include page number, web address, video frame, etc. for referencing.)

2. What do you feel would be the result of reading/viewing this material?

3. For what age group would you recommend this material?

4. Did you read/view the entire selection?

5. If not, what percentage did you read/view, or what parts?

6. Is there anything good about this material?

7. What would you like the school to do about this material?
   ____________ Do not assign it to my child.
   ____________ Withdraw it from all students.
   ____________ Reevaluate it.

8. Are you aware of how this work has been assessed by literary critics?

9. What do you believe is the thesis of this work?

10. In its place, what work would you recommend?

Signature of Citizen

Date:
c. Public Complaints Concerning Discrimination

The School Board recognizes that the district has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The Superintendent or designee shall establish procedures to investigate and seek to resolve complaints alleging unlawful discrimination related to educational programs and activities.

The Board acknowledges and respects student and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights.

(cf. 1340 - Access to District Records)
(cf. 4112.6 - Personnel Records)
(cf. 5125 - Student Records)

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1213.1 - Complaints Concerning School Personnel)
(cf. 1213.2 - Complaints Concerning Instructional Materials)
(cf. 5141.4 - Child Abuse and Neglect (Reporting Procedures)

Compliance Responsibility

The School Board designates the following individual as the district’s compliance officer responsible for receiving and investigating complaints concerning unlawful discrimination in district programs and activities.

Superintendent
(title or position)

P.O. Box 299, Galena, AK 99741
(address)

(907) 656-1205
The compliance officer shall notify all parties involved when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made. The compliance officer shall maintain a record of each complaint and when it was received, attempts to resolve the complaint, including a record of any hearings, and the district’s written decision regarding the complaint. The compliance officer shall ensure that a final decision regarding any complaint of unlawful sex or race discrimination is reached within 60 days of receipt of the complaint.

**Filing of Complaint**

Any district resident may file a written complaint of alleged noncompliance with the district compliance officer. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, district staff shall assist him/her to file the complaint.

**Investigation of Complaint**

The compliance officer shall hold an investigative meeting within five days of receiving the complaint or attempting to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative and the district's representatives to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other’s witnesses.

To ensure that all pertinent facts are made available, the compliance officer and the complainant may ask other individuals to attend this meeting and provide additional information.

**Written Decision**

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district’s investigation and decision, including:

1. The findings and disposition of the complaint, including corrective actions, if any.
2. The rationale for the above disposition.
3. Notice of the complainant’s right to appeal the decision and procedures to be following for initiating such an appeal.
Appeal to the Board

Within five days of receiving the district’s written decision, the complainant may appeal the compliance officer’s decision to the School Board. The Board shall consider the matter at its next regular Board meeting or at a special Board meeting convened in order to provide a Board hearing and written district decision within 60 days of the district’s initial receipt of the complaint or within an extended time period that has been specified in a written agreement with the complainant.

State or Federal Appeal

If dissatisfied with the resolution of a complaint alleging unlawful sex or race discrimination, the complainant may file an appeal with the Commissioner of Education within 180 days of the alleged violation. (4 AAC 06.560)

If dissatisfied with the resolution of a complaint regarding a Chapter I program, the complainant may request its review by the U.S. Secretary of Education. (34 Code of Federal Regulations, 200.74)

Note: At 4 AAC 06.888, the Department of Education and Early Development requires that complaints alleging that a district has violated the law in administering programs under the Elementary and Secondary Education Act (ESEA) be first submitted to the district for resolution. States are required to have a process for the receipt and resolution of complaints alleging violations in the administration of federal programs. 20 USC 7844.

The School Board expects that federal programs provided for in the Elementary and Secondary Education Act (ESEA) will be properly administered in the district to support and improve the quality of the educational program. The district will review and resolve complaints alleging violations of the law in administering education programs required by the ESEA.

The School Board encourages complainants to resolve problems early and informally whenever possible. If a problem remains unresolved, the individual should submit a written complaint as early as possible in accordance with appropriate district procedures. District procedures shall be readily accessible to the public.

(cf. 1312.1 – Public Complaints Concerning School Personnel)
(cf. 1312.2 – Public Complaints Concerning Instructional Materials)
(cf. 1312.3 – Public Complaints Concerning Discrimination)

Legal Reference:
Public Complaints Concerning Elementary and Secondary Education ACT Programs.

Note: The following process for reviewing and resolving complaints under the ESEA is modeled after the Department of Education and Early Development's own complaint process set forth at 4 AAC 06.888

Informal Review of Complaints

The following procedures will govern the receipt and resolution of complaints.

Filing a Complaint

Any district resident may file a written complaint alleging that the district has failed to comply with the requirements of the Elementary and Secondary Education Act as set forth at 20 USC 6301-7941; or with school and district accountability requirements set forth at AS 14.03.123 and 4 AAC 06.800-899. The complaint must be submitted to the Superintendent.

In order to be reviewed, the complaint must include the following:

A statement describing the provision of law that the school or district has allegedly violated;
A statement of the facts supporting the alleged violation;
The name and address of the complainant; and
A description and documentation of prior efforts to resolve the concern informally.
If a complainant is unable to put a complaint in writing due to a disability, or reading or language barriers, district staff shall assist him/her to file the complaint.

**Investigation of Complaint**

Within five business days after receiving the complaint, the Superintendent will assign an investigator to conduct an informal review of the complaint. The investigator will be an employee of the district, may not have taken part in the action that is the subject of the complaint, and may not have a personal or financial interest in the subject matter of the complaint.

The investigator may conduct interviews of the complainant and district employees, and may request information and documents necessary to complete a review of the complaint. The complainant and district employees are expected to fully cooperate with the investigation.

**Written Recommendation**

Within 60 days after the date the complaint was assigned to the investigator, the investigator shall submit to the Superintendent and the complainant, a written recommendation setting forth one of the following determinations:

- The complainant did not provide complete information for the investigator to review and therefore the Superintendent need not respond to the complaint. This finding does not bar the Superintendent from taking additional action based on the information already received; nor does it preclude the complainant from submitting a new complaint with the additional information, or from pursuing remedies available under state or federal law.

- The complainant’s allegations, even if true, do not establish a violation of 20 USC 6301-7941, AS 14.03.123, or 4 AAC 06.800-899 and therefore the Superintendent need not respond to the complaint. This finding does not bar the Superintendent from rejecting the investigator’s recommendation and taking additional action; nor does it bar the complainant from pursuing remedies available under state or federal law.

- A violation of 20 USC 6301-7941, AS 14.03.123, or 4 AAC 06.800-899 is likely to have occurred, based on information available to the investigator, and that the Superintendent should take action to correct or stop the violation. This finding does not bar the Superintendent from rejecting or declining to act upon the investigator’s recommendation; nor does it bar
the complainant from pursuing remedies available under state or federal law.

The written recommendation will also advise the complainant of his or her right to file a complaint with the Department of Education and Early Development under the procedures set forth at 4 AAC 06.888.

No Reprisals

Neither the complainant, the investigator, nor any other individual cooperating in the investigation shall be subject to retaliation or reprisals. An employee who engages in retaliation is subject to disciplinary action, up to and including termination.

GALENA CITY SCHOOL DISTRICT
Adopted 3/15/2016

BP 1313

2. Willful Disruption of the School

The School Board recognizes that parents, legal guardians, and other adults may misunderstand or disagree with the policies of the District or the actions of its employees. The Board expects the staff and administration to respond to such concerns in a polite and professional manner. The Board also expects that parents and other adults will conduct themselves in an appropriate manner in their efforts to pursue such matters, including use of the district’s complaint procedures.

In resolving such concerns, a safe and orderly learning environment in which teachers can teach and students can learn must be maintained. The School Board does not condone having its employees subject to name calling, defamation of character, threats, or coercion of any kind. Adults who violate these standards of conduct shall be instructed to conduct themselves in a proper manner or to leave school district property. Should an individual refuse to follow these instructions in a prompt and orderly manner, the Superintendent, principal, or designee is authorized to call law enforcement agencies for assistance to have the individual removed and charges may be filed for willful disruption of the school. Other charges which are applicable may also be filed at the discretion of the administrator.

(cf. 1260 - Visits to the Schools)
(cf. 3515 - School Safety and Security)
(cf. 3515.2 - Intruders on Campus)
B. Relations between Public and Students

1. Solicitation of Funds from and by Students

The School Board recognizes that participation in fund-raising for worthwhile purposes can help students develop a sense of social responsibility and promote a sense of belonging.

(cf. 1320 - Relations Between the Public and Students)

When approved in advance by the Board, funds may be solicited or materials distributed for those nonprofit, nonpartisan charitable organizations that are properly chartered or licensed by state or federal law.

With the approval of the Superintendent or designee, school-related organizations may organize fund-raising events involving students. The Superintendent or designee shall inform parents/guardians of the purpose of fund-raisers sponsored by schools or school groups.

(cf. 3452 - Student Activity Funds)
(cf. 1230 - School-Connected Organizations)
(cf. 3290 - Gifts, Grants, and Bequests)

Whether solicitations are made on behalf of the school or on behalf of a charitable organization, the Board particularly desires that no person be made to feel uncomfortable or pressured to provide funds. Staff is expected to emphasize the fact that donations are always voluntary.
The Superintendent or designee may limit fund-raising activities in order to prevent interference with the instructional program or to protect students from dangerous or unsafe situations.

Revised 9/97

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 1321

Solicitation of Funds from and by Students

If a fundraising event involves a contract with a commercial vendor, the contract shall be approved by the Superintendent or designee. The sponsor of fund raisers involving students shall be identified in all solicitations.

Instructional Safeguards

The principal or designee shall limit fund-raising activities to appropriate time periods. The principal or designee shall ensure that parents/guardians are informed about school fund-raising activities. Individual awards or other incentives which identify donors/participants shall not be used. No student shall be required to raise a specified amount of money in order to participate in an activity sponsored by a school-related organization.

Students making solicitations on behalf of the school or for school-related projects are expected to be courteous and respectful towards all individuals and businesses, whatever the outcome of the solicitation may be.

Student Safety

Students shall comply with all school safety rules.

Revised 9/16/15

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 1322

2. Public Performance by Students
The School Board recognizes that educational and personal value accrues from student participation in civic and community affairs. The Superintendent or designee may authorize public performances by students when they contribute to the educational process and are consistent with Board policies and administrative regulations.

(cf. 0100 - Philosophy)
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1321 - Soliciting Funds from and by Students)
(cf. 1325 - Advertising and Promotion)
(cf. 1330 - Use of School Facilities)
(cf. 6115 - Ceremonies and Observances)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6145 - Extracurricular and Co-curricular Activities)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

Public Performances by Students

The principal or designee shall ensure that public performances by students comply with related Board policies and administrative regulations. Students may, with the permission of the principal, participate in public events which:

1. Are sponsored by the schools or district or school-connected organizations in behalf of the schools.

2. Are organized by non-profit organizations for worthwhile purposes, such as promoting educational, recreational, or character-building activities, cultural awareness, public safety, or charitable fund-raising.

3. Are public events of community, district, state, or national interest of sufficient breadth to enlist general sympathy and cooperation or in recognition of special days of observance.

School groups may not participate in events that fall into any of the following classifications:

1. Events that are for the purpose of private gain or for the advertising of commercial projects or products.

2. Events that are primarily for the furtherance of any politically-partisan interest.

3. Events that are primarily for the furtherance of any sectarian concern.
4. Events that cause an undue amount of interference with the regular school program or that cause an excessive amount of absence due to rehearsal or preparation.

Educational events in which the schools serve as hosts or co-sponsors shall have priority in scheduling appearances. The principal or designee shall make appropriate instructional arrangements related to scheduling student performances and to providing make-up opportunities for student absences.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

3. Advertising and Promotion

Public Information

The School Board desires to cooperate in publicizing community services, special events, and public meetings of interest to students and parents/guardians. The Superintendent or designee may approve the publicity of public events or distribution of promotional materials which extend cultural, recreational, artistic, or educational opportunities to the community and which do not promote any particular commercial interest.

(cf. 0100 - Purpose)
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 5145.2 - Freedom of Speech/Expression: Publications Code)
(cf. 6145.5 - Student Organizations and Equal Access)
(cf. 6162.8 - Research)

Paid Advertisements

Advertising copy may be solicited to the extent that this process furthers the educational well-being of the students involved and does not interfere with school-community relations.

The district shall not accept advertising copy which:

1. Is obscene, libelous, or slanderous, or which incites students to commit unlawful acts, violate school rules, or disrupt the school’s orderly operation.
2. Attacks or denigrates any group on account of sex, race, color, religion, ancestry, national origin, handicap, or disadvantage.

3. Promotes the use or sale of materials or services which are illegal or inconsistent with school objectives. Ads for tobacco, intoxicants, and X-rated movies or products shall not be used.

Revised 01/09

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 1325

Advertising and Promotion

The principal or designee shall review advertising and promotional material to be distributed through the schools to ensure that it complies with the provisions of Board policy and administrative regulations prior to approving the dissemination of such information. Authorized material/information may be disseminated through school-sponsored publications or by students on a voluntary basis.

All advertising and promotional information distributed through the schools shall identify the name and contact location of the sponsoring group. All surveys or questionnaires requiring student or parent/guardian response must have prior approval of the Superintendent or designee.

District services and activities involving commercial products will not include the distribution of unsolicited merchandise for which an ensuing payment is requested.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 1330

C. Use of School Facilities

Note: AS 14.03.100 authorizes boards to grant the use of school facilities for lawful gatherings and assemblies and mandates that boards adopt written bylaws to ensure reasonable and impartial use of school facilities. If challenged, the district should be prepared to legally defend the reasonableness of its rules. The following sample policy may be revised to reflect local philosophy and needs. The district should be able to provide supporting rationale for its policy/regulations; that is, the policy/regulations must be deemed to be “reasonable.”
Note: Under the No Child Left Behind Act of 2001, districts that make their premises and facilities available for use by youth and community groups must apply that policy equitably to all groups, including the Boy Scouts or other affiliated groups. Specifically, schools are prohibited from denying equal access to school facilities to the Boy Scouts or any other youth group “for reasons based on membership or leadership criteria or oath of allegiance to God and country.”

The Board believes that the schools belong to the citizens of the community and that community use of the school facilities fosters understanding and support for school programs. The Board shall make school facilities and grounds available to citizens and community groups for lawful gatherings and assemblies to the extent that such use serves the interests of the citizens and does not conflict with school or district purposes. The Superintendent or designee shall establish administrative regulations governing the reasonable and impartial use of school facilities and grounds by community members or groups.

(cf. 0100 - Philosophy)
(cf. 0430 - Community School Program)
(cf. 6145.5 - Organizations/Associations)

Legal Reference:
ALASKA STATUTES
04.16.080 Sales or consumption at school events
14.03.100 Use of school facilities

ALASKA ADMINISTRATIVE CODE
4 AAC 32.0100-32.030 Community schools

Elementary and Secondary Education Act, 20 U.S.C. § 7905, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Revised 6/2019

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 1330

Use of School Facilities

School Facilities

The primary function of school buildings is for the education of our students. Community use of a school building is based on the understanding that such use can occur if it does not interfere with the educational program. Facility use must preserve district physical resources and supplies for student educational programs. To this end the following regulations are adopted concerning community use of school and IDEA facilities.
Application

Application shall be made in the principal’s/administrator’s office. Required fees shall be paid in advance and a responsible citizen must agree (by signing a form provided for this purpose) to be personally responsible for any damage to the property and for strict observance of all rules. A damage and cleaning deposit fee of $100.00 will be paid prior to the use of the facility. Any amount for cleaning or damages will be deducted before any refunds will be given. The Superintendent or their designee may waive or modify any facilities use fees if deemed a benefit for the District.

Who May Use Facilities

Local organizations are permitted to use school and IDEA facilities for meetings of an educational, patriotic, philanthropic, civic, or musical nature when such meeting promotes the public welfare and does not conflict with school activities. School and IDEA buildings will be open for use of religious and political organizations provided they obtain special permission from the appropriate administrator to use the facilities.

An employer/employee relationship shall not be created between the District and any person or organization that uses District facilities.

Fees

The following are the rental fees for each facility:

<table>
<thead>
<tr>
<th>Facility</th>
<th>Non-Profit</th>
<th>Private Individual</th>
<th>Commercial/Govmnt</th>
<th>Religious Group</th>
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<tr>
<td>Gymnasium</td>
<td>Weekday $30.00</td>
<td>Weekday $30.00</td>
<td>Weekday $150.00</td>
<td>Weekday $30.00</td>
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<tr>
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<td>Weekend $60.00</td>
<td>Weekend $250.00</td>
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<td>Aviation Hangar</td>
<td>$150.00 per day</td>
<td></td>
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</tr>
</tbody>
</table>

Terms

1. It is hereby agreed that the user(s) will assume all the responsibility for the rented facility.
2. It is also agreed that the user(s) will provide sufficient supervision, as needed, at the user’s expense to ensure good order. Good order shall mean protection of property, observance of all regulations, and an absence of people wandering into parts of the building other than those contracted.

3. In programs and contests where the public is present, the user(s) shall be responsible for conduct and damage.

4. There will be no alcoholic beverages, use of marijuana, tobacco products, illegal drugs, or other illegal use of controlled substances on school premises.

5. Facilities and/or equipment may be used only under the direct management of persons qualified to use and care for them.

6. Be it further understood that the Galena City School District does not assume any financial responsibility for injury or accident, lawsuit, etc., that may occur during the user’s tenure of grounds or facilities.

7. In accepting a facilities use permit, the permit holder agrees to defend, indemnify, and hold harmless the School District from any and all damage or claims or suit arising from the action of the permit holder, his/her/its employees, or patrons.

8. Keys are not given to a non-school representative of any group.

9. Each group is to use its own equipment when possible and not that of the school unless special arrangements are made in advance with the building principal/administrator.

10. The facilities use permit does not authorize the use or operation of any school or district equipment other than that stipulated on the permit.

11. No school equipment or property shall be removed from the school premises.

12. The facilities use permit holder will not discriminate nor deny access to the activity because of race, religion, sex, disability, marital status, change in marital status, national origin, color, age, pregnancy, or parenthood.

13. A facilities use permit may be canceled if a facility is required for school use. A permit may also be canceled due to emergencies, such as fires, earthquakes, floods, or abnormal weather conditions.

14. Facilities use permits are limited to the specified room or rooms, during the hours and days specified. For after hours events, facilities will be opened at the time scheduled for the activity to begin and closed at the time scheduled for its conclusion.
15. The use of District facilities shall not create an employer/employee relationship between the District and the permittee.

Revised 6/2019

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

E 1330

GCSD Facilities Use Permit Request Form

Today’s Date: __________ Facility Use Date(s)/Time(s): __________________________

Facility Area Requested: ______________________________________________________

Purpose: ___________________________________________________________________

____________________________________________________________________________

Equipment Needed (if any): _____________________________________________________

Person or Organization Requesting Use:

____________________________________________________________________________

Contact Person: ____________________________ Phone: ____________________________

Please read all of the terms for renting Galena City School District facilities. I agree to comply with Galena City School District BP/AR 1330 at all times during the use of District facilities. The principal/administrator reserves the authority to deny use of the facilities to any group for cause.

On the behalf of _____________________________________________________________ (Person/Organization), I assume full responsibility for the activities conducted in the school and shall indemnify, save harmless, and defend the Galena City School District, its officers, agents, and employees from liability of any kind, including costs and expenses, for or on account of any and all suits or damages of any nature, sustained by any person or property, by virtue of our use of the school or IDEA facilities on __________________________________________________________. Date(s)

____________________________________________________________________________

Signature Date

Person/Organization: ____________________________ Date Paid: ____________________________
D. Access to District Records

Note: AS 40.25.120 sets forth the right of the public to access public records. There is strong public policy favoring inspection of public records and any exceptions to disclosure based on need should be construed narrowly.

The School Board recognizes that state policy provides broad public access to district records. Public access shall not be given to records exempt from public disclosure by state or federal law or by the Board based on the need of the district to maintain confidential information.

(cf. 3580 - District Records)
(cf. 4112.6/4212.6/4312.6 - Personnel Records)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential Information)
(cf. 5125 - Student Records: Confidentiality)
(cf. 9011 - Disclosure of Confidential Information)
(cf. 9321 - Closed Sessions)

Note: AS 14.14.090, in addition to other duties, provides that the Board shall keep records and files open to public inspection at the district office during reasonable business hours.

Any person shall have reasonable access, during regular business hours, to the public records of the schools and district. The Superintendent or designee shall establish regulations to authorize and facilitate public access to district records in accordance with law, to protect the security of district records, and to prevent interference with regular district operations.

The district may charge for copies of public records or other materials requested by individuals or groups. The charge, based on actual costs of duplication, shall be determined by the Superintendent or designee.

Legal Reference:
ALASKA STATUTES
Access to District Records

Note: AS 40.25.120 requires the district to furnish proper and reasonable facilities for the review of district records, subject to rules and regulations to protect district records and prevent interference with district operations.

Any person may have access to and receive a copy of any identifiable public record. Requests for district records shall be submitted to the Superintendent or designee. District records shall be examined in the presence of the staff member regularly responsible for their maintenance and security or his/her designee.

Public records include any writings and records except:

1. records of vital statistics and adoption proceedings which shall be treated in the manner required by AS 18.50. (AS 40.25.120)

2. records pertaining to juveniles. (AS 40.25.120)

3. medical and related public health records. (AS 40.25.120)

4. records required to be kept confidential by a federal law or regulation or by state law, including but not limited to: (AS 40.25.120)

(a) Personnel evaluation records (4 AAC 19.040).

Note: Although AS 14.20.149 and 4 ACC 19.040 exempts personnel evaluation records from public disclosure, superintendent and high level administrative evaluations may be public records in light of the Supreme Court
(b) Education records of students containing personally identifiable information.

(c) Records regarding ongoing negotiations on a pending collective bargaining agreement, disclosure of which would impair the district’s bargaining position. However, initial proposals, last-best-offer proposals, tentative agreements before ratification, and final agreements are all public documents which must be made available for inspection. (AS 23.40.235)

(d) Records of contemplated purchase, lease, or acquisition of real property, or other property or services where release would impair the district’s ability to obtain favorable terms in the transaction, or where the disclosure would provide the potential seller with an unfair competitive advantage.

(e) Information obtained by the district’s insurance carriers and their attorneys and agents regarding potential or pending claims against the district.

5. records compiled for law enforcement purposes, but only if disclosure would interfere with enforcement proceedings, would deprive a person of a fair trial, would constitute an unwarranted invasion of privacy, would disclose a confidential source, would disclose confidential techniques or law enforcement guidelines, or would endanger life or physical safety. (AS 40.25.120)

6. library records, names, addresses, or other personal identifying information contained in school library records, except as requested by the parent/guardian. (AS 40.25.140)

When authorized, an exact copy of any identifiable public record shall be provided upon request unless it is impracticable to do so. Computer data shall be provided in a form determined by the Superintendent or designee. Copies shall be furnished at cost as determined by the Superintendent or designee.

As soon as possible upon receiving any request for a copy of records, the Superintendent or designee shall determine whether to comply with the request and shall inform the person making the request of his/her determination and the reasons for it. Any notification denying a request for public records shall state the reason for the denial and to whom the decision may be appealed.

(cf. 1312 - Complaints Concerning the Schools)
Note: AS 40.25.125 authorizes injunctive relief for the obstruction or attempted obstruction of public access to open records.

Revised 1/09

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 1400

4. Relations between Other Governmental Agencies and the Schools

The School Board recognizes that agencies at all levels of government share its concern and responsibility for the welfare, health and safety of our youth. The Board and staff shall take every opportunity to work cooperatively with these agencies for the benefit of our students.

(cf. 1020 - Youth Services)
(cf. 9140 - Board Representatives)
(cf. 9311 – Board Policies)

The Superintendent or designee shall initiate and maintain good working relationships with representatives of other public agencies in order to help our schools and students make use of the resources which governmental agencies can provide. The Superintendent or designee shall ensure that agreements with other agencies which involve the exchange of funds or reciprocal services are executed in writing so that roles and responsibilities are clearly defined.

(cf. 3312 - Contracts)

Legal Reference:
ALASKA STATUTES
47.12.310 Agency Records
47.10.93 Disclosure of Agency Records
47.10.090 Court Records

Revised 9/97

GALENA CITY SCHOOL DISTRICT
Adopted 9/1992

BP 1410

A. Interagency Cooperation for Student Safety

Note: State law allows the sharing of information between law enforcement agencies and school districts when a student has committed, or been the victim of, a serious crime. Law enforcement and youth service agencies are authorized to disclose information to a school district
as may be necessary to protect the safety of school students and staff and this information should be disclosed as soon as it is reasonably practicable. The Board should work with the appropriate youth services or law enforcement agencies in the community to develop procedures for the disclosure of information to school officials. In addition, the Board should direct the development of procedures for ensuring the confidentiality of this information once it is received by the district.

Students and staff have a right to feel safe and secure within the school environment. The Board recognizes that a safe school environment can be furthered by cooperation between the district and other agencies, including law enforcement. The district will actively facilitate such cooperation, including the sharing of criminal information as allowed by law. The Superintendent or designee shall work with appropriate agencies to develop procedures for sharing of information as may be necessary to protect the safety of school students and staff.

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)
(cf. 3515 - School Safety and Security)
(cf. 5125 - Student Records)
(cf. 5142 - Safety)

Legal Reference:
ALASKA STATUTES
03.20.100 Farm-to-school program
14.12.150-14.12-170 Regional Resource Centers
47.10.93 Disclosure of Agency Records
47.10.090 Court Records
47.12.310 Agency records

Revised 2/2011

GALENA CITY SCHOOL DISTRICT
Adopted 7/1999

AR 1410

Interagency Cooperation For Student Safety

Note: The following protocol is adapted from procedures developed by the Anchorage School District. These procedures govern the receipt and dissemination of information from law enforcement agencies regarding students who have committed, or been the victim of, serious crimes. These procedures should be adopted or revised as appropriate.

The following protocol should be followed when criminal information regarding a student is received from law enforcement or the Division of Family and Youth Services:

1. The Superintendent is designated to receive the notice of criminal conduct. The Superintendent will forward the information to the designated administrator at the site attended by the student.
2. Each site should develop a procedure for handling this information as it arrives.

3. One person at each school (principal, assistant principal, or counselor) should be identified to handle the law enforcement notices.

4. The confidentiality of the student must be protected and disclosure of this sensitive information is not authorized except as set forth in these procedures.

5. The site administrator will review the information and share on a need to know basis with appropriate staff who work closely with the student.

6. These alerts should be placed in the student’s cumulative folder and transferred with the student if the student moves to another school.

7. If the school has other information which it thinks the law enforcement agency needs to be aware of regarding the student, this information should be relayed to the Superintendent who will then forward it to the appropriate agency.

GALENA CITY SCHOOL DISTRICT
Adopted 7/1999

BP 1500

5. Relations between Area, State, Regional and National Associations and the Schools

BP 1600

6. Relations between Other Education Organizations and the Schools

BP 1700

7. Relations between Private Industry and the Schools

The School Board encourages representatives of private industry to participate with the schools in preparing our students for challenges they will meet in the future. Working together as
partners, the business community and the schools should seek to educate citizens who can contribute to the productive work force on which our economy depends.

(cf. 1150 - Board Commendation Program)

Local employers are encouraged to serve on advisory committees, help design regular, vocational and technical programs, and provide needs assessments, program evaluations, and/or staff development for school managers and teachers. Businesses may also provide classroom assistance, individual tutoring, incentive and recognition programs, work experience opportunities, apprenticeship programs, and employment opportunities. The Board recognizes that the success of business involvement depends largely upon the commitment of adequate staff resources to plan and implement such activities.

(cf. 1230 - Citizen Advisory Committees)
(cf. 1250 - Volunteer Assistance)
(cf. 6164.42 - Guidance Services)
(cf. 6178 - Vocational Education)

The School Board recognizes that students need access to equipment that meets the requirements of an increasingly technological world and welcomes the contribution of funds or equipment to further the district’s educational programs.

(cf. 3290 - Gifts, Grants and Bequests)
(cf. 6000 - Instruction)

The Board urges employers to further support the schools by recognizing their employees’ needs as parents and by supporting parent involvement with the schools.

(cf. 1260 - Visits to the Schools) (cf. 6020 - Parent Involvement)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
**Article 2 – Administration**

**0. Concepts and Roles**

The School Board expects the administration to promote the creation of the best possible educational program and to maintain an environment conducive to learning. The Superintendent shall support the vision of the school board and provide executive leadership in the effort to meet the needs of all students and to help teachers raise academic achievement.

The Board may employ administrative and supervisory personnel to assist in the effective management of the district. The Board expects the Superintendent to recognize, develop and use the leadership abilities of staff.

The Superintendent or designee shall develop decision-making processes which are responsive to the school community and to the specific needs of individual students. He/she shall provide means by which staff, students and parents/guardians at each school may participate in decisions related to school improvement and matters which the Board identifies as appropriately managed at the school site level. The administration shall provide professional advice to the Board and to citizen advisory committees.

(cf. 0420 - School-Based Management/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 8000 - Advisory School Boards)

The Board desires to give all administrators the authority they need in order to carry out their assigned responsibilities. The Board shall clearly state what it expects of the Superintendent and shall evaluate him/her on how well those expectations have been met. In turn, the Superintendent or designee shall clearly state what is expected of all other administrators and shall evaluate how well those expectations have been met.

(cf. 4300 - Management, Supervisory and Confidential Personnel)
(cf. 4315 - Evaluation/Supervision)
(cf. 4319.3 - Duties of Personnel)

**Legal Reference:**

**ALASKA STATUTES**
14.08.111 Duties (Regional School Boards)
14.14.110 Cooperation with other districts
14.14.130 Chief School Administrator

Revised 6/16

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
1. Administrative Staff Organization

Authority originates with the publicly elected School Board and state laws and regulations. The Superintendent or designee may delegate authority and responsibility to the administrators and staff in accordance with law and Board policy.

The Superintendent shall organize the administrative staff in a manner which best enables the district to provide an effective program of instruction. He/she may adjust staff responsibilities to accommodate the district needs and/or individual capabilities.

(cf. 2230 - Representative and Deliberative Groups)
(cf. 4119.3 - Duties of Personnel)

Legal References:
ALASKA STATUTES
14.08.111 Duties (Regional School Boards)
14.14.130 Chief school administrator

ALASKA ADMINISTRATIVE CODE
4 AAC 18.025 Principal

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 2110

A. Organization Chart/lines of Responsibility

All schools and departments shall form a single administrative system organized so that appropriate decision-making may take place at various levels in accordance with Board policy and administrative regulations. The Superintendent or designee shall maintain a current district organization chart, approved by the Board, which identifies lines of primary responsibility and the relationships between district positions.

The organization chart should clarify working relationships and functions. It is not intended to indicate all the lines of communication and cooperation which must exist to create successful and effective schools. The Superintendent or designee shall insure that all personnel understand to whom they are responsible and for what functions. Lines of responsibility should in no way prevent staff members at all levels from cooperating to develop the best possible school programs and services.

(cf. 2120 - Superintendent of Schools)
(cf. 2210 - Administrative Leeway in Absence of Board Policy)
(cf. 4119.3 - Duties of Personnel)
B. Superintendent of Schools

The Superintendent is the chief executive officer and educational leader of the district. He/she executes all School Board decisions and is accountable to the Board for managing the schools in accordance with the Board's policies. He/she informs the Board about school programs, practices and problems and provides professional advice on items requiring Board action.

The Board delegates to the Superintendent the power to make decisions concerning internal operations of the district. The Superintendent may delegate to other school staff any duties imposed upon him/her by the policies or vote of the Board, as far as the law permits. This delegation of power or duty shall not relieve the Superintendent of responsibility for actions taken by his/her designees.

The Superintendent shall have general supervision of all personnel and shall develop and execute consistent, fair and fiscally sound personnel procedures and practices, including an evaluation program for all district employees. He/she shall oversee all financial operations of the district and actively seek out new funding sources for the schools.

The Superintendent shall take an active leadership role in the development and improvement of the instructional program. He/she is expected to create a feeling of unity and enthusiasm among students and staff for the accomplishment of district goals.

The Superintendent shall articulate educational issues and values before the community and other governmental agencies. He/she shall be accessible to community members and shall work with them to further the district's goals and build a strong, positive community attitude toward the school system.

The Board expects the Superintendent to remain current on educational thought and practices by reading educational publications, attending educational conferences, and visiting other school systems in the interest of improving the district's instructional program and overall operation. The Superintendent shall inform the Board and staff of new developments and significant events in the field of education.

(cf. 2122 - Superintendent of Schools: Job Description)

Legal Reference:
ALASKA STATUTES
14.08.111 Duties (Regional School Boards)
14.14.130 Chief School Administrator

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 2121

1. Superintendent Contract

The School Board shall employ a Superintendent to serve as its chief administrative officer for a contract term of not more than three years. Prior to entering into an employment contract with the Superintendent, the Board may have the contract reviewed by legal counsel.

The Board shall notify the Superintendent of its intention not to renew his/her contract early enough to ensure compliance with any notice requirements of the existing contract. Any extension of the life of the contract shall be contingent upon a satisfactory evaluation of the Superintendent's performance.

(cf. 2123 - Evaluation of the Superintendent)

Legal Reference:
ALASKA STATUTES
14.14.130 Chief School Administrator
14.20.130 Employment of teachers and administrators

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 2122

2. Superintendent of Schools: Job Description

The job of Superintendent entails many complex duties, some specified in law and some assigned by the Board. The Board shall provide the Superintendent with a job description that indicates his/her major responsibilities. The Board shall further define the Superintendent's responsibilities and duties through the adoption of Board policies.

(cf. 2000 - Concepts and Roles)
(cf. 2120 - Superintendent of Schools)
(cf. 2123 - Evaluation of the Superintendent)

Legal Reference:
ALASKA STATUTES
14.14.130 Chief School Administrator

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 2123

3. Evaluation of the Superintendent

The Board believes that an annual evaluation of the Superintendent's performance strengthens working relationships between the Superintendent and the Board. The evaluation process should clarify the Superintendent's role and give the Board and Superintendent an opportunity to jointly identify immediate priorities among the Superintendent's many responsibilities. Evaluations also should help the Board to monitor progress toward established goals and to set reasonable criteria for salary increases and/or contract extension.

The Board shall meet with the Superintendent to discuss the evaluation, including commendations in areas of strength and recommendations for improving effectiveness. The Superintendent and Board members shall agree upon and sign an evaluation summary. Additional evaluations may be arranged at any time during the school year at the request of either the Board or the Superintendent.

(cf. 2121 - Superintendent's Contract)

The evaluation process shall be reviewed annually to determine whether any of the following steps need improvement:

1. Developing or reviewing/revising the superintendent's job description.
2. Adopting or reviewing/revising evaluation policy.
3. Establishing clear criteria to include progress on district goals.
4. Establishing or reviewing/revising the evaluations process.
5. Carrying out the evaluation.
6. Summarizing the results.
7. Discussing the results with the superintendent.
8. Developing a plan for growth and improvement.

(cf. 9321 - Executive Sessions)
GALENA CITY SCHOOL DISTRICT
Adopted 5/16/2012

AR 2123

Evaluation of the Superintendent

In January of each year the Board shall complete an evaluation of the superintendent’s performance implementing the district’s strategic plan. An informal review will take place between the Board and the superintendent at least once a year prior to August.

This evaluation shall be performed regardless of the length of the superintendent’s contract or the amount of time which may remain under that contract.

The January evaluation report shall be in writing and shall be submitted to and discussed with the superintendent. The superintendent shall sign the evaluation report to acknowledge that it has been received. The signature does not necessarily imply agreement with the evaluation, and the superintendent shall be provided the opportunity to provide both oral and written response to the Board’s evaluation within fifteen (15) working days of receipt of the evaluation.

The evaluation and any written comments by the superintendent shall become part of the superintendent’s permanent personnel file.

Following this evaluation, the Board may extend the superintendent’s contract. The total time remaining on the superintendent’s contract, including any such extensions, may not exceed three years. Decision on this contract’s extension or revision will be made at the first meeting of the Board in May each year, or as soon as possible. If the Board fails to act on the contract’s extension or revision before May 31st of any year, the contract will be automatically extended after prior notification by the Superintendent for one additional year.

Revised 3/2016

GALENA CITY SCHOOL DISTRICT
Adopted 03/17/2013

E 2123

GALENA CITY SCHOOL DISTRICT
Evaluation Form
Superintendent
Our Vision
To provide the highest quality educational options for families in the state of Alaska ensuring our graduates are well-grounded, well-educated individuals able to maneuver effectively in a dynamic world.

Our Mission
Active, enthusiastic engagement that inspires learning for every student, in every content area, every day.

Our Core Values
Academic excellence and innovation are promoted in all facets of school programs and activities.
Every person is uniquely valuable and is treated with dignity and respect.
Learning is a differentiated and life-long process.
Education is a collaborative community responsibility.
Learning is dependent on fostering stable relationships.
Overall student success is dependent on high standards and expectations.
Diversity within our district is respected and appreciated.
Resource management decisions are student centered and sustainable.

EVALUATION PROCESS
• The superintendent presents to the school board his or her own self-assessment of performance on each of the goals and expectations that have been agreed to. The superintendent should provide evidence of some tangible progress toward the agreed-upon expectations.

• Using this Evaluation Form, individual board members grade the superintendent on each target and action step using the ratings:
E=Exemplary  P=Proficient  B=Basic  U=Unsatisfactory
Ratings of Proficient, Basic, and Unsatisfactory have associated descriptors.
Exemplary and Unsatisfactory ratings, if selected, require written comments.
Additional comments may be written at the end of each category for any or all indicators.

Target and action steps are arranged in the following four categories:
1. Board-superintendent relations
2. Implementation of the district’s strategic initiatives
   2.A. Student Learning
   2.B. Community and Stakeholder Engagement
   2.C. Resource Management
3. District leadership and management
4. Community (external) relations

• The forms are collected by the board president or designee who compiles the tally sheets and comments, and makes copies available to board members. No numerical score or average shall be assigned.
• The board meets in executive session to discuss and come to a consensus regarding superintendent performance. The ratings are compiled into a single document.

• The board meets in executive session with the superintendent, so that he or she has the opportunity to hear from all board members. If board members disagree about superintendent performance, it is important that the superintendent hear all points of view. However, the board president will want to remind everyone that the “one voice” whose direction the superintendent will be expected to follow is that of the majority.

• A written summary of the evaluation should be given to the superintendent with a copy retained in the district personnel file.

• If the evaluation instrument or process needs to be modified to reflect additional or modified expectations as well as updated goals, this is the time to do so.

• Decisions regarding the superintendent’s compensation and benefits and contract renewal issues should be considered at this time.

• The full board’s conclusions and recommendations should be put in writing on the final form titled "Conclusions and Recommendations", which will become a part of the district personnel file. A copy will also be made available to the superintendent as a means of clearly communicating specific concerns about his/her performance.

TARGET AND ACTION STEPS

Date: ____________________

**Category No. 1: Board-superintendent relations.** One of the major responsibilities of the superintendent is to support the board in doing its work. This may include assisting the board in building its own capacity as a governing board — through providing professional development opportunities, keeping the board abreast of developments at the local, state or national level that may impact its work, and most significantly, ensuring the board has the best information possible to make informed decisions.

<table>
<thead>
<tr>
<th>Rating (fill in)</th>
<th>E=Exemplary (requires written comment)</th>
<th>P=Proficient</th>
<th>B=Basic</th>
<th>U=Unsatisfactory (add comment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Provides leadership and vision in assisting the board to carry out the mission of the district through a planning process</td>
<td>Initiates a planning process for the board at their request</td>
<td>Does not bring the need for an on-going planning process to the board</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Offers professional recommendations to the board on action items, based on thorough study and research</td>
<td>Provides recommendations upon request</td>
<td>Does not provide professional advice or guidance to the board to assist in their decisions</td>
<td></td>
</tr>
</tbody>
</table>
### Category No. 2: Implementation of the district’s strategic initiatives

The board sets the district’s direction and articulates that direction in its mission, vision, and goals statements (ends). These ends statements then become the cornerstone of the board’s written policy manual. A few policies will be pure “ends” policies, but “ends” language may appear throughout the policy manual in policies that serve primarily another purpose, such as delegating authority or setting executive limitations. The board then monitors progress towards these ends and compliance with written board policy, using data as the means for its assessment. The board that has received monitoring reports from the superintendent throughout the year will find most of this piece of the evaluation complete. District performance equates to superintendent performance.

#### 2.A. Student Learning – Provide a rigorous standards-based curriculum, differentiated learning opportunities, and a flexible instructional approach that meets individual needs, ensuring that each student reaches high levels of learning and graduates with post-secondary and career options

<table>
<thead>
<tr>
<th>E=Exemplary (requires written comment)</th>
<th>P=Proficient</th>
<th>B=Basic</th>
<th>U=Unsatisfactory (add comment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and learning across the system provide the majority of students with challenging and equitable education.</td>
<td>Curriculum and learning across the system provide some students with challenging and equitable education.</td>
<td>Curriculum and learning across the system provide few or no students with challenging and equitable education.</td>
<td></td>
</tr>
</tbody>
</table>
equitable opportunities to develop learning skills, thinking skills, and life skills. The majority of classes are taught by highly qualified instructors. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.

opportunities to develop learning skills, thinking skills, and life skills that align with the system’s purpose. Few courses are taught by highly qualified instructors. There is no evidence to indicate how successful students will be at the next level. Few or no individualized learning activities for students are evident in any schools across the system.

(2.A. Student Learning, cont.)

2.A.1 Instruction – Utilize research-supported, individualized instruction and assessment strategies in all content areas and programs aligned to state standards, literacy standards across all content areas, and Career and Technical Education industry standards.

2.A.2 Academic Performance – Increase student math performance 4% annually, literacy performance 3% annually, and science performance 3% annually as measured by state assessments, district assessments, and classroom-based assessments.

2.A.3 Innovation and Student Retention – Increase student retention district-wide to 85% by increasing student access to educational opportunities.

2.A.4 Attract and Retain – Attract and retain high quality staff through an organizational culture focused on growth, collaboration, and innovation.

2.A.5 Professional Development – Ensure well-planned, outcome-based, high quality, job-embedded professional development focused on improving student-learning outcomes.

Comments:

2.B. Community and Stakeholder Engagement – Strengthen collaboration with all GCSD stakeholders to promote a shared value and responsibility for all student learning opportunities.
regularly communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback, and respond to stakeholders, and work collaboratively on system and school improvement efforts. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.

sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, and work collaboratively on school improvement efforts. System and school leaders' efforts result in some stakeholder participation and engagement in the system and its schools.

communicate with stakeholder groups. Little or no work on system or school improvement efforts is collaborative. System and school leaders' efforts result in limited or no stakeholder participation and engagement in the system or its schools.

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<table>
<thead>
<tr>
<th>2.B.1 Communication – Ensure 100% of GCSD families are contacted each marking period by GCSD staff.</th>
<th>E</th>
<th>P</th>
<th>B</th>
<th>U</th>
</tr>
</thead>
</table>

| 2.B.2 Parent Advisory Committees (PAC) and Stakeholder Feedback – Provide regular opportunities for stakeholders to provide feedback through PAC meetings, anonymous surveys, town meetings, and the GCSD website. | E | P | B | U |

| 2.B.3 Public Relations – Inform all GCSD stakeholders through regular monthly communications about school board decisions promoting district programs and performance. | E | P | B | U |

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**Comments:**

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**2.C. Resource Management** – Ensure well-managed financial resources aligned with and in support of student learning and energy conservation

<table>
<thead>
<tr>
<th>E=Exemplary (requires written comment)</th>
<th>P=Proficient</th>
<th>B=Basic</th>
<th>U=Unsatisfactory (add comment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The system has policies and procedures for resource management. The system employs a long-range planning process in the areas of budget, facilities, and other system</td>
<td>The system has some policies related to resource management. The system has a long-range planning process. The strategic planning process is reviewed for effectiveness when</td>
<td>The system may or may not have policies related to resource management. The system may or may not have a long-range strategic planning process. Strategic plans, if they exist, may or may not be implemented by</td>
<td></td>
</tr>
</tbody>
</table>
components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.

<table>
<thead>
<tr>
<th>2.C.1 Fund Balance</th>
<th>Maintain fund balances as close to 10% as possible to ensure district-wide financial flexibility and stability.</th>
<th>E</th>
<th>P</th>
<th>B</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.C.2 Resource Allocation</td>
<td>Ensure a budget development and implementation process allocating resources based on alignment with the strategic plan and instructional outcomes.</td>
<td>E</td>
<td>P</td>
<td>B</td>
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<tr>
<td>2.C.3 Sustainability</td>
<td>Partner with community and statewide agencies to support the development of renewable and sustainable energy resources.</td>
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Comments:

Category No. 3: District leadership and management. In addition to implementing the board’s strategic goals and objectives, the superintendent is charged with operating the district efficiently and effectively. Managing operations is relatively easy to assess because efficiency and cost-effectiveness can be measured. For example, a budget recommendation is either balanced or it’s not. A building project comes in on time or on budget, or it does not. While leadership is perhaps a subjective quality and more difficult to assess, it is at the heart of an individual’s ability to bring a group of people together around a common objective. Beyond simply achieving outcomes, the superintendent can and should be expected to conduct his/her duties in a moral and ethical manner. In addition, the superintendent’s skills may be evaluated by his/her method and manner, style and tone used with staff, students, board and the public. The superintendent can be held accountable for creating a positive school climate and culture only when the school board is clear about these expectations.

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<tr>
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<th>P=Proficient</th>
<th>B=Basic</th>
<th>U=Unsatisfactory (add comment)</th>
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<tr>
<td>3.1</td>
<td>Understands and stays informed on all aspects</td>
<td>Unable to clearly articulate the services</td>
<td>Communications demonstrate poor</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Works to implement a team concept with staff to insure employee efforts mesh to support the district’s vision and mission</td>
<td>Pays limited attention to the interaction between staff members and service areas; staff doesn’t clearly understand the mission</td>
<td>Allows professional and personal differences among staff to become public and tarnish the programs and credibility of the district.</td>
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</tr>
<tr>
<td>3.3</td>
<td>Demonstrates a thorough understanding of the role of the superintendent</td>
<td>Does not seem clear on role of superintendent or on board expectations</td>
<td>Exceeds authority and disregards board expectations</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Insures that the staff is comprised of individuals with appropriate skills and background to meet the district’s needs</td>
<td>Occasionally selects staff with inadequate qualifications</td>
<td>Does not select nor align staff to meet the district’s needs</td>
<td></td>
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<tr>
<td>3.5</td>
<td>Delegates authority to appropriate staff members</td>
<td>Places limited authority with key staff members</td>
<td>Rigidly controls all communications and decisions made within the administration</td>
<td></td>
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<tr>
<td>3.6</td>
<td>Provides adequate supervision of district operations, insisting on competence and efficiency</td>
<td>Settles for “good enough” from staff, occasionally allowing decisions or communications to go out that reflect poorly on the district</td>
<td>Allows inferior work to be done, which damages the integrity and image of the district</td>
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(Category No. 3: District leadership and management, cont.)

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<tr>
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<tr>
<td>3.7</td>
<td>Develops and executes sound personnel procedures, practices, evaluations, and training</td>
<td>Shows a basic understanding personnel procedures; implementation may be inconsistent</td>
<td>Presents flawed reasoning to board regarding personnel matters</td>
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<tr>
<td>3.8</td>
<td>Dedicated to high standards of performance and ethics in all personal and professional matters</td>
<td>Occasionally demonstrates a willingness to compromise standards or ethics for personal or professional gain</td>
<td>Behaves in a manner that calls integrity and ethics into serious question; trust is an issue</td>
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<tr>
<td>3.9</td>
<td>Handles pressure and maintains poise and emotional stability in the full range of professional duties</td>
<td>Demonstrates poor behavior and lack of judgment under pressure</td>
<td>Behaves unprofessionally and with disregard to well-being of district</td>
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<tr>
<td>3.10</td>
<td>Exercises good judgment in arriving at</td>
<td>Does not gather sufficient information</td>
<td>Shows poor judgment, makes decisions with</td>
<td></td>
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</tbody>
</table>
decisions; seeks information and counsel; analyzes facts and situations | before making decisions | little regard to facts or advice from board or Staff; is reactionary

| 3.11 | Communicates effectively through written and spoken word; is clear and persuasive; is an active listener; exhibits a sense of humor | Communicates sporadically, or in an unclear manner with limited success | Has difficulty being understood; creates problems for the district through lack of communication skills

| 3.12 | Personal appearance in relation to professional duties is consistently appropriate and contributes to respect for the district | Attention to appropriate personal appearance is inconsistent | Shows consistent disregard for importance of maintaining an appropriate image for the district through personal appearance

**Comments:**

**Category No. 4: Community (external) relations.** The board should expect its superintendent to represent the district within the community, to carry the district’s message and advocate on its behalf. What this interaction looks like will differ from community to community, but could include media relations, participation in local civic groups, or forming partnerships with other governmental bodies such as the city council.

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<tr>
<td>4.1</td>
<td>Develops friendly and cooperative relationships with the news media, businesses, city and legislature</td>
<td>Is recognized as a representative of the district, but doesn’t forge relationships</td>
<td>Creates adversarial relationships that inhibit the district’s positive influence</td>
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<tr>
<td>4.2</td>
<td>Encourages community members to be actively involved with the district</td>
<td>Does not provide community members sufficient understanding of district issues to allow them to be effective in their efforts.</td>
<td>Does not value the importance of informed community members or respect their influence</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Works effectively with public and private agencies; looks for opportunities to forge alliances to further the district mission</td>
<td>Does not seek opportunities to interact with other agencies</td>
<td>Does not appear to value collaboration with other agencies; contributes to difficult relations with others</td>
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<tr>
<td>4.4</td>
<td>Solicits and give attention to problems</td>
<td>Doesn’t actively seek to become informed of</td>
<td>Demonstrates disregard for concerns of others,</td>
<td></td>
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and opinions of groups and individuals
individual or community concerns
acting instead on personal agenda and opinions

Comments:

SUPERINTENDENT EVALUATION
Response Tally

Date: ______________________

Category No. 1. Board-superintendent relations

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Board-superintendent relations
Comments:

SUPERINTENDENT EVALUATION
Response Tally

Date: ______________________

Category No. 2. Implementation of the district’s strategic initiatives

2.A. Student Learning

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2.A Student Learning

Comments:

SUPERINTENDENT EVALUATION
Response Tally

Date: ______________________

Category No. 2. Implementation of the district’s strategic initiatives

2.B. Community and Stakeholder Engagement

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2.B Community and Stakeholder Engagement

Comments:

SUPERINTENDENT EVALUATION
Response Tally

Date: ______________________

Category No. 2. Implementation of the district’s strategic initiatives

2.C. Resource Management

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2.C.3

2.C Resource Management

Comments:

SUPERINTENDENT EVALUATION
Response Tally

Date: ________________________________

Category No.3. District leadership and management

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District leadership and management

Comments:

SUPERINTENDENT EVALUATION
Response Tally

Date: _____________

Category No.4. Community (external) relations

<table>
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<tr>
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</table>
Community (external) relations

Comments:

SUPERINTENDENT EVALUATION
CONCLUSIONS AND RECOMMENDATIONS

In view of the ratings and comments made by members of the school board, the following agreements have been reached by the board and the superintendent:

Goals for Professional Development for the coming year:

Plan of Improvement (this is to be employed if there are a number of ratings in the Basic or Unsatisfactory columns of the evaluation form):

With respect to the employment relationship between the superintendent and the school board, the board recommends the following contract considerations:

Length of Contract:

Compensation (Salary and Benefits):
Other terms:

Signed:__________________________________, Board President       Date:________

__________________________________, Superintendent       Date:________

BP 2200

2. Administrative Operations

BP 2210

A. Administrative Leeway in Absence of Board Policy

The Superintendent or designee shall have the power to act, within the parameters of law, in cases where action must be taken and where the School Board has not provided guidelines for administrative action. If the action necessitates the addition or revision of policies, the Superintendent or designee shall make the necessary recommendations to the Board.

It shall be the duty of the Superintendent or designee to keep the Board president apprised of any action taken in emergency situations as soon as practicable after its occurrence. The president shall use his/her discretion in informing the Board before its next regular meeting.

(cf. 9314 - Suspension of Policies, Bylaws, Administrative Regulations)
(cf. 9320 - Meetings)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 2230
B. Representative and Deliberative Groups

The Superintendent or designee may establish a management team, administrative councils, task forces, cabinets, or committees as needed to properly administer Board policies, improve the educational program and assist in district communication. The membership, composition, and responsibilities of these advisory groups shall be defined by the Superintendent or designee and may be changed at his/her discretion. Advisory groups shall channel their advice and recommendations through the Superintendent to the Board.

Expenses incurred for consulting services, materials and travel may be paid from the district's general operating funds only when within budgetary allotments and approved by the Superintendent or designee.

(cf. 0420 - School-Based Management/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 8000 - Advisory School Boards)

GALENA CITY SCHOOL DISTRICT
Adopted 6/1999

C. Teacher-In Charge/Principal’s Designee

The School Board recognizes that the principal may be absent from the school site in the course of his/her professional duties or for other reasons. Therefore, the Board authorizes the position of teacher-in-charge/principal's designee in order to provide proper supervision and maintain the continuity of the instructional program and school operations.

In the absence of the principal, the teacher-in-charge/principal's designee shall administer the school in accordance with Board policy, administrative regulations and procedures, and the law. The delegation of school site duties shall not relieve the principal of the responsibility for actions by the teacher-in-charge/principal's designee.

GALENA CITY SCHOOL DISTRICT
Adopted 6/1999

BP 2300

3. Conflict of Interest
The School Board recognizes that certain positions may involve an employee's participation in decisions affecting his/her financial interests. Employees shall refrain from participating in official district financial decisions in which they have a substantial financial interest.

(cf. 3315 - Relations with Vendors)
(cf. 4112.8 - Employment of Relatives)
(cf. 9270 - Conflict of Interest Code)

Legal Reference:
ALASKA STATUTES
29.20.010  Conflict of Interest

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
Article 3 – Business and Noninstructional Operations

BP 3000

0. Concepts and Roles

The School Board recognizes that money and money management comprise the foundational support of the entire school program. To make that support as effective as possible, the Board intends to:

1. Encourage advance planning through the best possible budget procedures.
2. Explore practical sources of dollar income.
3. Guide the expenditure of funds so as to derive the greatest possible educational returns.
4. Expect sound fiscal management from the administration.
5. Advocate a level of per student funding sufficient to provide quality education.

The Board desires to support the educational program with high standards of safety in the operation and maintenance of school facilities, equipment and services.

Role of The Board

The Board:

1. Solicits public input on educational needs and utilizes that information in making budget decisions.
2. Approves and adopts the annual budget and approves budget transfers.
3. Is accountable for all district funds.
4. Adopts written policies governing the purchase of supplies and equipment.
5. Monitors all expenditures by receiving statements and approving payments.
6. Reviews the annual audit of district accounts and business procedures.
7. Adopts an insurance program which complies with law and reflects prudent financial management.
8. Provides for long-range plans to acquire or dispose of sites and to add, maintain and staff new facilities.
9. Advocates and secures community support for additional financing when necessary.

Role of Superintendent or Designee
The Superintendent or designee:

1. Prepares the detailed annual budget and presents it to the Board for adoption.

2. Administers the budget and keeps expenditures within approved limits.

3. Enforces requisition and purchase order policies and regulations.

4. Establishes control/inventory systems to account for district funds, supplies and equipment in accordance with law and Board policy.

5. Makes all financial reports required by law or Board policy and prepares reports for public release.

6. Analyzes the district's financial condition and presents the Board with proposals for meeting financial needs.

7. Provides for the annual audit of district accounts and business procedures.

8. Helps the Board to establish an adequate insurance program.

9. Maintains the district's non-instructional operations.

**Working Relationships of the Board and Superintendent or Designee**

The Superintendent or designee shall recommend financial plans to the Board in accordance with the district's goals and objectives, whenever district programs may be endangered by a lack of funds or when the continuation of district programs may result in an over expenditure of district funds.

The Board desires complete information from the Superintendent or designee on all matters relating to the district's financial operations. The Board shall closely scrutinize all district financial operations so that it may fully discharge its legal responsibilities with regard to school finance.

*(cf. 3460 - Financial Reports and Accountability)*

**Legal Reference:**

*ALASKA STATUTES*

14.08.101 Powers (Regional School Boards)
14.08.111 Duties (Regional School Boards)
14.12.020 Support, Management and Control
14.14.060 Relationship between borough school district and borough
14.14.065 Relationship between city school district and city
14.14.090 Additional duties

**GALENA CITY SCHOOL DISTRICT**

Adopted 12/13/1995
1. **Budget**

   **Note:** Pursuant to A.S. 14.120.020, Regional Educational Attendance Areas are maintained by the state. Borough and city school districts are funded through local contributions authorized by the borough assembly or city council and state apportionments based on the amount of local contributions as defined in A.S. 14.17.410. A.S. 14.17.900 requires districts to operate under a balanced budget and provides that the state is not responsible for the debts of school district.

   The School Board shall establish and maintain a balanced budget. The Board shall adopt an annual budget which is compatible with district goals and objectives.

   (cf. 0200 - Goals for the School District)
   (cf. 3460 - Financial Reports and Accountability)

   The district budget shall be prepared annually from the best possible estimates of revenues and expenditures. The Superintendent or designee shall determine the manner in which the budget shall be prepared and shall schedule the budget adoption process in accordance with legal time requirements. A public hearing shall be held prior to the adoption of the budget or a revised budget.

   In order to receive public input early in the budget preparation process, a budget advisory committee, composed of members of the community and staff, shall review the proposed budget at regular intervals during its preparation and shall report its findings and recommendations to the Board.

   (cf. 1220 - Citizen Advisory Committees)

   **Legal Reference:**
   ALASKA STATUTES
   14.07.030 Powers of state department
   14.07.170 Additional powers and duties of state board
   14.12.020 Support, management and control
   14.14.060 Relationship between borough school district and borough
   14.14.065 Relationship between city school district and city
   14.17.300 – 14.17.990 Financial of public schools

   ALASKA ADMINISTRATIVE CODE
   4 AAC 09.005 - 4 AAC 09.050 State Aid
   4 AAC 09.110 - 4 AAC 09.990 School Operating Fund

   Revised 1/2003

   GALENA CITY SCHOOL DISTRICT
   Adopted 12/13/1995
Budget

Public Hearing and Availability of Proposed Budget

The proposed budget, showing expenditures, cash balances and all revenues, shall be made available for public inspection before the public hearing date.

The Board shall hold a public hearing on the proposed budget for the purpose of permitting any district resident to appear and speak to the budget or any item on the budget.

Adoption of the Budget

The adoption of the budget shall not take place until the public hearing is concluded. The district budget shall conform to state regulations regarding form and content.

Note: The following paragraph applies to borough and city school districts and may be expanded as appropriate. If the borough assembly/city council doesn't respond within 30 days the amount submitted is automatically approved.

By May 1, the Board shall adopt and submit an annual budget to the city council for approval of the local contribution of revenue to the school district. If budget revisions are necessary based on the amount of local contribution to the schools approved by the city council, the Board shall conduct a public hearing prior to adopting a revised budget. (A.S. 14.14.060/14.14.065)

Note: The following paragraph reflects the requirements of 4 AAC 09.110 and 4 AAC 09.120 regarding state approval of the district budget.

By July 15, the adopted budget shall be submitted to the state department of education for approval. The state commissioner may reject the district budget if it is not in the form required by the state, is not balanced, does not meet local effort requirements of law, or does not otherwise meet the requirements of AS 14.17.910. If rejected by the state, the district is not eligible for state aid under AS 14.09 or AS 14.17 until the district has submitted a revised budget that has been approved by the department. If the budget contains a prior year fund balance as revenue, the budget shall be revised and resubmitted if the annual audit shows the fund balance to be less than projected. (4 AAC 09.110/09.120/09.130)

Revised 5/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 3110

A. 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 under $10,000. All transfers shall be reported to the Board and are subject to Board approval.

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

Revised: 1/2009

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 3200

2. Income

Effective district planning depends upon accurate projection and calculation of anticipated district income. The Superintendent or designee shall ensure that all income sources are identified and received as early as possible each year.

Legal Reference:
ALASKA STATUTES
14.07.070 Withholding state funds
14.17.080 Student count estimates
14.17.082 Fund balance in school operating fund

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 3260

A. Materials Fees

The School Board will make every effort to provide the instructional equipment, books and materials needed to maintain the desired instructional program so that teachers, students, and parents/guardians do not feel compelled to provide such items and school fund raising activities are minimized. The sale of any school supplies or materials must be authorized by the Superintendent or designee or the Board.

(cf. 1321 - Soliciting Funds from and by Students)
B. Sale and Disposal of Books, Equipment and Supplies (Personal Property)

The School Board recognizes that the district may own personal property which is unusable, obsolete, or no longer needed by the district and that the disposal of such property may be in the best interests of the district.

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

(cf. 3440- Inventories)

C. Sale of Lease of School Facilities or Real Property

The Board shall dispose of, or recommend to the state the disposal of, school facilities or real property whenever it is apparent the district will have no future use for it. If unused property will be needed at some future time, the Board may lease, or recommend to the state the lease of, such property. Any sale or lease of school facilities or real property will conform to the provisions of law.

(cf. 1330 - Use of School Facilities)

The School Board encourages public participation in the determination of school facility needs.

(cf. 1220 - Citizen Advisory Committees)

Legal Reference:
ALASKA STATUTES
14.07.030 Powers of state department
14.08.101 Powers (Regional school boards)
D. Gifts, Grants and Requests

The School Board greatly appreciates the support of community members and may accept suitable donations on behalf of the district. To be acceptable, a gift must satisfy the following criteria:

1. Not begin a program which the Board would be unwilling to continue when the donated funds are exhausted.

2. Not entail undesirable or hidden costs, such as additional staff workload.

3. Place no restrictions on the school program.

4. Not be inappropriate or harmful to the best education of students.

5. Not imply endorsement of any business or product.

6. Not conflict with any provision of the Board policy or public law.

7. Have a purpose consistent with those of the district.

The Board discourages any gifts which may directly or indirectly impair its commitment to providing equal educational opportunities for all district students. Use of a gift shall not be impaired by restrictions or conditions imposed by the donor. The Board will try to follow the donor's wishes insofar as they do not conflict with district philosophy or operations.

Upon acceptance by the School Board, all gifts, grants and bequests shall become school district property. At the Superintendent or designee's discretion, a gift may be used at a particular school.

(cf. 3430 - Investing) (cf. 3440 - Inventories)
3. Expenditures/Expending Authority

Note: A.S. 14.14.060 and 14.14.065 provide that the borough assembly/city council, with the consent of the borough/city school district, may by ordinance delegate to the school district responsibility for a centralized treasury and/or accounting system. A.S. 14.08.101 empowers regional school boards to establish their own fiscal procedures and exempts them from A.S. 36.30 (State Procurement Code) and A.S. 37.05 (Fiscal Procedures Act). A.S. 14.08.111 requires the regional school board to designate employees authorized to direct disbursements from school funds of the School Board. All contracts made under federal awards must comply with the Office of Management and Budget’s procurement procedures found in 2 CFR 200.317-326. 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.

The Superintendent or designee may purchase supplies, materials and equipment in accordance with law. Prior Board approval is required for purchases over $40,000 (amount determined by the District). The Board shall approve or ratify all transactions.

(cf. 3310 - Purchasing Procedures)
(cf. 3311 - Bids)
(cf. 3312 - Contracts)
(cf. 3460 - Financial Reports and Accountability)

Note: A.S. 14.17.225 requires districts to operate under a balanced budget and provides that the state is not responsible for the debts of school districts.

The Superintendent or designee shall not authorize any proposed expenditure which exceeds the major budget classification allowance against which the expenditure is the proper charge unless an amount sufficient to cover the purchase is available in the budget for transfer.

(cf. 3100 - Budget)
(cf. 3110 - Transfer of Funds)

The Board shall not recognize obligations incurred contrary to Board policy and administrative regulations.

Legal Reference:
ALASKA STATUTES
14.08.101 Powers (Regional school boards)
14.08.111 Duties (Regional school boards)
14.14.060 Relationship between borough school district and borough
14.14.065 Relationship between city school district and city
14.17.190 Restrictions governing receipt and expenditure of money from public school foundation account
36.30 State Procurement Code
37.05 Fiscal Procedures Act

CODE OF FEDERAL REGULATIONS
2 C.F.R. 200.317-326, Procurement Standards

Revised 10/2019
A. Electronic Fund Transactions

Note: 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 Galena City School District, through resolution of the Board, shall be a party to an Automated Clearing House (ACH) arrangement. The Superintendent/Chief Administrative Officer, 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/Chief Administrative Officer, 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)

Revised 1/2009

Electronic Fund Transactions

For the purposes of accountability of ACH funds, the Superintendent/Chief Administrative Officer, or designee, shall submit to the 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 Galena City School District accounting procedures.

Accounting Process

*Note: The following accounting process can be revised to reflect District practice.*

1. The Superintendent 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 Board approval.
3. The Board shall approve all transactions prior to disbursement.
4. Following 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/Chief Administrative Officer, or designee, shall retain all ACH transaction documents for audit purposes.
6. The billing agent shall retain all invoices for audit purposes.

GALENA CITY SCHOOL DISTRICT
Adopted 1/2009

Electronic Fund Transaction

Sample Resolution

For the authorization of Electronic Transactions, the 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 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 Board authorizes the District to utilize electronic transactions in compliance with the written procedures and internal controls developed by the Superintendent/Chief Administrative Officer, or designee.

Moved by: ________________________________

Seconded by: ________________________________
Ayes: ____________  
Nays: ____________  
Abstentions: ______________  
Resolution Adopted ____________________

GALENA CITY SCHOOL DISTRICT  
1/2009

BP 3310

B. Purchasing Procedures

Note: Pursuant to A.S. 14.14.060 and 14.14.065, city and borough school districts may establish their own procedures for purchase of supplies and equipment. A.S. 14.08.101 empowers regional school boards to establish their own fiscal procedures, including the purchase of supplies and equipment. All contracts made under federal awards must comply with the Office of Management and Budget’s procurement procedures found in 2 CFR 200.317-326. 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.

The School Board desires to ensure that maximum value is received for money spent by the district and that records are kept in accordance with law. The Superintendent or designee may issue and sign purchase orders and shall submit them for School Board approval or ratification. Purchase orders in excess of $10,000 will require prior approval of the Board. Purchases may not be segmented in order to circumvent the requirement for prior approval.

All purchases under federal awards will meet general standards as follows:

1. The District will maintain written procurement policies and procedures that meet the following standards and any other applicable laws and regulations.
2. Costs incurred must be necessary and cost-effective.
3. All procurement transactions must provide full and open competition.
4. The District will maintain written standards of conduct covering conflicts of interest.
5. The District will maintain documentation addressing cost and price analysis, and vendor selection, as applicable for the selected method of procurement.

(cf. 3311 - Bids)

No employee, officer, or agent of the District may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or organization which employs or is about to employ any of the parties indicated herein, has
a financial or other interest in or a tangible personal benefit from a firm considered for a
contract. The officers, employees, and agents of the District may neither solicit nor accept
gratuities, favors, or anything of monetary value from contractors or parties to
subcontracts. However, non-substantial gifts of nominal value may be accepted if the
item is non-solicited.

Employees in violation of this conflict of interest section are subject to disciplinary
measures set forth in statute, board policy, and applicable negotiated agreements, up to
and including termination.

(cf. 3300 - Expenditures/Expending Authority)
(cf. 3400 - Management of District Assets)
(cf. 3460 - Financial Reports and Accountability)
(cf. 4118 – Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 9270 - Conflict of Interest)

Note: A.S. 36.15.050 establishes a preference for purchasing Alaskan agricultural and fisheries
products. A.S. 14.03.085 makes school districts, except REA’s, subject to A.S. 29.71.050, which
establishes a preference for purchasing recycled Alaska products.

The School Board encourages the selection of Alaskan products when such products meet
the needs of the district and shall adhere to state law regarding purchasing preferences for
Alaskan products.

(cf. 3311 - Bids)
(cf. 3312 - Contracts)

Note: A U.S. Supreme Court decision (City of Richmond v. J.A. Croson Co.) indicates that
before enacting an affirmative action purchasing program, the district would have to have strong
evidence of past district discrimination against minority contractors and the district’s program
would have to be narrowly tailored to accomplish its remedial purpose.

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
29.71.050 Procurement preferences for recycled Alaska products
36.30. State Procurement Code
37.05 Fiscal Procedures Act

CODE OF FEDERAL REGULATIONS
2 C.F.R. 200.317-326, Procurement Standards


Revised 3/2019
Purchasing Procedures

Purchasing Requisitions/Purchase Orders

1. 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.

2. 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.

3. Purchase orders and other purchase obligations shall be signed by the Superintendent or designee.
   a. Site Administrators and Principals will have the authority to approve purchase requisitions up to but not more than $2000.
   b. Directors, Assistant Directors, Managers, and Assistant Superintendents will have the authority to approve purchase requisitions up to but not more than $3000.
   c. Superintendent will have the authority to approve purchase requisitions up to but not more than $40,000.
   d. Procurements to a federal award must conform to the Uniform Guidelines for Federal Awards- 2 CFR 200. All procurements to a federal award must align with the approved budget narrative and follow the following guidelines:
      1. Micro-purchases are any purchases up to $3000. Micro-purchases will follow the guidelines stipulated in section 3a and 3b of this Administrative Regulation. Micro-Purchase thresholds may be periodically adjusted for inflation.
      2. Simplified acquisition threshold purchases are any purchases above the Micro-purchase threshold for federal awards. Simple acquisition threshold purchases shall follow BP 3311 Bids that stipulates 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 ensure that informal written quotes are obtained for purchases over $10,000 and that formal advertised bids are solicited for purchases over $25,000. The simplified acquisition threshold is $150,000, but this threshold is periodically adjusted for inflation.
   4. The business office or other appropriate administrative entity shall verify the availability of funds and prepare the purchase order to commit the expenditures.

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

Revised 10/2019

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 3311

1. 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:

1. Micro-purchases: Less than $3,000 ($2,000 for purchases subject to the Davis-Bacon Act)
   a. No competitive quotes required
   b. Purchases should be spread among qualified suppliers

2. Small Purchases: Between $3,000 and $150,000
   c. Rate quotes must be obtained from an adequate number of qualified sources
   d. Quotes can be obtained from suppliers or from public websites

3. Sealed bids: Purchases more than $150,000
   e. Two or more qualified bidders are required
   f. Bids must be publicly advertised and solicited from adequate suppliers
   g. Lowest bidder for the fixed price contract with specific requirements shall be awarded the contract

4. Competitive Proposals: Purchases more than $150,000
   h. A written policy must be adopted for conducting technical evaluations of reviewing proposals and selecting the recipient

5. Sole Source: Purchases of any amount that meet one of the following four requirements
   i. Good/service is only available from a single source
j. Only one source can provide the good/service in the time frame required
k. Written pre-approval from the Federal awarding agency
l. 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.

(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
Bids

Under no condition shall bids be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. When two or more identical bids are received, the Board may determine which bid shall be accepted.

After being opened, all advertised bids shall be made available for review by all interested parties.

(cf. 1340 - Access to District Records)

Revised 9/1993

2. Contracts

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

(cf. 3300 - Expenditures/Expending Authority)

Contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. Contracts, where appropriate, shall be submitted to the legal advisor of the district for review and approval.
The district shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, sex, religion, ancestry, national origin, age or non job-related handicap or disability, either in employment practices or in the provision of benefits or services to students or employees.

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

Legal Reference:
ALASKA STATUTES
14.08.101  Powers

ALASKA ADMINISTRATIVE CODE
4 AAC 27.085  Competitive pupil transportation proposals
4 AAC 27.100  Contractor's duties
4 AAC 31.065  Selection of designers and construction managers
4 AAC 31.080  Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS
2 C.F.R. 200.317-326, Procurement Standards

Revised 5/2017

3. Payment of Goods and Services

The Superintendent or designee may authorize payment only for those goods and services that have been approved or ratified by the School Board.

The Superintendent or designee may make advance payment if a decrease in cost is possible or if the material is unavailable to the district without advance payment.

The Superintendent or designee may pay invoices in excess of previously approved purchase order amounts without further Board approval when the excess amount represents sales tax, transportation charges, or charges made for the detention of a shipment during loading or unloading.
4. Relations with Vendors

Note: A.S. 11.56.100-11.56.130 defines the felony offense of receiving a bribe and the misdemeanor offense of receiving unlawful gratuities. Receiving a bribe includes soliciting or receiving a benefit with the intention or understanding that a public servant's decisions or actions will be influenced. Receiving unlawful gratuities includes soliciting a benefit of any value or accepting any benefit having a value of $50 or more for performing an official act not entitled to any special or additional compensation.

No district employee or Board member shall accept personal gifts, commissions or expense-paid trips from individuals or companies selling equipment, materials or services required in the operation of district programs. Gifts include any gift purchased specifically for an employee which is not generally offered to other buyers.

This policy does not prohibit employees from accepting promotional or advertising items such as calendars, desk pads, notebooks and other office gadgets which are offered by business concerns free to all as part of their public relations programs.

District employees who work for or serve as consultants for potential vendors shall not participate in evaluating any equipment, materials or services of that vendor or its competitors.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials) (cf. 9270 - Conflict of Interest)

This policy does not prohibit the Board from accepting materials and/or services which are of use and benefit to the district.

Universal Service Program/E-Rate Vendors

Note: The following language should be adopted by those districts receiving E-rate discounts. Effective 2011, the FCC amended its E-rate program rules and adopted gift restrictions for schools and districts participating in E-rate. The receipt of gifts by applicants from service providers and potential providers is a competitive bidding violation. The gift prohibitions are always applicable, not just during the bidding process. Relevant school district personnel may not solicit or receive any gift or other thing of value from a service provider participating in or seeking to participate in the E-rate program. There are limited exceptions, including when the value of the item is worth $20 or less, so long as items do not exceed $50 per year per employee from any one service provider.

The District takes advantage of federal technology funding through the universal service program known as E-rate. E-rate participants may not, at any time, solicit or accept gifts or other things of value from an existing or potential
E-rate service provider. Nominal gifts and refreshments may be allowed as authorized by the Superintendent or designee.

E-rate gift prohibitions apply to the School Board and to employees, consultants or contractors involved in the District’s E-rate Program who: prepare, approve, sign, or submit E-rate applications, technology plans or other E-rate forms; prepare bids, communicate, or work with E-rate service providers, E-rate consultants, or the Universal Service Administrative Company; and those responsible for monitoring compliance with the E-rate program.

Charitable donations by service providers in support of the schools are permitted. These contributions may not be directly or indirectly related to E-rate procurement activities or decisions.

The Superintendent or designee shall develop guidelines to implement this policy in compliance with E-rate program rules.

(cf. 3290 - Gifts, Grants and Bequests)

Legal Reference:
CODE OF FEDERAL REGULATIONS
47 C.F.R. Part 54, subpart f, Universal Service Support for School and Libraries

ALASKA STATUTES
11.56.100-11.56.130 Bribery and related offenses

Revised 2/2011

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 3400

4. Management of District Assets/Accounts (includes system, encumbering, audits)

Note: 4 AAC 06.120 lists state adopted basic guides for public school accounting systems and the annual audit and requires that districts implement procedures consistent with these guides.

Accounting Systems

The Superintendent or designee shall provide ongoing internal accounting controls and a means for the accounting of income and expenditures as outlined in the adopted budget.

(cf. 3440 - Inventories)

Audits

Note: A.S. 14.14.050 requires an audit by October 1 of each year. The Board is not required to provide for an audit if an audit is conducted pursuant to A.S. 29.35.110.
The Board shall provide for an annual audit of district accounts by a public accountant who has no personal interest in district fiscal affairs. The audit shall be conducted in accordance with the requirements of state regulations.

Note: Pursuant to A.S. 14.17.505, if the state department's review of the district's audit finds that the district's unreserved portion of its school operating fund year-end balance exceeds 10% of its expenditures for that year, the amount greater than 10% is deducted from state foundation aid for the current year.

Legal Reference:
ALASKA STATUTES
14. 08.111 Duties (Regional school boards)
14.14.050 Annual Audit
14.14.060 Relationship between borough school district and borough
14.14.065 Relationship between city school district and city
14.17.505 Fund balance in school operating fund

ALASKA ADMINISTRATIVE CODE
4 AAC 06.120 Accounting and audit manuals, charts of accounts, code descriptions
4 AAC 06.121 Annual financial reporting requirements
4 AAC 09.130 School district audit
4 AAC 09.160 Fund balance

Revised 1/2009

AASB POLICY REFERENCE MANUAL
9/1992

BP 3440

A. Inventories

The Superintendent or designee shall provide for the proper control and conservation of district property. He/she maintain an inventory for all items currently valued in excess of $500 or a lesser amount if required by state or federal grant requirements or regulations.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 3400 - Management of District Assets/Accounts)

Legal Reference:
ALASKA STATUTES
14.11.011 Grant applications
14.11.017 School construction grant conditions
14.14.050 Annual audit

ALASKA ADMINISTRATIVE CODE
4 AAC 06.120 Accounting and audit manuals, charts of accounts, code descriptions
4 AAC 51.300 Vocational facilities and equipment
Inventories
A physical inventory shall be conducted annually. Copies of the inventory shall be kept at the district office and school site.

Each site administrator or designee shall maintain an inventory of all equipment. The following information must be recorded:

1. Description (with manufacturer's name and/or model number).
2. Identification and/or serial number.
3. Date and cost of acquisition (estimate if unknown).
4. Funding source (grant source and grant title).
5. Purpose for which the purchase was made.
6. Current use, condition and location.
7. Date on which inventory information was verified.

If equipment is used for a purpose other than that for which it was originally purchased, the inventory shall include a dated statement justifying its current use.

All equipment purchased with federal funds or nonfederal matching funds shall be labeled with the district's name and an equipment or inventory control number.

The date and mode of disposal of all equipment removed from the inventory shall also be recorded.
1. Fixed Assets Capitalization

Note: The following policy is based on the GFOA recommended practice, “Establishing Appropriate Capitalization Thresholds for Fixed Assets” (1997) and GASB Statement No. 34.

The Board recognizes the need to establish appropriate capitalization thresholds for its fixed assets to properly account for both the financial and economic resources of the District. The Superintendent or designee shall periodically review the capitalization threshold with the District’s auditors to ensure compliance with federal and state mandates and recommendations. The capitalization threshold should be set at a level that will capture approximately 80% of all fixed assets.

The Board sets the capitalization amount at $5,000 for purposes of capitalization of fixed assets. An asset is to have a purchase cost of $5,000 or more and a useful life of at least two years following the date of acquisition to be treated as a capitalized asset.

Assets that fall below the capitalization threshold may still be significant for insurance, warranty service and obsolescence/replacement tracking purposes. Assets more than $500 but less than $5,000 will be kept on a fixed asset inventory but will not be considered capitalized assets.

(cf. 3400 – Management of District/Assets/Accounts) (cf. 3440 - Inventories)

Legal Reference:
ALASKA STATUTES
14.11.011 Grant Applications
14.11.017 School Construction Grant Conditions
14.14.050 Annual Audit

ALASKA ADMINISTRATIVE CODE
4 AAC 06.120 Accounting and audit manuals, charts of accounts, code descriptions
4 AAC 51.300 Vocational facilities and equipment

Revised: 2/2006

GALENA CITY SCHOOL DISTRICT
Adopted 9/1992

BP 3450

B. Money in School Buildings
Money collected by district employees and student organizations shall be handled according to prudent business procedures. All money collected shall be receipted and accounted for and directed without delay to the proper location of deposit. Any money left overnight in schools shall be kept in locked locations provided for safekeeping of valuables.

**GALENA CITY SCHOOL DISTRICT**  
Adopted 12/13/1995

**AR 3451**

1. Petty Cash Funds

The purpose of a petty cash fund is to have cash available in the office of the principal or other administrative officer for express charges, postage due and other unforeseen small expenses which cannot conveniently be charged and handled in the usual manner.

1. The amount of cash funds at any school site shall not exceed $1,000.

2. The principal or administrative official in whose name the fund is created will be responsible for all expenditures made from it.

3. Each disbursement will be supported by a cash register tape, a sales slip or other evidence of the expenditure. Such evidence will be summarized monthly or earlier if the fund needs replenishment.

4. The documents and the summary will be forwarded to the business office where a check will be issued to replenish the fund.

5. The amount on deposit plus receipts of disbursement must always equal the original amount of the fund.

6. Funds will be regularly audited by the business office.

7. Funds are subject to audit by the district's auditor.

8. Money left overnight in schools shall be kept in a safe or secured place.

(cf. 3400 - Management of District Assets)

Revised: 6/1999

**GALENA CITY SCHOOL DISTRICT**  
Adopted 12/13/1995

**BP 3452**
2. Student Activity Funds

Student organizations may raise and spend money in order to promote the general welfare, morale and educational experiences of the students. Student funds shall finance worthwhile activities which go beyond those provided by the district. Minutes shall be kept of student organization meetings and shall properly reflect all financial activities.

(cf. 1321 - Solicitation of Funds from and by Students) (cf. 3554 - Other Food Sales)

Student funds shall be managed in accordance with sound business procedures designed to encourage the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.

The Superintendent or designee shall be responsible for the proper conduct of all student organization financial activities and shall periodically review the organizations' general financial structures and accounting procedures.

The Board shall provide an annual audit of student accounts by a certified public accountant or licensed public accountant.

(cf. 3400 - Management of District Assets/Accounts)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 3460

C. Periodic Financial Reports

The Superintendent or designee shall keep the School Board informed about the district's financial condition. The Board shall assess the district's financial condition regularly to determine whether or not the district will be able to meet its financial obligations for the remainder of the fiscal year.

(cf. 3100 - Budget)
(cf. 3400 - Management of District Assets/Accounts)

Legal Reference:
ALASKA STATUTES
14.08.111 Duties (Regional school boards)
14.14.090 Additional duties
14.14.050 Annual audit
5. Non Instructional Operations

A. Operation & Maintenance of Plant

Note: In order to qualify for a capital improvement project grant or debt reimbursement under AS 14.11.011, a school district must have in effect a preventive maintenance plan. This plan: 1) must include a computerized maintenance management program, cardex system, or other formal systematic means of tracking the timing and costs associated with planned and completed maintenance activities, including scheduled preventive maintenance; 2) must address energy management for buildings owned or operated by the district; 3) must include a regular custodial care program for buildings owned and operated by the district; 4) must include preventive maintenance training for facility managers and maintenance employees; and 5) must include renewal and replacement schedules for electrical, mechanical, structural, and other components of facilities owned and operated by the district. Additionally, the district must be adequately adhering to the preventive maintenance plan.

The Board recognizes the importance of timely maintenance and repair of district facilities, property and equipment in ensuring the safety of students and employees, in protecting state and local investment, in providing necessary loss control, and in helping to ensure the availability of capital funding. A preventive maintenance plan shall be in effect which includes custodial care, scheduled preventive maintenance, and energy management for district buildings. The Superintendent shall ensure a systematic means of tracking the timing and costs associated with maintenance activities; shall direct the preparation of renewal and replacement schedules for electrical, mechanical, structural, and other components of district facilities; and shall provide for preventive maintenance training for facility managers and maintenance employees.

(cf. 3511 - Energy Conservation) (cf. 3514 - Environmental Safety)
(cf. 3515 - School Safety and Security) (cf. 5142 - Safety)

All school buildings and equipment shall be regularly inspected to assure that all are maintained at the highest level of safety. Employees are responsible for promptly reporting to their supervisor any damage to district property or equipment.

Legal Reference:
ALASKA STATUTES
14.11.011 Grant applications
14.11.100 State aid for costs of school construction debt

GALENA CITY SCHOOL DISTRICT
Adopted 1/2003

AR 3511

1. Energy Conservation

District and site plans to conserve resources shall address energy use in all operations, including:

1. Educational programs for employees and students.
2. Classroom and building management and maintenance.
3. Food services and equipment maintenance.
4. Transportation services and maintenance.
5. New construction.
6. Administrative operations.
7. Use of facilities by outside groups.
8. Reduced energy use or shutting down of facilities during vacation periods.

The plan shall establish specific energy use reduction goals for each school and for other district facilities.

To enlist the support which is essential to the success of the resources management plan, principals and supervisors shall:

1. Solicit comments related to district energy use.
2. Expect students and staff to cooperate in all conservation efforts.
3. Give recognition to those who reduce energy use.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
2. Equipment

School equipment may be used by staff members and/or students only for school-related tasks. Except when otherwise authorized by Board policy, personal use of district property is prohibited and may be cause for disciplinary action.

(cf. 4170 – District Issued Portable Technology)

When school equipment is not being used by students or staff, school-connected organizations may be granted reasonable use of the equipment for school-related matters. Actual costs of services such as copying shall be paid by the group rather than by the district.

(cf. 1230 - School-Connected Organizations)
(cf. 1330 - Use of School Facilities)

Note: The following paragraph is optional and should be reviewed in conjunction with district liability coverage.

The consent of the principal or designee is required if district-owned equipment is removed from the school site. When any equipment is taken off-site, the borrower is responsible for its safe return and shall be fully liable for any loss or damage.

Note: Upon approval of the Superintendent, some districts may desire to make school equipment available for use by members of the community. It is recommended that community users be required to sign a lending agreement which would help protect the district if a community member becomes injured by the district’s equipment. Districts should consult their insurance providers to determine whether the district is adequately insured to cover any losses that may result if its equipment is used by the public.

(cf. 3440 - Inventories)

Revised 1/2009

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

E 3512
Lending Agreement

NOTE: The following form is recommended for use when school district property is loaned or otherwise made available to a community member or organization for nonschool-related use.

Items to be borrowed: ______________________________________________

Date needed: ______________________________________________________

Date to be returned: ________________________________________________

From (School or School Personnel): __________________________________

Borrower (Company or Organization): _________________________________

Person responsible for above-borrowed items: __________________________

AGREEMENT. I, __________________________, agree to return all borrowed items in the same condition as when borrowed and to reimburse Galena City Schools for any damages which might occur through usage during the period of lending.

Signature: ________________________________________________________

GALENA CITY SCHOOL DISTRICT
Adopted 6/1999

3. Facilities Use

BP 3513.3

a. Tobacco Free Schools/Smoking

Note: A.S. 18.35.305 allows designated smoking areas if properly ventilated, located where minors are not permitted, and a collective bargaining agreement requires the designation of an employee smoking area. Federal law requires that the designated smoking area, if any, be outside district facilities.

The School Board recognizes that secondhand smoke is a major contributor to indoor air pollution and presents a health risk to all.
Smoking is prohibited in public schools and meetings except as allowed by law in private residence and designated employee smoking areas. District employees and adult visitors may smoke on school grounds in areas designated by the Superintendent or designee. Such areas shall be properly ventilated or prohibited to minors.

The Superintendent or designee shall post appropriate signs prohibiting smoking in accordance with law.

Legal Reference:
ALASKA STATUTES
18.35.300-18.35.330 Health nuisances
PL 107-110, Section 1303, Nonsmoking Policy for Children’s Services

Revised 1/2003

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 3514

4. Environmental Safety

The School Board believes that students and employees have the right to learn and work in a safe environment.

The Superintendent or designee shall establish and vigorously enforce precautionary measures against accidents, fire, explosion, and other physical hazards.

All members of the school community should be alert to any physical conditions, including explosive, toxic or incendiary hazards, which may jeopardize the safety of students, employees, or the public.

(cf. 3513.3 - Tobacco-Free Schools/Smoking)
(cf. 3514.1 - Hazardous Substances and Pesticides)
(cf. 3543 - Transportation: Emergency and Safety Procedures)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5141.1 - Accidents)
(cf. 5142 - Student Safety)
(cf. 6114 - Emergencies and Disaster Preparedness Plan)
(cf. 6153 - Field Trips)
(cf. 7111 - Evaluating Existing Buildings)

Legal Reference:
ALASKA STATUTES
18.31.010-18.31.050 Asbestos health hazard abatement program
a. Hazardous Substances and Pesticides

Hazardous Substances

The School Board recognizes that the daily operations of our schools entail the use of potentially hazardous substances. The Superintendent or designee shall insure that hazardous substances are inventoried, used, stored and regularly disposed of in a safe and legal manner.

Teachers shall instruct students as to the importance of proper handling, storage, disposal and protection with regard to all potentially hazardous substances.

Insofar as possible, the Superintendent or designee shall minimize the quantities of hazardous substances stored on school property. The Board encourages staff to substitute less dangerous materials for hazardous ones whenever feasible.

The Superintendent or designee shall ensure that the schools are regularly inspected to identify potential sources of risk and shall inform the Board of any environmental risks in the schools.

Pesticides

The Superintendent or designee shall, when practical, ensure the use of nonchemical methods to control pests, including proper sanitation practices, structural repair, and window screens.

When application of pesticides in necessary, the Superintendent or designee shall ensure timely notice to parents and the public.

Legal Reference:
ALASKA ADMINISTRATIVE CODE
18 AAC 90.625 School use and notification
Pesticide Application

The Principal/Site Administrator shall be responsible for insuring that the following procedures are followed before application of a pesticide to an area of the school that is used by or is accessible to children.

Note: Districts and schools are permitted to develop a registration system to provide notification of pesticide application only to those parents who wish to receive the notification. If a registration system is not used, all parents of students at the applicable school site must receive notice prior to each pesticide application. 18 AAC 90.625.

Annual Registration for Notice of Pesticide Application

The Principal/Site Administrator shall provide written notice to parents/guardians at the beginning of each school year, or upon a child’s enrollment, that pesticides may be used in or around the school. The notice shall explain how a parent may register to receive notification at least 24 hours prior to a pesticide treatment.

Notice

Note: If the notice is given in writing, it may not be included with any other notice being provided to parents or guardians on another matter. 18 AAC 90.625(d).

At least 24 hours prior to application of a pesticide, parents/guardians who have registered, as specified above, shall be provided individual notice delivered by phone, face to face oral communication, electronic mail, U.S. mail, or facsimile. The notice must contain the following information:

(1) a description of the area where the pesticide will be applied;
(2) the date and approximate time of application; if the application will be outdoors, the notification must include three dates in chronological order in case the preceding date is canceled due to weather;
(3) the common or brand name of each pesticide to be used; (4) the targeted pests to be controlled by the pesticide;
(5) each active ingredient in the pesticide; (6) the EPA registration number;
(7) the telephone contact number, if any, on the label of the pesticide for additional information about each pesticide; and
(8) a contact name and telephone number at the school.

Posting

Immediately before starting the application of a pesticide, the certified applicator shall post an 8
1/2 x 11-inch sign in the area of the school where the pesticide is to be applied. The Principal/Site Administrator shall ensure the sign remains posted and children are kept out of the treated area until the reentry interval on the label, if any, has expired; or, if the label does not specify a reentry interval, for at least 24 hours. The sign must be in the form specified by the Department of Environmental Conservation.

If pesticides are used outside the school term and the school is open to or accessible by the public, the notification required under this section must be prominently posted in a conspicuous location on the school premises at least 24 hours before the pesticide treatment is scheduled to begin.

Emergency Application

The Principal/Site Administrator may authorize an immediate pesticide treatment without prior notification to registered parents if the administrator determines an emergency exists. An emergency includes an immediate and unanticipated threat to the health and safety of the individuals at the school. An emergency does not exempt the school from the posting requirements.

Applications Not Requiring Notice or Posting

The following pesticide applications are not subject to the notification or posting requirements of this regulation:

(1) applications of antimicrobial pesticides;
(2) an application where the school remains unoccupied for a continuous 72 hour period following the application of the pesticide;
(3) applications of rodenticides in tamper resistant bait stations or in areas inaccessible to children;
(4) applications of silica gels and other ready-to-use pastes, foams, or gels that will be used in areas inaccessible to children.
Required Record Keeping

The Principal/Site Administrator shall keep records of pesticide applications subject to the notification and posting requirements of this regulation. Records must include

1. a copy of each notice issued, or, if no notice is issued for an emergency application, all the information required in a notice had one been issued;
2. the date of application;
3. the name and employer of the individual who applied the pesticide, including the individual's certification number;
4. the rate of application;
5. the concentration of the pesticide applied; and
6. the total amount of pesticide used.

Records of pesticide application must be made available to the Department of Environmental Conservation and to the public for review.

Revised 1/2003

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 3515

5. School Safety and Security

The School Board is fully committed to preventing violence and crime on school grounds. The Superintendent and staff shall strictly enforce district policies and regulations related to crime, campus disturbances, campus intruders, student safety, student conduct and student discipline.

(cf. 3514 - Environmental Safety)
(cf. 3515.2 - Intruders on Campus)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131 - Student Conduct)
(cf. 5131.4 - Campus Disturbances)
(cf. 5131.5 - Vandalism)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5141.4 - Child Abuse and Neglect)
(cf. 5142 - Student Safety)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 6114 - Emergencies and Disaster Preparedness Plan)
The Superintendent or designee shall establish procedures for securing records and funds and for protecting buildings against vandalism and burglary during non-business hours. The Superintendent or designee also shall investigate ways that school grounds can be made more secure.

The Board encourages staff, parents/guardians and students at each school to work with local law enforcement agencies and other interested parties in developing a comprehensive school safety plan which includes strategies for preventing crime and violence on school premises.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 3515

School Safety and Security

The school principal shall establish procedures to:

1. Minimize fire hazards.
2. Reduce the probability of faulty equipment
3. Guard against the chance of electrical shock.
4. Maintain records and funds in a safe place.
5. Protect against vandalism and burglary.
6. Assign responsibility for use of school building keys.
7. Maintain locked buildings during non-business hours.
8. Provide routine patrolling of the schools and school grounds.
9. Secure outdoor areas and reduce the number of entrances which give access to the schools, by means such as fencing or landscaping.

Incidents of illegal entry, theft of school property, vandalism, and damage to school property from other causes shall be reported by phone to the Superintendent or designee as soon after discovery as possible. A written report of the incident shall be made within 24 hours.

Keys

All keys used in a school shall be the responsibility of the principal. Keys shall be issued only to those employees who regularly need a key in order to carry out normal activities of their position.

Each principal shall set up a record keeping system so as to know at all times the location of all keys. The master key shall not be loaned.
Employees who have keys shall be responsible for the security of the room, gate or building involved. They shall lock all doors and windows and turn off all lights, air conditioning, heat, appliances etc., when leaving the room or building.

The duplication of school keys is prohibited. The person issued a key shall be responsible for its safekeeping. If a key is lost, the person responsible shall report the loss to the principal immediately and shall pay for a duplicate key. Duplicate keys may be obtained only through the district business office.

Keys shall be used only by authorized employees and shall never be loaned to students.

School Ground Security

The principal may appoint a security advisory committee composed of parents/guardians, students and staff. This committee shall examine the school's degree of security and existing site procedures for emergencies in order to recommend measures by which security may be enhanced and site procedures expanded or improved.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 3515.2

a. Intruders on Campus

The School Board is committed to keeping the schools safe from intruders and requires all visitors to register upon coming on campus.

The principal or designee shall promptly expel from school premises any individual he/she thinks might disrupt normal school operations, threaten the health and safety of students or staff, or cause property damage.

The principal or designee shall ensure that all staff members know what action to take when they observe strangers on school grounds and when and how to get help from law enforcement authorities.

(cf. 1250 - Visits to the Schools)
(cf. 3515 - School Safety and Security)
(cf. 4158 - Employee Security)
(cf. 5131.4 - Campus Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)
b. Recovery for Property Loss or Damage

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

The School Board shall seek reimbursement of damages from any individual or from the parents/guardians of any minor who commits an act of theft or vandalism.

(cf. 4156.3 - Reimbursement, Uniforms and Allowances)
(cf. 4158/4258 - Employee Security)
(cf. 5131.5 - Vandalism, Theft and Graffiti)

If the district or law enforcement officials are unable to identify the individual(s) responsible for the theft or vandalism, the Board may authorize the Superintendent/Chief School Administrator, or designee, to offer a reward for information leading to the identification and apprehension of the guilty party.

Legal Reference:
ALASKA STATUTES
09.65.255 Liability for acts of minors
43.23.065 Exemption of and levy on permanent fund dividends
47.12.300 Court records

Revised 2/2010

c. Restrictions on Sex Offenders on Campus

Note: Prior to restricting any person accused of a sex offense from campus, the district shall verify that the person is actually listed on the Alaska Department of Public Safety Sex Offender/Child Kidnapper Registry.
Recognizing that all students have the right to a public education in a safe and positive environment, the Board prohibits any sex offender from being on district property, except as authorized below. District property includes all land within the perimeter of the school site and all district buildings, structures, facilities, computer networks and systems, and school vehicles, whether owned or leased by the district, and the site of any school-sponsored activity.

(cf. 3515 – School Safety and Security)  
(cf. 5030 – School Discipline and Safety)  
(cf. 5137 – Positive School Climate)  

Sex offenders are those convicted of a sex offense as defined in this or another state, or by federal law, and who are required to register as a sex offender under Alaska law or by court order. This policy also applies to those individuals convicted of child kidnapping who are required to register on the Alaska Department of Public Safety Sex Offender/Child Kidnapper Central Registry. This policy is not intended to impose a duty upon any district administrator or employee to review the Sex Offender/Child Kidnapper Central Registry to determine the presence of sex offenders in the community. This policy shall apply when district or school administrators are actually aware that a person in question is on the Registry.

Sex Offenders Who Do Not Have Children Enrolled in the District

A sex offender or child kidnapper who does not have a child enrolled in the district is prohibited from entering district property except:

1. When he/she is a qualified voter and is coming upon district property, before or after normal school hours, solely for purpose of casting a vote; or  
2. To attend an open meeting held outside the student instructional day.

Parent/Guardian Sex Offenders

A parent/guardian sex offender or child kidnapper who has a child attending a district school is prohibited from entering district property, except in the following instances:

Note: Alaska law does not prohibit sex offenders from entering school campuses. School districts may want to have a policy that prohibits non-parent sex offenders from coming onto school grounds and that puts reasonable procedures in place for sex offenders that are parents of students enrolled in district schools. The following policy was developed by the Kenai Peninsula Borough School District. It may be adapted or revised to reflect the needs of your district.
1. When he/she is a qualified voter and is coming upon district property, before or after normal school hours, solely for purpose of casting a vote;
2. To attend an open meeting held outside the student instructional day; or
3. With the Superintendent or school administrator’s prior approval, under the procedures set forth below:
   a. to pick up or drop off his/her own child at the school where the child is enrolled;
   b. to attend a parent-teacher conference or other meeting with faculty or staff to discuss the child’s progress or other educational needs of the child;
   c. under other special circumstances, on a case-by-case basis, for which the school administrator has given written consent.

In no event will entrance onto district property be allowed if prohibited by court order.

**Procedures for Prior Approval**

A parent/guardian sex offender or child kidnapper who comes onto school property to pick up or drop off his/her child(ren) needs to make specific arrangements in advance with the school administrator. These arrangements are to be approved by the Superintendent. The parent/guardian can only transport his/her own child(ren).

If a parent/guardian sex offender or child kidnapper wishes to come on to school property for another reason (e.g. parent-teacher conferences, student performances), he/she shall only do so under the following conditions:

1. he/she must notify the principal of the school at least 48 hours in advance of the activity and obtain consent prior to coming onto district property;
2. if consent is granted, the school administrator will assign an individual(s) to accompany the parent while on district property;
3. he/she must report to the office, come only for the specific activity, cooperate with district supervision, and leave school property promptly upon the conclusion of the activity; and
4. he/she must abide by all other terms and conditions of the school administration.
The school principal and/or Superintendent shall have the discretion to refuse permission if it is reasonably believed that the parent/guardian’s presence on school property would be inappropriate or a danger to others, provided such permission shall not be unreasonably withheld.

At all times, the school administrator shall endeavor to protect the privacy of the offender’s child.

(cf. 5021 – Noncustodial Parents)

**Electronic Communications**

The Board prohibits electronic communications between sex offenders and students. A parent/guardian sex offender/child kidnapper may not communicate electronically with a student other than his/her own child while the student is on district property. A non-parent sex offender/child kidnapper may not communicate electronically with any student while the student is on district property. “Communicate electronically” means actual or attempted communication by electronic means, including, but not limited to, phone, email, text, instant messaging, social networks, web postings, web contacts, computer, fax, or photographs.

**Student Sex Offenders**

The Superintendent or designee shall determine the appropriate placement for student sex offenders, except those identified as having a disability. When determining educational placement, including placement in an alternative educational setting, the Superintendent or designee shall consider such factors as the safety and health of other students and staff. The Superintendent or designee shall develop written procedures for managing each student sex offender in the district. The student’s plan shall specify requirements for supervision and whether or not the student is permitted to attend school-sponsored or school-related activities outside of the instructional day.

If a student subject to this policy is a student with disabilities, he/she will be provided educational services in compliance with federal and state law.

**Contractors**

Any outside contractor with whom the district contracts, and whose employees or agents may have contact with students, is prohibited from sending any employee or agent who is a sex offender/child kidnapper to any district property. The contractor shall certify in writing the contractor’s knowledge and understanding of this policy.
Violations of this Policy

The district will contact law enforcement when a sex offender/child kidnapper violates this policy and will immediately revoke any privileges granted to the individual under this policy.

Legal Reference:
ALASKA STATUTES
12.63.010-.020 Registration of sex offenders and related requirements; Duration of sex offender or child kidnapper duty to register
12.63.100(5) Registration of Sex Offenders - Definitions

GALENA CITY SCHOOL DISTRICT
Adopted 2/2011

B. Office Services

1. Internet Use and Electronic Messaging

Electronic messaging systems and Internet are provided to district staff for the purpose of professional communication. All district electronic messaging systems are owned by the district and are intended for the purpose of conducting official district business only. District electronic messaging systems are not intended for personal use by employees of the district and employees should have no expectation of privacy when using electronic messaging systems. The district retains the right to review, store, and disclose all information sent over the district electronic messaging systems for any legally permissible reasons, including but not limited to determining whether the information is a public record, whether it contains information discoverable in litigation, and to access district information in the employee’s absence.

Employees must exercise caution and good judgment in the use of the electronic messaging system. Electronic messages can be retrieved even if they are deleted and statements made in electronic communications can form the basis of various legal claims against the individual author or the district.

Definition of Electronic Messaging

Electronic messaging is an electronic message that is transmitted between two or more computers or electronic terminals, whether or not the message is converted
to hard copy format after receipt and whether or not the message is viewed upon transmission or stored for later retrieval. Electronic messaging includes all electronic messages or Internet communications that are transmitted through local, regional, or global computer networks.

**Appropriate Use**

1. Users of district electronic messaging systems or the Internet are responsible for their appropriate use.
2. All illegal and improper uses, including but not limited to pornography, obscenity, harassment, solicitation, gambling, and violating copyright or intellectual property rights are prohibited.
3. Use of the electronic messaging or Internet systems for which the district will incur an expense without the expressed permission of a supervisor is prohibited.
4. Electronic messages or use of the Internet are not for private or confidential matters. Because there is no guarantee of privacy or confidentiality, other avenues of communication should be used for such matters.
5. Student records will be transmitted by electronic messaging with appropriate safeguards.
6. Except as otherwise provided in this policy, district employees are prohibited from accessing another employee’s electronic messaging without the expressed consent of the employee.

**Violations**

District employees will be subject to disciplinary action or termination for violation of this policy and regulation.

**Public Records**

Electronic messages sent or received by the Board, the district, or the district’s employees may be considered a public record subject to disclosure or inspection under the Alaska Public Records Act. All Board and district electronic communications should be to ensure that all public electronic records are retained, archived, and destroyed in compliance with state law. The Superintendent or designee shall develop administrative regulations so that district personnel will know how public records are to be identified, maintained, and destroyed.

The custodian of records for the district will assist the public in locating any specific public electronic record requested and will ensure public access to public electronic records without unreasonable delay or cost.

(cf. 3580 - Business Records)
(cf. 9012 – Communications To and From the Board)

Legal Reference
ALASKA STATUTES
AS 09.25.110 - Public Records Open to Inspection and Copying
C. Risk Management

The School Board desires to protect district resources by maintaining a program of risk management including, but not be limited to:

1. Property Loss Insurance (buildings and equipment).
2. Workers Compensation Insurance.
3. Liability Insurance.

(cf. 4154 - Personnel Insurance/Health & Welfare Benefits) (cf. 5143 - Students/Insurance/Athletic Insurance)

The district officer responsible for the custody of district moneys and property shall be bonded as required by law. The Board may require the bonding of employees holding positions which have extensive access to property and money.

Legal Reference:

ALASKA STATUTES
14.03.150 Insurance required
14.08.091 Administration (Regional Education Attendance Areas)
14.11.011 Grant applications
14.12.115 Indemnification
14.14.020 Bond required
21.76.010-21.76-900 Joint insurance arrangements

ALASKA ADMINISTRATIVE CODE
4 AAC 31.200 Loss protection required
4 AAC 31.205 Self- insurance programs
4 AAC 31.210 Deductible amounts
4 AAC 31.215 Proceeds
4 AAC 31.220 Proof of insurance
4 AAC 31.225 Failure to procure insurance
D. Transportation

The School Board desires to provide transportation for eligible students in accordance with state and federal law.

The goals of the transportation service are:

1. to provide maximum safety for students between home and school and on school-sponsored trips.
2. to promote desirable student behavior and respect for traffic safety.
3. to provide assistance and transportation for handicapped students.
4. to provide transportation for field trips.

(cf. 3312 - Contracts)
(cf. 3541.5 - Alternative Transportation Arrangements)

Note: Secondary students who do not have daily access to school by being transported a reasonable distance must be offered a boarding program pursuant to 4 AAC 09.050.

When necessary, the School Board shall make available a boarding program for secondary students whose transportation needs make daily access to school impractical and who are not participating in an alternative educational program.

Note: Effective July 1, 2014, AS 14.09.010 was amended to require that school districts adopt a policy addressing transportation services to students attending a charter school operated by the district. Department of Education and Early Development regulations require a charter school transportation policy if: 1) the district provides pupil transportation services under AS 14.09.010; and 2) the district operates a charter school or an application for the establishment of a charter school in the district is pending. A district must submit its charter school transportation policy to the Department for approval by: 1) April 15, 2015 if a charter school is in operation in the district on July 1, 2014; or 2) no later than 30 days after approval of a new charter school if the district does not already have an approved charter school transportation policy in effect. See 4 AAC 27.057 for further guidance on the transportation policy approval process. The policy is to be developed with input solicited from individuals involved in the charter school, including staff, students, and parents. If a district fails to adopt a policy, the district is required to allocate the amount of state transportation funding received for each charter school student to the charter school. AS 14.09.010(f).

Charter School Transportation

The School Board recognizes that charter school students may benefit from transportation services. On a space available basis, charter school students may access school bus transportation on those regular school bus routes that run within the attendance area where the charter school is located. Transportation access is subject to the following:
Charter school students may only access those school bus routes that are appropriate to their school level, i.e., elementary school, middle school or high school.

Charter school students who reside within a mile and a half of the charter school are not eligible for transportation unless they must cross a designated hazardous road area. Special education routes are not subject to the mile and a half restriction.

Charter school students must comply with all rules for safe and appropriate conduct while waiting for, boarding, and exiting the bus, and while riding the bus. Charter school students are subject to the same sanctions as other students for bus violations.

Annually, the charter school must provide information to charter school families who are accessing school bus transportation about the district’s school bus rules.

School bus transportation is not available to charter school students enrolled in charter schools identified as correspondence programs.

Annually, the Superintendent or designee shall communicate to the charter school the space availability on applicable transportation route(s) and determine the transportation needs of charter school students. If the number of charter school students desiring transportation exceeds available space, the charter school is responsible for developing a written process for addressing ridership on a fair and equitable basis. A copy of the written process shall be provided to the district.

(cf. 6183 - Secondary Boarding Program)
(cf. 6181 - Charter School)
(cf. 5112.6 – Education For Homeless Children and Children in Foster Care)

Legal Reference:
ALASKA STATUTES
14.09.010 Transportation of pupils
14.09.030 School buses
14.30.347 Transportation of exception children

ALASKA ADMINISTRATIVE CODE
4 AAC 09.050 Secondary Boarding Programs
4 AAC 27.006-990 Transportation
4 AAC 27.057 Charter school transportation policy

Revised 5/2017
1. Transportation Routes and Services

Note: In 2003 the Department of Education and Early Development repealed the majority of its regulations governing pupil transportation. Districts now have broad discretion in the design and provisions of a student transportation program.

The School Board shall approve transportation routes and services based upon student needs and a continuing assessment of financial resources, including district and state funds.

The Board may establish a minimum walking distance and may designate hazardous transportation routes within the minimum walking distance when such routes are unsafe.

The Board may charge a fare for regular transportation provided to students within the established walking distance or for supplemental transportation services.

(cf. 3541.2 - Transportation for Special Education Students)
(cf. 3541.5 - Alternative Transportation Arrangements)

Legal Reference:
UNITED STATES CODE

ALASKA STATUTES
14.09.010 Transportation of pupils

ALASKA ADMINISTRATIVE CODE
4 AAC 27.990 Definitions

Revised 12/2004

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 3541.1

a. School Related Trips

Note: Federal safety regulations enacted in 2000 govern the number of students that may be transported in vans. These regulations are applicable to the purchase or lease of new vans by Alaska school districts. After 1 September 2000, new vehicles designed by the manufacturer to carry 11 or more persons (rated capacity if equipped with full seating) that are used for transporting students to or from school or school-related activities are required to meet all Federal Motor Vehicle Safety Standards for school buses. As a result, passenger vans are limited to transporting a total of ten passengers, including the driver, unless the passenger van or suburban meets the Federal Motor Vehicle Safety
Standards applicable to school buses. The large majority of passenger vans do not meet and comply with Federal school bus safety standards. Although used vans are not covered under the federal regulations, for risk management purposes, districts may want to require the new van standards for the purchase of used vans.

Besides taking students to and from school, the Board may approve transportation for field trips and school-sponsored activities. The Superintendent or designee shall regulate the use of the district transportation for approved school-related activities. Student councils, parent-teacher associations, and any other organizations requesting transportation shall be fully responsible for the costs of the trip. To the extent that funding has been approved by the Board, such costs may be charged to the district.

The Superintendent or designee may authorize the transportation of students by private automobile for approved field trips and activities when the vehicle is driven by an adult registered with the district for such purposes. Drivers shall be issued safety instructions and emergency information. All student passengers shall provide permission slips signed by their parents/guardians.

Drivers shall be required to possess a valid driver's license and liability insurance of at least $100,000 per occurrence.

Owners, drivers and passengers shall be informed that the registered owner and his/her insurance company are responsible for any accidents which may occur. District personnel who frequently transport students in their private vehicles are urged to carry liability insurance of $300,000 or more per occurrence.

A seat belt must be provided for each passenger. Trucks and pickups may not transport more persons than can safely sit in the passenger compartment.

Owners furnishing private vehicles shall not accept reimbursement from passengers in excess of the cost of operating the vehicle. Reimbursement for the use of private transportation may be made from district funds.

(cf. 6153 - School-sponsored Trips)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

SCHOOL DRIVER REGISTRATION FORM
<table>
<thead>
<tr>
<th><strong>DRIVER</strong> (circle one)</th>
<th>Employee</th>
<th>Parent</th>
<th>Volunteer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name ____________________</td>
<td></td>
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<tr>
<td>Date of Birth ______________</td>
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<tr>
<td>Address __________________</td>
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<tr>
<td>Driver's License No. ______________</td>
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**VEHICLE**

| Name of Owner __________________ | | |
| Year ______________ | | |
| Address __________________ | | |
| Make __________________ | | |
| License Plate No. ______________ | | |
| Registration __________ Expires __________ | | |
| Seating Capacity __________ No. Seat Belts __________ | | |

**INSURANCE INFORMATION**

| Insurance Company __________________ | | |
| Policy No. ______________ Expiration Date ______________ | | |
| Liability Limits of Policy __________________ | | |

(The minimum acceptable liability limit for privately-owned vehicles is $100,000 per occurrence. If you transport students often, it is recommended that your coverage be $300,000 per occurrence.)

| Name of Agent __________________ | | |
| Telephone No. __________________ | | |
I certify that the information given above is true and correct. I understand that if an accident occurs, my insurance coverage shall bear primary responsibility for any losses or claims for damages.

Name __________________________ Date __________________

b. Transportation of Exceptional Children

Note: Children with disabilities must be transported with other non-disabled children if the district provides transportation to other students in the district. Separate transportation for an exceptional child is authorized only when it is in the best interest of that child due to the nature of the physical or mental disability. AS 14.30.347.

The School Board recognizes its responsibility to provide transportation services that give students with disabilities access to appropriate education programs and services. The District shall provide transportation for students with disabilities in accordance with needs specified in their Individualized Education Program (IEP).

In selecting the most appropriate mode of transportation, IEP teams shall consider the student's unique safety and health needs, the availability of equipment, existing transportation schedules, and the extent to which transportation arrangements may help the student develop independent mobility skills.

Whenever possible, children with disabilities shall be transported with students without disabilities.

(cf. 3540 - Transportation)
(cf. 3541.5 - Alternative Transportation Arrangements)
(cf. 6172 - Special Education)

Legal Reference:
ALASKA STATUTES
14.30.278 Individualized education program
14.30.347 Transportation of exceptional children

ALASKA ADMINISTRATIVE CODE
4 AAC 52.730 State aid for transportation

Revised 12/2004

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
c. Alternative Transportation Arrangements

Note: The following option is intended to address the unique transportation needs of some students.

Whenever it is more economical to do so, the Board may seek agreement with the parents/guardians to reimburse parents/guardians in lieu of transportation.

Note: State regulation previously provided that if student travel time exceeds two hours per day, parent/guardian permission is required or the parent/guardian may select other reasonable and available educational or transportation alternatives. That regulation has been repealed. Districts may retain a two hour standard, select a different standard, or remove a maximum ride standard altogether.

If a student’s travel time exceeds ____ hours per day, the superintendent or designee will obtain the parent/guardian’s permission or ensure that the parent/guardian has made alternative transportation or educational arrangements.

(cf. 6182 - Correspondence Study Program)
(cf. 6183 - Secondary Boarding Program)

Legal Reference:
ALASKA STATUTES
14.09.010 Transportation of pupils
14.30.347 Transportation of exception children

ALASKA ADMINISTRATIVE CODE
4 AAC 09.050 Secondary Boarding Programs
4 AAC 27.990 Definitions

Revised 12/2004

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 3541.6

d. District Vehicles (not designated for student transportation)

The district will, from time to time, obtain vehicles to be used in several locations throughout the state, as well as in Galena, for a wide variety of uses. Among these are:
1. Transporting freight to and from airports/shipping points and school or field offices maintained by the district.
2. Routine errands for the district such as mail runs, shopping for office supplies, etc.
3. Transportation for personnel involved with providing technical service on behalf of the district.
4. Transportation for any School Board member, administrator, or approved employee of the district who, on school business, travels to any area maintaining a vehicle. This use, however, will be subject to vehicle availability, and advanced notice to the person in charge of vehicle.

At each district location where vehicles are kept, there will be a designated administrator who will be in charge of the following duties:

1. Keep the vehicle(s) properly maintained, including oil changes, proper seasonal tire changes, cleaning, etc. The district will pay all expenses for such maintenance.
2. Make sure that the vehicles are properly stored when not in use in secure or well-lighted locations, to avoid theft or vandalism.
3. When sufficient notice is given, and the vehicle is available, arrange to have the vehicle left at a convenient location for district personnel to pick up, such as an airport, hotel, office, etc., by mutual agreement with the traveling employee. Arrange also to pick up the vehicle after such use.

The district will keep an adequate number of keys to each vehicle, and check out the appropriate key to each employee prior to travel and after permission has been given for its use. This will allow the vehicle to remain locked at its pickup and drop-off point. The traveling employee will return the key to the same location after use. Personnel who use vehicles on a regular basis such as the superintendent or other administrators may be issued keys for the sake of simplification.

When a vehicle is not available for a traveling employee, provisions for a commercial rental vehicle may be made only with the approval of the superintendent.

No one will be allowed use of any district who does not have a current Alaska driver’s license. Use of vehicle’s seat belts by the driver and all passengers is mandatory while operating the vehicle.

No smoking is allowed in any district owned or leased vehicle.
No district vehicle may cross the border into Canada without permission from the superintendent.

GALENA CITY SCHOOL DISTRICT
Adopted 6/1999

BP 3542

2. Role and Duties of Employees

Authority of School Bus Drivers

Students transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway, or road.

(cf. 5131.1 - Bus Conduct)

All bus drivers shall receive training as mandated by law. They also shall be familiar with and adhere to district policies and regulations relating to student transportation.

Legal Reference:
ALASKA STATUTES
28.15.046 Licensing of school bus drivers

ALASKA ADMINISTRATIVE CODE
4 AAC 27.200 Approved school bus driver training courses
4 AAC 27.210 Certification of instructors
4 AAC 27.220 Minimum standards for school bus driver training courses
4 AAC 27.225 Issuance of school bus driver certificates under 4 AAC 27.200(a) and (b)
4 AAC 27.230 Issuance of school bus driver certificates under 4 AAC 27.200 (c)
4 AAC 27.235 Revocation of school bus driver training course approval
4 AAC 27.240 Revocation of instructor certificate

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 3550

E. Food Service

The School Board recognizes that students need adequate, nourishing food in order to grow and learn and to give a good foundation for their future physical well-being. The
Board may provide for a food service program based on regular lunch service and including such other snack and breakfast programs as the needs of the students and the financial capacity of the district permit. The Board recognizes that the lunch program is an important complement to the nutritional responsibilities of parents/guardians.

The Board believes that:

1. Foods and beverages available on school premises should contribute to the nutritional well-being of students and meet the nutritional criteria of the National School Lunch and Breakfast Programs and current U.S. Dietary Guidelines for Americans.
2. Foods and beverages available should be considered as carefully as other educational support materials.
3. Foods and beverages should be prepared in ways which will appeal to students while retaining nutritive quality.
4. Food should be served in quantities appropriate to the needs of students at their age level and served in as pleasant and relaxed an atmosphere as possible, with adequate time for students to eat.
5. Foods grown in the state provide nutritional, environmental, and economic benefits and should be utilized in the district’s food service program to the extent feasible.

Note: Effective January 14, 2010, the U.S. Department of Agriculture requires schools participating in the National School Lunch and Breakfast Programs to develop a written food safety program for the preparation and serving of school meals. The goal is to prevent and reduce the risk of food-borne illness among students. Schools are required to utilize the “hazard analysis and critical control point (HACCP) system” when developing their food safety programs. A written safety program must be in place for each food preparation and service facility that prepares and serves meals under the federal breakfast or lunch programs.

The Superintendent or designee will oversee the development of a written food safety program for each food preparation and serving facility in the district, as required by law. Foods and beverages will be stored, prepared and served in accordance with food safety regulations in order to prevent or reduce the risk of food-borne illness among students.

Note: Effective July 1, 2015, federal regulations of the Department of Agriculture, Food and Nutrition Service, require that certain food service personnel meet minimum professional standards. More specifically, school nutrition program directors who are responsible for management of the day-to-day food service operations for all schools in the district must meet minimum educational qualifications as a condition of hire. The qualifications vary depending upon the student enrollment (size) of the district. The qualification requirements are applicable to the hire of new directors only; current directors employed prior to the July 1, 2015 effective date are grandfathered. In addition, the new regulations require minimum continuing education and training requirements for all student nutrition staff, including school nutrition program directors, school nutrition program managers who are responsible for day-to-day operations of food service for a particular school, and other personnel who work an average of at least 20 hours per week. The hours of continuing education/training varies depending upon the position held by the individual.
Qualified and trained food service personnel are critical to a healthy and safe food service program. The Superintendent or designee shall hire qualified personnel, taking into consideration professional standards required by law, and will provide continuing education and training in compliance with federal standards.

(cf. 4131 – Staff Development)

The School Board intends that, insofar as possible, the school food services program shall be self-supporting and may include foods from school gardens, greenhouses, farms, and naturally harvested foods. The Board may review and approve of meal prices or other charges assessed to visitors of the school for food services. Program financial reports shall be presented regularly for inspection by the Board.

(cf. 3554 – Other Food Sales)
(cf. 5040 – Student Nutrition and Physical Activity)
(cf. 6163.4 – School Gardens, Greenhouses and Farms)

Legal Reference:
UNITED STATES CODE

CODE OF FEDERAL REGULATIONS
7 C.F.R. Parts 210, 220, and 235 National School Lunch Program and Breakfast Program

FEDERAL REGISTER

Revised 3/2017

AGLENA CITY SCHOOL DISTRICT
Adopted 2/2011

BP 3553

1. Free and Reduced Price Meals

The School Board desires to provide meals of the proper quality and amount for good nutrition to eligible students by participating in the national school breakfast and lunch programs where feasible.

Eligibility for free or reduce priced meals shall be based on federal regulations. Parents/guardians shall be informed of the district policy and regulations concerning free or reduced priced meals.

All applications and records related to eligibility for the free or reduced price meal program shall be confidential.
Children eligible for free or reduce priced meals and milk shall not be treated differently from other children and shall have the same choice of meals or milk that is available to those children who pay the full price. There shall be no overt identification of any of the children by the use of special tokens or tickets or by any other means. The children shall not be required to work for their meals or milk, use a separate dining area or entrance, or consume their meals or milk at a different time.

Legal Reference:
NATIONAL SCHOOL LUNCH PROGRAM AND SCHOOL BREAKFAST PROGRAM

GALENA CITY SCHOOL DISTRICT
Adopted 6/1999

BP 3554

2. Other Food Sales

The Board believes that all food available at school should contribute to the development of sound nutritional habits and should reflect concern for the health and well-being of our students.

The Superintendent or designee may permit food and beverages sales by student or adult entities or organizations provided that these sales are consistent with the nutritional criteria of the National School Lunch Program and current U.S. Dietary Guidelines for Americans, do not impair the food service's ability to be financially sound, and observe appropriate sanitation and safety procedures.

Note: The sentence below reflects minimum U.S. Department of Agriculture requirements for schools that participate in the National School Lunch Program and/or School Breakfast Program.

No foods of minimal nutritional value shall be sold in food service areas during breakfast/lunch periods if the school participates in federal breakfast/lunch programs.

(cf. 5040 – Student Nutrition and Physical Fitness)
(cf. 6163.4 – School Gardens, Greenhouses and Farms)

Outside of School Day
The Superintendent or designee may permit food and beverage sales by student or adult entities or organizations provided that these sales comply with state and federal regulations and observe appropriate sanitation and safety procedures.

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

Legal Reference:
NATIONAL SCHOOL LUNCH PROGRAM AND SCHOOL BREAKFAST PROGRAM: COMPETITIVE FOODS. (7 CFR Parts 210.11 and 220.)

Revised 2/2011

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 3580

F. District Records

Note: Alaska Statute 40.21.070 requires district to follow the state records manage and retention program to the extent practical. In 2007, the Department of Education and Early Development updated its 1992 publication relating to records retention practices for school districts. The newly updated Model Records Retention Schedule for Alaska School Districts lists and describes most records that school districts administer and recommends minimum retention guidelines, irrespective of the media utilized. The schedule is only a guide and districts may establish their own varying schedules to meet specific school or community needs or practices.

School district records shall be developed, maintained and disposed of according to the requirements of federal and state laws and regulations. Records, regardless of format, should remain accessible and durable for their prescribed retention period. Electronic records, including email, should be administered under operating policies and procedures, ideally in an unaltered format, to ensure that the records remain authentic and trustworthy for their full retention period.

Note: In 2007, the Federal Rules of Civil Procedure underwent a major revision to include electronic discovery rules. The Federal Rules mandate that entities, including school districts, retain documents that are relevant to a claim or defense to a claim. Thus, electronically stored information that is relevant to a claim must be saved for an extended period of time. Even inadvertent destruction of electronic data, for example pursuant to your email purging procedures, can result in sanctions for your district if you are involved in litigation. A “litigation hold” is a directive to parties not to destroy any documents, including electronically stored information in all of its various forms, that might be relevant to a legal proceeding, or that might lead to the discovery of relevant information. In the event the district becomes aware of actual or threatened litigation, audit, or investigation that may concern a group of records, those records should not be disposed of until authorized to do so upon advice of your attorney.
The Superintendent or designee shall undertake the preservation and retention of records and data, including electronically stored information, when there becomes a likelihood that potential litigation will occur.

Irreplaceable, vital school district records must be protected against destruction in the event of a fire, flood, earthquake, terrorist act or other disaster. Vital records are those containing critical information essential to the continuity of operations, or the protection of the rights and interests of the school district, its students, and staff. The Superintendent or designee shall identify vital records and implement measures to ensure that these documents are preserved.

The School Board authorizes the destruction of records having no legal or administrative value or historical interest, following retention for those periods described in the records retention schedule.

Note: Alaska Statute 40.21.080 provides that public records may not be destroyed except on the authority of the local governing body. The Board may authorize by policies or regulations disposal of “routine records.” The District should establish regulations defining its routine records, and time limits for retention of all records.

The Superintendent or designee shall establish administrative regulations so that district personnel will know how district records are to be maintained or destroyed. The regulations shall include retention periods for district records, as appropriate to the record involved.

The Superintendent or designee shall ensure the confidentiality of district records as permitted or required by law. All district employees must guard against improper disclosure of confidential and personally identifiable information.

(cf. 1340 - Access to District Records)
(cf. 4112.6/4212.6/4312.6 - Personnel Records)
(cf. 5125 - Student Records)

Note: Participants in the E-rate program have specific document retention requirements which go into effect for funding year 2004. Under FCC rules, program beneficiaries must “retain all records related to the application for, receipt and delivery of discounted services for a period of five years after the last day of service delivered” in any particular funding year. FCC Rule § 54.516. Specifically, eight categories of documents must be retained: prebidding process, bidding process, contracts, application process, purchase and delivery of services, invoicing, inventory, and forms and rule compliance.

Legal Reference:
ALASKA STATUTES
40.25.120-40.25.220 Public Records Act
14.03.115 Parental Access
14.17.910 Restrictions governing receipt and expenditure of money from public school foundation account
40.21.010-40.21.140 Public records

ALASKA CONSTITUTION
Part 1, sec. 22, Right to Privacy

UNITED STATES CODE
5 U.S.C. § 552a – Privacy Act

Revised 01/2009

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
Article 4 – Personnel

0. Concepts and Roles (All Personnel)

The School Board wishes to establish conditions that will attract and hold qualified personnel who will devote themselves to the education and welfare of the students of the district. The Board desires that teachers pursue excellence within their profession and may provide incentives to teachers of demonstrated ability and expertise which will encourage them to stay in the public school system.

The Board believes that its personnel policies must be developed in cooperation with staff in an atmosphere of mutual faith and good will. District policies and regulations shall apply only to the extent that they do not conflict with any collective bargaining agreement in effect between the district and its employees.

The Board affirms its intention to have district policies, regulations and procedures conform to the requirements of state and federal laws and regulations.

The School Board

1. Adopts wage and salary schedules.
2. Approves the employment of school personnel.
3. Determines principles of treatment for employees, such as those in connection with sick leave, leaves of absence, in-service training, retirement, etc., either through the policies and regulations of the district or through negotiations with employee organizations in accordance with law.
4. Serves as a court of appeals in cases referred by the Superintendent or designee or which may be appealed by employees directly from the Superintendent or designee's decision, or as specified in adopted employee organization bargaining agreements.

The Superintendent or Designee

Nominates for employment all certificated and classified personnel.

Recommends disciplinary action, including suspension and dismissal, against employees whenever there is sufficient evidence warranting any such action.

With the staff, assigns, directs and supervises the work of all employees with due regard for the individual rights involved.

Proposes salary schedules for staff members not covered by an employee organization agreement, and advises the Board throughout negotiations with employee organizations on all matters under negotiations.
**Working Relationships Between Board and Superintendent or Designee**

The Board desires to be guided principally by the advice of the Superintendent or designee in regard to its relations with district personnel.

The Board shall refer direct approaches from employees for Board action to the Superintendent or designee for his/her consideration and judgment. The Board shall act as an appeals body only after receiving the recommendation of the Superintendent or designee.

*(cf. 4144 - Grievances /Complaints)*

The Superintendent or designee shall conduct the district's personnel relations with fair and sound practices in accordance with Board policy.

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**Legal Reference:**

- **ALASKA STATUTES**
  - 14.08.101 Powers (regional school board)
  - 14.08.111 Duties (regional school board)
  - 14.14.060 Relationship between borough school district and borough
  - 14.14.065 Relationship between city school district and city
  - 14.20.095 Right to comment and criticize not to be restricted
  - 23.40.070-23.40.260 Public Employment Relations Act (PERA)
  - 39.25.110 Exempt service

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**GALENA CITY SCHOOL DISTRICT**

*Adopted 12/13/1995*

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**BP 4020**

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**A. Drug and Alcohol-Free Workplace (All Personnel)**

The School Board believes that the maintenance of drug and alcohol-free workplaces is essential to school and district operations. No employee shall unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any alcoholic beverage, drug or controlled substance before, during or after school hours at school or in any other district workplace.

The Superintendent or designee shall:

1. Publish and give to each employee a notification of the above prohibitions. The notification shall specify the actions that will be taken against employees who violate these prohibitions. The notification shall also state that as a condition of employment, the employee will abide by the terms of this policy and notify the employer, within five days, of any criminal drug or alcohol statute conviction which he/she receives for a violation occurring in the workplace.
For the purpose of this policy, "conviction" shall mean a finding of guilt, including a plea of nolo contendere, or imposition of sentence, or both, by any judicial body charged to determine violations of federal or state criminal drug or alcohol statutes.

2. Establish a drug and alcohol-free awareness program to inform employees about:

(a) The dangers of drug and alcohol abuse in the workplace.
(b) The district policy of maintaining drug and alcohol-free workplaces.
(c) Any available drug and alcohol counseling, rehabilitation, and employee assistance programs, and
(d) The penalties that may be imposed on employees for drug and alcohol abuse violations.

3. Notify the appropriate federal granting or contracting agencies within ten days after receiving notification, from an employee or otherwise, of any conviction for a violation occurring in the workplace.

4. Initiate disciplinary action within 30 days after receiving notice of a conviction for a violation in the workplace from an employee or otherwise. Such action shall be consistent with state and federal law, the appropriate employment contract, the applicable collective bargaining agreement, and district policy and practices.

5. Make a good faith effort to maintain a drug and alcohol-free workplaces throughout the district. In taking disciplinary action, the Board shall require termination when termination is required by law. When termination is not required by law, the Board shall either take disciplinary action, up to and including termination, or shall require the employee to satisfactorily participate and complete a drug assistance or rehabilitation program approved by a federal, state or local health, law enforcement or other appropriate agency. The Board's decision shall be made in accordance with relevant state and federal laws, employment contracts, collective bargaining agreements, and district policies and practices.

(cf. 4117.4 - Dismissal)
(cf. 4118/4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4159 - Employee Assistance Programs)

Legal Reference:
THE DRUG-FREE WORKPLACE ACT OF 1988
Public Law 100-690, 5151-5160
DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENT OF 1989
H.R. 3614
CONTROLLED SUBSTANCES ACT,
202 schedules I-V, 21 U.S.C., 812
21 CODE OF FEDERAL REGULATIONS
1300.1-1300.15

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
Notice to Employees (All Employees)

YOU ARE HEREBY NOTIFIED that it is a violation of Board policy for any employee at a school district workplace to unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any alcoholic beverage, drug or controlled substance as defined in the Controlled Substances Act and Code of Federal Regulations.

"School district workplace" is defined as any place where school district work is performed, including a school building or other school premises; any school-owned or school-approved vehicle used to transport students to and from school or school activities; any off-school sites when accommodating a school-sponsored or school-approved activity or function, such as a field trip or athletic event, where students are under district jurisdiction; or during any period of time when an employee is supervising students on behalf of the district or otherwise engaged in district business.

As a condition of your continued employment with the district, you will comply with the district's policy on Drug and Alcohol-Free Workplace and will, any time you are convicted of any criminal drug or alcohol statute violation occurring in the workplace, notify your supervisor of this conviction no later than five days after such conviction.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4021

1. Drug and Alcohol Testing for School Bus Drivers

Purpose

Note: The federal Omnibus Transportation Employee Testing Act of 1991 requires that all persons subject to commercial driver's license requirements be tested for alcohol, marijuana, cocaine, amphetamines, opiates (including heroin) and phencyclidine (PCP). Regulations require districts to begin testing programs on January 1, 1995 (for districts that had 50 or more drivers as of March 17, 1994) and on January 1, 1996 (for districts that had fewer than 50 drivers on March 17, 1994). In AS 14.09.025, the Alaska Legislature enacted its own statutory requirement for testing bus drivers, which is in effect for all Alaska districts that employ bus drivers. This area, especially post-employment testing of drivers, involves constitutional issues. School districts should refer to legal counsel in designing and implementing drug testing procedures.
The superintendent shall establish and implement a drug and alcohol testing program for all bus drivers employed by the school district, in accordance with state and federal law. The purpose of the testing program shall be to help prevent accidents and injuries resulting from the misuse of drugs and alcohol by bus drivers. This program shall test drivers for the improper use of drugs and alcohol, and shall include random testing. Improper use of drugs and alcohol consists of use that constitutes a criminal offense, or otherwise violates the regulations of the Department of Education.

Prohibited conduct

No personnel employed by the school district as drivers of motorized vehicles used to transport students shall report for duty requiring the performance of safety-sensitive functions, or remain on duty, when the driver uses any controlled substance or has a prohibited concentration of alcohol in the driver's system. The only exception is when a driver has used a controlled substance pursuant to the instructions of a qualified physician who has advised the driver in writing that the substance does not adversely affect the driver's ability to safely operate a motorized vehicle for the transportation of students. Drivers shall provide a copy of the physician's written advice to the driver's supervisor prior to operating any motor vehicle for the school district.

Required Testing

Drivers shall be subject to pre-employment/pre-duty, reasonable suspicion, random, post-accident, returning to duty and follow-up alcohol and drug testing. Random alcohol testing shall be limited to the time period surrounding the performance of safety-related functions, which include just before or just after the employee performs the safety-related function for the district. Controlled substance testing may be performed at any time the driver is at work. An employee subject to this testing may not refuse to take a test when required.

Note: Under 49 CFR Part 40, the Department of Transportation has made specimen validity testing (SVT) mandatory within the regulated transportation industries. Making SVT mandatory has become necessary because of the increase in products designed to adulterate specimens, which has made tampering with specimens more prevalent.

Consequences for failing or refusing to take a required test

Refusal to take a required test shall be considered in violation of the employee's contractual obligations to the district, and may constitute grounds for the employee’s termination from employment with the district. If testing confirms prohibited alcohol concentration levels or the unauthorized presence of a controlled substance, the employee shall be removed immediately from safety-related functions in accordance with law. The district may reassign the employee to non-safety-related functions until such time as the driver complies with the requirements for returning to duty.
The Board retains the authority, consistent with state and federal law, to discipline or discharge any driver who is alcohol or chemically dependent and whose current use of alcohol or drugs impairs the employee's job qualifications or performance. Before a drive may be reinstated, if at all, the driver shall undergo an evaluation by a substance abuse professional, comply with any required rehabilitation and undergo a return-to-duty test with verified results.

Except as required by law or collective bargaining agreement, the district is not required to provide rehabilitation, pay for substance abuse treatment or to reinstate a driver who has failed a required drug or alcohol test. All employment decisions involving reassignment, reinstatement, termination or dismissal from employment shall be made in accordance with applicable district policies and procedures.

Records

The district shall keep and maintain testing records, and shall maintain the confidentiality of those records, in accordance with law. Testing records, and any information about false positive test results, shall not be released without the written consent of the employee. The district shall not retain records of false positive test results in the employee's employment records.

Training

The district shall take steps to ensure that supervisors receive appropriate training to administer the district's drug and alcohol testing program, and that employees receive the notifications required by law.

(cf. 4020 - Drug and Alcohol Free Workplace)
(cf. 3514 - Safety)
(cf. 4158/4358 - Employee Security)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:
ALASKA STATUTES
AS 14.09.025 (Drug Testing for School Bus Drivers)

FEDERAL LAW
Omnibus Transportation Employee Testing Act of 1991
The Drug-Free Workplace Act of 1989
The Drug-Free Schools and Communities Act of 1986, as amended

Revised 1/2009

GALENA CITY SCHOOL DISTRICT
Drug and Alcohol Testing For School Bus Drivers

School bus drivers employed by the district are subject to drug and alcohol testing pursuant to a program that complies with state and federal law. These district regulations reflect several requirements of the federal drug testing regulations, but are not intended to modify or limit the procedures for drug and alcohol testing specifically addressed in state or federal law. District personnel will adhere to the detailed provisions of these laws in administering the district's testing program.

Definitions

For purposes of these regulations, the term "tests" includes both drug and alcohol tests, unless specifically stated otherwise, in context.

The terms "drugs" and "controlled substances" have the same meaning and are interchangeable in these regulations.

"Safety-sensitive functions" include all on-duty functions performed from the time a driver begins work or is required to be ready to work until the driver is relieved from work and all responsibility for performing work as a driver. These functions include by way of example, driving, waiting to be dispatched, inspecting and servicing equipment, supervising, performing or assisting in loading and unloading, repairing or obtaining and waiting for help with a disabled vehicle, performing driver requirements related to accidents, and performing any other work for the district.

Prohibited conduct

Drivers shall be prohibited from any drug or alcohol use that could affect performance on the job, including use during the four hours before driving, during any period of time the employee is driving, and during the eight hours following an accident, should one occur.

Note: Pursuant to 49 CFR 382.213, the school district may require a driver to inform the district when using a controlled substance prescribed by a physician who had advised that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.

Any driver required to use a controlled substance during any of these periods shall obtain in advance a written statement from a qualified physician instructing the employee to use the controlled substance and advising the employee that the
substance does not adversely affect the employee's ability to safely operate a school bus or other motor vehicle. It is the employee's responsibility to submit this document to the employee's supervisor prior to using the controlled substance during any of the prohibited periods described above, and to use the substance in accordance with the physician's instructions.

**REQUIRED TESTING Pre-employment tests**

Drug and alcohol tests will be required of an applicant for a position as a bus driver only after the individual has been offered the position. Pre-employment tests shall be conducted before the first time a driver performs any safety-sensitive function for the district. Employment with the district is conditional upon the applicant successfully passing these tests.

Unless otherwise prohibited by law, exceptions may be made for drivers who have had the alcohol test required by law within the previous six months and participated in the drug testing program required by law within the previous 30 days, provided that the district has been able to make all verifications required by law.

**Post-accident tests**

Before any employee may operate a school bus, the district will provide the employee with information concerning post-accident testing procedures. Alcohol and drug tests will be conducted as soon after an accident as is practicable on any driver who:

1. was performing a safety-sensitive function with respect to the vehicle and the accident involved serious injury or the loss of human life.
2. received a citation under any state or local law for a moving traffic violation arising out of the accident.

Drivers shall make themselves readily available for drug and alcohol testing after an accident, absent the need for immediate medical attention. No driver involved in any accident, whether or not there was serious injury or death, may use alcohol or a controlled substance for eight hours after the accident, or until the employee has undergone a drug and alcohol test, whichever is first.

If an alcohol test is not administered within two hours after the accident, or a drug test is not administered within 32 hours after the accident, the district will prepare and maintain records explaining why the test was delayed or not conducted.

**Reasonable suspicion tests**

*Note: Pursuant to 49 CFR 382.603, persons designated to determine whether reasonable suspicion exists must receive at least 60 minutes of training that covers the*
physical, behavioral, speech and performance indicators of alcohol misuse and an additional 60 minutes of training that covers these indicators of controlled substance use.

Whenever a supervisor or district official has a reasonable suspicion that a bus driver has violated the district's prohibitions against the improper use of alcohol or drugs, the district may conduct a test of that driver. This reasonable suspicion must be based on specific, contemporaneous, articulated observations concerning the driver's appearance, behavior, speech, or body odors. These observations also may include indications of chronic use or the withdrawal effects of controlled substances.

Alcohol tests will be authorized for reasonable suspicion only if the required observations are made during, just before, or just after, the period of the work day when the driver must comply with these prohibitions. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the district will prepare and maintain a record explaining why a test was not conducted within that time. Attempts to conduct an alcohol test will terminate after eight hours.

A supervisor or district official who makes a finding of reasonable suspicion also must make a written record of the observations made that lead to a reasonable suspicion. This written record must be made within 24 hours of the time the test is given, or before the test results are released, whichever is first. The individual making the reasonable suspicion shall not be the individual conducting the test, unless other persons qualified to administer the test are not reasonably available and there is danger that a proper test will not be conducted.

Random tests

*Note:* The random tests described below must be conducted throughout the calendar year, not just at one time. Further, they should not be conducted at the same time each calendar year, and employees should be tested the same day as the tests are announced. The Omnibus Transportation Employee Testing Act of 1991 regulations were revised in 2001 to reduce from 25% to 10% the minimum percentage of employees required to be randomly tested for alcohol.

Drug and Alcohol tests of bus drivers shall be conducted on a random basis at unannounced times throughout the year. Tests for alcohol or drugs shall be conducted just before, during or just after the performance of safety-sensitive functions. The number of random alcohol tests annually must equal 10% of the average number of driver positions. The number of random drug tests annually must equal 50% of the average number of driver positions. Drivers shall be selected by a scientifically valid random process, and each driver shall have an equal chance of being tested each time selections are made.

Return to duty tests
Prior to being permitted to return to performing safety-sensitive functions for the school district, a driver shall be administered a drug or alcohol test, as appropriate. Employees whose conduct involved misuse of drugs or alcohol may not return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result or the return-to-duty alcohol test produces a verified result that meets federal and district standards.

**Note:** Pursuant to 49 CFR 382.605, an employee whose conduct involved alcohol cannot return to duty in a safety-sensitive function until the employee undergoes a return-to-duty alcohol test with an alcohol concentration of less than 0.02. However, more restrictive statutory and regulatory provisions also may apply in addition to the DOT regulations. Under the Drug-Free Workplace Act, for example, a school district employee cannot be under the influence of alcohol on school grounds.

**Follow-up tests**

A driver who violates the district's drug or alcohol prohibition and is subsequently identified by a substance abuse professional as requiring assistance in resolving a drug or alcohol problem will be subject to unannounced follow-up testing as directed by the professional, in accordance with law. Follow-up alcohol testing will be conducted just before, during or just after the time when the driver is performing safety sensitive functions.

**Note:** Pursuant to 49 CFR 40.67(b), direct observation of follow-up and return-to-duty drug tests are now mandatory rather than discretionary to minimize cheating in drug tests. However, where additional testing methodologies are approved by DHHS and adopted by DOT, DOT intends to make these methods available as an alternative to direct observation urine testing.

**Enforcement**

**Note:** 49 CFR Section 382 provides that a driver who is tested and found to have an alcohol concentration of 0.02 or greater, but less than 0.04, may not perform or continue to perform safety-sensitive functions including driving a commercial motor vehicle until the start of the driver's next regularly scheduled duty period, but not less than 24 hours after the test was administered. Under 49 CFR 382, this is the only action the employer can take based solely on an alcohol concentration of 0.02 or greater, but not less than 0.04. However, pursuant to 49 CFR Section 382.505, this does not prohibit an employer with authority independent of Part 382 from taking any action otherwise consistent with law.

Any driver who refuses to submit to a post-accident, random, reasonable suspicion or follow-up test shall not perform or continue to perform safety-sensitive functions.
Drivers who test positive for alcohol or drugs in violation of this policy or law shall be subject to disciplinary action up to, and including, dismissal.

**Records**

Employee drug and alcohol test results and records shall be maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver shall receive copies of any records pertaining to the employee's use of drugs or alcohol, including any records pertaining to the employee's drug or alcohol tests.

Records shall be made available to a subsequent employer or other identified persons only as permitted by law and expressly requested, in writing, by the driver.

**Notifications**

*Note: Pursuant to 49 CFR 382.601, the school district must provide the following information to all drivers. Materials supplied to drivers may also include information about other policies and disciplinary consequences based on the district's authority under state and other law, and described as such. The school district must ensure that each driver signs a statement certifying that the employee has received a copy of these materials.*

Each driver shall receive copies of educational materials that explain the requirements of the Code of Federal Regulations (CFR), Title 49, Part 382, together with copies of any other required materials and a copy of the district's policy and regulations for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify:

1. the person designated by the district to answer driver questions about the materials;
2. categories of drivers who are subject to the Code of Federal Regulations, Title 49, Part 382;
3. sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382;
4. specific information concerning driver conduct that is prohibited by Part 382;
5. the circumstances under which a driver will be tested for drugs and alcohol under Part 382;
6. the procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results and ensure that test results are attributed to the correct driver;
7. the requirement that a driver submit to drug and alcohol tests administered in accordance with Part 382;
8. an explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;
9. the consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment;
10. the consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04; and
11. information concerning the effect of drugs and alcohol on an individual’s health, work and personal life; sign and symptoms of a drug or alcohol problem (the driver’s or a coworker’s), and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to an employee assistance program or referral to management.

Each driver shall sign a statement certifying that the employee has received a copy of the above materials.

Note: 49 CFR 382.113 requires the school district to inform the employee, before tests are performed, that the tests are required by 49 CFR 382. 49 CFR 382.113 also states that employers shall not falsely represent that a test administered under their own or other authority is being administered under the authority of the Federal Highway Administration. If the school district establishes a testing program before the compliance date required by federal regulations, the following paragraph should be deleted until after the compliance date.

Before any employee operates a commercial motor vehicle for the school district, the district shall provide the employee with post-accident procedures that will make it possible for the employee to comply with post-accident testing requirements.

Prior to performing drug and alcohol tests, the district shall inform drivers that the tests are given pursuant to the Code of Federal Regulation, Title 49, Part 382. This notice shall be provided only after the compliance date specified in law.

The district shall notify a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of the employees employment application.

The district shall notify a driver of the results of random, reasonable suspicion and post-accident drug tests if the test results are verified positive. The district shall tell the driver which controlled substances were verified as positive.
B. Nondiscrimination In Employment (All Employees)

Note: Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA), which became effective November 21, 2009, with implementing regulations effective July 18, 2016, protects applicants and employees from employment discrimination based on genetic information employers are prohibited from discriminating in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. GINA also restricts employers' acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees, or their family members; the manifestation of diseases or disorders in family members (family medical history); and requests for or receipt of genetic services by applicants, employees, or their family members.

The district and its employees shall not unlawfully discriminate against or harass employees or job applicants on the basis of sex, race, color, religion, national origin, ancestry, age, marital status, changes in marital status, pregnancy, parenthood, physical or mental disability, Vietnam era veteran status, genetic information, or good faith reporting to the board on a matter of public concern.

The district may provide optional wellness programs to seek to improve health or prevent disease. All wellness programs must be in accord with applicable state and federal law. An employee may not be discriminated against in employment because of the medical information they provide as part of participating in the wellness program, nor may they be subject to retaliation for choosing not to participate.

(cf. 4119.11 - Sexual Harassment)  
(cf. 4161.4 – Family and Medical Leave)  

Note: The Americans with Disabilities Act sets forth an employers' duty to reasonably accommodate persons with disabilities.

Equal opportunity shall be provided to all employees and applicants in every aspect of personnel policy and practice. The district shall not discriminate against persons with physical or mental disabilities who, with or without reasonable accommodation, can perform the essential functions of the job in question.

(cf. 0411 – Service Animals)  
(cf. 4119.41 - Employees with Infectious Disease)  

Note: Federal Regulations (45 CFR, Section 86.9) require federal aid recipients to take "continuing steps" to notify applicants for employment that, in compliance with Title IX, they do
not discriminate on the basis of sex. Districts employing 15 or more persons also must give “continuing” notification about nondiscrimination on the basis of handicap. (Vocational Rehabilitation Act of 1973)

The Superintendent or designee shall publicize this policy annually throughout the district and the community.

(cf. 1312.3 - Complaints Concerning Discrimination)
(cf. 4111.1 - Affirmative Action)

Legal Reference:
ALASKA STATUTES
14.18.010 Discrimination based on sex and race prohibited
14.18.020 Discrimination in employment prohibited
14.18.090 Enforcement by state board of education and early development
18.80.220 Unlawful employment practices
39.90.100 Nondiscrimination – Protection for whistleblowers

ALASKA ADMINISTRATIVE CODE
4 AAC 06.510 Discrimination in hiring practices

UNITED STATES CODE
29 U.S.C. 621-634 Age Discrimination In Employment Act
38 U.S.C. 2011 et seq. Vietnam Era Veterans' Act
42 U.S.C. Ch. 21F Prohibiting Employment Discrimination on the Basis of Genetic Information
42 U.S.C. 2000d-200d-7 Title VI of the Civil Rights Act
42 U.S.C. 12101-12213 Americans With Disabilities Act

CODE OF FEDERAL REGULATIONS
29 C.F.R. §1635.8 Acquisition of genetic information

Revised 10/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

Employee Notice (All Employees) Protection for Whistleblowers
Any employee of the school district may in good faith report to a public official or a public body or testify before a public body about a matter of public concern.

A matter of public concern means a violation of federal, state, or local law (including school board policy), a danger to public health or safety, gross management (including a substantial waste of funds or clear abuse of authority) or matter under investigation by the municipal ombudsman.
A report may not disclose any information which is legally required to be kept confidential.

An employee initiating a report must first submit the report to the employee’s immediate supervisor unless the employee reasonably believes: it would be futile to report to the supervisor, an emergency exists, or that reprisals or discrimination would result.

Employee protections and obligations regarding reports on matters of public concern are fully stated in Alaska Statute 39.90.100-150.

added 9/1993

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4040

C. Health Insurance Portability and Accountability Act of 1996 Privacy

Policy (All Employees)

Note: The following policy is provided for those school districts who are a “covered entity” under the Health Insurance Portability and Accountability Act (“HIPAA”). You are advised to consult legal counsel to determine if you are a covered entity for HIPPA purposes. The privacy and notice requirements under HIPAA are extensive and include privacy procedures, notification of privacy rights, employee training, designation of individuals responsible for ensuring HIPAA compliance, and physically securing identifiable health information. A brief explanation is provided below identifying which entities are “covered” under HIPAA. This discussion is not complete and should not be solely relied upon to determine whether your district is a covered entity.

For the purposes of student records, schools receiving federal education funding must comply with the Family Educational Rights and Privacy Act (“FERPA”). Student records policies and procedures complying with FERPA are found at BP/AR 5125. Under FERPA, educational records include student health records and special education records. HIPAA is not applicable to student education records. HIPAA, however, may apply to your staff members’ health records although general employment records are excluded from HIPAA as well. Even for staff records, though, you need not comply with HIPAA regulations unless your district is otherwise a “covered entity.” A district can be a covered entity as a “health care provider” only if it handles health billing and related transactions electronically. It can also be a covered entity in certain circumstances if it operates a “health plan” for its employees.

The following policy declares your district a “hybrid entity.” The “hybrid entity” standards under HIPAA recognize that many entities have different purposes and functions. Under HIPAA, where any individual component of an entity is either a “health plan” or “health care provider,” the entire operation will be deemed covered by HIPAA unless the entity both designates and documents itself as a hybrid entity. 45 C.F.R. § 164.405.
HIPAA Coverage

The District, based upon its self-administration of a self-funded health plan, is a covered entity under HIPAA. As its business activities include both covered and, primarily, non-covered functions, it has decided to designate itself a “hybrid entity” under HIPAA.

For purposes of this policy, all health information created and maintained by the District and its agents that is considered part of a student’s educational record under the Family Educational Rights and Privacy Act (FERPA) is not subject to this policy.

Implementation Procedures for Health Plan Records

In order to comply with HIPAA’s privacy standards, the District has taken the following steps:

1. **Contact Person.** The District has designated the personnel officer as the contact person responsible for receiving complaints about HIPAA compliance and providing additional information about the District’s HIPAA practices and procedures.

2. **Privacy Officer.** The District has designated the personnel officer as the Privacy Officer for HIPAA purposes. The Privacy Officer is responsible for developing and implementing privacy policies and procedures for the District, training District staff, and monitoring compliance. The Privacy Officer shall also be responsible for receiving complaints about HIPAA violations and for providing information about matters covered by privacy notices.

3. **Security of PHI Records.** District officials must ensure that health plan records containing individually identifiable personal health information (PHI) are secure so that these records are readily available only to the minimum number of individuals who need them to carry out Treatment, Payment or health care Operations (TPO). The Privacy Officer shall develop reasonable administrative, technical and physical safeguards to protect the privacy of PHI. The Superintendent or designee should review these practices on a periodic basis.

4. **Authorization of Disclosure of PHI.** HIPAA does not require participant authorization for health plan officials to use or disclose PHI for purposes of treatment, payment or health care operations. With some exceptions, disclosure of PHI by health plan officials (except for purposes of treatment, payment or health care operations) requires written authorization signed by the individual in question. The Privacy Officer shall determine activities and transactions that require an authorization and will develop an authorization form that complies with the HIPAA Privacy Rule.
5. **Notice of Privacy Practices.** District officials will provide a notice to health plan participants about their privacy rights and how their PHI will be used. Such information is known as a Notice of Privacy Practices. The notice must not only be provided by the date of disclosure, except in an emergency, but the District must make a good faith attempt to obtain the individual’s acknowledgment of receipt of such notice.

6. **Business Associates.** A “business associate” is an outside business that provides various administrative services or assists with the District’s health plan. The District shall identify its business associates and shall enter into a written contract to safeguard PHI before the District can share PHI with the Business Associate. The deadline for having agreements in place is April 14, 2004.

7. **Training.** The District shall train those District employees who work in areas covered by the HIPAA Privacy Rule and who have access to PHI to follow the appropriate procedures to ensure PHI is not disclosed except as allowed by law.

8. **Complaints.** There shall be a complaint procedure in place whereby written complaints related to PHI and HIPAA standards may be lodged. Any complainant is entitled to a hearing before the privacy officer, who has 10 school days to rule on such complaint. If the complainant is not satisfied with the disposition of the complaint, he/she may appeal to the Superintendent or his or her designee, who shall review the matter and make a final decision within 15 school days of receiving written notice of the appeal. The District shall not intimidate, threaten, coerce, discriminate against, or take any other retaliatory action against any individual exercising his or her HIPAA rights.

**Student Records**

The HIPAA Privacy Rules expressly exempt from coverage student records covered by the federal law known as the Family Educational Rights and Privacy Act (FERPA). Such records are not governed by HIPAA even if they contain individually identifiable health information.

**Employee Records**

The HIPAA Privacy Rule does not govern a school district’s obligations as an “employer” to maintain, use or disclose medical records of its “employees.” Those obligations flow from the Americans with Disabilities Act and should be dealt with in accordance with those laws. Similarly, the HIPAA Privacy Rule prohibits the District from using PHI created or received by the group health plan for employment-related functions.

*Legal Reference:*

*Health Insurance Portability and Accountability Act of 1996, Public Law 104-191, and applicable regulations 45 C.F.R. Part 160 and 164*
1. Certified Personnel

A. Permanent/Probationary

1. Certificated Personnel - Recruitment and Selection

Note: Effective for the 2016-2017 school year, the federal Every Student Succeeds Act has eliminated the requirement that teachers be “highly qualified.” Rather, teachers should be fully licensed and endorsed in each subject they are teaching.

The district shall employ the most highly qualified person available for each open position. The Superintendent or designee shall develop recruitment and selection procedures to ensure that every effort is made to find and hire fully qualified teachers for all classrooms, which include:

1. Assessment of the district's needs to determine those areas where specific skills, knowledge and abilities are lacking.
2. Development of job descriptions which accurately portray the position, including requirements that a teacher be qualified in accordance with federal and state law.
3. Dissemination of vacancy announcements to ensure a wide range of candidates, when necessary.
4. Screening procedures which will identify the best possible candidates for interviews.
5. Interview procedures which will determine the best qualified candidate for recommendation to the School Board.

Staff members involved in the selection process shall recommend only those candidates who meet all qualifications established by law and the School Board for a particular position. Nominations for employment shall be based upon
appropriate screening devices, interviews, observations, recommendations from previous employers and any requirements of applicable collective bargaining agreements.

*Note:* The Alaska Professional Teaching Practices Commission recommends that districts develop a policy regarding the procedures to be followed when desiring to hire an educator currently under contract with another school district. The following policy language is based on procedures developed by the Fairbanks North Star Borough School District.

Before considering the hire of a certificated staff member who is currently under contract in another district, the Superintendent or designee will require the certificated staff to provide written documentation that he/she: (1) has made an effort to secure a release from the employing district thirty calendar days prior to the employing district’s first contract day; or, (2) has secured a written release from the employing district.

*Note:* A subject-matter expert teacher, holding a limited certificate issued by the Department, may be employed to teach subjects in which the person has satisfied the education or experience requirements set out in state statute AS 14.20.022. Before a school district determines whether to hire a person as a subject-matter expert teacher, the school district must administer a competency examination. Additionally, once a subject-matter expert teacher is hired, the district must provide a mentor who is an experienced teacher for the subject-matter expert teacher for at least the first year of the subject-matter expert teacher’s employment in the school district. A person employed as a subject-matter expert teacher under this section is considered a certificated employee for purposes of the teachers’ retirement system. Finally, employment as a subject-matter expert teacher counts as employment for purposes of acquiring tenure; however, a person holding a subject-matter expert limited teacher certificate is not entitled to tenure until the person receives a teacher certificate under AS 14.20.022.

(cf. 4112.8 - Employment of Relatives)

*Note:* AS 14.20.020 requires coursework in Alaska studies and multicultural education or cross-cultural communications in order to be eligible for a teacher certificate. Effective June 30, 2017, AS 14.20.020 also requires training on alcohol and drug related disabilities, sexual abuse and sexual assault awareness and prevention, dating violence and abuse awareness and prevention and suicide prevention in order to be eligible for a teacher certification. AS 14.20.035 requires districts to give preference to applicants who demonstrate training or experience that indicates sensitivity to the traditions and cultures represented in the student population.

In evaluating applicants, preference shall be given to those applicants who can demonstrate training and experience related to the traditions and cultures represented in the student population.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4111.1/4211.1/4311.1 - Affirmative Action)
(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

No person shall be employed by the School Board without the recommendation or endorsement of the Superintendent or designee. The School Board shall be
presented with the Superintendent or designee's recommended candidate who may be selected or rejected by the School Board. If the candidate is rejected, the Superintendent or designee shall recommend subsequent candidates until the School Board selects someone to fill the position. The School Board shall make the final decision on the selection of all employees.

(cf. 6181 - Charter School)

Note: AS 14.08.111 and AS 14.14.090 require districts to provide prospective employees with information regarding the availability and cost of housing in rural areas to which they may be assigned and when possible assist them in locating housing. The following may be revised or deleted as appropriate.

The School Board recognizes that the district encompasses rural areas and will assist teachers in obtaining information regarding the cost and availability of housing as required by law.

Legal Reference:
ALASKA STATUTES
14.08.111 Duties (regional school boards)
14.14.090 Additional duties
14.20.010 Teacher Certificate Required
14.20.022 Subject-matter expert limited teacher certificate
14.20.035 Evaluation of training and experience
14.20.100 Unlawful to require statement of religious or political affiliation
14.20.110 Penalty for violation of AS 14.20.100

ALASKA ADMINISTRATIVE CODE
4 AAC 04.210, 04.212 and 06.899(6) Highly Qualified Teachers and Objective Uniform Standards
6 AAC 30.810 Employer records
6 AAC 30.840 Retention of records

UNITED STATES CODE

Revised 3/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4111.1
BP 4211.1
BP 4311.1

a. Affirmative Action (All Personnel)

The Superintendent or designee shall determine whether the following groups are underrepresented within the district work force based on the relevant job market: men, women, whites, blacks, Hispanics, Asians,
American Indians or other minorities. Where under-representation exists, the affirmative action program shall specify remedial action to be taken, including hiring goals and timetables.

The Superintendent or designee shall maintain an affirmative action program as required by law. The affirmative action program shall be temporary and shall be fashioned in response to a demonstrated need for remedial action. The Superintendent or designee shall update the affirmative action program not less than every five years. The program shall not unnecessarily hinder the employment of any group member.

The Superintendent or designee shall publicize this policy throughout the district and the community.

The Superintendent or designee shall report to the Board annually regarding the extent to which program goals are being achieved.

(cf. 4030 - Nondiscrimination in Employment)

Legal Reference:
ALASKA STATUTES
14.18.70 Affirmative action
ALASKA ADMINISTRATIVE CODE
4 AAC 06.510 Discrimination in hiring practices
VOCATIONAL REHABILITATION ACT OF 1973
29 U.S.C. 794
AGE DISCRIMINATION IN EMPLOYMENT ACT
29 U.S.C. 621-624
VIETNAM ERA VETERANS' ACT
38 U.S.C. 2012 et seq.
United Steel Workers v. Weber
443 U. S. 193 (1979)

b. Legal Status Requirement (All Personnel)

Note: Employers are required to comply with the federal Immigration and Nationality Act as amended by the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. On an individual basis, an employer may hire a citizen rather than an alien, if desired, provided the two individuals are equally qualified. However, an employer may not adopt a blanket policy of always preferring a qualified citizen over a qualified alien.
The district shall hire only citizens and aliens who are lawfully authorized to work in the United States. The district will verify the identity and employment eligibility of all individuals hired to work. The district will not continue the employment of an individual upon knowledge that he or she is no longer lawfully authorized to work in the United States.

District employment practices shall not discriminate on the basis of citizenship status or national origin, nor shall they discriminate against any refugees, grantees of asylum, or persons qualified for permanent or temporary residency.

(cf. 4111/4211 - Recruitment and Selection)

Note: Employers may be subject to fines and/or imprisonment if they fail to request evidence of employment eligibility or if they knowingly hire or continue to employ undocumented workers. Under 2009 amendments to federal regulations, the term “knowing” includes not only actual knowledge but also knowledge which may fairly be inferred through notice of certain facts and circumstances which would lead a person, through the exercise of reasonable care, to know about a certain condition. Constructive knowledge may include, but is not limited to, situations where an employer: (i) fails to complete or improperly completes the Employment Eligibility Verification Form, I-9; (ii) has information available to it that would indicate that the alien is not authorized to work, such as Labor Certification and/or an Application for Prospective Employer; or (iii) acts with reckless and wanton disregard for the legal consequences of permitting another individual to introduce an unauthorized alien into its work force or to act on its behalf. Knowledge that an employee is unauthorized to work may not be inferred from an employee’s foreign appearance or accent.

All new employees shall show appropriate documents which certify that they are legally eligible to work in the United States, as required by law. Nothing in this policy is intended to preclude the employment of teachers under the Exchange Visitor program in 22 C.F.R § 62.24.

Legal Reference:

**UNITED STATES CODE**

**CODE OF FEDERAL REGULATIONS**
8 C.F.R. Part 274(a) Control of Employment of Aliens
22 C.F.R. §62.24 Teachers

Revised 10/2017

GALENA CITY SCHOOL DISTRICT
Adopted 2/2010
Legal Status Requirement

Note: Throughout the following regulation, substitute for "personnel officer" the title of the employee who is assigned by your district to verify work eligibility documentation.

When being hired by the district for any kind of work, prospective employees shall be informed that they will be asked, within three days of employment, to show documents which certify their work eligibility and identity. Persons employed for three days or less must provide such documentation on their first day. This documentation may consist of one item in group A below, or two items, one from group B and one from group C below.

Note: Pursuant to the Immigration Act of 1990, an employer cannot require an employee to present more or different documents than those required by law, nor can an employer refuse to honor documents which on their face reasonably appear to be genuine and related to the person presenting them. Employees can choose whichever documents they want to present from the lists of acceptable documents.

Group A - Documents Establishing Both Work Authorization and Identity

1. A United States passport, unexpired or expired.


3. A Certificate of Naturalization (INS Form N-550 or N-570).

4. An unexpired foreign passport with I-551 stamp or attached INS Form I-94 indicating unexpired employment authorization.

5. An Alien Registration Receipt Card with photograph (INS Form I-151 or I-551).

6. An unexpired Temporary Resident Card (INS Form I-688).


8. An unexpired Reentry Permit (INS Form I-327).

10. An unexpired Employment Authorization Document issued by the INS which contains a photograph (INS Form I-688B).

**Group B - Documents Establishing Identity**

1. A driver's license or ID card issued by a state or outlying possession of the United States, provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address.

2. An ID card issued by federal, state, or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address.

3. A school ID card with a photograph.

4. A voter's registration card.

5. A U.S. military card or draft record.

6. A military dependent's ID card.

7. A U.S. Coast Guard Merchant Mariner Card.

8. Native American tribal documents.

*Note: Should an individual present a Native American tribal document which establishes both work eligibility and identity, only that one document would be needed.*

9. A driver's license issued by a Canadian government authority.

**Group C - Documents Establishing Work Eligibility**

1. A U.S. Social Security card issued by the Social Security Administration, other than one stating it is not valid for employment.

2. Certification of Birth Abroad issued by the Department of State (Form FS-545 or Form DS-1350).

3. An original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States, bearing an official seal.


5. A U.S. Citizen ID Card (INS Form I-197).

7. An unexpired employment authorization document issued by the INS, other than those listed in Group A.

If a minor has a work authorization document but does not have any of the identity documents in Group B, he/she may establish identity by means of a school record or report card; clinic, doctor or hospital record; or a day-care or nursery school record. Lacking any of these, he/she still may work, provided that a parent/guardian completes Section 1 of Form I-9 for the minor. In the space for the minor's signature, the parent/guardian must write "minor under age 18." The parent/guardian also must complete the "Preparer/Translator Certification" section. In Section 2 under List B after the words "Document #," the personnel officer should write "minor under age 18."

If unable to provide satisfactory documentation, the employee shall furnish a receipt indicating that the needed document has been requested. This receipt must be presented within three days of the hire, and the document itself must be provided within 90 days of the hire.

Note: To continue employing an alien authorized by a work permit or other document which establishes only temporary work authorization, the employer is responsible for verifying renewal of eligibility when the document expires. Temporary work authorizations therefore should be flagged as indicated below.

The personnel officer shall examine the documents presented and record the expiration date as it appears on all work authorization permits. This expiration information shall be subsequently flagged so as to remind the personnel officer to verify that the permit has been renewed and that the employee is still eligible to work.

Should an employee present two documents on which the individual's name is not the same, the personnel officer shall ask to see documentation of name change, such as would be provided by a marriage license, divorce papers, court order or other legal document verifying the name change.

Note: When inspecting documents which establish employment eligibility, the employer is only required to be satisfied that the documents reasonably appear on their face to be genuine. If the Board decides to make copies of the documents presented, we recommend that the district specify a procedure for protecting the confidentiality of the information they contain.

After examining the documents presented, the personnel officer shall copy them. Such copies shall be kept confidential and used only as needed to help justify the district's past decision to accept the documents as valid.
Note: The means selected for protecting confidentiality should be conspicuous enough to prevent mistakes. The following procedure should be revised to reflect district practice.

To protect full confidentiality, the personnel officer shall seal these copies in an envelope on which the following message has been printed:

The enclosed documents, provided only to verify work eligibility for (name of employee), were examined on (date) by (signature). This sealed envelope may be opened only by the Superintendent or designee. Refer to BP/AR 4111.2/4211.2/4311.2 for current regulations.

(cf. 4112.6/4212.6/4312.6 - Personnel Records)

The personnel officer shall ask the employee to complete and sign INS Form I-9. The form must be the revised version released by the INS on November 14, 2016.

Note: Employers should help employees in completing INS form I-9 only in the case of individuals who cannot read, who cannot write, or who need the form translated. If such help is necessary, the reader, assister or translator also must sign the form and should be careful to give only procedural assistance and offer no counsel with regard to the individual's status.

Note: The I-9 form must be completed within three business days of the hire. If the term of employment is three days or less, the form must be completed before the end of the first working day. I-9 forms are not needed for persons who are independent contractors or who are employed by a contractor providing contract services.

The personnel officer shall complete and sign the I-9 form and shall assure that it is kept until a full year after the employee leaves the job.

Note: We suggest that I-9 forms be kept together in a separate file so that they may be more easily located and handled if the INS comes to check them.

All I-9 forms shall be kept together in a separate file for at least three years from the hiring date. Where the employment extends longer, the I-9 shall be kept for the life of employment and for one year following termination of employment. I-9 forms shall be kept for all employees hired after November 6, 1986.

Note: Without a warrant or subpoena, INS officers may not inspect any personnel documents other than the I-9 form and documents maintained by the employer to substantiate the I-9 form. The INS is required to provide at least three days' notice prior to inspecting I-9 forms.

I-9 forms shall be available for inspection upon request by officers of the Immigration and Naturalization Service or the Department of Labor.
Other personnel documents shall not be made available to government agents unless they present a warrant or subpoena.

The Superintendent or designee shall open the sealed envelope containing copies of an employee's work authorization documents only in connection with inquiries by the INS.

In order to avoid the loss of any employer rights, all communications received from the Immigration and Naturalization Service shall be answered within 30 days.

Note: Employers who receive "Notice of Intent to Fine" may request a hearing, but this request must be made within 30 days.

Revised 5/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

2. Appointment and Conditions of Employment

BP 4112.1

a. Contracts (Certificated Personnel)

After January 1, the Board may issue teacher contracts for the following school year. Contracts shall be approved by the Board and signed by at least two Board members.

The School Board shall give or mail reemployment contracts to teachers who are not dismissed or given notice of nonretention in accordance with law. If an employee fails to notify the Superintendent or designee within 30 days after receipt of a contract of reemployment that he/she accepts reemployment, the Board shall consider the employee to have declined reemployment and shall terminate the employee's services at the expiration of the existing contract.

(cf. 4117.4 – Dismissals)
(cf. 4117.6 - Nonretention)
(cf. 4119.21 - Code of Ethics)

Legal Reference:
ALASKA STATUTES
b. Health Examinations

Note: Alaska Statute 14.30.075, enacted in 2016, provides that school districts may require physical examinations of teachers as a condition of employment. Districts are not required to pay the cost of teacher physical exams and this does not affect the coverage of any health insurance benefits the district provides to teachers.

Employees may be required to pass a physical and/or psychological examination any time such an examination appears necessary to preserve the health and welfare of district students and employees, or to furnish medical proof of physical or mental ability to perform satisfactorily the assigned duties of an individual's position, or as a condition of employment.

(cf. 4119.41 - Employees with Infectious Disease)

Legal Reference:
ALASKA STATUTE
14.30.075  Physical examinations for teachers

ALASKA ADMINISTRATIVE CODE
4 AAC 18.010 Teachers' and administrators' contracts

Revised 3/2019
c. Security Check (All Personnel)

The School Board desires to hire personnel whose background and behavior exemplifies a standard deemed appropriate for individuals working with children. Effort will be made to investigate the background of applicants prior to hire in the district. This investigation will include questions related to an applicant’s background, as well as fingerprint information in accordance with law.

Falsification of information during the interview or on the application shall be grounds for immediate removal from consideration for a position or dismissal from a currently held position.

Legal Reference:
ALASKA STATUTES
12.62.035 Access to Certain Crime Information

Security Check (All Personnel)

1. No individual will be hired by the district until a fingerprint investigation has been completed and the applicant has no recorded offenses. Under emergency circumstances, the Superintendent can waive this requirement to allow someone to work until the investigation is complete.

2. No person who has ever been convicted, or plead guilty or no contest (including forfeiture of bail) to a crime involving violence or sexual abuse will be hired by the district.
3. No person who has been convicted, or plead guilty or no contest (including forfeiture of bail) to (1) a felony or (2) a crime or other violation involving a controlled substance within the five years preceding the application, will be hired by the district. If more than five years have elapsed since the crime or violation, a person may apply pursuant to following paragraph.

4. Applications from person who have been convicted, or plead guilty or no contest (including forfeiture or bail) to any crime or violation (excluding minor traffic violations) not covered in (2) or (3) will be considered by the Superintendent on a case by case basis and notice given to the School Board prior to hire or being hired by the district.

5. If charges are pending, no action will be taken on the individual's application until disposition of the charges.

Revised 9/2001

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4112.6
BP 4212.6
BP 4312.6

d. Personnel Records (All Personnel)

Personnel records shall be kept for all current employees and shall include information usually expected in good personnel administration. Records shall be kept for all former employees, including such information as shall seem appropriate to the administration.

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)
(cf. 1312.1 - Complaints Concerning Personnel)

All personnel files are confidential and shall be available only to the employee, persons authorized by the employee, the Superintendent or designee, and those individuals authorized by the Superintendent or Board in accordance with administrative procedures. School Board members may request to review an employee's file at a personnel session of the Board.

Employees shall be notified whenever derogatory information is to be placed in their personnel files. Employee may review and comment on
the contents of this personnel file. Personnel records shall be made available for inspection by the employee at an off-duty time. Inspection shall take place in the presence of an administrator.

Legal Reference:
ALASKA STATUTES
40.25.120 Inspection and copying of public records
23.40.070 Declaration of Policy (PERA)

ALASKA ADMINISTRATIVE CODE
4 AAC 19.040 Use of the evaluation


Revised 1/09

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4112.61
BP 4212.61
BP 4312.61

e. Personnel References (All Personnel)

The School Board desires to provide information about district employees to prospective employers to the extent that such information is factual and does not violate an employee's privacy rights.

The Superintendent or designee shall process all requests for references, letters of recommendation, or information about the causes or reasons for separation regarding all district employees other than the Superintendent. No other staff member shall make statements concerning a separated employee's performance or the reason(s) why any individual has left district employment.

(cf. 4112.6 - Personnel Files)
(cf. 4117.5 - Termination Agreements)

Legal References:
ALASKA STATUTES
AS 09.65.160 Job References

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
f. Employment of Relatives (All Personnel)

In order to preclude situations which could bring about a conflict of interest for members of the administrative staff, an employee shall not be appointed to a position where a member of his/her immediate family maintains supervisory or evaluation responsibilities for the position. Immediate family members may be employed at the same department or work location with the approval of the Superintendent or designee.

The School Board recognizes that factors such as remote locations and a lack of qualified job applicants may justify the employment of family members of the Superintendent or Board.

An immediate family member of a Board member may be employed by the district if he/she is the most qualified applicant, has been approved by the Board, and such employment has received the written approval of the Commissioner of Education. An immediate family member of the Superintendent may be employed by the district with written approval of the Board. (AS 14.14.140)

(cf. 9270 - Conflict of Interest)

Legal Reference:
ALASKA STATUTES
14.14.140 Restriction on employment

ALASKA ADMINISTRATIVE CODE
4 AAC 18.031 Employment of members of immediate families of school board members
4 AAC 18.900 Definitions

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4112.10

g. Employment of Retired Teachers

Note: Effective July 1, 2001, AS 14.20.135 authorizes schools districts and REAs to hire retired teachers in cases of teacher shortages. Retired teachers hired under this provision may elect to continue receiving TRS benefit payments during the period of reemployment. However, teachers and administrators who
participated in specified retirement incentive programs are not eligible to make this election. Retired teachers hired under AS 14.20.135 are not eligible to acquire, maintain, or reacquire tenure. Prior to the hire of retired teachers under this statute, the school board must adopt a policy that permits the employment of retired teachers who are qualified to teach in those disciplines or specialties in which a shortage of teachers exists. The policy must describe the circumstances that constitute the shortage.

It is the policy of the Board that teacher vacancies be filled in a timely manner by qualified personnel. The Board recognizes a reduction in the number of candidates applying for available positions, as compared to previous years. The District administration is authorized to employ retired teachers in accordance with AS 14.20.135 in cases of teacher shortages, and to notify the Administrator of the Teachers’ Retirement System that it is hiring retired teachers under that statutory provision.

The recruitment and hiring of retired teachers is authorized in those disciplines or specialties in which a shortage of teachers exists. A shortage is deemed to exist for those open positions that the administration has been unable to fill with qualified candidates, despite advertising, recruitment, and interviews.

(cf. 4111 Recruitment and Selection)

Legal Reference:
ALASKA STATUTES
14.20.135 Employment of Retired Teachers because of shortages
14.25.043 Reemployment of retired members

GALENA CITY SCHOOL DISTRICT
Adopted 9/2001

BP 4113

3. Assignment (Certificated Personnel)

The School Board respects the importance of assigning teachers in accordance with law, so as to serve the best interests of our students and the educational program. The Superintendent or designee may assign certificated personnel to any position for which their preparation, certification, experience and aptitude qualify them. Teachers may be assigned to any school within the district. Teachers shall not be assigned outside the scope of their teaching certificates or their fields of study except as allowed by law.

(cf. 4112.8 - Employment of Relatives)

Legal Reference:
4. Evaluation/Supervision

Note: AS 14.20.149 requires school districts to have a certificated employee evaluation system. The School Board is required to consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the system. The evaluation must be based on observation of the employee in the employee’s work place. In addition, the law mandates a number of requirements for the system including the establishment of district performance standards, a minimum number of evaluations each year, the preparation and implementation of a plan of improvement, and opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the person being evaluated.

Department of Education and Early Development regulations require a district’s certificated employee evaluation system to evaluate a teacher or administrator’s performance on applicable professional content standards as exemplary, proficient, basic, or unsatisfactory. In addition, overall performance must be evaluated with these same four ratings. No later than July 1, 2016, a district shall adopt for teachers and administrators standards for performance based on student learning data. 4 AAC 04.205.

A district shall report to the department not later than September 15th of each year evaluation results as to tenured and non-tenured teachers, administrators and special service providers and performance levels, as prescribed in 4 AAC 19.055.

The School Board believes that evaluations can provide important information relevant to employment decisions, can help staff improve their professional skills, can improve the effectiveness of instruction, and raise student achievement levels. In accordance with the district’s certificated employee evaluation system, the Superintendent or designee shall evaluate certificated personnel annually, including teachers, administrators, and special service providers. The evaluation system shall evaluate whether the certificated employee is exemplary, proficient, basic, or unsatisfactory on applicable content standards and in overall performance. The district’s certificated employee evaluation system will incorporate those procedures and mandates required by law.
The district shall provide annual in-service training to all certificated employees subject to the evaluation system. The training will assure inter-rater reliability and address the evaluation procedures, the standards used by the district in evaluating performance, and other information that may be helpful to a thorough understanding of the evaluation system.

A certificated employee has a right to timely comment on the evaluation and may not be retaliated against for doing so.

The certificated employee evaluation system will be periodically reviewed. The district will consider input from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators. The district will make a form, template, or checklist that the district uses in the evaluation of certificated employees available to the public, including posting the form, template, or checklist on the district’s website. The posting will explain how the district has considered the input of these groups in the design of the evaluation system.

(cf. 4116 - Probationary/Permanent Status)
(cf. 4117.4 - Dismissal)
(cf. 4117.6 - Nonretention)
(cf. 4315.1 - Competence in Evaluation of Teachers)

Legal Reference:
ALASKA STATUTES
14.20.149 Employee Evaluation
23.40.070 Declaration of policy (PERA)

ALASKA ADMINISTRATIVE CODE
4 AAC 19.010-4 AAC 19.099 Evaluation of professional employees
4 AAC 04.200 Professional content and performance standards
4 AAC 04.205 District performance standards

Revised 10/2017

5. Non Tenured/Tenured Status (Certificated Personnel)

The School Board recognize that new teachers need training, assistance and evaluations designed to increase their competency as teachers and to ensure that the best qualified staff is retained by the district.

(cf. 4115 - Evaluation)
(cf. 4117.4 - Dismissal)
(cf. 4117.6 - Nonretention)
(cf. 4131 - Staff Development)

Note: In Fairbanks North Star Borough Sch. Dist. V. NEA-Alaska (1991) the Supreme Court held that counting a combination of sequential fractions of years to obtain two full years of services, as provided in 4 AAC 18.900 (b) (2), conflicts with the “full” year requirements of AS 14.20.150. Therefore 4 AAC 18.900 (b) (2) is invalid as currently written. A teacher who teaches part time less than an entire school year cannot count that portion or fraction of a year toward tenure. In contract, this situation must be distinguished with a teacher teaching “part time” during the entire school year. A teacher teaching the entire year, but on a part time basis, is allowed to count that year toward tenure. See State v. Redman. The following policy is drafted in light of these two cases interpreting the requirements of the tenure statute.

Note: The following language governing acquisition of tenure applies to all regularly certificated teachers hired or rehired by the district on or after August 16, 1996. Teachers teaching under a preliminary, revocable, or subject matter expert limited certificate do acquire service years for purposes of determining tenure. However, tenure may not be granted to these individuals until a regular certificate has been issued. AS 14.20.015 – 14.20.022. Retired teachers hired under AS 14.20.135 due to teacher shortages are not eligible to acquire, maintain, or reacquire tenure.

A nontenured teacher who has been employed by the district continuously for three consecutive school years and who is offered a contract for the next succeeding school year shall achieve tenure in the district at the beginning of the fourth year, provided the teacher performs a day of teaching services in the fourth year, and further provided the teacher received a satisfactory performance evaluation in the third year.

(cf. 4112.10 Employment of Retired Teachers)

Note: The following language sets forth state law governing portability of tenure. Alaska Statute 14.20.150, as amended in 1998, establishes criteria that a previously tenured teacher must meet in order to acquire tenure in your district. The criteria are different depending upon whether the teacher previously acquired tenure in your district or another district.

A teacher who has acquired tenure in the district but loses tenure because of a break in service may reacquire tenure if the break in service was not the result of dismissal or nonretention and did not last longer than one year. A teacher returning from a break in service not lasting longer that one year will reacquire tenure at the beginning of the second consecutive year of reemployment, provided the teacher performs a day of teaching services in the second year, and further provided the teacher received an acceptable performance evaluation.

A teacher who has acquired tenure in another district will acquire tenure in this district if the teacher’s break in service was not the result of dismissal or nonretention and did not last longer than one year. A previously tenured teacher who has been employed by the district continuously for two consecutive school
years and who is then offered a contract for the next succeeding school year shall achieve tenure at the beginning of the third year, provided the teacher performs a day of teaching services in the third year, and further provided the teacher received a satisfactory performance evaluation in the second year.

Note: A break in service which begins on or after the last instructional day of the school year but before the first instructional day of the next school year will be considered to have lasted no longer than one year if the teacher is employed on the first instructional day of the next consecutive school year. AS 14.20.150(d).

Legal Reference:
ALASKA STATUTES
14.20.010 - .040 Teacher certification
14.20.147 Transfer or absorption of attendance area or federal agency school
14.20.150 Acquisition of tenure rights
14.20.155 Effect of tenure rights
14.20.160 Loss of tenure rights
14.20.165 Restoration of tenure rights
14.20.210 Authority of school board or department to adopt by laws
14.20.215 Definitions

ALASKA ADMINISTRATIVE CODE
4 AAC 12.010 - .900 Certification of professional teachers
4 AAC 18.027 Acquisition of tenure rights: less than full-time teachers
4 AAC 18.900 Definitions

State v. Redman, 491 P.2d 157 (Alaska 1971)

Revised 1/2003

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4117

6. Separation

BP 4117.2

a. Resignation (Certificated Personnel)

The Superintendent or designee is authorized to accept the written resignation of any employee on behalf of the School Board, and the resignation shall become effective immediately upon acceptance by the
Superintendent or designee. A resignation presented to and accepted by
the Superintendent or designee may not be withdrawn by the employee.

Note: The Alaska Professional Teaching Practices Commission recommends
that districts adopt a policy which addresses the situation of a teacher’s request
to resign during the teacher’s contract term, or abandoning the position without
notice. The PTPC further recommends a policy that addresses what
procedures the school district will follow when recruiting a teacher currently
under contract with another district, including a teacher who has not obtained
a written release from that district. The PTPC will implement possible
sanctions against a teacher who unilaterally breaches his or her employment
contract. The following language can be revised to reflect your district’s
needs.

A certificated staff member should provide notice as early as possible
to the district when the staff member knows that he or she does not plan
to return for the following school year. The district may agree to release a
certificated staff member who has signed a contract, provided notice is
given to the district, in writing, post-marked on or before June 30th.

If a request to release a certificated staff member from his or her
contract is made after June 30th, the district will consider filing a
Professional Teaching Practices Commission (PTPC) complaint. When
considering if the filing of a PTPC complaint is warranted, the district will
weigh any mitigating circumstances including, but not limited to, factors
impacting the staff member’s family or health, factors related to the staff
member’s employment or working conditions, or unforeseen changes in
the circumstances impacting the staff member’s ability to continue
employment with the district.

If a certificated staff member is currently under contract with the district
and the district learns the staff member has contracted with another
district without obtaining a written release, the district will consider a
PTPC complaint against the staff member.

The district will not contract with a certificated staff member under
contract with another district unless the staff member provides a written
release from the current employer. If the district contracts with a
certificated staff member who has not disclosed that he/she is under
contract with another school district, the district reserves the right to
terminate the contract for material misrepresentation and to file a PTPC
complaint.

Legal Reference:

ALASKA ADMINISTRATIVE CODE
4 AAC 18.010 Teachers’ and administrators’ contracts

Revised 2/2011
b. Personnel Reduction/Layoff Plan (Certificated Personnel)

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.

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, 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:
   1. an elementary endorsement;  
   2. a secondary certificate with a subject area endorsement in the area of assignment constituting at least 40% of the teacher’s time; or  
   3. 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.
   1. endorsement for each subject area in which the teacher will spend at least 40% of teaching time; or  
   2. 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.

Revised 1/04

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 4117.4

c. Dismissal (Certificated Personnel)

Employees shall not be deprived of their position during the school year except when cause for the dismissal can be shown. Employees shall be accorded their due process rights provided by law.
Legal References:

**ALASKA STATUTES**
14.20.140 Notification of nonretention
14.20.145 Automatic re-employment
14.20.170 Dismissal
14.20.175 Nonretention
14.20.180 Procedure and hearing upon notice of dismissal or nonretention
14.20.205 Judicial review
14.20.215 Definitions

**ALASKA ADMINISTRATIVE CODE**
4 AAC Teachers' and administrators' contracts

Nichols v. Eckers, 504 P. 2d 1359 (Alaska 1973)

**GALENA CITY SCHOOL DISTRICT**
Adopted 12/13/1995

**BP 4117.5**
**BP 4217.5**
**BP 4317.5**

**d. Termination Agreement (All Personnel)**

The School Board believes that it is incumbent upon school districts to provide a truthful account of the reasons why an employee has left district employment. The Board therefore does not look with favor on termination settlement agreements which prevent the district from giving prospective employers this information. If a termination agreement is made, the Superintendent or designee shall inform prospective employers that such an agreement has been made and may give out information as provided for in the agreement.

(cf. 4112.61 - Employment References)

In all cases in which an employee's conduct warrants probable cause for the suspension or revocation of the employee's teaching credential, the Superintendent or designee shall report the employee's suspension, termination or resignation to the Professional Teaching Practices Commission.

**Legal Reference:**
GALENA CITY SCHOOL DISTRICT BOARD POLICY MANUAL


GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4117.6

e. Non Retention (Certificated Personnel)

Note: AS 14.20.145 provides automatic reemployment rights to employees who do not receive notice of nonretention in accordance with AS 14.20.140. This policy should be reviewed in conjunction with the district's collective bargaining agreement, if any, to determine whether a notice date earlier than that required by law is specified.

The Superintendent or designee shall provide the Board with his/her recommendations regarding the nonretention of certificated employees.

The Board may decide not to rehire a nontenured employee at the end of his/her first or second year and give written notice of its decision to the employee at any time during the year. If the Board does not give nontenured teachers written notice of nonretention by the last day of the school term, the employee shall be rehired for the following year.

Nonretention of nontenured teachers may be based on any cause deemed adequate by the Superintendent or designee or, if an informal Board hearing is held, any cause deemed adequate by the Board. The Superintendent or designee shall establish administrative regulations providing for an informal hearing before the Board upon teacher request.

The nonretention of tenured teachers shall comply with the cause and procedural requirements specified in law, including notice of nonretention before March 16.

(4112.1 - Contracts)
(cf. 4117.4 - Dismissal)
(cf. 4116 - Nontenured/Tenured Status)
(cf. 4117.3 - Personnel Reduction)

Legal Reference:

ALASKA STATUTES
14.20.140 Notification of nonretention
14.20.145 Automatic re-employment
14.20.175 Nonretention
14.20.180 Procedure and hearing upon notice of dismissal or nonretention
14.20.205 Judicial review
Informal Hearing for Nonretention of Nontenured Staff

Note: This regulation provides informal hearing procedures for nontenured staff who are nonretained. Pursuant to AS 14.20.175, a nontenured nontenured teacher may request an informal hearing by the Board. That statute also provides that the Board, by bylaw or regulation, define the procedure under which the informal hearing can be requested and obtained.

A nontenured teacher may be nonretained for any cause that the employer determines to be adequate. The following procedures shall apply to the nonretention of nontenured teachers. Unless otherwise noted, all days refer to calendar days.

1. **Notification.** The District shall notify a nontenured teacher of nonretention in accordance with AS 14.20.140(b) and any applicable provisions of the negotiated agreement with certificated staff. Unless an earlier date is set forth in the negotiated agreement, the teacher shall be notified in writing delivered or registered mail postmarked on or before the last day of the school term.

2. **Statement of Cause.** Within ten (10) days of receipt of the notification of nonretention, the teacher may submit a written request to the Superintendent for a written statement of cause for the nonretention. Failure to submit a timely written request constitutes waiver of this right. On the teacher’s timely written request, the Superintendent shall deliver to the teacher a written statement of cause for the nonretention within ten (10) days.

3. **Right to Informal Hearing.** Within ten (10) days of receipt of the notice of nonretention, a nontenured teacher may submit a written request to the Superintendent for an informal hearing before the School Board. Failure to submit a timely written request constitutes waiver of the right to an informal hearing. The Superintendent shall schedule an informal hearing and shall inform the teacher of the date, time and place of the hearing not less than ten (10) days prior to the informal hearing.

4. **Representation.** The teacher may appear individually or be represented by a person of the teacher’s choosing

5. **Hearing Procedures.**
a. The informal hearing shall be held in closed session, unless opened by mutual consent.
b. The District shall record the informal hearing. On the teacher’s written request, a copy shall be provided at the teacher’s expense.
c. The representatives may submit whatever written documents they feel are germane to the arguments they will present, including affidavits. No witnesses may testify, except that the teacher’s representative and a representative of District administration shall have the right to make a statement or presentation to the Board. Additionally, the teacher can speak on his or her own behalf, even if represented.
d. Any written argument or documents that the parties expect to present at the informal hearing shall be exchanged by the parties no later than three (3) days prior to the informal hearing.
e. The informal hearing shall be scheduled for one hour and shall proceed as follows:

   i. District administration presentations (20 min.);
   ii. Teacher presentation (20 min.);
   iii. Rebuttal presentation by District (5 min.);
   iv. Rebuttal by teacher (5 min.);
   v. District closing statement (min.);
   vi. Teacher closing statement (5 min.);

f. The Board may, in its discretion, vary the proceedings.

6. Decision. Following deliberation in executive session, the Board shall render an oral decision to affirm or revoke the notice of nonretention. The decision will be made by majority vote of the Board members participating at the informal hearing. The Board shall issue written notice of its decision within ten (10) days after the hearing.

Revised 02/06

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4118

7. Suspension/Disciplinary Action

The School Board expects its employees to perform their duties in accordance with state law and School Board policy and administrative regulations.
The Superintendent or designee may take disciplinary action, including verbal warning, written warning, reassignment, suspension with or without pay and dismissal, as he/she deems appropriate and may deviate from the progressive order of disciplinary actions in light of the particular facts and circumstances involved.

Note: A teacher may be suspended pending an investigation to determine whether cause exists for dismissal. However, the teacher’s regular compensation must be continued during the temporary suspension. AS 14.20.170.

The Superintendent or designee shall document all disciplinary actions thoroughly and accurately and shall ensure that such actions are taken in a consistent, nondiscriminatory manner.

Certificated management and supervisory personnel who are not covered by a collective bargaining agreement are subject to the disciplinary procedures set forth in BP 4218, except for discipline involving dismissal or nonretention. The District will provide, in writing at the time of employment, the statutory and policy rights afforded to all certificated staff for dismissal and nonretention actions.

Legal Reference:
ALASKA STATUTES
14.20.030 Causes for revocation and suspension
14.20.170 Dismissal
14.20.175 Nonretention
14.20.180 Procedures upon notice of dismissal or nonretention

ALASKA ADMINISTRATIVE CODE
20 AAC 10.020 Code of ethics and teaching standards

Revised 3/2019
8. Rights, Responsibilities and Duties

a. Sexual Harassment and Harassment

Sexual Harassment (All Personnel)

Note: The United States Supreme Court in Meritor Savings Bank, FSB v. Vinson et al., found that an employer could be held liable in a sexual harassment lawsuit. The bank’s complaint procedure required the employee first to report the complaint to his/her supervisor who, in this case, was the accused party. We suggest that districts adopt a sexual harassment policy requiring the immediate supervisor of the offending employee and personnel officer to receive the complaint.

The Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and will not be tolerated. This policy prohibits sexual harassment of students or staff by other students, staff, Board members or third parties. “Third parties” include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to the conduct is made either an explicit or implicit condition of employment, status or promotion.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee.
3. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
4. Submission to, or rejection of, the conduct is the basis for any decision affecting benefits, services, honors, programs or other available activities.
An employee or Board member who feels that he/she is being harassed should immediately report the incident to the immediate supervisor of the accused employee or the appropriate personnel department official without fear of reprisal. All complaints about behavior that may violate this policy shall be promptly investigated. The personnel department shall be informed of all such complaints and will assist in the investigation and resolution of complaints. An employee making a complaint of sexual harassment shall not be required to resolve the complaint directly with the offending person.

Note: *Ellison v. Brady* provides directives to employers responding to sexual harassment claims in order to shield themselves from liability, including taking immediate and appropriate action to address the harassment which entails investigation and discipline calculated to reflect the severity of the conduct, stop the harassment, and deter others from acting in the same manner.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the terms or conditions of employment or the work environment of the complainant. There shall be no retaliation by the district against any person who, in good faith reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or Board.

The superintendent or designee shall ensure prompt and strict enforcement of Board policy.


*Ellison v. Brady*, 924 F2d 872 (9th Cir. 1991)

Revised 01/09

**GALENA CITY SCHOOL DISTRICT**

Adopted 12/13/1995
Harassment (All Personnel)

The School Board recognizes that harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform school work, and increased absenteeism or tardiness. The School Board shall not tolerate the harassment of any student by any other student or district employee. Any student or employee who is found guilty of harassment shall be subject to disciplinary action.

Harassment means intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

(cf. 5131.43 – Harassment, intimidation and bullying)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4119.11 – Sexual Harassment)
(cf. 4119.21 – Code of Ethics)

To promote an environment free of harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff in-service or student instruction and counseling. Principals shall discuss this policy with their employees and shall assure them that they need not endure any form of harassment.

The School Board encourages students or staff to immediately report incidences of harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of harassment in a way that ensures the privacy of all parties concerned. In no case shall the student or staff member be required to resolve the complaint directly with the offending person.

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Complaints Concerning Discrimination)
(cf. 4030 - Nondiscrimination in employment)

Legal References:
ALASKA STATUTES
AS 14.18.010 - 14.18.100 Prohibition Against Sex and Race Discrimination
b. Professional Responsibilities

Codes of Ethics (All Personnel)

The School Board expects district employees to maintain the highest ethical standards, to follow district policies and regulations, and to abide by state and national laws. Employee conduct should enhance the integrity of the district and the goals of the educational program.

The Board encourages district employees to accept as guiding principles the codes of ethics published by professional associations to which they may belong.

Note: Pursuant to 4 AAC 18.010 all teacher contracts must state that the teacher is obligated to abide by the code of ethics and professional standards adopted by the Professional Teaching Practices Commission. See E 4119.21.

Members of the teaching profession are obligated by law to abide by the code of ethics and professional standards adopted by the Professional Teaching Practices Commission (20 AAC 10.010). Employees who violate provisions of the code of ethics and professional standards may be subject to disciplinary action, up to and including termination. The district may report any violation of code of ethics to the Professional Teaching Practices Commission.

Note: 20 AAC 10.310 requires that copies of the PTPC Handbook for Alaskan Educators be conspicuous and available at every educational institution.

(cf. 4117.4 - Dismissal)
(cf. 4117.6 - Nonretention)
Code of Ethics and Teaching Standards

The following code of ethics and professional teaching standards of the Professional Teaching Practices Commission governs all members of the teaching profession. A violation of this section constitutes grounds for revocation or suspension of certification as provided in AS 14.20.030.

1. In fulfilling obligations to students, an educator

   (a) may not without just cause restrain the student from independent action in his or her pursuit of learning, and may not without just cause deny the student access to varying points of view;

   (b) may not deliberately suppress or distort subject matter relevant to student’s progress;

   (c) shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety;

   (d) may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;

   (e) may not expose a student to unnecessary embarrassment or disparagement;
(f) may not on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation exclude any student from participation in or deny the student a benefit under any program, no grant any discriminatory consideration or advantage;

(g) may not use professional relationships with students for private advantage;

(h) shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

(i) shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

2. In fulfilling obligations to the public, an educator

(a) may not misrepresent an institution or organization with which the educator is affiliated;

(b) shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institutional or organization with which the educator is affiliated;

(c) may not knowingly distort or misrepresent facts concerning educational matters in direct and indirect public expressions;

(d) may not interfere with a colleague's exercise of political and citizenship rights and responsibilities;

(e) may not use institutional privileges for private gain or to promote political candidates or for partisan political activities;

(f) may not accept a gratuity, gift or favor that might influence or appear to influence professional judgment, nor offer a gratuity, gift, or favor to obtain special advantage.

3. In fulfilling his or her obligation to the profession, an educator

(a) may not discriminate on the grounds of race, color, creed, sex, or national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, nor discriminate in employment practice, assignment, or personnel evaluation;

(b) shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
(c) may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;

(d) may not sexually harass a fellow employee;

(e) shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;

(f) shall provide upon the request of the affected party a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment;

(g) may not deliberately misrepresent the educator's or another's professional qualifications;

(h) may not submit fraudulent information on any document in connection with professional activities;

(i) may not knowingly distort an evaluation of the educator's or another's professional performance;

(j) may not intentionally make a false or malicious statement about a colleague's professional performance or conduct;

(k) may not intentionally make a false or malicious complaint with the commission;

(l) may not seek reprisal against any individual who has filed a complaint, provided testimony or given other assistance in support of a complaint filed with the commission;

(m) shall cooperate fully and honestly in investigations and hearings of the commission;

(n) may not knowingly withhold or distort information regarding a position from an applicant or misrepresent an assignment from an applicant or misrepresent an assignment or conditions of employment;

(o) may not unlawfully breach a professional employment contract; (p) shall conduct professional business through appropriate channels; (q) may not assign tasks to unqualified personnel.

GALENA CITY SCHOOL DISTRICT

Adopted 12/13/1995

BP 4119.22

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Dress and Grooming (Certificated Personnel)

The School Board believes that since teachers serve as role models, they should maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

The Board encourages staff during school hours to wear clothing that demonstrates their high regard for education and presents an image consistent with their job responsibilities. Clothes that may be appropriate for shop instructors or gym teachers may not be appropriate for classroom teachers.

Legal Reference:

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

Unauthorized Release of Confidential Information

District employees shall maintain the confidentiality of all confidential records until such time as laws, state regulations and/or bylaws of this district permit disclosure. Information and records pertaining to executive sessions, negotiations and student records, including individual test results, are not subject to public disclosure.

(cf. 1340 - Access to District Records)

Any employee who willfully releases confidential information about students, staff, or any topic properly confined to an executive session shall be subject to disciplinary action up to and including dismissal from district service. Any action by an employee which inadvertently or carelessly results in release of confidential information shall be recorded, and the record shall be placed in the employee's personnel file.

Depending on the circumstances, the Superintendent or designee may deny the employee further access to any privileged information and shall take any steps necessary to prevent any further unauthorized release of such information.

(cf. 3580 - District Records)
Political Activities of Employees (All Personnel)

The School Board believes that district employees have an obligation to prevent the improper use of school time, materials or facilities for political campaign purposes. The Superintendent or designee shall regulate political activities on school property. All employees are prohibited from engaging in any activity in the presence of students during performance of the employee’s duties where the activity is designed or intended to promote, further, or assert a position on any voting issue, board issue, or collective bargaining issue.

The Board respects the right of school employees to engage in political activities on their own time. When engaging in political activities, employees shall make it clear that they are acting as individuals and not as representatives of the district.

Violation of this policy may result in disciplinary action. (cf. 4119.21 – Code of Ethics)

Legal Reference:

ALASKA STATUTES
14.03.115 Access to school records by parent, foster parent, or guardian
14.14.090 Additional duties
09.25.120-25.220 Public Records Act
23.40.235 Public Involvement in School District Negotiations

ALASKA ADMINISTRATIVE CODE
4 AAC 06.738 Standards-Based Test Results
4 AAC 06.765 Test Security; Consequences of Breach

UNITED STATES CODE, TITLE 20
1232g FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974


Revised 5/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4119.25
BP 4219.25
BP 4319.25
Political Activities of Employees (All Personnel)

Under no circumstances shall district employees:

1. Conduct political activities on school property during duty hours.
2. Solicit campaign support or contributions on school property during duty hours.
3. Use school equipment for the reproduction of campaign materials.
4. Post or distribute campaign materials on school property.
5. Permit the use of students to write, address or distribute campaign materials.

C. Duties of Personnel (All Personnel)

The School Board recognizes the importance of having adequate job descriptions for every district employee. Student safety, the district's fiscal stability, and the success of the educational program all depend on employees' fully understanding their responsibilities and duties.

The Superintendent or designee shall prepare and regularly update job descriptions for all positions. Job descriptions shall clearly specify all essential and peripheral/marginal functions and duties of the position, the
d. Infectious Disease

Employees with Infectious Disease (All Personnel)

The School Board encourages each employee to inform the district as soon as possible if he/she contracts an infectious disease which creates a physical or mental disability. The Board will reasonably accommodate the needs of such individuals.

The Board may reassign or grant disability leave to an employee who is unable to perform his/her job responsibilities because of illness or because the employee's illness significantly endangers his/her health or safety or the health or safety of others.

No employee will be discriminated against because of his/her disability. Legal protections established for disabled persons extend to individuals significantly impaired by infectious diseases.

When informed that an employee has a disabling infectious disease, the Superintendent or designee may request that the employee sign a release form to provide confidential medical information and records.

Legal Reference:
AMERICANS WITH DISABILITIES ACT, P.L. 101-336
42 U.S.C.12101 et seq.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4119.41
BP 4219.41
BP 4319.41
In determining a reasonable accommodation of the employee's condition, the Superintendent or designee may consult with public health officials or physicians with expertise in the diagnosis and treatment of infectious disease. The Superintendent or designee may also communicate with the employee's physician regarding the employee's ability to perform the essential requirements of the job with reasonable accommodation and without posing significant health or safety risks to the employee or others.

The Superintendent or designee shall prepare a confidential report which includes his/her recommendation and the medical information upon which it is based. These recommendations shall take into consideration:

1. The nature of the disease and the probability of its being transmitted, including the duration and severity of the risk.
2. The physical condition of the employee, including diagnosis, treatment, and prognosis of the condition.
3. The actual requirements of the employee's job and the expected type of interaction with others in the school setting.

This report shall be forwarded to the Board for confidential review and action.

The job assignment of an employee with a disabling infectious disease shall be reevaluated whenever there is a change in medical knowledge or in the employee's medical regimen or health which might affect his/her assignment.

Confidentiality

The Board and the Superintendent or designee shall ensure that employee rights to confidentiality are strictly observed. The district shall disclose medical record information only to the extent required or permitted by law. The medical records of any employee with a disabling infectious disease shall be held in strict confidence.

Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 06.140 AIDS in school personnel
4 AAC 06.150 Confidentiality of AIDS information
AMERICANS WITH DISABILITIES ACT; 42 U.S.C. 12101 et seq.
School Board of Nassau County, Fla. v. Arline, 408 U.S. 273 (1987)
Exposure Control Plan for Blood borne Pathogens (All Personnel)

The Superintendent or designee shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Superintendent or designee shall establish a written Exposure Control Plan designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The School Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the district's Exposure Control Plan, employees having occupational exposure shall be offered the hepatitis B vaccination.

The Superintendent or designee may exempt designated first-aid providers from preexposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the district's exposure determination may petition to be included in the district's employee in-service and hepatitis B vaccination program. Any such petition should be submitted to the Superintendent or designee who shall evaluate the request and notify the petitioners of his/her decision. The Superintendent or designee may deny a request when there is no reasonable anticipation of contact with infectious material.

(cf. 4119.43 - Universal Precautions) (cf. 4157 - Employee Safety)

Legal Reference:
CODE OF FEDERAL REGULATIONS, TITLE 29
1910.1030 OSHA Bloodborne Pathogens Standards

Revised 9/1993

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

Exposure Control Plan For Bloodborne Pathogens (All Personnel)
Definitions

Occupational Exposure means "reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties." (Title 8, Section 5193(b))

Exposure Incident means "a specific eye, mouth, other mucous membrane, nonintact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee's duties." Parenteral contact means "piercing mucous membranes or the skin barrier through such events as needle sticks, human bites, cuts, and abrasions." (29 CFR 1910.1030 (b))

Exposure Control Plan

The district's Exposure Control Plan shall contain at least the following components: (29 CFR 1910.1030 (c))

1. A determination of which employees have occupational exposure to blood or other potentially infectious materials.
2. A description of the schedule and method for implementing exposure control requirements, including but not be limited to:
   
   (a) Universal precautions (cf. 4119.43 - Universal Precautions)
   (b) Engineering and work practice controls
   (c) Personal protective equipment
   (d) Housekeeping schedules
   (e) Hepatitis B vaccination
   (f) Post-exposure evaluation and follow-up
   (g) Informing employees about biohazards, including: (1) Labels and signs, and (2) Exposure
   (h) Maintenance

3. The district's procedure for evaluating circumstances surrounding exposure incidents.

The Exposure Control Plan shall be reviewed and updated at least annually and whenever necessary to:

1. Reflect new or modified tasks and procedures affecting occupational exposure.
2. Reflect new or revised employee positions with occupational exposure.
The district's Exposure Control Plan shall be accessible to employees in accordance with law. It shall also be made available to the Chief or Director of the National Institute for Occupational Safety and Health, U.S. Department of Health and Human Services, or his/her designee, upon request for examination and copying.

**Exposure Determination**

The district's exposure determination shall be made without regard to the use of personal protective equipment and shall include:

1. All job classifications in which all employees have occupational exposure to bloodborne pathogens.
2. Job classifications in which some employees have occupational exposure.
3. All tasks and procedures or groups of closely related tasks and procedures in which occupational exposure occurs and which are performed by employees listed in item #2 above. (29 CFR 1910.1030(c))

**Hepatitis B Vaccination**

Hepatitis B vaccinations shall be provided at no cost to those employees determined to have occupational exposure to blood and other potentially infectious materials. Employees who decline to accept the vaccination shall sign the hepatitis B declination statement as required by law. (E 4119.42) (29 CFR 1910.1030 (f)(2))

**Protective Equipment**

The district shall provide appropriate personal protective equipment at no cost to the employee. Protective equipment will be chosen based on anticipated exposure to blood, or other potentially infectious materials. The district shall maintain, repair, make accessible and require employees to use and properly handle protective equipment. (29 CFR 1910.1030 (c)(2))

**Information and Training**

The district shall provide a training program as specified by law to all employees in job classifications which have been determined to have some degree of occupational exposure. This program shall be offered at the time of initial assignment, annually thereafter, and whenever a change of tasks or procedures affect the employee's exposure.
Exposure Incidents: Post-evaluation and Follow-up

All exposure incidents must be reported as soon as possible to the Superintendent or designee. Following a report of an exposure incident, the district shall provide the exposed employee with a confidential medical evaluation and follow-up, as required by law. The district shall maintain the confidentiality of the affected employee and the exposure source during all phases of the post-exposure evaluation. (29 CFR 1910.1030(f))

(cf. 9011 - Disclosure of Confidential/Privileged Information)

Records

Medical and training records shall be kept in accordance with law. Medical records shall be maintained for the duration of employment plus thirty years. Training records shall be maintained for three years from the date of training. (29 CFR 1910.1030(h))

An employee's records shall be made available to that employee and to the National Institute for Occupational Safety and Health in accordance with law. (29 CFR 1910.1030(h))

Medical records for each employee with occupational exposure will be kept confidential as appropriate and transferred or made available in accordance with law (29 CFR 1910.1030(h))

Added 9/93

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

Hepatitis B Vaccine Declination

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining
this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.

Signature  __________________________________________

Employee Name (Please print) ____________________________

Date  __________________________________________

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4119.43
BP 4219.43
BP 4319.43

Universal Precautions (All Personnel)

Universal precautions shall be observed throughout the district to protect employees, students and any other persons in the school environment from contact with potentially infectious blood or other body fluids.

Universal precautions are appropriate for preventing the spread of all infectious diseases and shall be used regardless of whether blood borne pathogens are know to be present.

(cf. 4119.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 5141.23 - Infectious Disease Prevention)
(cf. 6145.2 - Interscholastic Competition) Legal Reference:
Occupational Safety & Health Standards
Alaska Department of Labor

CODE OF FEDERAL REGULATIONS, TITLE 29
1910.1030 OSHA Bloodborne Pathogens Standards

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
Universal Precautions (All Personnel)

"Universal Precautions" is an approach to infection control. According to the concept of universal precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV and other bloodborne pathogens. (29 CFR 1910.1030 (b))

Human immunodeficiency virus (HIV) and hepatitis B virus (HBV) can be found in blood, semen, vaginal secretions and breast milk. Other body fluids such as feces, urine, vomit, nasal secretions, sputum, and saliva may contain infectious germs that cause other diseases. It is not always possible to know when blood or body fluids are infectious; therefore, all body fluids shall be handled as if infectious.

All students and staff shall routinely observe the following universal precautions for the prevention of infectious disease:

1. Wear disposable waterproof gloves whenever you expect to come into direct hand contact with blood, other body fluids, or contaminated items or surfaces. This applies to incidents including, but not limited to, caring for nosebleeds or cuts, cleaning up spills, or handling clothes soiled by blood or body fluids. Do not reuse gloves. After each use, remove the gloves without touching them outside and dispose of them in a lined waste container. Gowns or smocks should also be worn if you anticipate soiling of clothes by body fluids or secretions.

2. Wash your hands and any other contacted skin surfaces thoroughly for 15 to 30 seconds with dispensable soap and warm running water, rinse under running water, and thoroughly dry with disposable paper towels:

   (a) Immediately after any accidental contact with blood, body fluids, drainage from wounds, or with soiled garments, objects or surfaces.
   (b) Immediately after removing gloves, gowns or smocks.
   (c) Before eating, drinking or feeding.
   (d) Before handling food, cleaning utensils or kitchen equipment.
   (e) Before and after using the toilet or diapering.

3. Wash - When running water is not available, use antiseptic hand cleanser and clean towels or antiseptic towelettes, and use soap and running water as soon as feasible.

4. Clean surfaces and equipment contaminated with blood with soap and water and disinfect them promptly with a fresh solution of bleach (ten parts water to
one part bleach) or other disinfectant. While cleaning, wear disposable gloves and use disposable towels whenever possible. Rinse mops or other nondisposable items in the disinfectant.

5. Properly dispose of contaminated materials and label them as biohazardous.

(a) Place blood, body fluids, gloves, bloody dressings and other absorbent materials into appropriately labeled plastic bags or lined waste containers.
(b) Place needles, syringes and other sharp disposable objects in leak-proof, puncture proof containers.
(c) Bag soiled towels and other laundry. Presoak with disinfectant and launder with soap and water. (d) Dispose of urine, vomitus or feces in the sanitary sewer system.

6. Do not care for others’ injuries if you have any uncovered bleeding or oozing wounds or nonintact skin conditions.

7. Use a mouthpiece, resuscitation bag or other ventilation device when readily available in place of mouth-to-mouth resuscitation.

Staff shall immediately report any exposure incident or first-aid incident in accordance with the district’s Exposure Control Plan or other procedures.

(cf. 4119.42 - Exposure Control Plan for Bloodborne Pathogens)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4120 (AASB Placeholder Policy)

B. Temporary Part-time Personnel

BP 4122

1. Student Teachers

Note: Effective August 1, 2015, a student teacher must be under the general supervision of a teacher who holds a valid teaching certificate, has at least one year of teaching experience in the district where the student teacher is serving, has at least three years total teaching experience, and meets or exceeds professional content and performance standards described in 4 AAC 04.200. Additional requirements for student teachers are stated in 4 AAC 30.020.

The School Board is legitimately interested in the quality of teacher training programs and encourages the use of student teachers in the district. Such use shall support the instructional needs of the district and may enable future teachers
to fulfill state requirements, learn how to teach, and receive valuable feedback which can enhance their competence.

The Superintendent or designee may enter into agreements with accredited colleges and universities to allow student teachers to have supervised teaching experiences and/or observations within the district. The Superintendent or designee may collaborate with the program administrators of teacher preparation institutions to jointly develop, supervise and evaluate practical programs which provide training, support and evaluation for the student teacher.

Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 30.020 Student teachers
4 AAC 04.200 Professional Content and Performance Standards

Revised 1/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4130 (AASB Placeholder Policy)

C. Activities

1. Certificated Staff Development (All Personnel)

Note: Under state law, staff training is mandated in evaluative techniques, child abuse recognition and reporting, the needs of students with alcohol or drug abuse disabilities, sexual abuse and sexual assault awareness, dating violence and abuse, crisis response, crisis intervention and suicide awareness and prevention. School Districts must ensure that no less than 50 percent of the total certificated staff employed by the district receives all of the training not less than every two years and that all of the certificated staff employed by the district receives all of the training not less than every four years. AS 14.08.111(12); AS 14.14.090(11); AS 14.16.020(9). A school district shall provide suicide awareness and prevention training to each teacher, administrator, counselor and specialist who is employed by the school district to provide services to students. AS 14.30.362. Effective June 30, 2017, a school district shall establish a training program for employees relating to sexual abuse and sexual assault awareness and prevention and dating violence and abuse awareness and prevention. AS 14.30.355; AS 14.30.356. Additionally, effective June 30, 2017, a person is not eligible for a teacher certificate unless he or she has completed required training set forth in AS 14.20.020. AS 14.33.127 and 4 AAC 06.177 require that the School Board ensure that a sufficient number of school employees receive periodic training in an approved crisis intervention training program, to meet the needs of the student population. Crisis intervention programs must meet all legal requirements. The Department of Education and Early Development will maintain a list of approved crisis intervention training programs.
Under federal law, the Every Student Succeeds Act defines professional development to include sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused activities that are available to all school staff, including paraprofessionals. Professional development activities should be developed with educator input and regularly evaluated. Professional development activities must be evidence-based, if reasonably available. 20 U.S.C. §§ 6601-6614.

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. Staff development is a necessary, collaborative, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions. Professional development provided to teachers, principals, and other instructional leaders should focus on improving teaching and student learning and achievement.

Professional development shall be developed with educator input and regularly evaluated. If reasonably available, staff development activities shall be evidence-based.

In order to respond directly to the needs of all our students, staff development activities may address such issues as teacher and staff qualifications, content areas, integrating technology into instruction, using data to improve student achievement, methodology, student privacy, parent, family, and community engagement, interpersonal relations between students and faculty, student learning, growth, development, student welfare and safety, assessments and accommodations, student identification and referral, and staff communication, problem solving and decision making. The Superintendent is responsible for ensuring that all training required by law is provided in a timely fashion to appropriate staff.

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.5 - Child Abuse Reporting)
(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)
(cf. 5141.52 – Suicide Prevention)
(cf. 5142.3 – Restraint and Seclusion)

The Superintendent or designee should provide staff with professional development that may include opportunities such as the following:

1. Release time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools.
3. Conferences involving outside personnel from the district, county, state, region or nation.
4. Membership in committees drawing personnel from various sources.
5. Training classes and workshops offered by the district.
6. Further training in institutions of higher learning, including credit courses conducted in or near the district instead of on the college campus, whenever possible.

7. Access to professional literature on education issues.

8. Induction and mentoring programs.

(cf. 4116 - Nontenured/Tenured Status)

Legal Reference:

**UNITED STATES CODE**

**ALASKA STATUTES**
14.08.111 Duties (Regional School Boards)
14.14.090 Duties of school boards
14.16.020 Operation of state boarding schools
14.18.060 Discrimination in textbooks and instructional materials prohibited
14.20.020 Requirements for issuance of certificate; fingerprints
14.20.680 Required alcohol and drug related disabilities training
14.30.355 Sexual abuse and sexual assault awareness and prevention
14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices
14.30.362 Suicide awareness and prevention training
47.17.022 Training (child protection)

**ALASKA ADMINISTRATIVE CODE**
4 AAC 06.530 Guidance and counseling services
4 AAC 06.550 Review of instructional materials
4 AAC 12.397 Mandatory training requirements
4 AAC 19.060 Evaluation Training
4 AAC 52.260 Personnel Development

Revised 10/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4132
BP 4232
BP 4332

2. Publication or Creation of Materials (All Personnel)

The School Board recognizes that district employees may create copyrightable materials either at work, at home, or both at work and at home. The Superintendent or designee must approve the development of copyrightable materials during, or in part during, the workday. However, the Superintendent or designee's approval or lack of approval shall not affect the district's ownership of copyrights for materials developed during work hours.
Materials written or developed by an employee during the normal school day are considered district property. (17 United States Code 201)

Materials developed during both school and leisure hours are owned jointly by the employee and the district. In such cases, the Superintendent or designee shall ensure that a contractual agreement is made, clarifying the joint ownership. A partnership entity may be created to hold the copyright on behalf of both parties.

The Board 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.

(cf. 6162.6 - Use of Copyrighted Materials)

Legal Reference:
FEDERAL COPYRIGHT LAW
17 U.S.C., 201 and 201(a)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

3. Travel Expenses (All Personnel)

The School Board shall pay for actual and necessary expenses, including travel, incurred by any employee performing authorized services for the district. Expenses shall be reimbursed within limits established by the Board.

The Superintendent or designee may approve employee requests to attend meetings in accordance with the adopted budget.

The Superintendent or designee may authorize an advance of funds to cover necessary expenses. The Superintendent or designee shall establish procedures for the submission and verification of expense claims.

The Board may establish an allowance on either a mileage or monthly basis to reimburse designated employees for the use of their own vehicles in the performance of assigned duties.

(cf. 3300 - Expenditures/Expending Authority)
4. Soliciting and Selling (All Personnel)

Employees shall not solicit district students or their families with the intent to sell general merchandise, books, equipment or services. Any classroom activity requiring students to bring money to school for any purpose must have the principal's approval.

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

Staff shall not distribute promotional, political, controversial or other non-instructional materials unless approved by the Superintendent or designee.

(cf. 1325 - Advertising and Promotion)

Staff members shall not use their status as district employees to secure information such as names, addresses and telephone numbers for use in profit-making ventures.

Educational tours may be promoted on school premises only if the district sponsors them. Employees engaged in planning, organizing or leading tours as a private business should make it clear that they do not represent the school or district. All activities related to such tours must be carried on outside of school hours and off school premises.

5. Non-School Employment (All Personnel)

The School Board recognizes that district employees may receive compensation for outside activities as long as these activities are not inconsistent, incompatible, in conflict with, or inimical to the employee's duties or to the duties, functions or responsibilities of the district.
Outside paid activities are incompatible with district employment if they require time periods that interfere with the proper, efficient discharge of the employee's duties, if they entail compensation from an outside source for activities which are part of the employee's regular duties, or if they involve using for private gain the district's name, prestige, time, facilities, equipment or supplies, “or any activity related to services or programs developed or provided by, or in conjunction with the district.”

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 4119.21/4219.21/4319.21 - Codes of Ethics)
(cf. 4132/4232/4332 - Publication or Creation of Materials)
(cf. 4135 - Soliciting and Selling)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4140

D. Organizations/Units

BP 4141

1. Negotiated Agreement

Each agreement entered into by the School Board with a duly recognized employee organization shall constitute a commitment by the Board to the provisions of the agreement for its duration.

The provisions of the employee agreement shall be binding on the Board and on all employees covered by the agreement. Policies or regulations of the Board which conflict with provisions of the negotiated employee agreement shall not be binding on those employees who are covered by the terms of such agreement.

(cf. 4143 - Negotiations/Consultation) Legal Reference:
ALASKA STATUTES
23.40.070 - 23.40.260 - Public Employment Relations Act

ALASKA ADMINISTRATIVE CODE
4 AAC 80.010 - 4 AAC 80.040 Advisory Arbitration

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
a. Concerted Activity/Work Stoppage (Certificated Personnel)

Note: The following optional policy may be revised or deleted. SB 16 (Statutes of 1992), repealed Title 14 provisions related to collective bargaining and affirmed placement of public school employees under the Public Employment Relations Act. In addition, public school employees were reclassified from class (a) (2) to class (a) (3) under AS 23.40.200 which provides them the right to strike after exhausting the advisory arbitration process. If advisory arbitration fails, a strike may not begin until at least 72 hours after notice of the strike is given. In any event, a strike may not begin on or after the first day of the school term, as that term is described in AS 14.03.030, unless at least one day in session with students in attendance has passed after notice of the strike is given by the employees. AS 23.40.080 provides public employees the right to engage in concerted activities. AASB is available for assistance in preparing contingency strike plans.

The Superintendent or designee shall maintain a plan for the safe operation of the schools in the event of a work stoppage. In the event of a strike, a walkout, a coordinated mass use of sick leave or any other concentrated refusal of staff to perform assigned duties, the Superintendent or designee shall take whatever emergency steps he/she deems necessary for the safety of students, staff and district property. Such steps shall be reported to the Board as soon as possible.

When students raise questions related to a work stoppage, teachers shall be expected to approach the subject in accordance with the district's policy on controversial issues. Teachers shall not let such discussions interfere with their regular teaching responsibilities.

(cf. 6144 - Controversial Issues)

Employees shall not provide students with messages or other information that promotes or explains the position of any employee organization that is engaged in or contemplating a work stoppage.

Legal Reference:

ALASKA STATUTES
23.40.080 Right of public employees
23.40.200 Classes of public employees; arbitration

Revised 1/04

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
2. Negotiations/Consultation (Certificated/Classified Personnel)

The School Board will strictly construe the scope of negotiations as provided by law and also meet and negotiate on such topics as are included within the scope of negotiations by the Labor Relations Board.

The Board may hold executive sessions with its designated representative(s) prior to or during consultations with representatives of employee organizations. The purpose of these executive sessions shall be to review the Board's position and instruct its representative(s).

(cf. 9321 - Executive Sessions)

Legal Reference:
ALASKA STATUTES
23.40.070 - 23.40.260 Public Employment Relations Act
23.40.070 Declaration of Policy
44.62.310 Agency meetings public

ALASKA ADMINISTRATIVE CODE
4 AAC 80.010-4AAC 80.040 Advisory arbitration: teacher negotiations


GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

3. Complaints (All Personnel)

The School Board recognizes the need for providing employees with a process for addressing concerns regarding issues that are not subject to formal grievance procedures.

The Superintendent or designee shall establish complaint procedures that encourage the prompt submission of complaints and resolution of conflicts.

The Board expects that employees and supervisors will make every effort to resolve employee complaints and disagreements informally before resorting to formal complaint procedures.
(cf. 1312.3 - Complaints Concerning Discrimination)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4141/4241 - Agreement)

Legal Reference:
ALASKA STATUTES
20.40.270  Declaration of policy (PERA)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 4144
AR 4244
AR 4344

Complaints (Certificated/Classified Personnel)

The following guidelines shall prescribe the manner in which complaints are handled:

1. A "complaint" shall be defined as an alleged misapplication of the district's policies, regulations, rules or procedures. Procedures for the resolution of employee complaints provide a route of appeal through administrative channels and to the Board, if necessary. If the complaint is related to discrimination or harassment, the district's procedure for complaints concerning discrimination should be used.

   (cf. 1312.3 - Complaints Concerning Discrimination)

2. So as not to interfere with school schedules, meetings related to a complaint shall be held before or after the complainant's regular working hours.
3. All matters related to a complaint shall be kept confidential. Only those individuals directly involved in resolving the complaint shall be informed of the complaint.
4. All documents, communications and records dealing with the complaint shall be placed in a district complaint file. No such material shall be placed in an employee's personnel file.
5. No reprisals shall be taken against any participant in a complaint procedure by reason of such participation.
6. Time limits specified in these procedures may be reduced or extended in any specific instance by written mutual agreement of the parties involved. If specified or adjusted time limits expire, the complaint may proceed to the next step.
7. Any complaint not taken to the next step within prescribed time limits shall be considered settled on the basis of the answer given at the preceding step.
**Informal Complaints**

Employees are encouraged to resolve complaints informally. Formal complaint procedures shall not be initiated unless informal efforts to resolve the complaint have been exhausted and the complainant has provided a written description of such efforts.

**Formal Complaint Procedure - Step 1**

If a complaint has not been satisfactorily resolved by informal procedures, the complainant may file a written complaint with the immediate supervisor or principal within 60 days of the act or event that is the subject of the complaint.

Within five working days of receiving the complaint, the immediate supervisor or principal shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint.

The immediate supervisor or principal shall present all concerned parties with a written answer to the complaint within ten working days after the meeting.

**Formal Complaint Procedure - Step 2**

If a complaint has not been satisfactorily resolved at Step 1, the complainant may file the written complaint with the Superintendent or designee within five working days of receiving the answer at Step 1. All information presented at Step 1 shall be included with the complaint, and the immediate supervisor or principal shall submit to the Superintendent or designee a report describing attempts to resolve the complaint at Step 1.

Within five working days of receiving the complaint, the Superintendent or designee shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint.

The Superintendent or designee shall present all concerned parties with a written answer to the complaint within ten working days after the meeting.

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file a written appeal to the School Board within five working days of receiving the answer at Step 2. All information presented at Steps 1 and 2 shall be included with the appeal, and the Superintendent or designee shall submit to the Board a report describing attempts to resolve the complaint at Step 2.

An appeal hearing shall be held at the next regularly scheduled Board meeting that falls at least 12 days after the appeal is filed. This hearing shall be held in
executive session if the complaint relates to matters properly addressed in executive session.

(cf. 9321 - Executive Sessions)

The Board shall make its decision within 30 days of the hearing and shall mail its decision to all concerned parties. The Board's decision shall be final.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4150

E. Compensation and Related Benefits

BP 4151

1. Salary Guides (All Personnel)

Note: The Fair Labor Standards Act (FLSA) is a federal law that requires most employees in the United States to be paid at least the federal minimum wage for all hours worked, and overtime pay at time and one-half the regular rate of pay for all hours worked over 40 hours in a workweek. However, Section 13(a)(1) of the FLSA provides an exemption from both minimum wage and overtime pay for employees employed as bona fide executive, administrative, or professional employees. Sections 13(a)(1) and 13(a)(17) also exempt certain computer employees. To qualify for exemption, employees generally must meet certain tests regarding their job duties and be paid on a salary basis at not less than $455 per week. These salary requirements do not apply to teachers. Exempt computer employees may be paid at least $455 on a salary basis or on an hourly basis at a rate not less than $27.63 an hour. Job titles do not determine exempt status. In order for an exemption to apply, an employee’s specific job duties and salary must meet all the requirements of the Department of Labor’s regulations.

The Board is committed to compliance with the salary basis requirements of the Fair Labor Standards Act. Improper deductions from the salaries of exempt employees are prohibited.

(cf. BP 4253 Overtime Pay/Compensatory Time Off)

Salary Basis Requirement

An exempt employee must meet certain tests regarding their job duties and be paid on a salary basis. Being paid on a “salary basis” means an employee regularly receives a predetermined amount of compensation each pay period on a weekly, or less frequent, basis. The predetermined amount cannot be reduced
because of variations in the quality or quantity of the employee’s work. Subject to exceptions listed below, an exempt employee must receive the full salary for any workweek in which the employee performs any work, regardless of the number of days or hours worked. Exempt employees do not need to be paid for any workweek in which they perform no work.

Permissible Deductions

Note: Under 2004 amendments to the federal regulations, employers can dock pay of exempt employees, without losing their exempt status, for disciplinary suspensions for one or more full days if employees break workplace conduct rules. To be able to take advantage of this provision, employers must adopt a written policy applicable to all employees that states that violating workplace conduct rules may result in a suspension.

Deductions from pay are permissible when an exempt employee: is absent from work for one or more full days for personal reasons other than sickness or disability; for absences of one or more full days due to sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing compensation for salary lost due to illness; to offset amounts employees receive as jury or witness fees, or for military pay; or for unpaid disciplinary suspensions of one or more full days imposed in good faith for violations of District policies or procedures.

The district is not required to pay the full salary in the initial or terminal week of employment; for penalties imposed in good faith for infractions of safety rules of major significance, or for weeks in which an exempt employee takes unpaid leave under the Family and Medical Leave Act. In these circumstances, either partial day or full day deductions may be made.

Complaint Procedure for Improper Deductions

Note: Under the 2004 safe harbor provision, employers will not lose exempt status for employees as a result of improper deductions, so long as several steps are taken. First, your district must have a clearly communicated policy prohibiting improper pay deductions. Second, the policy must contain a complaint procedure. Third, if an employer makes an improper deduction, it must reimburse employees for the improper deduction and make a good faith commitment to comply in the future. Finally, if the employer “willfully” violates the policy by continuing to make improper deductions after a complaint, it will lose exempt status for all employees in the same job classification working for the same managers responsible for the improper deductions for the time period in which the improper deductions were made.

If you believe that an improper deduction has been made to your salary, you should immediately report this information to your direct supervisor, or to [insert alternative complaint mechanism(s)].
Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, you will be promptly reimbursed for any improper deduction made.

*Legal Reference:*


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**GALENA CITY SCHOOL DISTRICT**

Adopted 10/19/2005

BP 4154
BP 4254
BP 4354

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2. **Health and Welfare Benefits (All Personnel)**

The district shall provide health and welfare benefits for certificated and full-time classified employees. Benefits for employees who are not in bargaining units shall be the same as for those who are in bargaining units unless otherwise specified by Board action or individual contract in accordance with negotiated employee agreements.

The Superintendent or designee shall advise all employees of their rights and responsibilities related to continuing their health insurance benefits when their eligibility changes.

*(cf. 3530 - Risk Management) (cf. 4141/4241 - Agreement)*

*Legal Reference:*

*ALASKA STATUTES*

23.40.070 Declaration of Policy (PERA)

*CONSOLIDATED OMNIBUS RECONCILIATION ACT Public Law 99-272*

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**GALENA CITY SCHOOL DISTRICT**

Adopted 12/13/1995

AR 4154
AR 4254
AR 4354

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**Health and Welfare Benefits (All Personnel)**

**Federal Consolidated Omnibus Reconciliation Act (COBRA)**
Under COBRA, district employees may retain health insurance coverage when they reduce their working hours and/or are separated from employment. Continued coverage through the district shall also be made available to an employee's spouse and dependents upon the employee's death, separation or divorce, eligibility for Medicare or upon termination of a child's dependent status under the district health insurance program. Employees who are fired for gross misconduct may not retain health insurance coverage.

Persons who choose to retain health insurance coverage shall be charged the full costs of coverage within legal limits. Those who have reduced their working hours or who have been released from employment may retain the coverage for no more than 18 months. All other qualifying persons may retain the coverage for no more than 36 months. Coverage will end if the employee or beneficiary 1) fails to pay the insurance premium; 2) secures health insurance coverage through subsequent employment or remarriage; or 3) becomes eligible for Medicare benefits.

**GALENA CITY SCHOOL DISTRICT**
*Adopted 12/13/1995*

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<th><strong>Responsibility</strong></th>
<th><strong>Timeline</strong></th>
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<tr>
<td>Plan Administrator</td>
<td>Provide written notice to all employees of coverage under COBRA</td>
<td>At commencement of coverage</td>
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<tr>
<td>District</td>
<td>Notify Plan Administrator of employee death, termination, retirement, Medicare eligibility or reduction in hours</td>
<td>Within 30 days of event</td>
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<tr>
<td>Plan Administrator</td>
<td>Notify employee/beneficiary of option to elect continued health coverage</td>
<td>Within 14 days</td>
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<td>Employee/Beneficiary</td>
<td>Elect to accept or refuse continuation coverage</td>
<td>60 days</td>
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<tr>
<td>Employee/Beneficiary</td>
<td>Notify Plan Administrator of a divorce, legal separation or termination of a child's dependent status</td>
<td>Upon occurrence</td>
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Insurance/Health and Welfare Benefits
3. Employment Amenities

BP 4156.2
BP 4256.2
BP 4356.2

a. Awards and Recognition (All Personnel)

The School Board believes the district's employees are its most valuable resource and encourages recognition of the services they provide. The Superintendent or designee may issue service pins, certificates, plaques or other mementos in accordance with established district procedures.

BP 4156.3
BP 4256.3
BP 4356.3

b. Reimbursement, Uniforms, and Allowances (All Personnel)

Reimbursement for personal items used for work-related purposes shall be made only if the principal or designee approved the use of the personal property in school before the property was brought to school and at that time agreed on the value of the property.

BP 4157
BP 4257
BP 4357

4. Employee Safety (All Personnel)
The School Board believes that safety is every employee's responsibility. The Board expects all employees to use safe work practices and to report and correct any unsafe conditions that may occur. Supervisors shall constantly promote safety and correct any unsafe work practice through education, training and enforcement.

No employees shall be required to work under unsafe or hazardous conditions or to perform tasks that endanger their health, safety, or well-being. Working conditions and equipment shall be maintained in compliance with standards prescribed by federal, state, and local laws and regulations.

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)
(cf. 4158/4258/4358 - Employee Security)

5. Employee security (All Personnel)

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 No Child Left Behind Act of 2001.

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

Revised 3/2016

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4159
BP 4259
BP 4359

6. Employee Assistance Programs (All Personnel)

The School Board recognizes that school district employees may have personal problems that can have detrimental effects upon job performance and student safety. Many personal problems are easier to resolve when they are addressed early, before they reach disabling proportions. The Board encourages employees to seek help when such problems exist and to take advantage of the resources that are available to assist them.

Employees shall have confidential access to information about community resources that address personal problems. This information shall be available, on a voluntary basis, to all employees, spouses and dependents.
Management and supervisory staff shall be knowledgeable about the district's employee assistance program. When there are indications of declining performance, attendance problems, or on-the-job behavioral problems, supervisors shall consult with the Superintendent or designee to explore the resolution of such problems.

Participation in the assistance program will not jeopardize the employee's employment or career advancement, nor will it protect the employee from disciplinary action for substandard job performance.

(cf. 4115/4215/4315 - Evaluation/Supervision)
(cf. 4118/4218 - Suspension/Disciplinary Action)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

F. Leaves and Vacations

BP 4161
BP 4261

1. Leaves (Certificated Personnel)

The School Board shall authorize employee absences as provided by law and Board policy. The Board recognizes the following justifiable reasons for absence:

1. Personal sickness or injury, pregnancy, jury duty, military service or emergencies beyond the employee’s control.
2. Family illness, bereavement, religious observances and other personal reasons.
3. Situations stemming from occupational status such as attendance at meetings, conventions, in-service courses, seminars, etc.
4. Other situations for which leave is provided by law.

Note: The Alaska Family Leave Act became law September 16, 1992, and applies to employers that have employed 21 or more employees for each working day during any period of 20 consecutive workweeks in the preceding two calendar years. Family leave includes, at a minimum, unpaid leave for serious health conditions for a total of 18 weeks during any 12 month period, and unpaid leave for pregnancy and childbirth or adoption for a total of 18 work weeks within a 12 month period. Employees are entitled to apply
accrued paid leave toward the unpaid leave time. Employers must allow employees to continue their existing health insurance coverage at the same level the employee had before going on leave. However, the employee may be required to pay the premium cost for the continuation of the insurance coverage. The Commissioner of Education may approve a labor contract that does not meet the family leave requirements if the district can show a lack of qualified, available substitutes to replace a teacher on leave or a lack of available housing for replacement teachers who do not live in the community.

Leave for certificated employees are governed by the negotiated agreement.

Absences of Certificated Employees

Reporting Procedures

Any employee who must be absent from duty shall notify his/her immediate supervisor of the intended absence in advance if possible, giving reasons for such absence. Failure to give proper notification may result in loss of pay regardless of sick leave or other coverage.

Unapproved Absences

Unapproved absences will not be tolerated and will be considered sufficient cause of discharge. Employee shall not be entitled to any leave benefits while they are engaged in a strike, work stoppage or other interruption of work.

Loss of Pay

Absence or suspension from duty of any employee shall result in loss of pay for the period of the absence, except as otherwise provided.

Employment of Substitutes

Teachers may not directly employ substitute teachers, nor may teachers pay their substitutes directly. The Superintendent shall implement procedures for notification of absence or intended absence and for use of the substitute service.

Absence from Building or Meetings

1. Building employees shall not be absent from the buildings during duty hours except on official District business or by permission of their immediate supervisor.

2. Meetings: Certified staff members are expected to attend all meetings called for them unless previously excused by the principal or superintendent.

Temporary
Temporary military service leave may be granted to regular full-time employees during the school year upon written request of the military authority. A copy of the orders shall also be filed with the personnel division.

**Leave for Extended Military Service**

Any regular certificated employee with an active military obligation who enters military service, voluntarily or involuntarily, shall upon request be granted a leave of absence without pay for the period of enlistment or required service.

Any member of the certified staff on leave of absence without pay pursuant to this section shall be returned to active employment at the beginning of the next school year if the employee

1. Makes application within 90 calendar days after release from active military duty.
2. Presents evidence of an honorable separation from active military service.
3. Passes a physical examination.
4. Holds a valid Alaska Teacher’s Certificate.

For purposes of seniority and placement on the salary schedule, years of absence in the military service of the United States pursuant to this section shall be allowed, not to exceed five years.

**Professional Leave**

Short-term Leave for Professional Purposes

1. Members of the certificated staff may be granted short-term leave for professional purposes. Written request to the Superintendent or designee is required, and application shall be forwarded at least one week in advance of the intended absence through the principal. Granting of such requests will be conditioned upon reasons that will benefit the program of the District and/or the welfare of its employees.

2. Such leave of absence will usually be granted without loss of pay, but in some circumstances such as where other compensation may be afforded or where the time will be devoted to furthering interest of a particular organization or group, (i.e., lobbying), arrangements will be made for adjusted compensation.

**Extended Leaves of Absence**

1. A certificated employee who has completed five (5) full years of certificated service as a District employee may at the discretion of the Superintendent and
Board be granted an extended leave of absence for a period from one month to not more than a full year under the terms and conditions set forth in this policy.

2. The purposes for which extended leave may be sought and granted include (1) illness of the employee or severe illness of a spouse, parent, child or sibling of the employee which requires the employee's presence and assistance; (2) professional study; (3) for teaching assignment; (4) Peace Corps or similar program; or (5) compelling personal reasons. The application for extended leave of absence must include a full justification for the request.

3. In all cases, a request for extended leave must be in writing received by the Superintendent not later than March 1 prior to the school year for which the extended leave has been requested. Late requests will not be considered. (EXCEPTION may be made for (a) non-elective surgery or medical treatment or compelling personal reasons where the reason for the request could not reasonably have been known by the employee prior to March 1.)

4. (A) Any approved extended leave will be without pay EXCEPT in limited circumstances discussed in paragraph 7 below, the District may pay a portion of the salary of an employee on approved leave for extended study, and, where the employee seeks extended leave for personal illness, the employee must exhaust all paid sick leave or other leave first.

(B) In no event will the District be responsible to pay medical or other insurance premiums for an employee on extend leave. HOWEVER, an employee on approved extended leave shall be permitted to pay the premiums to continue participation in District provided insurance plans which would otherwise be available to the employee unless some provision of the plan prohibits such participation. It is the employee’s responsibility to verify whether continued participation is permitted and to make the necessary arrangements to continue and pay for coverage during the period of the extended leave.

5. An employee on approved extended leave shall not lose tenure nor shall the period of leave constitute a break in service. However, the period of leave shall not count as a year of service for any purpose (except that where the employee is on approved paid leave for professional study, and where required TRS payments are made, the teacher shall acquire such experience credit as TRS shall permit. While on extended leave, the employee does not accrue leave or any other benefits.

6. Upon written application by the employee received by the Superintendent before March 1 and for good cause shown, the Board, upon recommendation by the Superintendent may extend leave under this section for a further period of not more than one additional year.

7. With regards to leave for professional study only, the following provisions shall also apply:
(A) The application for professional study must include the name and address of the educational institution through which the study will be offered including confirmation that the employee has been accepted into the program, a complete description of the course of study to be followed (including a statement by the employee as to how the District and its students will benefit from the employee's participation in the program, and a description of the specific courses which will be taken.

(B) To be approved, a program of professional study must involve enrollment for not less than twelve (12) semester hours of credit per semester. For approved leave to continue, the employee must successfully complete at least twelve credit hours per semester.

(C) The Board, in its discretion, and subject to making an appropriation for this purpose, may pay for not more than two employees during any school year while on approved professional study. Such payment shall not exceed 27.5% of the compensation the employee would otherwise receive based on the approved salary schedule for the year in question. In addition to pay a portion of the employee's salary, the District may also pay the district's portion of the employee's TRS based on the amount of compensation actually paid to the employee on approved leave.

(D) If an employee asks for a second year of approved leave for professional study, and the Board approves, the Board need not pay any portion of the employee's salary for the second year even if it did pay some amount to the teacher during the first leave period.

(E) A teacher who has been on approved extended professional study leave and who has been paid by the District for any portion of his normal salary while on such leave must return to the District and teach for at least one school year following the approved leave. Should the employee fail to do so, the employee shall reimburse the District for all salary and benefits paid by the District to the employee or on the employee's behalf during the period of approved extended leave plus interest and such costs and fees as the District may reasonably incur recovering such sums. If the employee on approved paid leave for professional study does not pass at least 12 credit hours per semester, the employee shall repay the District for all funds advanced for salary or benefits for that employee for that semester.

8. Extended leave under this policy is separate and apart from any State Sabbatical Leave under AS 14.20.280-350.

9. Not later than two (2) months prior to the end of any period of approved extended leave, the employee shall submit to the district confirmation of his intent to return to duty and the date when the employee shall return to work. Failure to do so shall allow the district to view the employee as having resigned employment and to replace the employee or otherwise eliminate the position.
10. An employee on approved extended leave is not guaranteed any particular position with the District upon return from leave. The District shall have the discretion to place any returning employee into any position at any District location for which the employee is qualified. Should a new assignment involve a change of residence, the District shall pay relocation expenses as required by State law.

11. A false statement to obtain extended leave of absence or in connection with an approved extended leave shall be grounds for discipline up to and including termination.

Return from Leave

Extended Leaves

1. Certified employees on leaves of absence must provide notice of intention to return or not to return at least 90 days preceding the end of the semester prior to their expected return.

2. Returning staff members will not be guaranteed immediate employment unless they can return to duty on the first day of the school year, or on the first day of the second semester of the school year, as the case may be. Otherwise, the teacher will be placed on the eligibility list for the first position open. Staff members cannot be guaranteed a return to their specific former assignments, but each will be assigned to a position for which he/she is qualified.

Sabbatical Leave

In the case of sabbatical leaves on the State program, the teacher must return to duty no later than the start of the semester following completion of the sabbatical leave year and must fulfill at least one year of duty or be subject to repayment of sabbatical leave funds.

Physical Examinations

In the case of leaves of absences for illness, over two months, the employee(s) shall be required to file such independent medical examinations as the Superintendent or designee may require.

Return

Return from leave of absence prior to the stipulated expiration date may be permitted at the discretion of the Superintendent, subject to Board ratification.

Failure to Return
Failure to return to duty when a position is made available following a leave shall be grounds for termination.

Legal Reference:
ALASKA STATUTES
14.14.107 Sick leave and sick leave transfer
14.20.147 Transfer or absorption of attendance area or federal agency school
23.10.500 - 23.10.550 Alaska Family Leave Act

ALASKA ADMINISTRATIVE CODE
4 AAC 09.020 Teachers entitled to pay

NATIONAL DEFENSE AUTHORIZATION ACT for fiscal year 2008, Public Law 110-181, § 585(a)

Revised 1/2009

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4161.1

a. Sick Leave (All Personnel)

Every certificated employee working five school days each week is entitled to one and one-third days of sick leave a month. Such leave for employees working less than five days per week shall be proportionately less. Unused days of sick leave shall be accumulated from year to year without limitation.

The Superintendent or designee shall establish procedures for reporting and verifying such absences.

Teachers are subject to disciplinary action, up to and including termination, for misusing sick leave, including providing false information regarding the use of, or need for, sick leave.

Certificated employees may transfer accumulated sick leave between districts and the Department of Education. Employees are responsible for initiating a transfer of sick leave credits within 90 days of employment.

Sick Leave Bank
Note: AS 14.14.105 provides that the Board may establish a sick leave bank independently or jointly with teachers. The following optional language may be revised or deleted as appropriate.

The School Board authorizes the establishment of a sick leave bank to provide teachers sick leave benefits in unusual circumstances. Teachers may draw up to twice the number of days leave he/she has accumulated before the first day of school up to a maximum of 24 days. The Board may grant additional leave in cases of severe illness or external hardship.

Legal Reference:
ALASKA STATUTES
14.14.105 Sick leave bank
14.14.107 Sick leave and sick leave transfer
14.20.147 Transfer or absorption of attendance area or federal agency school
23.10.500 - 23.10.550 Alaska Family Leave Act

ALASKA ADMINISTRATIVE CODE
4 AAC 15.040 Sick leave
4 AAC 15.900 Definitions


Revised 1/2009

GALENA CITY SCHOOL DISTRICT
Adopted 9/1992

BP 4161.6

b. Maternity/Adoptive/Child Care/Family (All Personnel)

In accordance with the Alaska Family/Medical Leave Act (AS 23.10.500 - .550) and the Family and Medical Leave Act of 1993 (Public Law 103-3), the Galena City School District will grant job protected family and medical leave to eligible employees for any one or more of the following reasons:

1. The birth of a child and in order to care for such child or the placement of a child with the employee for adoption or foster care; or
2. In order to care for an immediate family member of the employee if such immediate family member has a serious health condition; or
3. The employee’s own serious health condition that makes the employee unable to perform the functions of his/her position.

An employee is eligible to take Family/Medical Leave if the employee has been employed by the Galena City School District for at least 35 hours a week for at least six (6) consecutive months or at least 17.5 hours a week for at least twelve (12) consecutive months immediately preceding the leave. Eligibility for Family/Medical Leave is not gender based and is available to both male and female employees.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4161.7

1b. Civic Leave

The School Board encourages employees to fulfill their civic responsibilities and will accommodate these responsibilities as provided for below. If a conflict exists between a provision of this policy and a legally permissible provision in a collective bargaining agreement, the provision of the collective bargaining agreement will take precedence.

2b. Jury or Witness Duty

Note: Subject to the terms of a collective bargaining agreement, AS 39.20.270 provides for court leave for any full-time employee, whether permanent, nonpermanent, or temporary. The employee is entitled to administrative leave with pay; however, any compensation received for service as a juror or witness shall be deducted from the employee’s normal compensation. In 2004, AS 09.20.030 was amended to excuse from jury duty during the school term any teacher who is teaching in a school that is designated as failing to make adequate yearly progress.

Any regularly contracted teacher or other full-time employee of the district who is required to be absent from duty pursuant to a court order, either as a witness or juror, shall receive regular salary/wage for such period of absence less any amounts received for such service. The payroll adjustment will be made at the first payroll period following such service.

Employees must show the jury duty summons to their supervisor as soon as possible so that the supervisor may make arrangements.
to accommodate their absence. Employees are expected to report for work whenever the court schedule permits.

3b. Military Leave

Note: AS 39.20.340 provides that an employee, with the approval of the city council or borough assembly, who is a member of a reserve or auxiliary component of the United States Armed Forces is entitled to a leave of absence without loss of pay on all days during which the employee is ordered to training duty, as distinguished from active duty, or for instruction, or when under direct military control in the performance of a search and rescue mission. The leave of absence may not exceed 16 1/2 working days in any 12 month period. If an employee is called to active duty by the governor, the employee is entitled to five days leave of absence without loss of pay.

Any regular full-time employee who is a reservist in any branch of the armed forces or a National Guard member shall be granted time off for military training or temporary military service required during the school year. An employee requiring such leave must notify his or her supervisor of the training schedule as far in advance as possible. An employee requiring such leave will receive regular pay during such service, less any military pay earned during that time, for a period authorized by law.

Any regular full-time employee with an active military obligation will be granted a leave of absence without pay if called to active duty within the U.S. armed services. However, eligible employees may use any available paid time off for the absence. Employees called for active duty will be entitled to reinstatement in accordance with all applicable state and federal laws.

Legal Reference:
ALASKA STATUTES
09.20.030 Exemptions
14.20.340 Military service and previous leaves of absence
26.05.075 Reemployment rights of the organized militia
39.20.270 Court leave
39.20.340 Leave of absence for reserve or auxiliary members of armed services
39.20.350 Restoration of reserve members to former positions

Revised 12/2004
G. District Issued Portable Technology

The Board believes that technology resources facilitate communication, innovation, resource sharing, access to information, and student learning. Employees who are trained in and comfortable with technology devices and their applications are better able to support the use of technology as an educational strategy in the instructional program.

As approved by the Board, the Superintendent shall oversee the acquisition and distribution of portable technology devices, including laptop computers, to District employees. This equipment is provided to improve and develop the job-related capabilities of District’s employees, including certificated and support personnel. District employees who are issued portable technology devices are permitted to transport this equipment between home and office, and on other travel as appropriate. The equipment remains at all times District property. Employees are permitted to use this equipment outside of the instructional or work-day. Familiarity and competence in the multitude of technological applications and resources assists employees in maintaining and improving present job performance. All use of District-issued portable technology shall be in compliance with the District’s equipment and Internet use policies.

(cf. 3400 – Management of District Assets/Accounts)
(cf. 3512 – Equipment)
(cf. 6161.4 – Internet)
(cf. 6161.5 – Web Sites/Pages)

GALENA CITY SCHOOL DISTRICT
Adopted 01/2009

BP 4200

2. Classified Personnel

BP 4210

A. Permanent/Probationary

BP 4211

1. Recruitment and Selection
In order to secure quality personnel, the district shall maintain an effective recruitment program based upon alertness to good candidates, initiative that results in prompt action and good personnel practices in dealing with applicants.

The Superintendent or designee shall determine the personnel needs of the district. He/she shall locate suitable candidates and make recommendations to the School Board for employment.

No inquiry shall be made with regard to the age, race, color, religion, sex or national origin of persons proposed for or seeking employment. Questions regarding handicap shall be asked only when directly related to the job.

(cf. 4111.1/4211.1 - Affirmative Action)
(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

The Superintendent or designee shall ensure that persons nominated for employment meet all qualifications established by law and by the Board.

(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4212.5 - Security Check)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4211.2
BP 4311.2

b. Legal Status Requirement (All Personnel)

The district shall hire only citizens and aliens who are lawfully authorized to work in the United States. District employment practices shall not discriminate on the basis of citizenship status or national origin, nor shall they discriminate against any refugees, grantees of asylum, or persons qualified for permanent or temporary residency.

(cf. 4111/4211 - Recruitment and Selection)

All new employees shall show appropriate documents which certify that they are legally eligible to work in the United States, as required by law.

Legal Reference:
UNITED STATES CODE, TITLE 8
1324(a)(b) Immigration and Nationality Act, as amended by Immigration Reform and Control Act of 1986 and Immigration Act of 1990
CODE OF FEDERAL REGULATIONS, TITLE 8
274(a) Control of Employment of Aliens
2. Appointment and Conditions of Employment (Classified Personnel)

The Superintendent or designee will recommend the appointment of all regular full-time and part-time and regular hourly employees to the School Board. Selection will be based upon competence and will be in accordance with Board policy and administrative regulations, and state and federal laws and state regulations.

Temporary, substitute, short-term and student help may be appointed by the Superintendent or designee. The position and the pay rate shall be reported at a regular meeting of the Board.

The district personnel policies and regulations apply only to the extent that they are not in conflict with any collective bargaining agreement between the district and an employee organization officially recognized to meet and negotiate with the Board.

a. Security Check (Classified Personnel)

The School Board desires to hire classified personnel whose background and behavior exemplifies a standard deemed appropriate for individuals working with children. Effort will be made to investigate the background of classified applicants prior to hire in the district. This investigation will include questions related to an applicant’s background, as well as fingerprint information in accordance with law.

Falsification of information during the interview or on the application shall be grounds for immediate removal from consideration for a position or dismissal from a currently held position.

Legal Reference:
ALASKA STATUTES
12.62.035 Access to Certain Crime Information
3. Assignment/Classification (Classified Personnel)

Classified employees shall be assigned by their immediate supervisors with the approval of the Superintendent or designee. They shall be required to perform those duties prescribed by the School Board for the position the employee holds.

(cf. 4219.3 - Duties of Personnel) Legal Reference:
ALASKA STATUTES
23.40.070 Declaration of policy (PERA)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4215

4. Evaluation/Supervision (Classified Personnel)

The School Board endorses a continuous program of evaluation of all individuals employed by this district. The basic objective of the evaluation program is the improvement of performance of service to the district.

Legal Reference:
ALASKA STATUTES
23.40.070 Declaration of policy (PERA)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4216

5. Probationary/Permanent Status (Classified Personnel)

Employees newly hired in regular positions or promoted to higher level positions within the classified service shall be considered probationary employees until having satisfactorily completed the designated probationary period of 60 days.

Regular classified employees who have satisfactorily completed the designated probationary period shall become permanent classified employees of the district.

Legal Reference:
ALASKA STATUTES
6. Separation

BP 4217.2

a. Resignation (Classified Personnel)

Ample notice of intention to resign should be given by an employee who plans to leave the district. Normally, no less than two weeks’ notice should be given.

Positive supervisory action is required to determine if causes of employee resignation may be adjusted. Supervisors should consider factors of employee value to the district, availability of replacement, and costs of training a replacement.

The Superintendent or designee is authorized to accept the written resignation of any employee on behalf of the School Board, and the resignation shall become effective immediately on acceptance by the Superintendent or designee. A resignation presented to and accepted by the Superintendent or designee may not be withdrawn by the employee.

7. Dismissal/Suspension/Disciplinary Action

Probationary Employees

At any time prior to the expiration of the probationary period, the Superintendent or designee may, at his/her discretion, dismiss a probationary classified employee from district employment. A probationary employee shall not be entitled to a hearing.
Permanent Employees

Permanent classified employees shall be subject to personnel action (including, but not limited to, reprimand, suspension without pay, demotion, reduction of pay step in class, dismissal) only for cause. This policy also applies to classified management and supervisory employees unless otherwise provided by law.

(cf. 4300 – Definitions)

In addition to any disqualifying or actionable causes otherwise provided for by statute or by policy or regulation of this district, each of the following constitutes cause for personnel action against a permanent classified employee:

1. falsifying any information supplied to the school district, including, but not limited to, information supplied on application forms, employment records, or any other school district records
2. incompetency
3. inefficiency
4. neglect of duty
5. insubordination
6. dishonesty
7. possessing or consuming alcohol, controlled substances, including marijuana, or other illegal drugs or synthetic drugs while on duty; or being under the influence of these substances while on duty
8. conviction of a felony, conviction of any sex offense made relevant by provisions of law, or conviction of a misdemeanor which is of such a nature as to adversely affect the employee's ability to perform the duties and responsibilities of his/her position. A plea or verdict of guilty, or a conviction following a plea of nolo contendere is deemed to be a conviction within the meaning of this section. Applicants and employees must inform the Superintendent of any conviction so that a determination can be made by the district regarding its applicability to employment. For existing employees, reporting must occur within 48 hours of conviction.
9. absence without leave
10. immoral conduct
11. discourteous treatment of the public, students, or other employees
12. improper political activity
13. willful disobedience
14. misuse, theft, or destruction of district property
15. violation of district, School Board or departmental rule, policy, procedure, or violation of federal, state, or local statute, regulation, or ordinance
16. physical or mental disability, which disability precludes the employee from the proper performance of his/her essential duties and responsibilities as determined by competent medical authority, except as otherwise provided by a contract or by law regulating the accommodation of disabilities or the retirement of employees
17. failure to possess or keep in effect any license, certificate, or other similar requirement specified in the employee's class specification or otherwise necessary for the employee to perform the duties of the position
18. unlawful discrimination, including harassment, on the basis of race, religion, creed, color, national origin, ancestry, physical or mental disability, marital status, sex, pregnancy, or age against the public, students, or other employees
19. unlawful retaliation against any other district officer or employee, student, or member of the public who, in good faith, reports, assists, discloses, divulges, or otherwise brings to the attention of any appropriate authority, whether an outside person, agency, or school district official, any information relative to actual or suspected violation of any law or district policy or procedure occurring on the job or directly related thereto
20. any other failure of good behavior either during or outside of duty hours which is of such nature that it causes discredit to the district or his/her employment

Disciplinary Procedures

The following procedures will govern personnel action unless an applicable collective bargaining agreement provides different procedures. In such event, the collective bargaining agreement will govern and employees must utilize the negotiated grievance procedures to appeal any discipline.
In cases involving a personnel action, the Superintendent or designee shall prepare a written statement of the personnel action which shall be served upon the employee either personally or by registered or certified mail, return receipt requested, at the employee's last known address. The statement shall include:

1. A statement of the nature of the personnel action (the disciplinary action being imposed).
2. A statement of the cause or causes for the discipline.
3. A statement of the specific acts or omissions upon which the causes are based. If violation of rule, policy, or regulation of the district is alleged, the rule, policy, or regulation violated shall be identified.
4. A statement of the employee's right to appeal the recommendation and the manner and time within which his/her appeal must be filed.

In the event the Superintendent or designee determines that an employee should be removed from duty while an investigation into alleged misconduct is conducted, the employee will be placed on administrative leave with pay.

In cases where the Superintendent or designee has determined that a permanent classified employee should be dismissed, termination of employment will be effective upon delivery to the employee of the statement of personnel action.
For all discipline short of dismissal, demotion in a reduction in pay, or unpaid suspension of five (5) or more days, a permanent employee may, within five calendar days after receiving the statement of personnel action described above, file a written appeal to the Superintendent. If the Superintendent did not decide the original discipline, the Superintendent shall hear and decide the appeal. Otherwise, the Superintendent will appoint another district administrator to hear and decide the appeal. The appeal may be conducted without a hearing, based upon a review of the personnel action and the written appeal. At the Superintendent or designee’s sole discretion, an informal hearing may be held if determined to be necessary to inform the decision maker. The decision on appeal is final.

A permanent employee who has been dismissed, demoted with a reduction in pay, or placed on unpaid suspension of five (5) or more days, may, within five calendar days after receiving the statement of personnel action described above, file a written appeal to the School Board by submitting his/her request to the Superintendent. The appeal may include a formal hearing before the School Board, in the event this is requested by the employee. If not, the appeal may be conducted without a hearing, based on the School Board’s review of the statement of the personnel action and the written appeal. The School Board shall determine the procedures for the hearing, giving the employee advanced notice of the procedures. The decision of the School Board is final. If an employee fails to appeal personnel action within the time specified in these rules, the employee shall be deemed to have waived his/her right to an appeal.

At any time before an employee's appeal is finally submitted to the Superintendent or School Board for decision, the Superintendent or designee may serve on the employee and file with the decision maker an amended or supplemental statement of personnel action.

The Superintendent, designee, or School Board who is hearing an appeal may affirm, modify or revoke the personnel action.

*Revised 3/2019*

**GALENA CITY SCHOOL DISTRICT**

**Adopted 12/13/1995**
8. Reduction in Force (Classified Personnel)

The school board may determine that a reduction in classified personnel is necessary. The board shall authorize the Superintendent or designee to lay off employees in accordance with this reduction in force guide.

1. Classified hourly employees plotted on that salary schedule, shall have a seniority date, established as the date of hire.
2. These employees shall be designated IDEA program or Village program.
3. The seniority list shall indicate employees work classification as one of the following, based on current assignment:
   - INSTRUCTIONAL AIDES
   - FOOD SERVICES
   - TECHNOLOGY SERVICES
   - ACCOUNTING/CLERICAL
   - RESIDENTIAL HALL SERVICES
   - MAINTENANCE/CUSTODIAL
   - IDEA FIELD REPRESENTATIVES
   - ADMINISTRATIVE ASSISTANTS

4. In the case of necessary “Reduction in Force,” the District will lay off the least senior employees within the job classification and geographic area affected.
5. In the event of more than one individual employee having the same seniority ranking, all employees so affected shall participate in a drawing by lot to determine position on the seniority list.

At any time before an employee's appeal is finally submitted to the Board for reconsideration, the Superintendent or designee may, with the consent of the Board, serve on the employee and file with the Board an amended or supplemental recommendation of personnel action.

The Board may affirm, modify, or revoke the recommended personnel action.

GALENA CITY SCHOOL DISTRICT
Adopted 02/16/2004

BP 4220

B. Temporary and Part-Time Personnel
1. Teacher Aides/Paraprofessionals (Classified Personnel)

Note: Under the Every Student Succeeds Act, NCLB’s requirements establishing minimum professional standards for paraprofessionals have been repealed. Now, paraprofessionals in Title I supported programs must meet licensure or certification requirements as adopted by the State of Alaska.

The School Board favors the use of paid and volunteer teacher aides/paraprofessionals and considers them to be members of a professional team dedicated to the best interests of students. By relieving teachers of duties that do not require professional training, noncertificated persons allow teachers to dedicate their skills, knowledge and efforts primarily to teaching. Paraprofessionals also can help teachers to provide individualized student instruction and an enriched educational program.

(cf. 1240 - Volunteer Assistance)

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

The Superintendent or designee shall ensure that all paraprofessionals have appropriate training and supervision.

Note: Special Education aides 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.

Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 05.080 School curriculum and personnel
4 AAC 52.250 Special education aides
4 AAC 52.255 Interpreters

UNITED STATES CODE
Teacher Aides/Paraprofessionals

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 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

**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

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 will perform, the authority aides will be given, and the information and materials aides 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
5. maintain personal cleanliness
6. wear appropriate clothing (avoiding extremes)
7. use appropriate language
8. give full cooperation to the total school staff

Revised 3/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4230

C. Activities

BP 4231

1. Staff development (Classified Personnel)

The Superintendent or designee may approve professional development opportunities for classified staff to improve job skills, to improve instructional program, to provide training in areas mandated by law, to prepare for more responsible opportunities within the district, and to meet qualifications as established by federal and state law.

Such opportunities may include, but are not limited to, the following:

1. Visits to other schools and school districts.
2. Local and state conferences involving other classified personnel.
3. Training classes and workshops offered by private organizations or by the district, county or other appropriate agency.

Revised 3/2017

D. Compensation and Related Benefits

1. Overtime Pay/Compensatory Time Off (Classified Personnel)

Note: The Fair Labor Standards Act (FLSA) is a federal law that requires certain “covered” employees who work more than 40 hours a week in a seven-day period to be paid at one-and-a-half times their basic hourly rate for the time they work over 40 hours. Covered employees include most nonteaching, nonadministrative employees, such as cafeteria workers, bus drivers, and paraprofessionals. Teachers, administrators, and other professional employees are exempt from the law. Covered employees cannot waive, or give up, their rights to overtime under the FLSA. A violation of the law can result in criminal and civil penalties.

The School Board is committed to compliance with the overtime pay, compensatory time, and record-keeping requirements of the Fair Labor Standards Act (FLSA). The FLSA requires that overtime be paid to nonexempt employees either in the form of monetary compensation or compensatory time, as described below at the rate of 1.5 times the regular hourly rate of pay for the number of hours worked in excess of 40 hours per week.

1. Covered employees. Employees in the following job classifications are covered under the FLSA: assistant teachers, bookkeepers, clerks, custodians, food service workers, maintenance personnel, receptionists, secretaries, bus drivers, mechanics, and security personnel. Some employees in the above positions may be exempt from coverage if they have supervisory responsibilities and their supervisory duties exceed 50 percent of their work time or for other reasons.

2. Exempt employees. Certain employees are exempt under the FLSA and are not subject to compensation for overtime work. Exempt employees include
executive, administrative, and professional employees, such as teachers, counselors, supervisors, and administrators. Employees or supervisors who are unsure if an employee is exempt from coverage shall consult the District’s Superintendent.

(cf. BP 4151 Salary Guides – Exempt Employees)

3. **Hours worked.** The District’s workweek begins on Sunday and ends of Saturday. Employees are expected to arrive and depart at or about the time specified by the District, unless requested to work overtime by their immediate supervisor. Covered employees shall accurately record hours worked during each week, including the exact time of arrival and departure from work and all overtime, by time sheet or time card. Supervisors and principals shall review, approve, and submit all time sheets or time cards to the payroll office prior to each pay period.

4. **Overtime pay.** Employees covered by the FLSA shall be paid no less than 1.5 times their regular rate of pay for all hours worked over 40 in a week. For those employees working two or more jobs for the District, overtime pay shall be calculated on the basis of a blended hourly rate on all jobs worked by a formula set by the District.

5. **Compensatory time.** The District reserves the right to grant compensatory time in lieu of paying employees monetary compensation. Prior to employees’ overtime work, the District and employees must agree to compensatory time arrangement. Employees may accumulate a maximum of 240 compensatory time hours while employed by the District. Employees must get their supervisor’s approval on when to take the compensatory time and must take the time off during the pay period immediately following when it was earned, if possible.

6. **Authorization for overtime required.** Employees shall not work overtime without prior permission from their immediate supervisors, except in cases of emergency. Each employee responsible for the supervision of employees subject to the FLSA shall receive authorization from the Superintendent prior to authorizing overtime.

7. **Overtime work without prior approval.** Employees covered by FLSA who work overtime without prior approval will be allowed to claim the hours worked in accordance with the FLSA. If the supervisor determines that the work was unforeseen or emergency in nature, it will be approved. If the supervisor determines that the performance of the work was unnecessary at the time it was performed, the employee will receive pay for the hours worked, but disciplinary action may be taken for failure to follow established policy.

8. **Record keeping and posters.** All records on wages, hours, and other items listed in the record-keeping regulations will be kept by the business office for the
time specified by the FLSA. The District will display minimum wage posters at each District work site where employees will be likely to see them.

Legal Reference:
ALASKA STATUTES
23.40.070 Declaration of policy (PERA)

UNITED STATES CODE
Department of Labor Regulations 29 C.F.R. Parts 511-800

Revised 12/2004

GALENA CITY SCHOOL DISTRICT
Adopted 04/18/2005

BP 4260

E. Leaves and Vacations

BP 4261

1. Leaves ( Classified Personnel)

Absences of Classified Employees Reporting Procedures

Any employee who must be absent from duty shall notify his/her immediately supervisor of the intended absence in advance if possible, giving reasons for such absence. Failure to give proper notice may result in appropriate sanction including but not limited to loss of pay regardless of sick leave or other coverage.

Sick Leave

Classified employees have sick leave at the accumulation rate of 9.375 hours per month. Deductions from pay for absence due to illness in excess of the number of days of sick leave already earned shall be refunded at the end of the year in accordance with sick leave time that has been accrued by the end of such year. A final accounting will be made at the end of the employment year.

The superintendent may require a written statement from a doctor attesting to the illness when an employee is absent from work on sick leave.
A false statement regarding use of sick leave is sufficient grounds for termination of employment.

**Annual Leave**

Employees employed in the classified service on a 12-month basis earn annual leave at the following rate:

<table>
<thead>
<tr>
<th>Years</th>
<th>Annual Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 3</td>
<td>15 days</td>
</tr>
<tr>
<td>4 - 7</td>
<td>20 days</td>
</tr>
<tr>
<td>8 - 10</td>
<td>25 days</td>
</tr>
</tbody>
</table>

Annual leave shall be prorated according to actual days worked. Employees shall be paid for any unused annual leave at the end of the employment year.

**Jury/Witness Duty**

Any full-time or permanent part-time employee of the classified service in the District who is required to be absent from work pursuant to an order of any court of competent jurisdiction, either as a witness or a juror, shall receive regular salary for such period of absence less any amount received for jury service and/or witness fees. The payroll adjustment will be made at the first payroll period following such service. This leave provision does not apply in instances of employee involvement in personal litigation and plaintiff or defendant.

**Personal Leave for Classified Employees Working on Other than 12-Month Basis**

Classified employees who are employed full-time on a permanent basis for fewer than twelve months shall have three days personal leave to cover situations not addressed by sick leave. Permanent part-time employees shall receive an equivalent amount of personal leave prorated to the actual time worked.

Personal leave must be approved in advance by the superintendent. Personal leave may be accrued up to five days but there is not pay compensation provided for unused personal leave.

The superintendent may deny requests for personal leave if the number requesting leave threatens to disrupt the educational program of the school.

Personal leave may not be used either the day before or the day following a vacation.

**Military Leave**
Classified employees are governed by the same military leave policy as certificated employees.

**Extended Leave of Absence**

1. Any classified employee who has completed five (5) full years of service in the District upon application in a manner designated by the superintendent and upon approval of the Board may be granted a leave of absence without pay extending from one month to not more than one year for reasons of personal illness or severe illness in the immediate family; for professional study; or for compelling personal reasons.

2. Requests for leaves for absences for illness must be accompanied by a doctor’s statement. A statement of plans for justification must accompany those for reasons of professional improvement or compelling personal reasons.

3. No more than two classified staff members may be granted leave in any one year.

4. A classified employee on approved leave of absence without pay does not lose accrued sick leave or accrued personal leave, and the year does constitute a break in service under the Public Employees Retirement System.

5. A leave of absence granted under this section may be renewed for a period not to exceed one year on the recommendation of the superintendent and approval of the Board.

6. A leave of absence will be granted for furthering the employee’s education and/or worth to the District as determined by the Board.

**Return from Extended Leaves**

1. Classified employees on leaves of absence must provide notice of intention to return or not to return at least 90 days before the employee is scheduled to return to work.

2. Returning staff members will not be guaranteed immediate employment unless they can return to duty on the day they have agreed to return to work or such time as is agreed to in writing. Otherwise, the classified employee will be placed on; the eligibility list for the first position open. Staff members cannot be guaranteed a return to their specific former assignment.

GALENA CITY SCHOOL DISTRICT
 Adopted 12/13/1995
3. Management and Supervisory Personnel

Definitions

Management and supervisory employees are excluded from the bargaining units of other certificated employees.

Management employees are those employees who have significant responsibilities for formulating district policies or administering district programs and who have been designated as management by the School Board.

Supervisory employees are those employees who have the authority to make recommendations to the Superintendent or designee concerning the employees under their supervision. This authority extends to the following areas: hiring, transfer, suspension, layoff, recall, promotion, discharge, assignment, reward, discipline, direction, work assignment and discipline.

Legal Reference:
ALASKA STATUTES
23.40.090 Collective bargaining unit
2AAC 10.220(b)(1)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

A. Permanent/Probationary

1. Assignment/Classification

a. Load/Scheduling/Hours of Employment (Management and Supervisory Personnel)

The School Board designates, in accordance with law, salaried positions that are exempt from overtime. Persons holding these positions work whatever hours are necessary in order to fulfill their assignments. Their
positions are set apart from other positions by virtue of the duties, flexibility of hours, salary, benefit structure and authority that they entail.

Legal Reference:
UNITED STATES CODE
Department of Labor Relations 29 C.F.R. Parts 511-800

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4313.2

b. Promotion/Demotion/Reclassification (Management and Supervisory Personnel)

The Superintendent may promote, demote, and reclassify certificated and classified management employees when such action is determined to be in the best interest of the district.

All decisions concerning promotion, demotion and reclassification shall be based upon the recommendation of the Superintendent or designee and prior consultation with district legal counsel.

The Superintendent or designee shall ensure that the promotion, demotion and reclassification of management employees comply with applicable statutory deadlines and procedures.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4314

2. Transfer/Reassignment (Management and Supervisory Personnel)

The Superintendent or designee shall assess the needs of the district and to assign management personnel to positions that will meet those needs.

Voluntary Change of Assignment

Note: The following philosophy statement is optional and may be modified to reflect the beliefs of the
In order to promote administrative professional growth and career development, broaden management background, and share administrative and personnel skills within the district, the School Board encourages management personnel at all levels to apply for transfers and reassignments.

**Involuntary Reassignment of Certificated Administrators**

Involuntary reassignment within the administrator's classification (same job title) may be initiated upon the recommendation of the Superintendent or designee in the best interests of the district.

*Note: The following optional language is provided for districts which practice lateral rotation of administrators and may be modified to reflect district practice. Fill in the appropriate number of years in the blank below. Legal counsel should be consulted regarding procedure for lateral rotation.*

**Legal Reference:**

*ALASKA STATUTE*

14.20.158

*Revised: 6/1999*

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**3. Evaluation/Supervision (Management and Supervisory Personnel)**

**Certificated Management Personnel**

The School Board shall establish and define job responsibilities for administrative personnel. The evaluation of administrative personnel shall be based on:

1. The administrator's progress toward agreed-upon goals, objectives and tasks.
2. General expectations of performance which recognize professional responsibility, accountability and attitude.
3. The fulfillment of responsibilities contained in the specific job descriptions adopted by the Board.
4. Evaluations from teachers who the administrator supervises.
5. Additional factors as determined by the Superintendent or designee.

*(cf. 4315.1 - Competence in Evaluation of Teachers)*

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*GALENA CITY SCHOOL DISTRICT*

*Adopted 12/13/1995*

*BP 4315*
The evaluation shall recognize the worth and needs of the individual in the total working environment and shall provide direction toward the improvement of his/her effectiveness.

Each administrator shall be evaluated formally at least once every school year. Evaluation is a continuous process and may occur between scheduled periods at the request of the administrator, the administrator's immediate supervisor or any higher supervisor.

Classified Management Personnel

Classified management personnel will be evaluated according to the procedures developed by the Superintendent or designee and approved by the School Board. The evaluation shall include recommendations for improvement if needed.

Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 19.010-4 AAC 10.060 Evaluation of professional employees

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 4315.1

a. Competence in Evaluation of Teachers (Management and Supervisory Personnel)

The School Board believes that the Superintendent is competent to evaluate the professional staff and determine the competence of other administrators to evaluate teachers whom they supervise.

Competence in evaluation shall be a factor in the evaluation of administrators who are assigned to evaluate teachers.

The superintendent or designee shall provide appropriate in-service training in evalulative techniques.

(cf. 4115 - Evaluation/Supervision) Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 19.030 Method for evaluating professional employees
4 AAC 19.060 Evaluation training

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
B. Leaves and Vacations

BP 4361

1. Leaves (Management and Supervisory Personnel)

Leave for management and supervisory personnel shall be governed by contract.

Legal Reference:
ALASKA STATUTES
14.14.107 Sick leave and sick leave transfer
14.20.147 Transfer or absorption of attendance area or federal agency school
23.10.500 - 23.10.550 Alaska Family Leave Act

ALASKA ADMINISTRATIVE CODE
4 AAC 09.020 Teachers entitled to pay

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
Article 5 - Students

BP 5000

0. Concepts and Roles

The focus of the school system is on the student. It is incumbent upon the School Board, district and school administration and teachers to provide for the physical and intellectual welfare of the students in their charge. The school district shall work closely with parents/guardians and the community in order to achieve a harmony of interests.

Students must be recognized and understood as individuals, each with his/her own unique abilities, social and economic background, ambitions and educational needs. The programs and services of the district must be designed and executed with this concept well in mind if the fullest development of each is to be achieved.

Students are expected to accept personal responsibility for making maximum use of those educational opportunities afforded by applying themselves diligently to learning both in the classroom and in other school-sponsored settings. It is also expected that as a result of the total school experience students will come to appreciate the values of self-discipline, responsibility, and respect for others, their country and its governmental processes.

Discrimination with respect to color, creed, race, sex, religion, ancestry, handicap, or national origin is prohibited as regards admission, attendance, and educational programming.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5145.3 - Nondiscrimination)

BP 5010

Role of School Board

The Board:

1. Establishes policies to provide the best attainable program of education for the district's students.

2. Authorizes the establishment of special classes, programs, or other facilities for students who are in need of special education in keeping with all legal provisions.

3. Provides for the physical and mental well-being of students.

4. Determines policies regarding student behavior and attendance within the limits of the law.

5. Determines the boundaries of school attendance within the district.
Role of Superintendent or Designee

The Superintendent or designee:

1. Administers all schools and classes established by the Board.

2. Directs the instruction, guidance and discipline of all students.

3. Assign students to alternative programs or grades as may improve their education, reduce the expense of maintaining schools, or relieve geographic or demographic conditions.

4. Enforces compliance with compulsory attendance laws.

5. Has immediate authority for the closing of schools in case of emergencies involving the health and safety of students.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5020

A. Role of Parents/Guardians

BP 5021

1. Noncustodial Parents

Upon request, the district shall provide noncustodial parents with school announcements and notices that are sent to the custodial parent.

(cf. 5125 Student Records)
(cf. 5142 Student Safety)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5030

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B. School Discipline and Safety

Note: Each school district must have in place a school disciplinary and safety program. AS 14.33.110-140. The purpose of the program is to implement community standards of school behavior that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community; and to protect and support teachers who enforce standards of student behavior and safety in the classroom. Effective October 2014, the program must be made available to students, parents, legal guardians, and the public, and must include written policies and procedures consistent with standards for use of restraint and seclusion, outlined in AS 14.33.125. The Every Student Succeeds Act requires states to implement a system of school safety assessment. Under ESSA, districts are required to offer a school choice option in two instances: (1) when a student attends a “persistently dangerous school,” or (2) when a student has been the victim of a violent criminal offense. Alaska’s implementation of these federal mandates is found at 4 AAC 06 in newly added Article 2, Safe Schools.

The School Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. An effective school discipline and safety program is necessary to ensure a learning environment free of disruptions. The School Board shall adopt, and the Superintendent or designee shall implement and maintain, an effective school discipline and safety program. The discipline and safety program should reflect community standards of school behavior and safety that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community.

(cf. 1230 – Citizen Advisory Committees)
(cf. 1410 - Interagency Cooperation for Student and Staff Safety)
(cf. 4158 – Employee Security)
(cf. 5131 – Conduct)
(cf. 5131.1 – Bus Conduct)
(cf. 5131.4 – Campus Disturbances)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.42 – Threats of Violence)
(cf. 5131.43 – Harassment, Intimidation and Bullying)
(cf. 5131.5 – Vandalism, Threats, and Graffiti)
(cf. 5131.6 – Alcohol and Other Drugs)
(cf. 5131.62 – Tobacco)
(cf. 5131.63 – Performance Enhancing Drugs)
(cf. 5131.7 – Weapons & Dangerous Instruments)
(cf. 5131.9 – Academic Honesty)
(cf. 5132 – Dress and Grooming)
(cf. 5136 – Gangs)
(cf. 5137 – Positive School Climate)
(cf. 5141.51- At-Risk Youth)
(cf. 5142.2 – School Safety Patrol)
(cf. 5142.3 – Restraint and Seclusion)
(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs)
(cf. 5145.11 – Questioning and Apprehension)
(cf. 5145.12 – Search and Seizure)
(cf. 5145.5 – Nondiscrimination)
Providing young people with knowledge and skills to settle disputes peacefully is a critical component of an effective disciplinary and safety program. Students who possess skills in negotiation, mediation, and consensus decision making are able to explore peaceful solutions to conflict and to resolve these conflicts in a nonviolent manner. The Superintendent or designee shall implement and maintain a conflict resolution strategy for district students. The strategy will provide conflict resolution education and resources to students to learn skills in the nonviolent resolution and mediation of conflicts. The strategy should identify and teach effective approaches for students to follow in reporting and resolving conflicts.

Note: Effective October 2014, districts must include in the school disciplinary and safety program written policies and procedures consistent with standards for use of restraint and seclusion. The following language incorporates this requirement.

The district recognizes that a key component of its school disciplinary and safety program involves appropriate staff response when student behavior impacts on the safety of that student or others. The district prohibits the use of physical restraint and seclusion except in emergency situations as outlined in law and policy.

Note: AS 14.33.120 requires the discipline and safety program to have procedures for periodic revision and review. 4 AAC 07.050 requires that a district’s student rights and responsibilities policies be reviewed at least once every three years. The following language utilizes a maximum three-year duration for the review process.

Not less than once every three years, the district’s discipline and safety program shall be reviewed and revised if appropriate. The review process shall make available the opportunity for collaborative input by students, parents, guardians, staff, and advisory school boards in each community. Policies reflecting standards of student behavior, including those identifying prohibited student conduct and penalties, should be reviewed to determine consistency with community standards, including the basic requirements for respect and honesty.
Note: Annually, the district is to submit a report to the Department of Education and Early Development relating to the district’s disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the district submits its annual report on goals and priorities as required by AS 14.03.120(a). Additionally, the district is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. Effective October 2014, the district is to annually report, not later than June 30, the total number of incidents involving the restraint or seclusion of a student as required by AS 14.33.125 and 4 AAC 06.175 (see BP 5142.3). The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.120, 14.33.210, 4 AAC 06.172 and 4 AAC 06.250.

The district will submit annual reports to the Department of Education and Early Development, as required by law. These reports will permit assessment of the district’s School Discipline and Safety program.

Note: One of the purposes of the school disciplinary and safety program is to protect and support teachers who enforce standards of student behavior and safety in the classroom. AS 14.33.110(3). The law provides that a teacher, teacher’s assistant, a 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. It is recommended that a district desiring to take disciplinary action against a staff member for unreasonable or unlawful enforcement of student discipline should contact legal counsel. Finally, school employees are also 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 No Child Left Behind Act.

The School Board desires to give all administrators, teachers, and other employees the authority they need to implement and enforce the discipline and safety program. Personnel should adhere to lines of primary responsibility so that appropriate decision-making may take place at various levels in accordance with School Board policy and administrative regulations. In fulfilling duties and responsibilities in student discipline and safety, all employees shall comply with School Board policies, administrative regulations, and local, state, and federal laws. Employees will not be formally disciplined for enforcement of student discipline and safety rules so long as the enforcement is reasonable, lawful, and in compliance with School Board policies and administrative regulations.

(cf. 2110 – Organization Chart/Lines of Responsibility)
(cf. 4158 – Employee Security)
(cf. 5144 – Discipline)
(cf. 4119.21 – Code of Ethics)
(cf. 4119.3 – Duties of Personnel)

Note: On July 15 of each year, the Department of Education and Early Development will determine the safety status of the schools in the state. The Department will designate a school as safe, at-risk, or persistently dangerous. A district that has a school identified as persistently dangerous must provide notice within 10 days to all parents of students who attend the school that the school has been designated as persistently dangerous and that the parent has 30 days to request that the district transfer the student to a safe school within the district. A transfer must occur within 30 days of a transfer request. A district that has only one public school of the appropriate grade level is not required to create a second public school in order to offer a
transfer option. Additionally, within 10 days of an incident in which a student is a victim of a violent criminal offense at school, a district shall notify the parents of the student that they may have their student transferred. If a parent requests a transfer, the district shall provide the transfer within 30 days. A student shall be eligible for a transfer if substantial evidence indicates that the student was a victim of a violent criminal offense on the grounds of the school attended by the student. If a district refuses to offer to transfer a student whom the student’s parent believes was the victim of a violent criminal offense, the parent may, within 30 days of the refusal, appeal to the Commissioner of Education. Again, a district that has only one public school of the appropriate grade level is not required to create an additional public school in order to provide the option to transfer. A violent criminal offense does not have to be the subject of a criminal charge, and includes incidents that would establish the elements of the following violent criminal offenses: (1) an offense against the person under the Alaska Criminal Code, AS 11.41.100-11.41.530; (2) recruiting a gang member in the first degree, AS 11.61.160; and (3) misconduct involving weapons in the first degree, AS 11.61.195. A parent who has exercised the parent’s option to transfer a student may have the student remain in the receiving school until the student completes the highest grade level offered by that school. A district that is required to offer a student a transfer to a safe school, but that does not contain a safe school of an appropriate grade level, must offer to transfer the student to the parent’s choice of any school designated at Level 2 or higher under 4 AAC 06.835 and work with the parent to identify other suitable educational opportunities for the student, including transfer to another district or attending a statewide correspondence school. 4 AAC 06.200-.270.

The School Board further desires to give all students the opportunity to learn in an environment in which they feel safe. Should any school be identified as persistently dangerous under state law, students attending that school will be provided the opportunity to transfer to the parent’s choice of one of two or more safe schools within the district. Informed parental choice will be facilitated by timely notice of the meaning of the persistently dangerous designation and the intervention steps the district plans to utilize to make the school safe. Additionally, any student who is the victim of a violent criminal offense that occurred on the grounds of the student’s school will be provided the opportunity to transfer, consistent with state law.

Legal Reference:
UNITED STATES CODE
20 U.S.C. §§ 1400, et seq. Individuals with Disabilities Education Act

ALASKA STATUTES
11.81.430 Justification, use of force, special relationships
11.81.900 Definitions
14.03.078 Report
14.03.160 Suspension or expulsion of students for possessing weapons
14.30.045 Grounds for suspension or denial of admission
14.30.180-.350 Education for Exceptional Children
14.33.120-.140 School disciplinary and safety program
14.33.210 Reporting of incidents of harassment, intimidation or bullying

ALASKA ADMINISTRATIVE CODE
4 AAC 06.060 Suspension or denial of admission
4 AAC 06.172 Reporting of school disciplinary and safety programs
4 AAC 06.175 Reporting restraint and seclusion incidents.
4 AAC 06.200-.270 Safe schools
4 AAC 06.250 Reporting
4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities
School Discipline and Safety

Note: Annually, the District is to submit a report to the Department of Education and Early Development relating to the District’s disciplinary and safety program, including incident numbers for infractions involving violence or weapons. This report is to be submitted at the same time the District submits its annual report on goals and priorities as required by AS 14.30.02(a). Additionally, beginning with the 2007-08 school year, the District is to report all incidents of suspension and expulsion resulting from harassment, intimidation, or bullying. The following language incorporates the reporting requirements for school discipline as set forth in AS 14.33.120, 14.33.210, 4 AAC 06.172 and 4 AAC 06.250.

Report on School Disciplinary and Safety Programs

A description of the collaboration with community, parents, and student sin development and review of the school disciplinary and safety standards.

The procedures used to developed the community-based standards of school behavior and safety contained in the safety and discipline program.

The individuals involved in developing the standards;

The parameters for evaluation to assess the effectiveness of the standards; and

The period of review and evaluation of the standards.

Incident Reporting

The Report shall include, for each school, the number of:

1) infractions involving violence against a person at school

   “Infractions involving violence against a person” means a violation of school rules in which a person was injured, was threatened with injury, or reasonably perceived a threat of injury.

2) infractions involving a weapon at school;
“Infractions involving a weapon” means violence of school rules in which a student possessed, used, attempted to use, or threatened to use a weapon, regardless of whether the possession, used, or sale of the weapon was the main infraction committed.

“Weapon” means a dangerous instrument as defined in AS 11.81.900, and any object or instrument that, in the circumstances in which it is used, attempted to be used, or threatened to be used, is capable of causing injury.

3) days students were suspended for infractions involving violence against a person or infractions involving a weapon at school;

4) expulsion for infractions involving violence against a person or infractions involving weapon at school;

5) transfers requested and provided under 4 AAC 06.210 (persistently dangerous school); and 4 AAC 06.240 (parent request to remain in transfer school);

6) victims of violent criminal offenses as determined under 4 AAC 06.230;

7) truancies, as determined by District procedures; and

8) incidents resulting in suspension or expulsion for harassment, intimidation, or bullying on school premises or on transportation systems used by the school.

“Harassment, intimidation, or bullying” means “an intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and

(A) physically harms the student or damages the student’s property
(B) has the effect of substantially interfering with the student’s education;
(C) is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
(D) has the effect of substantially disrupting the orderly operation of the school.

GALENA CITY SCHOOL DISTRICT
Adopted 01/2007

BP 5040

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C. Student Nutrition and Physical Activity

Note: This policy was developed by the State of Alaska Obesity Prevention and Control Program and the Alaska Department of Education & Early Development Child Nutrition Program and meets all federal requirements for Local School Wellness Policies. It is intended to provide a framework for developing a wellness policy. The policy adopted by your School Board must be developed with the involvement of the identified advisory group discussed in Section A.

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore the School District will provide environments that promote and protect children’s health, well-being, and ability to learn by supporting healthy eating and physical activity.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education and school meal programs.

(cf. 1020 – Youth Services)

1. Planning and Periodic Review by Stakeholders

The school district and when appropriate individual schools within the district will create or work with an existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The school district will permit and encourage the participation of students, parents, food service personnel, School Board members, school administrators, school health professionals, physical education teachers, local SNAP-Ed coordinators and other interested community members in the advisory group. The district will promote opportunities to participate in the advisory group at least once a year through parent and stakeholder communication, which may include newsletters, public announcements, web-postings, parent communication, etc.

The school district will provide the advisory group with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies and nutrition and physical activity goals. Goals will be based on available scientific evidence for improving school nutrition and physical activity programs. Goals and progress toward achievement will be presented to the School Board on an annual basis.

(cf. 1000 – Concepts and Roles)

2. Nutrition
All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. (7 C.F.R. Parts 210 and 220) To the extent practicable, all schools in the district will participate in available federal school meal programs.

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

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

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

Foods and beverages will not be offered as a reward for students’ performance or behavior.

Schools will provide free potable water in the place where meals are served and elsewhere throughout the school buildings.

When practicable, Alaska farm and fish products will be utilized in meals and snacks.

Schools will encourage all students to participate in federal school meal programs and protect the identity of students who eat free and reduced priced meals.

Schools will encourage all students to eat healthy and nutritious meals within the school dining environment and will, to the extent practicable, involve students in menu planning.
To the extent practicable, schools will schedule lunch as close to the middle of the school day as possible. Schools are encouraged to provide opportunities for mid-morning or mid-afternoon healthy snack breaks.

Schools will limit food and beverage marketing on campus to the promotion of foods and beverages that meet the National School Lunch Act, Nutritional Guidelines for All Foods Sold in Schools.

Schools will work to provide age-appropriate nutrition education as part of the health and physical education curricula that respects the cultural practices of students, is integrated into core subjects, and provides opportunities for students to practice skills and apply knowledge both inside and outside the school setting. The District will seek to provide evidence-based nutrition education curricula that foster lifelong healthy eating behaviors integrated into comprehensive school health education. To the extent practicable:

(a) Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.
(b) Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators and teachers.
(c) Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, cafeterias, outreach programs and other school-based activities.
(d) Nutrition education shall be taught by a certified/licensed health education teacher.
(e) Schools will strive to establish or support an instructional garden within nutrition education and the core curriculum that provides students with experiences in planting, harvesting, preparing, serving and tasting.

(cf. 0210 – Goals for Student Learning)
(cf. 3550 – Food Service)
(cf. 3551 – Food Service Operations)
(cf. 3552 – Regular Lunch Program)
(cf. 3553 – Free and Reduced Price Meals)
(cf. 3554 – Other Food Sales)

3. Mandatory Physical Activity

Pursuant to AS 14.30.360, a district shall establish guidelines for schools in the district to provide opportunities during each full school day for students in grades kindergarten through 8 for a minimum of 90 percent of the daily amount of physical activity recommended for children and adolescents in the physical activity guides by the Centers for Disease Control and Prevention. The time provided for physical activity may involve physical education classes and unstructured physical activity, such as recess. The district shall adopt guidelines
that allow students to be excused from physical activity due to medical and health and safety reasons, such as inclement weather.

Note: Section D: Physical Activity and Section E: Physical Education are optional policies that provide physical education and physical activity goals that meet the requirements of state and federal law. The District’s policies may differ from Sections D and E provided the policies meet the requirements of AS 14.30.360, as described in Section C: Mandatory Physical Activity Guidelines.

4. Physical Activity

All students in grades kindergarten through eight will be provided with at least 54 minutes each day of physical activity. This time may be accumulated throughout the school day and may include physical education, recess and classroom based activities. Whenever possible, all students shall be given opportunities for physical activity through a range of programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Elementary students will be provided at least 20 minutes each day of structured, active recess. Classroom based physical activity is encouraged and counts toward the 54 minute requirement as long as it does not replace recess.

When practicable, recess shall be scheduled before lunch periods and take place outdoors.

Indoor and outdoor facilities shall be available so that physical activity is safe and not dependent on the weather. Physical activity equipment shall be age-appropriate, inviting, and available in sufficient quantities for all students to be active. Equipment shall be inspected regularly (at least weekly) for safety and replaced when needed.

Using physical activity as punishment, or withholding physical activity/physical education time as a means of discipline, is prohibited.

The district/school will promote strategies/events designed to generate interest in and support active transport to school (walking school busses, ‘bicycle trains’ Walk/Bike to School Day, Safe Routes to School Programs).

Schools are encouraged to negotiate mutually acceptable and fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

(cf. 1330 – Community use of school facilities)

5. Physical Education
Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

To the extent practicable, all schools will provide daily physical education opportunities for all students.

All elementary students will be provided at least:

150 minutes of physical education per week, for the entire school year, as recommended by the National Association for Sport and Physical Education (NASPE).

Middle school students shall be provided at least:

An average of 150 minutes (determined by district capacity) of physical education per week, for the entire school year.

High school students enrolled in physical education shall be provided at least:

An average of 225 minutes (determined by district capacity) of physical education per week, for the entire school year.

All elementary and middle-school students will be required to participate in physical education for all years of enrollment in school. All high school students shall be required to participate in physical education for one full year. Physical education shall be exclusive of health education and shall be available for all four years of high school. Each district/school will adopt a physical education curriculum that aligns with the Alaska State Standards for Physical Education for grades K-12, with grade level benchmarks. The curriculum shall be reviewed in accordance with the regular curriculum review and adoption schedule of the District.

6. Communication with Parents

The district/school will regularly, at least annually, inform and update the public, including students, parents, and the community, about the content, implementation of, and progress towards goals in this policy. Parents will be actively notified through email or other notification processes and provided access to this policy and all subsequent reports and updates.

The district must make available to the public the wellness policy, including any updates to and about the wellness policy, at least annually. The district must also
make available the 3 year assessment described in Section G, including progress toward meeting the goals of the policy.

The district/school will support the efforts of parents to provide a healthy diet and daily physical activity for their children. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards. The district will provide parents & the public with information on healthy foods that meet the requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School, and ideas for policy compliant foods for vending, concessions, a la carte, student stores, classroom parties and fundraising activities.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support the efforts of parents to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information through a website, newsletter, or other take-home materials, special events, or physical education homework.

(cf. 6020 – Parent Involvement)

7. Monitoring, Compliance and Evaluation

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies and administrative regulations. Administrative regulations may be developed to ensure that information will be gathered to assist the School Board and district in evaluating implementation of these policies and to ensure that necessary documentation is maintained in preparation for the triennial administrative review conducted by Child Nutrition Programs, Department of Education & Early Development.

The Superintendent or designee will designate one or more persons to be responsible for ensuring that each school within the district complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with district nutrition and physical activity goals.

The School Board will receive an annual summary report on district-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the district nutrition and physical activity goals, based on input from the schools within the district. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel, and will be made available to the public.

The district must conduct an assessment of wellness policy every 3 years, at a minimum. The assessment must determine: compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made
in attaining the goals of the wellness policy. The policy must be updated as appropriate.

Legal Reference:
UNITED STATES CODE

CODE OF FEDERAL REGULATIONS
7 C.F.R. Parts 210 and 220, National School Lunch Program and Breakfast Program

FEDERAL REGISTER
Nutrition Standards for All Foods Sold in Schools (“Smart Snacks in School”), Vol. 78, No. 125, Part II, Department of Agriculture (2013)

ALASKA STATUTES
AS 14.30.360 Health education curriculum; physical activity guidelines

Revised 10/2017

GALENA CITY SCHOOL DISTRICT
Adopted 09/14/2011

AR 5040

Student Nutrition and Physical Activity

Planning and Periodic Review; Reporting

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

Nutrition

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

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

See Exhibit 3 for more information on traditional cultural foods in schools.

**Nutrition Guidelines:**

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

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

*Note: See Exhibit 2 for more information on these federal regulations.*

**Nutrition and Dining Environment Goals**

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

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

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

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

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

**Physical Education**

*Note: While federal law does not require the language in the following sections on Physical Education and Physical Activity, Districts must have physical activity goals. The following optional language meets those requirements.*
Student achievement shall be assessed based on physical education standards, and a written physical education grade shall be reported for students according to the grading schedule of the district. A fitness assessment shall be performed using a valid and reliable tool and used to track student progress. Physical education classes shall have a pupil-teacher ratio comparable to that in the core classes. Waivers, exemptions, substitutions, and/or pass-fail options for physical education are discouraged. Accommodations will be made for those with medical, cultural, or religious considerations. To the extent practicable:

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

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

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

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

**Physical Activity**

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

**Physical Activity Goals**

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

(a) Schools shall encourage families to support their children’s participation in physical activity, to be physically active role models, and to include physical activity in family events.

(b) Schools shall provide adequate training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.

(c) Schools shall encourage, promote and conduct physical activities that involve families, students, school staff and the community, including safe walking or biking to school.
Other School-Based Activities

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

Communication Goals

(a) The school district shall encourage and provide opportunities for parents, staff, teachers, school administrators, students, nutrition service professionals and community members to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.

(b) The district, to the extent possible, shall provide information and outreach materials about community food programs and other Food and Nutrition Service (FNS) programs such as Food Stamps, the Child Nutrition Program, and Women, Infants and Children (WIC) to students and parents.

(c) Schools shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity, consistent with Board policy and federal regulation.

Revised 6/2019

GALENA CITY SCHOOL DISTRICT
Adopted 3/18/2015

E 5040.1

Student Nutrition and Physical Activity

RICHARD B. RUSSELL NATIONAL SCHOOL LUNCH ACT
SEC. 9A. ø42 U.S.C. 1758b LOCAL SCHOOL WELLNESS POLICY.
(a) IN GENERAL.— Each local educational agency participating in a program authorized by this Act or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for all schools under the jurisdiction of the local educational agency.
(b) GUIDELINES.—The Secretary shall promulgate regulations that provide the framework and guidelines for local educational agencies to establish local school wellness policies, including, at a minimum,—
(1) goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness;
(2) for all foods available on each school campus under the jurisdiction of the local educational agency during the school day, nutrition guidelines that—
(A) are consistent with sections 9 and 17 of this Act, and sections 4 and 10 of the Child Nutrition Act of 1966 (42 U.S.C. 1773, 1779); and
(B) promote student health and reduce childhood obesity;
(3) a requirement that the local educational agency permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy;
(4) a requirement that the local educational agency inform and update the public (including parents, students, and others in the community) about the content and implementation of the local school wellness policy; and
(5) a requirement that the local educational agency—
   (A) periodically measure and make available to the public an assessment on the implementation of the local school wellness policy, including—
      (i) the extent to which schools under the jurisdiction of the local educational agency are in compliance with the local school wellness policy;
      (ii) the extent to which the local school wellness policy of the local educational agency compares to model local school wellness policies; and
      (iii) a description of the progress made in attaining the goals of the local school wellness policy; and
   (B) designate 1 or more local educational agency officials or school officials, as appropriate, to ensure that each school complies with the local school wellness policy.
(c) LOCAL DISCRETION.—The local educational agency shall use the guidelines promulgated by the Secretary under subsection (b) to determine specific policies appropriate for the schools under the jurisdiction of the local educational agency.

**United States Department of Agriculture**

**Smart Snacks in School**

**USDA’s “All Foods Sold in School” Standards**

USDA recently published practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The standards, required by the Healthy, Hunger-Free Kids Act of 2010, will allow schools to offer healthier snack foods to children, while limiting junk food.

The health of today’s school environment continues to improve. Students across the country are now offered healthier school lunches with more fruits, vegetables and whole grains. The *Smart Snacks in School* standards will build on those healthy advancements and ensure that kids are only offered tasty and nutritious foods during the school day.
Smart Snacks in School also support efforts by school food service staff, school administrators, teachers, parents and the school community, all working hard to instill healthy habits in students.

Nutrition Standards for Foods

Any food sold in schools must:

- Be a “whole grain-rich” grain product; or
- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
- Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).*

Foods must also meet several nutrient requirements:

Calorie limits:
- Snack items: ≤ 200 calories
- Entrée items: ≤ 350 calories

Sodium limits:
- Snack items: ≤ 230 mg**
- Entrée items: ≤ 480 mg

Fat limits:
- Total fat: ≤35% of calories
- Saturated fat: < 10% of calories
- Trans fat: zero grams

Sugar limit:
- ≤ 35% of weight from total sugars in foods

*On July 1, 2016, foods may not qualify using the 10% DV criteria.
**On July 1, 2016, snack items must contain ≤ 200 mg sodium per item

Nutrition Standards for Beverages

All schools may sell:
- Plain water (with or without carbonation)
- Unflavored low fat milk
- Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
- 100% fruit or vegetable juice and
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.

Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size for plain water.
Beyond this, the standards all additional “no calorie” and “lower calorie” beverage options for high school students.

No more than 20-ounce portions of calorie-free, flavored water (with or without carbonation); and other flavored and/or carbonated beverages that are labeled to contain < 5 calories per 8 fluid ounces or ≤ 10 calories per 20 fluid ounces.

No more than 12-ounce portions of beverages with ≤ 40 calories per 8 fluid ounces, or ≤ 60 calories per 12 fluid ounces.

Other requirements

Fundraisers

The sale of food items that meet nutrition requirements at fundraisers are not limited in any way under the standards.

The standards do not apply during non-school hours, on weekends and at off-campus fundraising events.

The standards provide a special exemption for infrequent fundraisers that do not meet the nutrition standards. State agencies may determine the frequency with which fundraising activities take place that allow the sale of food and beverage items that do not meet the nutrition standards.

Accompaniments

Accompaniments such as cream cheese, salad dressing and butter must be included in the nutrient profile as part of the food item sold.

This helps control the amount of calories, fat, sugar and sodium added to foods by accompaniments, which can be significant.

Public comment

USDA is seeking comments on these standards. The formal 120-day comment period is open through October 28, 2013. We also want to continue to receive feedback during implementation of the standards, so that we are able to make any needed tweaks to the standards based on real-world experience. Feedback from students, parents, school food staff, school administrators, State agencies and other interested parties is critical to ensuring successful standards.

To find the standards online, simply go to http://www.regulations.gov and search by the docket number, which is FNS-2011-0019, or you may type in the name of the rule “Nutrition Standards for All Foods

GALENA CITY SCHOOL DISTRICT
Adopted 3/18/2015
**Donated Foods We Can Accept**

Wild game meat  
  Whole, or in quarters or roasts  
  No burger or ground meats

Seafood  
  Whole in round or gutted and gilled

Plants  
  Berries, vegetables, and wild plants

**We Need to Check**  
  That the animal was not diseased;  
  Was butchered, transported and stored cleanly and kept cool to prevent spoilage

**In Our Kitchen**  
  Any more preparation (such as cutting and cleaning) is done separately from other food (a different time or a different place)  
  The food is labeled and stored separately from other food

**Foods We CANNOT Accept**

  Fox meat  
  Fermented seafood  
  Walrus meat  
  Salmon eggs  
  Bear meat  
  Fish  
  Seal or whale oil, with or w/o meat  
  Home canned foods  
  Home smoked or dried meats/seafood  
  Home vacuumed packaged goods  
  Fermented game meat  
  Beaver tail  
  Whale or seal flipper  
  Maktak  
  Shellfish from unapproved source

*When accepting donated game please fill out the form ‘Receipt of Donated Game for Use in CNS Federal Nutrition Programs, Alaska Child Nutrition Services 2011*

GALENA CITY SCHOOL DISTRICT
1. Elementary and Secondary

A. Attendance

If children are not in school, teachers can’t teach them. The Board strongly encourages all parents to make their children’s’ school attendance a top priority.

If a student is sick or tardy, parents should notify the school. A phone call or written excuse signed by parents is required for absences or tardies.

If students know in advance that they will be out of school, they should pick up a pre-planned absence form for assignments to be completed while they are gone.

The school will contact parents of a student who is absent if the school does not receive a call the day of the absence. An unexcused absence is a truancy.

*Cf. BP 5113 – Absences and Excuses*

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1. Admission

*Note: Pursuant to 4 AAC 06.060, authority to deny admission to a student is vested with the School Board. The following sample policy authorizes the Superintendent or designee to deny admission to children who don’t meet established entrance requirements.*

The School Board believes that all children should have the opportunity to receive a free appropriate public education. Staff shall encourage parents/guardians to enroll all school-aged children in school.
The School Board reserves the right to verify the residency or anticipated residency of any student and the validity of any affidavit of guardianship. These admission policies are not intended to be a barrier to the enrollment and retention of homeless children and youth.

The Superintendent or designee shall verify compliance with all entrance requirements established by law or School Board policy.

(cf. 5112.6 - Education for Homeless Children and Youths)
(cf. 5112.1 - Exemptions from Attendance)
(cf. 5112.2 - Exclusions from Attendance)
(cf. 5116 - School Attendance Boundaries)
(cf. 5117 - Interdistrict Attendance)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)

Note: A child who is six years of age on or before September 1 following the beginning of the school year, and who is under the age of 20 and has not completed the 12th grade, is of school age. AS 14.03.070. The school year begins on July 1 and ends June 30. Pursuant to AS 14.03.080, the School Board may admit children under school age who meet School Board standards of mental, physical, and emotional capacity necessary to perform satisfactorily in school and may admit children under school age to kindergarten, as provided below. In 2003, the legislature amended the early-entrance statute for the purpose of clarifying that two-year kindergarten programs are not authorized. Districts with early entry into kindergarten must have an educational program prescribing that under school age students advance through the curriculum or grade level by the following school year. This is a programmatic requirement and is not meant to limit individualized student assessment. In 2004, the early entrance statute was again amended to provide School Boards with the option of delegating early entrance decisions to the Superintendent or designee. The School Board may establish a kindergarten class for children who are five on or before September 1 following the beginning of the school year; must admit children under school age who move into the district and who were previously enrolled in public school in another district or state; and may admit students over school age and charge them tuition.

A child five years of age on or before September 1 may be admitted to kindergarten. The School Board authorizes the admission of students under school age who exhibit the ability to perform satisfactorily, including advancement through the curriculum or grade level by the following year. The Superintendent or designee is delegated authority to make early-entrance determinations. Students under school age who were previously enrolled in public school shall be admitted to school at the grade level determined by the Superintendent or designee. (AS 14.03.080)

Legal Reference:
ALASKA STATUTES
14.30.010 When attendance compulsory
14.03.020 School year
14.03.070 School age
14.03.080 Right to attend school
14.30.045 Grounds for suspension or denial of admission
Admission

Age of Admission

Proof of age shall be required of all enrolling students. The legal evidences of age, in order of desirability, are a birth certificate, baptismal certificate, passport, immigration certificate, Bible record, or affidavit from the parent/guardian.

Residency

Children living in the district who do not reside in a permanent, fixed residence shall be admitted to district schools upon presentation of any of the following:

1. A letter from a social service agency verifying that the child lives within the district.
2. An affidavit from the parent/guardian stating that the family lives within the district with the intent of remaining there.

A reasonable effort shall be made to secure an address, phone number and medical release from the parent/guardian when a child is placed in a classroom.
even if the enrollee were a full-time student. Enrollment may be denied to full-time students only for the following reasons: a physical or mental condition that creates a risk to others or renders the child unable to benefit from the school program; continued willful disobedience of school authority; behavior injurious to the welfare or safety of others; or conviction of a felony which is injurious to the welfare of others. AS 14.30.045. Enrollment may also be denied if it would result in the expenditure of public funds for the direct benefit of a private school.

Note: All districts are required to provide the Alaska Department of Education with the names, addresses, social security numbers, and percentage of full-time equivalency for each part-time student enrolled in the district.

The Board encourages all school age students who reside within the district to take advantage of the educational opportunities available at our schools. School aged children who are primarily enrolled in private school, correspondence school, home school, or other programs of that nature are eligible to enroll as part-time students in the district.

Note: AS 14.03.095 states that a Board may not discriminate between part-time and full-time students or require that part-time students be enrolled after full-time student enrollment is complete.

Definition of Part-time Student

A part-time student is a pupil who attends a district school for a length of time each day which is less than the full school day. A part-time student may be primarily enrolled in a private school, correspondence program, home school, or other program of a similar nature and also seek enrollment in the district in order to take advantage of classes and other programs offered in a single district elementary school, middle school or high school.

A child between the age of seven and sixteen years is required to be enrolled full-time in a public school or other state approved educational program. A child will not be permitted to enroll as a part-time student unless the child is also enrolled in a private school, correspondence program, or home school program, unless part-time enrollment is otherwise authorized by law.

Transportation

Part-time students may use the district’s pupil transportation system on the same basis as full-time students. In all other circumstances, the part-time student and/or his or her parent/guardian will be responsible for the student’s transportation to and from school.

Extracurricular and Cocurricular Activities
Note: A district is not required to permit a private school, correspondence, or home schooled student to participate in the district’s interscholastic or extracurricular student activities, in absence of a request for part-time enrollment in the district’s academic program.

A part-time student may participate in extracurricular and cocurricular activities provided that the student meets all eligibility requirements of the district and the Alaska School Activities Association. It is the responsibility of the parent/guardian to obtain and make available to the district all necessary report cards/transcripts/grades and/or other indicators that are required by the district to determine eligibility for extracurricular and cocurricular activities.

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Interscholastic Competition)
(cf. 6145.21 - Sportsmanship)

Legal Reference:
ALASKA STATUTES
AS 14.03.095 Part time school attendance
AS 14.30.010 When attendance compulsory
AS 14.30.045 Grounds for suspension or denial of admission
AS 14.30.125 Immunization

ALASKA ADMINISTRATIVE CODE
4 AAC 05.035 Part-time Enrollment in a Public School
4 AAC 09.040 Counting of Correspondence Students and part-time Public School Students
4 AAC 06.055 Immunizations Required

GALENA CITY SCHOOL DISTRICT
Adopted 6/1999

AR 5111.2

Part-time Enrollment Procedures

1. Enrollment requests will be received by the building administrator
2. Applications for part-time enrollment will be available at the district schools ten (10) days prior to the first day of each semester.
3. Parents/guardians of part-time students will follow all related district enrollment procedures and must provide transcripts, birth certificate, and immunization records as required by Alaska law 4 AAC 06.055.

(cf. 5141.31 - Immunizations)

4. The application for part-time enrollment must include a signed statement by the student and parent/guardian that they will comply with
the policies and procedures of the District, including those rules governing student conduct. The application must also contain a signed statement by the parent/guardian that the part-time enrollment does not result in the expenditure of public money for the direct benefit of a private school. The application may contain other requirements as established by the Superintendent or designee.

5. Part-time enrollment applications will be processed on a first-come, first-served basis.

6. The building administrator will notify the Superintendent or his/her designee as to the enrollment of students who are primarily enrolled outside of the district.

Transcripts Grades

Parents/guardians of students who are not primarily enrolled in district schools will be responsible for obtaining the necessary report cards/transcripts and/or other indicators of academic progress and providing them to the district.

Part-time students will receive grades based on impartial, consistent observation of the quality of the student’s work in the course(s) in which the student is enrolled. Part-time students will be graded by use of the grading procedures utilized for all students enrolled in the district.

(cf. 5121 - Grades evaluation of Student Achievement)

GALENA CITY SCHOOL DISTRICT
Adopted 6/1999

2. Attendance and Exceptions

BP 5112.1

a. Exemptions from Attendance

Note: Under AS 14.30.010m every child between the ages of seven and 16 must attend public school, except in certain authorized instances. (cf. AF 5112.1)

As amended in 2002, if a parent or guardian elects to enroll a child who is six years of age in first grade, the child is subject to compulsory education. However, if a parent or guardian subsequently determines, within 60 days after the child is enrolled, that the best interests of the child are not being served by enrollment in the first grade, the child may be withdrawn from school. If this occurs, the compulsory attendance laws do not apply to the child until the child is seven years of age.
The School Board is responsible for enforcing state compulsory attendance laws. The Board may excuse a child from compulsory public school attendance as allowed by law. Parents/guardians of children granted exemption shall not incur penalties for violations of the compulsory attendance laws.

(cf. 5112.2 - Exclusions from Attendance)
(cf. 5113 - Absences and Excuses)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension/Expulsion)

Legal Reference:
ALASKA STATUTES
14.30.010 When attendance compulsory
14.30.020 Violations
14.30.030 Prevention and reduction of truancy
14.30.340 When not required to enroll
14.45.030-14.45.200 Private and denominational schools

Revised 1/2003

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 5112.1

Exemptions from Attendance

Note: The following regulation reflects the provisions of AS 14.30.010.

Requests for exemption from compulsory full-time attendance must include satisfactory evidence of conditions upon which an exemption can be legally justified.

A child may be exempt from compulsory public school attendance if he/she:

1. Is provided a comparable academic education by attending private school in which teachers are certified, or by being tutored by certified personnel, or by attending a religious or private school operated in compliance with AS 14.45.100 - 14.45.200;
2. Attends a school operated by the federal government;
3. Has a physical or mental condition which a competent medical authority determines will make attendance impractical;
4. Is in the custody of a court or law enforcement authorities;
5. Is temporarily ill or injured;
6. Has been suspended or expelled under AS 14.03.160 or suspended or denied admittance under AS
14.30.045;
7. Resides more than two miles from a public school or public school transportation route and no federal or private schools are available to him/her within two miles of his/her home;
8. Is excused by Board action or by action of the Superintendent subject to Board approval;
9. Has completed 12th grade;
10. Is enrolled in the state boarding school or in a full-time state-approved correspondence study program.
11. Is equally well-served in educational experience approved by the Board contingent upon the written request of the parent/guardian and approval of the school principal;
12. Is being educated in the child’s home by a parent or legal guardian.

Revised 9/97

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5112.2

b. Exclusions from Attendance

The School Board recognizes that there may be cases where denying admission is necessary because a student's presence in school presents a danger to the life, safety or health of students or school personnel.

The Board may exclude students from school because of a physical or mental condition which in the opinion of a competent medical authority will render the student unable to reasonably benefit from the programs available or will cause the attendance of the student to be harmful to the welfare of other students.

(cf. 5141.22 - Infectious Diseases)
(cf. 6159 - Individualized Education Plan)
(cf. 6164.3 – Student Mental Health – Medication and Services)

Note: 4 AAC 06.060 requires that denial of admission be by Board action.

Students and their parents/guardians will be afforded due process rights to which they are entitled by law, board policy or administrative regulations.

(cf. 5144.1 - Suspension/Expulsion) Legal Reference:
Exclusions from Attendance

Note: The following regulation provides sample due process procedures for exclusions and may be revised or deleted to reflect district practices and needs.

Prior to excluding a student from attendance because of a physical or medical condition, the Superintendent or designee shall send a notice to the parent/guardian of the student. The notice shall contain the following statements:

1. A statement of the facts leading to a decision to propose exclusion.
2. A statement that the parent/guardian has a right to meet with the Board to discuss the proposed exclusion.
3. A statement that at any such meeting the parent/guardian shall have an opportunity to:
   (a) Inspect all documents on which the Board is basing its decision to propose exclusion.
   (b) Challenge any evidence and confront and question any witness presented by the Board.
   (c) Present oral and documentary evidence on the student's behalf, including witnesses.
   (d) Have one or more representatives of the parent/guardian present at the meeting.
4. A statement that the decision to exclude the child is subject to periodic review and a statement of district procedures for such review.

The Superintendent or designee may exclude without prior notice of exclusion any student who:

1. Resides in an area subject to quarantine.
2. Is exempt from a medical examination but is believed to suffer from a contagious or infectious disease.
3. Is determined to be a clear and present danger to the life, safety, or health of students or school personnel.

However, the Superintendent or designee shall send a notice of exclusion and due process hearing procedures as soon as reasonably possible after the exclusion.

A student denied admission because of a physical or mental condition shall be permitted attendance when the cause for exclusion no longer exists. (AS 14.30.047)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5112.5

c. Open/Closed Campus

Closed Campus

The School Board establishes a "closed campus" at district schools other than 9-12 grade students who are attending classes on the SHS campus being permitted to visit local businesses that serve or sell food in New Town Galena before school or during lunch. The requirement to keep students on campus is part of the Board's efforts to maintain a safe school climate. Once students arrive at school, they must remain on campus until the end of the school day unless they have brought written authorization from their parents/guardians and received permission from school authorities to leave for a specific purpose. Students who leave campus without such authorization shall be classified as truant and subject to disciplinary action.

(cf. 5113 - Absences and Excuses)

Revised 3/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5112.6


**d. Education for Homeless Children and Youths**

*Note: The No Child Left Behind Act (NCLB) amended the federal McKinney-Vento Homeless Assistance Act. The primary purpose of the law is to provide continuity and necessary services to homeless students so they can achieve the educational standards set for all children. The law reiterates that homeless students are to be permitted to participate in all programs for which they are eligible: Head Start, Title I, special education, bilingual, free and reduced price meals, etc. The amendments require that districts, under most circumstances, either allow a homeless child to continue to attend his or her “school of origin,” or allow the student’s parent to choose another school – the one the student would attend based on current living arrangements, or the one the student is eligible for under open enrollment plans, as examples.*

The Board believes that all students should have stability in school attendance and services and that this stability should not be denied as a result of homelessness. To this end, it is the Board’s intent to remove barriers to the enrollment and retention of homeless children and youths in school. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, and school nutrition programs. Homeless students will not be segregated in a separate school or in a separate program within a school.

(cf. 5111 – Admission)
(cf. 5112.1 – Exemptions from Attendance)
(cf. 5112.2 – Exclusions from Attendance)

**Homeless Student Liaison**

The Superintendent shall designate at least one staff person to serve as a homeless student liaison to fulfill the duties set forth in law. The liaison shall work to identify homeless children and facilitate each homeless child’s access to and success in school. The liaison will: assist parents, students, and unaccompanied youth in enrolling and attending school; mediate disputes concerning school enrollment; assist in making transportation arrangements; assist in requesting the student’s records; provide information and give referrals on services and opportunities; and assist any homeless child who is not in the custody of a parent or guardian with enrollment decisions. The liaison will also be responsible for periodic review and evaluation of this policy and recommending changes to reduce barriers for homeless children enrolling in and attending school.

*BP 5112.6(b)*

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Homeless Student Defined

Note: Homeless student is defined in the No Child Left Behind Act. Districts must ensure that all students who fall within the federal definition are served by the policy.

A homeless child is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age.

School Enrollment and Attendance

Note: For purposes of the enrollment procedures below, “school of origin” is defined in NCLB as the school the student attended at the time of becoming homeless. If the student became homeless at a time when the student was not in school, including summer break, the last school attended shall be the school of origin.

The District, in consultation with the child’s parent or guardian, will consider the best interest of the child in determining whether the child should be enrolled in the school of origin or the current neighborhood school. To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing, except when contrary to the wishes of the parent or guardian. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools.

(cf. 5116 – School Attendance Boundaries)
(cf. 5117 – Interdistrict Attendance)

The school selected shall immediately enroll the homeless child, even if the child in unable to produce records normally required for enrollment, such as previous academic records, immunization and health exam records, proof of residency, or other documentation. However, the District may require a parent or guardian of a homeless student to submit contact information.

(cf. 5141.3 – Health Examinations)
(cf. 5141.31 – Immunizations)

The District must provide a written explanation, including a statement regarding the right to appeal, to the homeless student’s parent or guardian, or the homeless student if unaccompanied, if the District sends
the child or youth to a school other than the school of origin or other than a school requested by the parent or guardian. If a dispute arises over school selection, the child shall immediately be admitted to the school in which enrollment is sought by the child’s parent or guardian or by the child if unaccompanied, pending resolution of the dispute. The child, parent or guardian shall be referred to the Homeless Student Liaison, who will carry out the dispute resolution process as expeditiously as possible.

**Transportation**

In the event that it is in the best interest of the homeless child or youth to attend the school of origin, transportation to and from that school may be provided at the request of the parent or guardian or, in the case of an unaccompanied student, the Homeless Student Liaison. Policies or practices regarding transportation of students which might cause a barrier to the attendance of a homeless child or youth may be waived by the [Superintendent/Chief School Administrator].

**Records**

Any records ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records and evaluations for special services or programs of each homeless child shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made, and so that records may be transferred in a timely fashion when a homeless child or youth enters a new school district. Copies of records shall be made available upon request to students or parents.

*Legal Reference:
* **UNITED STATES CODE**

**GALENA CITY SCHOOL DISTRICT**
**Adopted 1/2003**

**BP 5113**

3. **Absences and Excuses**

The School Board believes that regular attendance plays a key role in the success a student achieves in school. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of
children aged 7 to 16 are obligated to send their children to public school except as allowed by law. The Board shall abide by all state attendance laws and may use any legal means to correct the problems of excessive absence or truancy.

(cf. 5112.1 - Exemptions from Attendance)  
(cf. 5112.2 - Exclusions from Attendance)

Excused Absences

The Superintendent or designee may excuse student absences for health reasons, family emergencies or other reasons the Superintendent or designee determines constitute good cause.

Note: The Board, may allow students to be absent for religious exercises or instruction. The following optional language may be revised or deleted as needed.

Student absence for religious instruction or participation in religious exercises away from school property may be excused.

No student excused for religious holiday shall be denied the opportunity to make up a test given on the religious holiday or denied an award or eligibility to compete for an award.

(cf. 6154 - Homework/Makeup Work)

Unexcused Absences/Truancy

Note: AS 14.30.030 requires school boards to establish procedures to reduce and prevent truancy.

The Board is committed to keeping students in school. Truancy is defined as the absence of a student from class without the knowledge or prior consent of the parent/guardian. The Superintendent or designee shall implement all steps appropriate to reduce student absences and to ensure that all children residing within the district are receiving appropriate educational services as required by law.

(cf. 5147 - Dropout Prevention) (cf. 6164.5 - Student Study Teams)  
(cf. 6176 - Weekend/Saturday Classes)

Note: The following paragraph is for use by districts that authorize teachers to assign failing grades for excessive unexcused absences as provided in BP 5121.

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.
(cf. 5121 - Grades/Evaluation of Student Achievement)

The Superintendent or designee shall report to the Board any apparent violations of compulsory attendance laws. The Board shall investigate such reports and any public complaints of violations of state compulsory attendance laws.

Legal Reference:
ALASKA STATUTES
14.03.070 School age
14.17.500 Student count estimates
14.17.160 Student counting periods
14.30.010 When attendance compulsory
14.30.020 Violations
14.30.030 Prevention and reduction of truancy

ALASKA ADMINISTRATIVE CODE
4 AAC 09.005-4 AAC 09.105 State aid

Revised 1/2009

GALENA CITY SCHOOL DISTRICT
Adopted: 6/1999

4. School Attendance Boundaries

Students who reside within district boundaries may apply for enrollment in any district school where space is available. Students shall attend school in their attendance area unless otherwise authorized by the Superintendent or designee. The district will not provide transportation to schools outside of a student's attendance area.

When considering changes to school attendance boundaries, the School Board shall take into account racial and ethnic balance, educational programs, school capacities, geographic features, student safety, and transportation considerations.

Demographic changes may result in overcrowded schools or in declining enrollment. Fiscal limitations may prevent the district from opening new schools or maintaining facilities that are unused. Changes in student population cannot always be remedied by a change in school attendance boundaries. The Board shall regularly review school and district enrollments and projected enrollments and will make every effort to ensure that students will be able to attend neighborhood schools. The Board shall hold a public hearing to secure community input before approving any boundary change. State approval shall be obtained as required by law.
5. Transfers

Transfers into the District

Students who apply for admission to district schools will be placed at the grade level they have reached elsewhere pending observation and evaluation of their academic, social and emotional performance by their teachers, guidance personnel and the principal or designee.

Note: The grade placement of a newly enrolled student should be finalized as soon as possible in order to minimize disruption of the student's instructional program. The 15-day period specified below may be modified to reflect district practice.

Within 15 days of the student's enrollment, staff shall complete its observation and evaluation and the principal or designee shall determine the student's appropriate grade placement.

(cf. 5111 - Admission)
(cf. 5116 - School Attendance Boundaries)
(cf. 5119 – Children of Military Families)
(cf. 5141.31 - Immunizations)

Transfers within the District

When a student transfers within the district he/she will be placed at the grade level they have reached elsewhere pending observation and evaluation of their academic, social and emotional performance by their teachers, guidance personnel and the principal or designee. A brief statement or current report card will be attached to his/her permanent record showing which basic proficiencies, if any, have been assessed and satisfactorily met according to the standards of this district; included in the brief statement or current report card will be the student's attendance record. As per BP 5113, the district's 10-day attendance policy will apply to all transfers within the district.

Transfers out of the District
When a student transfers out of the district, a brief statement or current report card will be attached to his/her permanent record showing which basic proficiencies, if any, have been assessed and satisfactorily met according to the standards of this district. This statement will be appended to any permanent record sent to another school.

(cf. 6146.1- High School Graduation Requirements/Standards of Proficiency)

Students transferring or withdrawing from school shall return all school books and materials and settle any unpaid fines on or before their last day of attendance.

(cf. 5125.2- Withholding Grades, Diploma or Transcripts)
(cf. 6161.2 - Damaged or Lost Instructional Materials)

Legal Reference:
ALASKA STATUTES
14.03.080 Free education

ALASKA ADMINISTRATIVE CODE
4 AAC 06.075 High school graduation requirements

Revised 2010

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5119

6. Children of Military Families

Note: In 2009, Alaska adopted the Interstate Compact on Educational Opportunity for Military Children. AS 14.34.010-.090. The purpose of the law is to remove barriers to educational success for military children that exist due to frequent moves and deployment of their parents. The law provides rules on student enrollment, attendance, placement, advancement, eligibility for educational programs and extracurricular activities, and on-time graduation. School districts are required to be flexible in applying District rules in order to meet the needs of these students.

The School Board recognizes the challenges to academic success faced by children of military families due to frequent moves and deployments of parents/guardians. Students of military families should have all opportunities available for educational achievement. The Superintendent/Chief School Administrator should direct and oversee the removal of barriers to educational success for these children in accordance with law, including the provision of academic resources, services, and opportunities for educational programs and extracurricular activities.

(cf. 5118 – Transfers)
(cf. 5125 – Student Records)
(cf. 6145 – Extracurricular and Co-curricular Activities)
In making decisions concerning children of military families, including decisions regarding enrollment, placement, eligibility for extracurricular activities, or waiver of any graduation requirement, the Superintendent/Chief School Administrator shall be flexible to the extent permitted by law and District policy.

The Superintendent/Chief School Administrator, or designee, shall work with parents/guardians and shall collaborate with local, state, and other agencies within and outside the State of Alaska to facilitate the transition of children of military families into and out of the District.

The Superintendent/Chief School Administrator, or designee, shall regularly report to the Board on the educational outcomes of children of military families enrolled in district schools, including, but not limited to, school attendance, assessment results, promotion and retention rates by grade level, participation in extracurricular activities, and graduation rates.

Legal Reference:
ALASKA STATUTES
14.34.010. Compact enacted, Interstate Compact of Education Opportunity for Military Children

Qualifying Students

Children of military families are school-aged children in the household of:

1. members who are full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve ordered to active duty;
2. members or veterans of the uniformed services who are severely injured and have been medically discharged or retired, for one year after the medical discharge or retirement; or
3. members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death.

GALENA CITY SCHOOL DISTRICT
Adopted 2/2010

AR 5119
Enrollment

Children of military families may not be disadvantaged in enrollment due to delay in transfer of their education records. Children should be immediately enrolled upon presentation by the parent/guardian of “hand-carried” or “unofficial” education records. Upon enrollment, the Superintendent/Chief School Administrator, or designee, shall immediately request the student’s records from the student’s previous district.

Children of military families shall have 30 days from the date of enrollment to obtain all immunizations required by the State of Alaska.

When a child of a military family is transferring out of the District, the Superintendent/Chief School Administrator, or designee, shall provide the student’s parents/guardians with a complete set of the student’s records or, if the official records cannot be released, an unofficial or “hand-carried” record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student’s record to the new district within 10 days.

A special power of attorney related to guardianship of a child of a military family is sufficient for the guardian to enroll the student and to consent to other educational matters requiring parental consent.

Placement and Attendance

Kindergarten and first grade students of military families who transfer mid-year shall be enrolled in the same grade level they had been enrolled in at the prior school, regardless of age. Students who successfully completed kindergarten or first grade at the prior school shall be advanced to the next grade level, regardless of age.

The District shall initially place the child of a military family in the grade level, educational courses, and programs based on the child’s enrollment and/or assessment in his/her previous school. Course placement shall be consistent with the courses taken at the previous school, including placement in special programs such as Gifted or ESL. The District may conduct further assessments as deemed appropriate.

The Superintendent/Chief School Administrator, or designee, may waive course or program requirements, preconditions, and/or application deadlines when making decisions regarding placement of children of military families, and their eligibility for extracurricular, academic, athletic, and social activities.

When a child of a military family transferring into the District has been identified as a child with a disability pursuant to the Individuals with Disabilities Education Act, the Superintendent/Chief School Administrator, or designee, shall provide
comparable services to the student based on his/her current individualized education plan (IEP). In addition, for students eligible for Section 504 services, the Superintendent/Chief School Administrator, or designee, shall make reasonable accommodations and modifications to address the needs of the student subject to the student’s existing Section 504 plan. The District may seek subsequent evaluations of the student to ensure appropriate placement.

When a student’s parent/guardian is an active duty member and is called to duty, is on leave from active duty, or has just returned from deployment to a combat zone or combat support posting, the Superintendent/Chief School Administrator, or designee, may grant additional excused absences to the student to visit with his or her parent/guardian.

**Graduation**

The Superintendent/Chief School Administrator, or designee, shall facilitate the on-time graduation of children of military families by providing supplemental instruction to incoming students as necessary to enable them to meet the district’s graduation requirements. The Superintendent/Chief School Administrator, or designee, may also waive specific district course requirements for graduation if similar coursework has been satisfactorily completed by the student in his/her previous school.

If, after considering all alternatives, the Superintendent/Chief School Administrator, or designee, believes that a student who has transferred into the District in grade 12 will not be able to satisfy the District’s graduation requirements in time to graduate with his/her class, the Superintendent/Chief School Administrator, or designee, shall work with the sending district to have the sending district issue the student a diploma, provided the student satisfies the sending district’s graduation requirements.

Upon request of a school district to which a former student has transferred, the Superintendent/Chief School Administrator, or designee, shall issue the district’s diploma of graduation to the former student provided the student has satisfactorily completed the district’s graduation requirements, including passage of the High School Graduation Qualifying Exam.

**GALENA CITY SCHOOL DISTRICT**

**Adopted 2/2010**

**BP 5120**

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**B. Progress**
1. Grades/Evaluation of Student Achievement

The School Board believes that students and parents/guardians have the right to receive course grades that represent an accurate evaluation of the student's achievement. Classroom teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level, not in relation to the work of other students in one particular class.

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through homework and formative and summative assessments, and in the case of CTE and other performance-based courses, through workplace performance. The student's behavior and effort may be reported in separate evaluations (e.g. comments on interim report cards, communicated to parents via phone calls, conferences, or written communications), not in his/her academic grade. Lack of participation is a discipline (non-compliance) issue and will be addressed as part of the Code of Conduct.

(cf. 5113 - Absences and Excuses)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5124 - Communication with Parents/Guardians)
(cf. 5125.3 - Challenging Student Records)
(cf. 6154 - Homework/Make-up Work)

The Superintendent or designee shall establish and regularly evaluate a uniform grading system. Principals shall ensure that student grades conform to this system.

Revised 6/2015

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through homework and formative and summative assessments, and in the case of CTE and other performance-based courses, through workplace performance. The student's behavior and effort may be reported in separate evaluations, not in his/her academic grade. Lack of participation is a discipline (non-compliance) issue and will be addressed as part of the Code of Conduct.

Homework is defined as purposeful practice or completion of a task that every student is able to complete independently outside of class. Homework should reinforce principles, skills, concepts and information taught in the classroom. The basic objectives of homework are to reinforce the application of previously taught concepts, principles, and skills; extend student learning; and promote creative thinking and independent research. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting. Regular, purposeful homework is an essential component of an instructional process that fosters academic achievement, and should be used to reinforce and extend the learning process. However, no more than 20% of the end-of-course grade should be determined by a student’s completion of or performance on homework.

A formative assessment is defined as any task that serves to assess student growth toward mastery of the standard. Formative assessments can include specific, detailed, and constructive feedback that teachers provide on student work, such as journal entries, essays, worksheets, research papers, projects, ungraded quizzes, and lab results. Formative assessments are used to guide and drive instruction.

A summative assessment (or test) is defined as any evaluative task that serves as a demonstration of knowledge, proficiency at a skill, or understanding of a concept. Summative assessments are provided at the end of a unit to determine how much students have learned and may come in the form of papers, homework problems, lab reports, projects, quizzes, and tests. Summative assessments can include objective or subjective tasks. Objective tasks have clear right and wrong answers, examples of which include mathematical solutions, multiple choice, true/false, and fill in the blank questions. Subjective tasks are more open-ended, do not have obvious right and wrong answers, and must be evaluated by professionals who truly understand the material.

Opportunities for re-assessments (or re-takes) of summative assessments are encouraged in order for students to achieve mastery of the curriculum rather than allow students to continue without understanding or confidence. A re-assessment may be the same test, a portion of the same test, or a different assessment that measures the same, or very similar, learning outcomes. It is important for students to learn and practice with “high stakes” tests and “test-taking” itself is a process; however, grades should reflect learning of content more than success in
“test-taking” factors. Re-assessment opportunities are expected to be more limited in advanced placement and college preparatory courses.

Workplace performance is defined as performance of tasks during the instructional period which demonstrates a student’s attainment of technical skill proficiencies and application of his/her skills and knowledge. Industry-approved technical skill assessments based on industry standards should be used where appropriate. Workplace performance may contribute at least 40% of the end-of-course grade for CTE and other performance-based courses, but cannot be factored into the final grade of core classes (English, math, science, social studies, and other non-performance-based courses).

GALENA CITY SCHOOL DISTRICT  
Adopted 6/3/2015

BP 5123

2. Promotion/Acceleration/Retention

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

Promotion

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

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

(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.5 - Elementary School Promotion)

Acceleration

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

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

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

(cf. 6164.5 - Student Study Teams)

Before retaining a student, the principal or designee shall determine that:

1. The student has not met grade-level standards of expected student achievement.
2. Remedial help for the student has not sufficiently prepared the student for advancement.
3. Appropriate treatment targeted to the student's needs will be provided in addition to retention.
4. The student's parent/guardian has been notified and given reasons for the retention.
5. If student is retained, a plan of improvement will be drawn up by the current teacher. Parental agreement is suggested, but not required, for retention.

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5124

3. Communication with Parents/Guardians

Because parental involvement contributes greatly to student achievement and conduct, the School Board requires frequent communication between parents/guardians and teachers by means of parent-teacher conferences, class newsletters, mail, telephone, and school visits by parents/guardians.

(cf. 1250 - Visits to the Schools) (cf. 6020 - Parent Involvement)
As part of this communication, teachers shall send progress reports and other data relating to standardized testing results to parents/guardians at regular intervals and shall encourage parents/guardians to communicate any concerns to the teacher.

(cf. 5113 - Absences and Excuses)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5145.6 - Notifications Required by Law)
(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)
(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)
(cf. 6162.5 - Research/Standardized Testing)

Revised 1/2004

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5125

4. Student Records

Note: The Family Educational Rights and Privacy Act (“FERPA”) is a federal law requiring districts to maintain policies and regulations for student records which meet the requirements of law. The complexity of federal and state laws makes it imperative for the district to carefully consider its actions with regard to student records and seek legal advice when deemed necessary. FERPA regulations have been amended, effective January 8, 2012.

The School Board recognizes the importance of keeping accurate, comprehensive student records. The confidentiality of student records shall be maintained in accordance with legal requirements. Information may be disclosed from student records when necessary to protect the health or safety of a student or others, as permitted by law.

The Superintendent or designee shall establish regulations governing the maintenance of student records. These regulations shall ensure parental rights to inspect student records; to seek amendment of student records which are believed to be inaccurate, misleading, or in violation of the student’s privacy rights; to consent to disclosure of personally identifiable information except when disclosure is authorized without consent by law; and to file a complaint to challenge the District’s compliance with applicable laws governing student records.

(cf. 3580 - District Records)
(cf. 5125.1 - Release of Directory Information)
(cf. 5125.2 - Challenging Student Records)
(cf. 5125.3 - Withholding Grades, Diploma or Transcripts)
(cf. 6162.8 - Research)
Legal Reference:

**ALASKA STATUTES**
40.25.120-40.25.220 Public Records Act
14.03.110 Questionnaires and Surveys administered in public schools
14.03.113 District determination of scholarship eligibility
14.03.115 Access to School records by parent, foster parent, or guardian
14.30.350 Definitions, exceptional children
14.30.70 Records of missing children
14.30.710 Required records upon transfer
14.30.720 Definitions
14.30.745 Provision of student information to academy
14.43.810-.850 Alaska performance scholarship program
14.43.930 Scholarship program information

**ALASKA ADMINISTRATIVE CODE**
4 AAC 07.060 Student records
4 AAC 43.010-.900 Alaska performance scholarship program
4 AAC 52.510 Parental access to records

**UNITED STATES CODE**

**34 CODE OF FEDERAL REGULATIONS**
300.501 Opportunity to examine records
300.624 Destruction of information

Revised 5/2017

**GALENA CITY SCHOOL DISTRICT**
Adopted 12/13/1995

AR 5125

**Student Records**

**Definitions**
1. **Education Records**

"Education records" consists of all official records, files and data directly related to a student that are maintained by the District or by a party acting for the District. A student’s education record encompasses all the material incorporated in the student's cumulative record folder and includes, but is not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), daily attendance data, scores on standardized intelligence, aptitude and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings.
and written observations, and discipline data, including suspensions or expulsions. Student records are the property of the District, with access by others as set forth in this regulation.

2. Exclusions From the Term “Education Records”
The following documents are not “education records”:

   a. Aggregated data that does not contain “personally identifiable information” about a specific student.
   b. Personal files, notes, or records maintained by staff members or professional consultants that are kept in their sole possession, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute. Such files or personal notes regarding students shall constitute the personal property of the person compiling the file.
   c. Records of the District’s law enforcement unit.
   d. An employment record made and maintained in the normal course of business that relates exclusively to an individual in his or her capacity as an employee. However, records relating to a student who is employed as a result of his or her student’s status are education records. “Treatment” for this provision does not include remedial educational activities that are part of the District’s instructional program.
   e. Records of a student age 18 or older that are made or maintained by a physician or mental health professional that are utilized for treatment of the student and are disclosed only to individuals providing treatment.
   f. Records created or received by the District after the student no longer attends and that are not directly related to the individual’s attendance as a student.
   g. Grades on peer-graded papers before they are collected and recorded by a teacher.
   h. Personal knowledge or observation of a school official. A school official is not prohibited from disclosing information about a student if the information is obtained through the school official’s personal knowledge or observation, and not from the student’s education records.

3. Personally Identifiable Information
"Personally identifiable information" includes, but is not limited to: the name of a student, the student's parent, or other family member; the address of the student or student’s family; a personal identifier, such as the student's social security number, student number, or biometric record; indirect identifiers such as a student’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combination, is linked or linkable to a specific student and that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances to identify the student with reasonable certainty; or information requested by a
person who the District reasonably believes to know the identity of the student to whom the record relates.
“Biometric record” as used above means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual. These include fingerprints, eye patterns, voiceprints, DNA, facial characteristics, and handwriting.

4. Directory Information
"Directory Information" means information contained in an education record that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, a student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees and awards or honors received, scholarship eligibility and the most recent school attended by the student.
Directory information does not include a student’s social security number or student identification number if the student identifier can be used to gain access to education records. A student identifier can be listed as directory information if the identifier must be used in conjunction with one or more factors that authenticate the student’s identity, such as a PIN or password.

5. Parents
"Parents" means a natural parent, an adoptive parent, foster parent, legal guardian, or an individual acting as a parent in the absence of a parent or guardian, or in the case of a student receiving services provided to exceptional children, a person acting as the parent of a child or a surrogate parent appointed in accordance with state regulations. Either or both parents have access to a student’s records, even if a separation or divorce has occurred, unless the parental rights of a parent have been legally terminated through adoption or other legal process; or unless a decree of divorce, separation, or other court order specifically prohibits parental access to school information or records.

6. Eligible Student
"Eligible student" means a student who has attained eighteen years of age, is an emancipated minor, or is attending an institution of post-secondary education.

7. School Official
A “school official” is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the School Board; law enforcement unit personnel as defined in this regulation; a person or company with whom the District has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist); a contractor, consultant, or other outside party to whom the District has outsourced services or functions that it would otherwise use employees to perform, provided that the outside party is under the direct control of the District
with respect to use and maintenance of education records and subject to the same conditions governing use and disclosure of those records, or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

8. Law Enforcement Unit Personnel

“Law enforcement unit personnel” are individuals employed, contracted, or permitted to monitor safety and security in and around the schools. Law enforcement unit personnel are responsible for referring potential or alleged violations of law to local law enforcement. The District’s law enforcement unit includes the following individuals: [school resource officers; safety and security staff; principal; etc.].

Annual Notice

The Superintendent shall notify parents and eligible students of the rights accorded them under this policy. Annually, the Superintendent shall provide to parents and eligible students a notice which informs them of their rights:

• to inspect and review their student’s education records, and the procedures for doing so;
• to seek amendment of student records which are believed to be inaccurate, misleading, or in violation of the student’s privacy rights, and the procedures for doing so;
• to consent to disclosure of personally identifiable information except where law authorizes disclosure without consent; and
• to file a complaint in accordance with 34 CFR Section 99.63 and 99.64.

The annual notice shall also provide the following information:
• that the District discloses student records without consent to school officials with a legitimate educational interest, and explanation of who constitutes a school official, and what constitutes a legitimate educational interest;
• that the District forwards records to other school districts or post-secondary institutions that have requested the records and where the student attends or is seeking to enroll; and
• the name and address of the official responsible for the records and the current fee for copies of records.

Finally, the annual notice will explain that the District discloses information about student eligibility for certain Alaska programs, unless the parent objects. The notice will identify the programs and explain how a parent or eligible student may opt out of the following disclosures:

• the University of Alaska scholarship programs;
• the Alaska performance scholarship program; and
• the Alaska Military Youth Academy operated by the Department of Military and Veterans’ Affair.

Custody and Protection of Student Records

1. Place Records are Kept
Student records will generally be maintained in the cumulative record folders in the administrative offices of the District. With the consent of the Superintendent, or his designee, portions of student records may be kept in other places for reasons of effective school administration, such as data collected and maintained in physical education, vocational, health or special education locations.

2. Custodian of Records
Student records in each place where they are maintained shall be under the control of a custodian appointed by the Superintendent. The custodian shall be responsible for carrying out this regulation with respect to the records under his/her control. The custodian shall use reasonable physical, technological, or procedural controls to ensure that school officials obtain access to only those education records in which they have legitimate educational interests.

3. Record of Access to Student Records
Each individual student cumulative record folder, and each student record maintained separately from the folder, shall contain a written record of each request for, and each disclosure of, personally identifiable information. The record of access shall include

   a. the identity of the person reviewing the record and the person’s official capacity;
   b. the specific record examined or requested;
   c. the legitimate interest that the person had in requesting or obtaining the information;
   d. the date of examination or request;
   e. if the District discloses personally identifiable information from a student record with the understanding that the information will be redisclosed on behalf of the District, then the names of the additional parties to which the receiving party may disclose the information and the legitimate interest which each additional party has in requesting or obtaining the information;
   f. if the District discloses personally identifiable information from education records to state of federal educational authorities for purposes of audit or evaluation, then the identity of the party and the fact that redisclosures may be made. The state or federal educational authorities must record any further disclosures made, in lieu of the District recording those disclosures. The District will obtain the records of redisclosure
from the state or federal authority upon request of a parent or eligible student; and

g. if disclosure is pursuant to a health or safety emergency, then the identity of the individual requesting or receiving the information and a description of the articulable and significant threat to the health or safety of the student or others.

A record of access does not have to be kept for requests by, or disclosure to, the following individuals:

a. parents of the student or an eligible student;
b. school officials with a legitimate educational interest;
c. those authorized to obtain disclosure by written consent of a parent or eligible student, unless the disclosure pertains to records of a student receiving special education or related services;
d. those who request directory information, unless the disclosure pertains to records of a student receiving special education or related services; or
e. the Attorney General of the United States, or designee, when disclosure is pursuant to an ex parte order in connection with the investigation or prosecution of terrorism crimes.

**Destruction of Records**

1. The District is not precluded from destroying any records, if not otherwise precluded by law, except that access shall be granted prior to the destruction of the education records where the parent or eligible student has requested such access.

2. In the case of records pertaining to students receiving special education or related services that are no longer needed by the District to comply with state or federal law or regulations, the District shall make reasonable efforts to notify the parent and offer the parent a copy of the record. Such records shall be destroyed upon request of the parent.

3. Records pertaining to the name, address, telephone number, grades, attendance, classes attended, grade level completed, and year completed of a student who has received special education or related services must be maintained indefinitely.

**Access by Parents or Eligible Students**

A parent of a student who is under the age of eighteen (18) years and who has attended or is currently enrolled in the District, has a right to inspect and review his or her student's records or any part thereof. This right of access does not apply to the child’s address if the Superintendent determines that release of the address poses a threat to the health or safety of the child.
An eligible student has a right to inspect and review his or her student record or any part thereof. Parents’ rights under this policy transfer to the eligible student. However, once a student has become an eligible student, the District may disclose records of the student to the parent without the student’s consent in the following instances:

1. if the student is a dependent of either parent for federal income tax purposes; or
2. in connection with a health or safety emergency.

The right of access specified in this section shall include:

1. the right to inspect and review the content of student records;
2. the right to obtain copies of those records, which shall be at the expense of the parent or the eligible student (but not to exceed the actual cost to the District of producing such copies);
3. the right to a response from the District to reasonable requests for explanations and interpretations of those records; and
4. the right to an opportunity for a hearing to challenge the content of those records. Parents or eligible students desiring to review student records shall present a written request to the office of the Superintendent. The request shall specify the specific records which the person wishes to inspect. In the event the District cannot determine the exact records to which access is sought, the District shall immediately contact the requesting person by letter or otherwise to determine the desired scope of records to be inspected.

Such inspection shall be made during reasonable business hours determined by mutual agreement between the District and the requesting person, but in no event shall access be withheld more than forty-five (45) days after the written request has been made. However, the District must respond to requests by a parent of a student receiving special education or related services within ten (10) days of the request and, in any case, before any meeting or hearing in which the parent may participate relating to the identification, placement, or program of the student.

Where the records requested include information concerning more than one student, the parent or eligible student shall be permitted to review only that part of the record pertaining to his child or his record, or where this cannot reasonably be done, the parent or eligible student shall be informed of the contents of that part of the record pertaining to his child.

Access Without Parental Consent
The District shall not permit access to or the release of student records or the personally identifiable information contained therein without the consent of a parent or eligible student except that access without consent, other than records containing personally identifiable information specifically collected or maintained in conjunction with the provision of special education or related services, shall be permitted to those persons, or under those circumstances, listed below:

1. School officials within the District who have a legitimate educational interest in having access to the records. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

2. Officials of other districts, schools, state operated correspondence programs, or post-secondary institutions in which the student seeks to enroll, or is already enrolled, so long as the disclosure is for purposes related to the student’s enrollment or transfer. It is the policy of the District to forward student records to the entities or programs listed in this subsection without notifying the parent or eligible student. The District shall forward these records within 10 days after receiving a request. Notification of this practice will be provided to parents and students in the annual notification.

**Missing Children**: As required by state law, the District shall flag the school records of a child who is missing. Upon receipt of a request from another school or district for a record that has been flagged, the District shall immediately notify the Department of Public Safety. Unless directed to do so by the Department, the District may not forward a copy of the flagged records.

3. Upon their request, military recruiters and institutions of higher learning shall have access to secondary students’ names, addresses, and telephone listings, unless an objection is made by the student’s parent or guardian. Parents/guardians shall be notified of their right to make this objection.

4. Authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the Department of Health, Education and Welfare, or the Department of Education and Early Development of the State of Alaska, if the information is provided in connection with an audit or evaluation of federal or state supported education programs and the information is protected in a manner that does not permit personal identification of individuals by anyone except the authorized representatives just identified.

5. In compliance with a judicial order or pursuant to any lawfully issued subpoena. However, the District shall make a reasonable effort to give the parent or eligible student notice of all such orders or subpoenas as soon as reasonably possible after they are received, and in advance of production.
of the records, so that the parents or eligible student may seek protective action. Prior notice will not be given in cases of a federal grand jury subpoena or order where the court has ordered that the existence or contents of the subpoena not be disclosed. In addition, prior notice will not be given if a court or other issuing agency issues a subpoena for a law enforcement purpose and orders the school not to disclose the existence or contents of the subpoena.

6. Disclosure in connection with financial aid conditioned on the student’s attendance at an educational institution. Such disclosure will be made provided that the student has actually applied for or received the aid and the information disclosed is necessary to (a) determine eligibility for the aid, (b) determine the amount of the aid, (c) determine the conditions for the aid or (d) enforce the terms and conditions of the aid.

7. The disclosure is to organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of (a) developing, validating or administering predictive tests, (b) administering student aid programs or (c) improving instruction. Information may not be disclosed under this subsection unless the District has entered into a written agreement with the organization: 1) specifying the purpose, scope, and duration of the study and the information to be disclosed; 2) restricting the use of personally identifiable information only to purposes of the study as defined in the agreement; 3) assuring that the study will be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information; and 4) providing that the information will be destroyed or returned to the District when no longer needed for the study, and specifying the time period for destruction or return. Nothing in this section requires the District to initiate a study, or agree with or endorse the conclusions or results of the study.

8. The disclosure is to accrediting organizations carrying out their accrediting functions.

9. Information may be disclosed in connection with a health and safety emergency subject to the conditions described below.

10. Directory information may be released subject to the conditions described in BP 5125.1.

(cf. 5125.1 - Release of Directory Information)

Transfer of Information to Third Parties

1. The District shall not release personal information concerning a student except on the condition that the party to which the information is being transferred will not permit any other party to have access to such information without the prior written consent of the parent or eligible student. The District shall include with any information released to a party a written statement which informs the party of this requirement.
2. The District may disclose personally identifiable information with the understanding that the party receiving the information may make further disclosures on behalf of the district without the consent of the parent or eligible student if (a) these further disclosures meet the requirements for access without consent; and (b) the District maintains a record of third parties granted access and the legitimate interest of such parties.

Cooperation With Juvenile Justice System

The school district will cooperate with the juvenile justice system in sharing information contained in permanent student records regarding students who have become involved with the juvenile justice system. The school district will enter into an interagency agreement with the juvenile justice agencies (“agencies”) involved.

The purpose of the agreement is to allow for the sharing of information prior to a student’s adjudication in order to promote and collaborate between the district and the agencies to improve school safety, reduce alcohol and illegal drug use, reduce truancy, and reduce in-school and out-of-school suspensions. This cooperation will enhance alternatives such as structured and well supervised educational programs, supplemented by coordinated and appropriate services, designed to correct behaviors that lead to truancy, suspension, and expulsions, and to support students in successfully completing their education.

The school district may share any information with the agencies contained in a student’s permanent record, which is directly related to the juvenile justice system’s ability to effectively serve the student. Prior to adjudication, information contained in the permanent record may be disclosed by the school district to the parties without parental consent or court order. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student’s family or coordinating the delivery of programs and services to the student or student’s family.

Information shared under the agreement is not admissible in any court proceedings which take place prior to a disposition hearing, unless written consent is obtained from a student’s parent, guardian, or custodian.

Confidential information shared between the school district and the agencies will remain confidential and will not be shared with any other person, unless otherwise provided by law.

Records Pertaining to Children with Disabilities
Personally identifiable information in those student records specifically collected or maintained in conjunction with the provision of special education or related services may not be released without the written consent of a parent unless the disclosure is to:

1. A school official as defined above.
2. An official of a school or school system in which the student intends to enroll; provided, however, that a parent must be notified of any such disclosure, offered a copy of the record, and notified of his or her right to request amendment of the record.

The contents of a student's record may be furnished to any person with the written consent of one of the student's parents. The written consent should specify the records to be released, the reasons for the release, and to whom the records will be released. Where the consent of a parent is required for the release of student records, a copy of the records to be released shall be provided on request to the student's parents or the eligible student, and to the student who is not an eligible student if so requested by the student's parents.

If a parent refuses to consent to release of a student record specifically collected or maintained in conjunction with the provision of special education or related services, the District may initiate a hearing pursuant to the provisions of 4 AAC Section 52.550.

Release of Information for Health and Safety Emergencies

The District may release information from records to appropriate persons, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other persons. The District will take into account the totality of the circumstances, based on the information available at the time, to determine if there is an articulable and significant threat to the health or safety of a student or others.

The District may include in a student’s records information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. Under the “health and safety emergency” exception, the District may disclose this information to teachers and school officials of the district, or to teachers and school officials of other districts, if those individuals have a legitimate educational interest in the behavior of the student.

Complaint Procedure
Note: The District’s records policy must provide for an annual notification which explains the rights of parents and eligible students to file a complaint with the United States Department of Education concerning alleged failures to comply with the requirements of the federal Family Educational Rights and Privacy Act and its regulations.

A parent or eligible student may file a written complaint with the national Family Policy Compliance Office regarding an alleged violation of federal laws governing the administration of student records. These laws include the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, and its regulations found at 34 CFR Part 99. A complaint must be filed within 180 days of the date of the alleged violation, or of the date the parent or eligible student knew or reasonably should have known of the alleged violation. Complaints should be filed with:


Revised 2/11

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

E 5125

Student Records

Note: This annual notice complies with the Family Educational Rights and Privacy Act and is based upon the model FERPA notification developed by the federal Family Policy Compliance Office. Language has been added to the federal notice to comply with the following state laws: AS 14.43.930 requiring annual notice to parents regarding disclosure of student names for purposes of University of Alaska scholarship eligibility; 4 AAC 43.010 requiring disclosure of a student’s eligibility for the Alaska Performance Scholarship Program; and AS 14.30.745 requiring annual notice to parents of disclosure of student information for purposes of Alaska Military Youth Academy eligibility.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.
Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees or who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Other exceptions for disclosure without consent are detailed in FERPA and Board Policy and Administrative Regulation 5125.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school or district to comply with the requirements of FERPA. A complaint can be filed with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520

In addition, you are entitled to notice of the following disclosures of student records:

1. Upon request, the district discloses education records without consent to officials of another school district or institution of post-secondary education where the student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student’s enrollment or transfer.

2. By September 15 of each year, the district will provide to the University of Alaska a list of names and addresses of students in the graduating class who meet scholarship eligibility requirements for each scholarship program. Release of a student’s name to the University of Alaska will not be made if the parent or eligible student objects. An objection should be made in writing to the school principal.

3. By July 15 of each year, the district will transmit to the Alaska Department of Education and Early Development information on each graduating student’s eligibility for the Alaska Performance Scholarship Program. This is a required disclosure that occurs without consent and without the opportunity to object.

4. By January 15 and July 15 of each year, the district will provide to the Alaska Military Youth Academy, operated by the Department of Military and Veterans’ Affairs, a report containing the name, address, and dates of attendance of prior students ages 15 through 18 who appear no longer enrolled in any educational institution and who have not received a diploma or GED. Release of a student’s information to the Alaska Military Youth Academy will not be made if the parent or eligible student objects. An objection should be made in writing to the school principal.

Revised 3/2015

GALENA CITY SCHOOL DISTRICT  
Adopted 12/13/1995
a. Release of Directory Information

Note: Directory information is information that is contained in an education record of a student which would not generally be considered harmful or an invasion of a student which would not generally be considered harmful or an invasion of privacy if disclosed. 34 C.F.R. § 99.3. School officials may release directory information about a student without first obtaining parental consent, unless the parent objects. Districts may disclose this type of information only after giving notice to parents of the items of personal information the school has designated a directory. This notice must also inform parents of their right to refuse disclosure of directory information about their child. A school district is authorized to define the categories of directory information about their child. A school district is authorized to define the categories of directory information that it desires, if any, and the list found in the Family Educational Rights and Privacy Act is for illustration only. Accordingly, the District is not required to include all, or any, of these items as directory information, but may do so in desired. Effective January 2009, federal law amendments clarify that directory information may not include student social security numbers and may not normally include student identification numbers.

Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed.

Note: If boards eliminate name, address or telephone listing from their categories of directory information, military recruiters and postsecondary institutions still have the right, under federal law, to access these three items. Those boards that eliminate name, address or telephone listing need to give parents a second notice allowing them to withhold this information from military recruiters or postsecondary institutions.

The Superintendent or designee may use student directory information in school publications and may authorize the release of directory information to representatives of the news media, prospective employers, post-secondary institutions, military recruiters or nonprofit or other organizations. Directory information consists of the following: student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, grade level, enrollment status, degrees, honors and awards received, and most recent previous school attended.

Directory information may not include a student’s social security number or student identification number, unless the student identification number qualifies as an electronic identifier. An electronic personal identifier is an ID used by a student to gain access to student electronic services such as on-line registration, on-line grade reporting, or on-line courses. These
electronic personal identifiers may be disclosed as directory information so long as the identifier cannot be use by itself to gain access to educational records but must be combined with a PIN or other access device.

Note: By September 15 of each year, high schools having a graduating class of that year must provide the Board of Regents of the University of Alaska a list of names and addresses of students in the graduating class who meet scholarship eligibility requirements for each scholarship program. Release of a student’s name should not be made if the parent or student objects to the disclosure. The District should include in its annual notice information regarding the scholarship program, including notice that student’s names may be submitted pursuant to the program, unless the parent objects. AS 14.43.930.

Note: On or before January 15 and July 15 of each year, school districts must provide student information to the director of the Alaska Military Youth Academy, a program operated by the Department of Military and Veterans’ Affairs for the purpose of educating and training youth. Districts must provide the name, last known address, and dates of attendance of students between the ages of 15 and 18 who were enrolled but are no longer enrolled in the district, who have not obtained a diploma or GED, and for whom the district has no school transfer or graduation information. At the beginning of each school year, districts must provide written notice to parents or eligible students of this disclosure and provide an opportunity to object. AS 14.30.745.

The District, before making directory information available, shall give public notice at the beginning of each school year of the information which it has designated as directory information. The District shall allow a reasonable period of time after such notice has been given for parents/guardians to inform the District that any or all of the information designated should not be released. Directory information shall not be released regarding any student whose parent/guardian notifies the District in writing that such information may not be disclosed. The District may disclose directory information about former students without meeting the requirements of this section.

Legal Reference:
ALASKA STATUTES:
14.30.745 Provision of student information to academy
14.43.930 Scholarship program information

UNITED STATES CODE

CODE OF FEDERAL REGULATIONS
34 C.F.R. Pt. 99 as amended, January 2009

Revised 2/2011
NOTICE OF STUDENT DIRECTORY INFORMATION

Note: Under the Family Educational Rights and Privacy Act ("FERPA"), school districts may only disclose directory information without consent if they have given the parent or eligible student notice of the kinds of information the district designates as directory and an opportunity to opt out of directory information disclosures. The following is a sample notice, including an “opt out” form, which addresses both directory information and the disclosure of student information to military recruiters and colleges. This form utilizes the Model Notice for Directory Information developed by the federal Family Policy Compliance Office.

The Galena City School District has adopted a policy designed to provide parents and students the full protection of their rights under the Family Educational Rights and Privacy Act of 1974 also known as FERPA. A copy of the school district’s policy is available for review in the office of the principal of all of our schools.

FERPA, with certain exceptions, requires your written consent prior to disclosure of personally identifiable information from your child’s education records. However, the District may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local school districts receiving federal education funding to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have
advised the school district that they do not want their student’s information disclosed without their prior written consent.

These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908), as amended, and 10 U.S.C. § 503(c), as amended.

The District has designated the following information as directory information:

Note: A school district may, but does not have to, include all the information listed below.

– Student’s name
– Address
– Telephone listing
– Electronic mail address
– Photograph
– Date and place of birth
– Major field of study
– Dates of attendance
– Enrollment status
– Grade level
– Participation in officially recognized activities and sports
– Weight and height of members of athletic teams
– Degrees, honors, and awards received
– The most recent educational agency or institution attended
– Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s SSN, in whole or in part, cannot be used for this purpose.)

You have the right to refuse the designation of any or all of the categories of personally identifiable information as directory information with respect to your student provided that you notify the school district in writing not later than ____________, 20__ of this school year. If you object to disclosure of some or all of this information, please complete and return the slip attached to this notice.

If you have no objection to the use of student information, you do not need to take any action.

RETURN THIS FORM to …. Galena City School District

Parental Directions to Withhold Student Directory Information, for 20__-20__ school year.
Student Name: ____________________________ Date of Birth: ______
School: ________________________________ Grade: _____

(Signature of Parent/Legal Guardian/Custodian of Child)

This form must be returned to your child’s school no later than ____________, 20___. Additional forms are available at your child’s school.

Parental Directions to Withhold Student Names, Addresses and Phone Numbers from Military Recruiters and/or Postsecondary Educational Institutions, for 20__ - 20__ school year.

Check the appropriate box(es) below to withhold from …

Military Recruiters
Postsecondary Educational Institutions
Student Name: ____________________________ Date of Birth: _____
School: ________________________________ Grade: _____

(Signature of Parent/Legal Guardian/Custodian of Child)

This form must be returned to your child’s school no later than ____________, 20___. Additional forms are available at your child’s school.

GALENA CITY SCHOOL DISTRICT
Adopted 2/2011

BP 5125.2

b. Challenging Student Records

Note: The Family Educational Rights and Privacy Act (FERPA) requires schools districts to have procedures in place for parents and eligible students to challenge an education record as inaccurate, misleading, or in violation of the student’s privacy rights. The requirements for that process are set forth in federal law, 34 CFR 99.20-22. Additionally, under the Alaska Performance Scholarship Program, districts must provide a student with an opportunity to request that the district correct an error in the district’s determination of scholarship eligibility. AS 14.03.113. State law does not require that a specific process be utilized. The following policy utilizes the FERPA review and hearing procedures for both forms of challenge.
Request to Amend Records

The parent of a student or an eligible student who believes that information in an education record relating to the student is inaccurate, misleading, or in violation of the student’s rights of privacy, may request that the District amend the record. Such requests shall be made in writing to the superintendent or the superintendent's designee. The record amendment process is not available to request changes to substantive decisions by the district, such as student discipline decisions and grade challenges. The parent or eligible student must use the designated processes available to appeal those substantive decisions. This process is available, however, to parents or eligible students who believe the district erred in its eligibility determination for the Alaska Performance Scholarship Program.

(cf. 5138 – Alaska Performance Scholarship Program) (cf. 5144 – Discipline)
(cf. 5144.1 – Suspension & Expulsion)
(cf. 5121 – Grade Evaluation of Student Achievement)

The superintendent or the superintendent's designee shall, within a reasonable period of time following such a request, decide whether to amend the record and shall inform the parent or the eligible student in writing of its decision. If the district decides not to amend the record, it shall advise the parent or eligible student of the right to a hearing to challenge the district's decision.

Request for a Hearing

If the district decides not to amend a student record, the parent of the student or the eligible student may request a hearing.

Requests for a hearing shall be made within ten (10) days after notice of the district's decision is delivered to the parent or eligible student. The request for a hearing must be in writing, and shall be made to the superintendent or the superintendent's designee.

Conduct of the Hearing

The district will hold the hearing within a reasonable time after it has received the request. The district will give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing. The hearing may be conducted by any individual, including an official of the District, who does not have a direct interest in the outcome of the hearing.

The parent or eligible student will have a full and fair opportunity to present evidence relevant to the issues. The parent or eligible student
may, at their own expense, be assisted or represented by one or more individuals, including an attorney.

A written decision will be issued within a reasonable period of time after the hearing. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

**Remedies**

If, after hearing, the hearing officer determines that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the district shall amend the record.

If the hearing officer decides that the information contained in the record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the district shall so inform the parent or eligible student. The hearing officer's decision shall be final. However, the parent or eligible student may place a statement in the record commenting on the information in dispute and/or describing why the parent or eligible student disagrees with the hearing officer's decision. This statement shall be maintained with the record as long as the district maintains the contested portion of the record. If the district discloses the record, or the contested portion of the record to any person, the statement must also be disclosed.

*Legal Reference:*
*ALASKA STATUTES:*
AS 14.30.113 District determination of scholarship eligibility
AS 14.30.193 Due process hearing
AS 14.30.272 Procedural safeguards
AS 14.30.335 Eligibility for federal funds

*ALASKA REGULATIONS:*
4 AAC 43.010 Requirements for school districts and certain religious or private schools
4 AAC 52.520 Parental request for amendment of records
4 AAC 52.550 Due process hearing

*FEDERAL STATUTES*
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT, 20 U.S.C. 1232g

*FEDERAL REGULATIONS*
34 CFR 99.20-.22

Revised 2/2011

GALENA CITY SCHOOL DISTRICT
Adopted 6/1999
c. Withholding Grades, Diploma, or Transcripts

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

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 6161.2 - Damaged or Lost Instructional Materials)

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

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

Legal Reference:
ALASKA STATUTES
09.65.255 Liability for acts of minors
14.03.115 Access to school records by parent, foster parent or guardian
14.30.710 Required records upon transfer

UNITED STATES CODE
20 USC 1232g, Family Educational Rights & Privacy Act

CODE OF FEDERAL REGULATIONS
34 C.F.R. 99.10, Parent inspection of education records

Revised 2/2010
5. Awards for Achievement

The School Board encourages excellence as a goal for all students and wishes to publicly recognize students for unique or exemplary achievements in academic, extracurricular or community service activities.

Student awards may include verbal recognition, a letter, certificate or Board resolution, a public ceremony, or a sum of money in a form of scholarship.

The Superintendent or designee shall develop procedures for the appropriate selection of student award recipients. The Superintendent shall submit any recommendations for monetary awards to the Board for approval.

Nonschool Awards

The Superintendent or designee may approve or reject proposed trophies, prizes, or other awards from nonschool donors. The purpose of any such proposed award must be consistent with school goals, and criteria for making the award must be either under professional staff control or acceptable to the staff. Such awards shall be rejected when offered primarily to achieve personal or corporate gain and publicity.

(cf. 3290 - Gifts and Bequests)

Legal Reference:
ALASKA STATUTES
24.50.010 Student guests of legislature

6. Graduation Ceremonies and Activities

Note: The following policy suggests various options which may be modified to reflect district practice except that the U.S. Supreme Court has ruled that graduation ceremonies may not include school-sponsored prayers.
Note: Effective June 30, 2016, the requirement in AS 14.03.075 that a secondary student take a college and career readiness assessment before being issued a diploma is repealed.

High school graduation ceremonies shall be held to recognize those students who have successfully completed the district graduation requirements and earned the right to receive a diploma or a certificate of completion. Students earning a certificate of attendance may also participate in graduation ceremonies.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 – Differential Requirements for Individuals with Exceptional Needs)

In accordance with school-site rules, the principal may deny a student the privilege of participating in graduation or promotion activities because of misconduct.

(cf. 5144 - Discipline)

School-sponsored invocations and/or benedictions shall not be included in graduation ceremonies.

Legal Reference:
ALASKA STATUTES
14.03.075 College and Career readiness assessment; retroactive issuance of diploma
14.03.090 Sectarian or denominational doctrines prohibited

UNITED STATES CODE

Lee v. Weisman, 505 U.S. 577 (1992)

Revised 1/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5128

7. Alaska Performance Scholarship Program

Note: School districts must take certain steps to implement the Alaska Performance Scholarship Program. This Program provides scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state. School districts must determine scholarship eligibility for each graduating senior and record the eligibility level on the student’s permanent record. The record must then be forwarded to the Department of Education and Early Development.
The Board supports and encourages all students to obtain higher education through enrollment in college or career and technical programs upon graduation. The Board believes that institutions within the State of Alaska provide strong and varied opportunities to meet the needs and interests of graduating students and further believes that state school attendance helps support a skilled, local workforce. The district supports student participation in the Alaska Performance Scholarship Program so that students may have maximum opportunity to obtain higher education within the State of Alaska.

Students and parents/guardians will be notified at least annually of the opportunities available through the Alaska Performance Scholarship Program. This notice should include information about scholarship eligibility levels; coursework, testing, and grade point average (“GPA”) requirements; residency requirements; and the participating colleges and career and technical programs.

The Superintendent or designee shall determine scholarship eligibility for graduating students and will record the appropriate eligibility level on each student’s permanent academic record. Students will be provided an opportunity to challenge an error in the eligibility determination. The academic record of graduating students will be transmitted to the Alaska Department of Education and Early Development to facilitate the award of scholarships.

(cf. 5125.2 – Challenging Student Records)

Note: Effective June 6, 2015, the regulation providing for a grace period and waiver of curriculum requirements was repealed and a new section added to provide for students to request a scholarship eligibility extension. 4 AAC 43.035(repealed); 4 AAC 43.045 (extensions of eligibility period).

The Alaska Department of Education and Early Development may extend a student’s scholarship eligibility period beyond six years after the date of the student’s graduation from high school.

Legal Reference:
ALASKA STATUTES
14.03.113 District determination of scholarship eligibility
14.43.810-.849 Alaska Performance Scholarship Program

ALASKA ADMINISTRATIVE CODE
4 AAC 43.010-.900 Alaska Performance Scholarship Program

Revised 3/2017
Alaska Performance Scholarship Program

The Alaska Performance Scholarship Program provides scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the State of Alaska. The district is required to determine student eligibility for the three levels of scholarships available. The district must then notify the Alaska Department of Education and Early Development of each qualifying student’s eligibility.

Eligibility Determinations

The principal or designee of each high school shall determine scholarship eligibility for each graduating student by application of the following criteria.

a. Course Work Requirements

Note: The following curriculum requirements are in place for students graduating from high school in and after 2015. Qualifying units of credit shall include a student’s completion of a high school level course in an earlier grade if: 1) the course meets content standards for a grade 9-12 course; 2) is within a qualifying curriculum (math, science, language arts, etc.); and 3) appears on the student’s high school transcript. A course does not satisfy the requirements of this section, regardless of the course name unless it is: 1) a college or industry preparatory course; and 2) meets or exceeds the standards and grade level expectations in Alaska Standards: Content and Performance Standards for Alaska Students. An advanced placement and international baccalaureate course meets curriculum requirements and is considered an approved course as fully stated in 4 AAC 43.030.

The Alaska Performance Scholarship may be awarded based on a student’s completion of either a math and science curriculum track, or a social studies and language curriculum track.

2015 and after Curriculum Requirements

Students graduating in and after 2015 must meet the following curriculum requirements to qualify for all scholarship levels (Achievement, Performance, and Honors):

Math and Science Curriculum:

Math – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:

algebra I;
algebra II;
geometry;
trigonometry;
pre-calculus;
calculus;
calculus II;
statistics;

Science – 4 units of credit, consisting of either four units selected from the following courses or a combination of two units selected from the following courses and two additional courses approved by the department:
physical science;
earth science;
biology;
chemistry;
physics;
marine biology;
anatomy and physiology;

Language arts – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
composition;
American literature;
world literature;
speech and debate;
advanced composition;
creative writing;
British literature;

Social studies – 4 units of credit, one unit of credit in a foreign or Alaska Native language, fine arts, or cultural heritage may substitute for one of the four units of credit of social studies; at least two units of credit must be from the following courses, with any remaining credits from courses approved by the department:
World history;
American history;
geography;
American government/civics;
economics;
Alaska history;
western or eastern civilization;
psychology;
sociology.
Social Studies and Language Curriculum

Math - 3 units of credit, consisting of either three units selected from the following courses or a combination of two units selected from the following courses and an additional course approved by the department:
- algebra I;
- algebra II;
- geometry;
- trigonometry;
- pre-calculus;
- calculus;
- calculus II;
- statistics;

Science – 3 units of credit consisting of either three units selected from the following courses or a combination of two units selected from the following courses and an additional course approved by the department:
- physical science;
- earth science;
- biology;
- chemistry;
- physics;
- marine biology;
- anatomy and physiology;

Language arts – 4 units of credit consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
- composition;
- American literature;
- world literature;
- speech and debate;
- advanced composition;
- creative writing;
- British literature;

Social studies – 4 units of credit, consisting of either four units selected from the following courses or a combination of three units selected from the following courses and an additional course approved by the department:
- world history;
- American history;
geography; 
American government/civics; 
economics; 
Alaska history; 
western or eastern civilization; 
psychology; 
sociology.

Foreign, Alaska Native or American sign language – 2 units of credit in the same language.

Note: A district that offers courses meeting the requirements for APS but that do not clearly fall within the course names found above may seek approval from the Department to have those courses approved for APS purposes. 4 AAC 43.030(j).

b. Grade Point Average and Standardized Examination Scores

In addition to the curriculum requirements above, students must meet certain GPA and standardized examination score requirements. It is the student’s responsibility to provide proof of results achieved on one of the standardized examinations required for scholarship eligibility. GPA and test scores determine a student’s level of eligibility for each of the three scholarships set forth below:

1. Alaska Performance Honors Scholarship

Grade Point Average: 3.5 or higher

Test Scores: ACT composite score of 25 or higher; or SAT combined score of 1680 or higher; or a combined WorkKeys score of 13 or higher, with no single score lower than 4, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: The Alaska Performance Honors Scholarship has an award level of $4,755.

2. Alaska Performance Achievement Scholarship

Grade Point Average: 3.0 or higher
Test Scores: ACT composite score of 23 or higher; or SAT combined score of 1560 or higher; or A combined WorkKeys score of 13 or higher, with no single score lower than 4, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: The Alaska Performance Achievement Scholarship has an award level of $3,566.

3. Alaska Performance Opportunity Scholarship

Grade Point Average: 2.5 or higher

Test Scores: ACT composite score of 21 or higher; or SAT combined score of 1450 or higher; or A combined WorkKeys score of 13 or higher, with no single score lower than 4, in each of the following:

1. applied mathematics
2. reading for information
3. locating information

Note: The Alaska Performance Opportunity Scholarship has an award level of $2,378.

Note: A student who qualifies for one of the above scholarships using the WorkKeys examination must use the scholarship award in a career and technical program that results in the award of a certificate. 4 AAC 43.020.

Notice to Parents/Guardians of Eligibility Determination

The principal or designee shall provide written notice to all parents/guardians, or to students if 18 or older, of the eligibility determination. The notice should also explain how a parent/guardian or eligible student may challenge this determination.

Permanent Record

Once eligibility levels are determined, the district will record the level of eligibility on each qualifying student’s permanent record. No notation should be made for those students who are not eligible for a scholarship award.

Annual Transmittal of Records
No later than July 15 of each year, the district will transmit an electronic version of each graduating student’s permanent record that describes the student’s eligibility for the Alaska Performance Scholarship Program. This is a mandatory reporting obligation and parents/students may not opt out of this disclosure.

**Appeal Procedures**

The district provides the following appeal process for students who believe an error has been made regarding a student’s eligibility for an Alaska Performance Scholarship. A student can request that the district review the determination of whether or not he or she is eligible or, if eligible, the level of scholarship available.

**Appeal Form**

To request an appeal, a student must complete the Alaska Performance Scholarship Appeal Form for Public School Students. The form requires:

- Name, mailing address, and contact information;
- Eligibility information in the form of official examination scores and an official transcript indicating courses taken and GPA;
- A statement explaining why the student believes the eligibility determination is in error; and
- All documents, papers, or other materials that support a reversal or modification of the eligibility determination.

Students who have questions about the form or require assistance should contact a counselor or principal at the student’s high school.

Students must complete the Appeal Form and provide supporting documents as soon as possible after receiving notice of his or her eligibility determination. No appeals will be considered unless submitted within thirty (30) days of receiving the district’s eligibility determination, absent unusual circumstances that prevented a timely appeal.

**Appeal Process**

Student submits the completed Appeal Form and supporting documentation to his/her principal. The district will designate a reviewer to review and decide the appeal. The reviewer will consider all information submitted and issue a determination of whether or not the student meets scholarship eligibility, and if eligible, the student’s level of eligibility. The reviewer’s determination is the final decision of the district.
Notice of the district’s decision will be sent to the student no later than thirty (30) days after the student submits a timely appeal. If the reviewer determines that scholarship eligibility was incorrect, the district will notify the Alaska Performance Scholarship Program of the correct eligibility determination and revise the student’s transcript to correctly identify APS eligibility.

Note: Effective June 6, 2015 the regulation providing for a grace period and waiver of curriculum requirements was repealed and a new section added to provide for students to request a scholarship eligibility extension. 4 AAC 43.035 (repealed); 4 AAC 43.045 (extensions of eligibility period). An extension of scholarship eligibility does not permit a student to receive a scholarship for more semester hours than is permitted under AS 14.43.825.

Extension of Scholarship Eligibility

The district should notify appropriate students about the availability of a scholarship eligibility extension that may be granted by the Alaska Commissioner of Education. Upon request, the Commissioner may grant a student who has previously been determined eligible for a scholarship under APS, a scholarship eligibility extension. Such an extension allows a student to remain eligible for a scholarship for longer than six years after the date of the student’s graduation from high school.

To qualify for an extension of scholarship eligibility, a student must:
Submit a written request to the Commissioner no later than 30 days before the student’s period of scholarship eligibility under 14.43.825(b) is set to expire; and
Submit with the request a signed statement from the institution of higher learning in which the student is admitted or enrolled attesting that the student has experienced or is experiencing an enrollment delay due to the availability of coursework required by the degree program the student is pursuing, and that the enrollment delay is beyond the student’s control.

Revised 3/2017

Extension of Scholarship Eligibility

The district should notify appropriate students about the availability of a scholarship eligibility extension that may be granted by the Alaska Commissioner of Education. Upon request, the Commissioner may grant a student who has previously been determined eligible for a scholarship under APS, a scholarship eligibility extension. Such an extension allows a student to remain eligible for a scholarship for longer than six years after the date of the student’s graduation from high school.

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Revised 3/2017

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Submit with the request a signed statement from the institution of higher learning in which the student is admitted or enrolled attesting that the student has experienced or is experiencing an enrollment delay due to the availability of coursework required by the degree program the student is pursuing, and that the enrollment delay is beyond the student’s control.

Revised 3/2017

GALENA CITY SCHOOL DISTRICT
Adopted 09/14/2011

BP 5130

C. Activities
1. Conduct

Note: Under the federal Every Student Succeeds Act, districts must take steps to ensure student discipline and safety. School districts must identify the creation and maintenance of safe and disciplined classrooms as a high priority for district and school staff. District- and school-level safety and discipline policies and regulations should be revised, and district resources distributed as necessary, to reflect the high level of importance the district attaches to this objective. School districts are to develop clear standards for student conduct that are designed to ensure that the environment within each district school and classroom supports student learning. Consequences for violating these standards must be identified, as well as the procedures that school staff, families, and students must follow in order to resolve problems as they develop.

Note: 4 AAC 07.010 - 4 AAC 07.900 mandates the School Board adopt policies on student rights and responsibilities; distribute and instruct students regarding these policies, and review these policies every three years. At a minimum, the policies must address routine discipline case procedure and chronic or serious discipline case procedure.

The School Board believes that all students have the right to a public education in a positive environment free from disruptions which interfere with teaching and learning activities. In order to promote an atmosphere conducive to learning, it is imperative that the School Board, parents/guardians, students, teachers and the administration be cognizant of their responsibilities related to student conduct.

School Board

The School Board is responsible for prescribing rules for the government and discipline of the schools under its jurisdiction. Consequences for misconduct will be fair and developmentally appropriate in light of the circumstances. The School Board holds the certificated personnel responsible for the proper conduct and control of students under their charge within the behavioral guidelines established by the School Board in conjunction with the administration. The School Board shall provide all reasonable support to certificated personnel with respect to student conduct and discipline.

Superintendent

The Superintendent or designee shall establish the necessary procedures to implement and enforce the School Board's discipline policy. He/she shall notify the parents/guardians of all students of the availability of the district's policy and procedures related to conduct and discipline.

School Principal
The school principal shall initiate and enforce a set of school rules, in keeping with district policy and regulation, which facilitate effective learning and promote attitudes and habits of good citizenship.

The principal or designee shall provide instruction to students regarding their rights and responsibilities.

The principal shall support the classroom teacher in his/her efforts to promote improved and acceptable behavior in students.

**Teachers**

Appropriate classroom behavior allows teachers to communicate more effectively with students. Teachers shall conduct a well-planned effective classroom program and initiate and enforce a set of classroom regulations that facilitate effective learning.

Teachers shall cooperate with administrators and other classroom teachers in enforcing general school rules and appropriate campus behavior.

**Parents/Guardians**

Parents/guardians are expected to comply with the laws governing the conduct and education of their children. They shall also be expected to cooperate with school authorities regarding the behavior of their children. Parents/guardians may be held liable for misconduct of their children to the extent provided by law.

**Students**

Students shall be properly instructed in the rules and regulations pertaining to acceptable conduct as set by the School Board. All students shall comply with the regulations of the school district, comply with the course of study and submit to the authority of the teachers and administration of the schools.

Students should have the freedom and be encouraged to express their individuality in any way as long as their conduct does not infringe upon the freedom of other students or interfere with the instructional program.

*(cf. 5145.2 - Freedom of Speech/Expression)*

Students who violate the law or the rules and regulations of the school district may be subject to the transfer to alternative programs, discipline, suspension, or expulsion.

*(cf. 5144 - Discipline)*
*(cf. 5144.1 - Suspension/Expulsion/Due Process)*

**Legal Reference:**
a. Bus Conduct

Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding or leaving the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation.

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

(cf. 3540 et seq. - Transportation)

b. Campus Disturbances

1b. Violent and Aggressive Conduct
Students and staff have the right to feel safe and secure in their classrooms and while on school property or at school events. There are certain behaviors that, if tolerated, would quickly destroy the safe learning environment to which the students and staff are entitled. These behaviors, categorized as violent and aggressive, will not be tolerated and will result in immediate corrective action. The Superintendent shall develop procedures for the reporting of violent and aggressive behavior to appropriate law enforcement authorities.

(cf. 3515 - School Safety and Security) (cf. 5142 - Safety)

Violent and aggressive acts include, but are not limited to, possession, threat with or use of a weapon; physical assault; verbal abuse; intimidation; extortion; bullying; gang participation; harassment; stalking; defiance; and racial slurs.

(cf. 5131.1 - Bus Conduct)
(cf. 5131.4 - Campus Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments) (cf. 5136 - Gangs)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Note: Many researchers, policy analysts and educators caution that long-term exclusion from school does not solve the problem of youth violence, but only shifts the problem away from the classroom to neighborhoods and frequently to the area near the schools. Accordingly, this provision provides an alternative for working with disruptive or violent students which attempts to provide necessary supports to facilitate continued participation within the regular school setting.

All acts of violence and aggression shall result in those involved being placed on a compulsory behavior management plan. In addition to this plan, each situation shall result in specific consequences, determined by the seriousness of the act, including consideration of expulsion from school for acts of a serious or chronic nature. The Superintendent or designee shall establish procedures for development of behavior management plans.

Plan development should include input from the affected student’s parent/guardian, teacher(s), principal, and other individuals as appropriate.

Legal Reference:
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq.

ALASKA STATUTES
Violent and Aggressive Conduct

Violent and aggressive conduct directed toward school district personnel and/or students will not be tolerated. Appropriate action must be taken immediately. The building administrator should follow these procedures when violent or aggressive conduct has occurred:

1. Restore order and contact proper law enforcement authorities, if appropriate;
2. Secure medical assistance, if necessary;
3. Conduct a preliminary investigation;
4. Submit a written report to the Superintendent.

After reviewing the written report of the incident, the Superintendent may refer the matter to the local prosecuting attorney.

Nothing in this regulation should be construed as limiting the right or duty of an individual employee or student to report incidents of violent or aggressive behavior.
Note: In 2006, HB 482 was passed requiring districts to have in place by July 1, 2007 a policy prohibiting the harassment, intimidation, or bullying of any student. AS 14.3.200-.250.

The Board is dedicated to providing a safe and civil learning environment. Harassment, intimidation, and bullying of any student disrupts a student’s ability to learn and a school’s ability to educate. Students and staff are expected to demonstrate positive character traits and values. Conduct and speech must be civil and respectful in order to promote harmonious and courteous relations in the school environment.

(cf. 5137 – Positive School Climate)

Students, staff and volunteers are prohibited from engaging in any form of harassment, intimidation, or bullying while on school property, on school buses, at the bus stop, or at school-sponsored activities or functions. Students who engage in such acts are subject to appropriate disciplinary action, up to and including suspension or expulsion. Staff who engage in acts of harassment, intimidation or bullying are also subject to appropriate disciplinary action up to and including suspension and termination. Volunteers who engage in such acts will be denied the opportunity to volunteer in the future.

To promote an environment free of harassment, intimidation, or bullying, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff in-service or student instruction and counseling. Teachers shall discuss this policy with their students in age appropriate ways and assure students that they need not endure any form of harassment, intimidation, or bullying.

(cf. 5131.5 – Vandalism, Theft and Graffiti)
(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion)

Harassment, Intimidation and Bullying Defined

Harassment, intimidation, or bullying means an intentional written, oral, or physical act, when the act is undertaken with the intent of threatening, intimidating, harassing, or frightening the student, and:

(a) physically harms the student or damages the student’s property;
(b) had the effect of substantially interfering with the student’s education;
(c) is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
(d) has the effect of substantially disrupting the orderly operation of the school.

(cf. 5145.3 – Nondiscrimination)

The district’s computer network, including access to the Internet via that network, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment, intimidation, or bullying. Users are responsible for the appropriateness of the material they transmit over the system. All forms of harassment, intimidation or bullying over the network, commonly referred to as cyberbullying, are prohibited. Cyberbullying also includes, but in not limited to, other misuses of technology to harass, intimidate, or bully, including sending or posting inappropriate email messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs.

Students and staff who believe they have been the victims of such misuses of technology, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed and a report made under this policy.

In situations in which the cyberbullying originated form a non-school computer, but is brought to the attention of school officials, disciplinary measures may be imposed provided the cyberbullying and/or Internet threats:

1. Contain threats of violence against staff members or students;
2. Threaten vandalism to school property
3. Suggest or advocate physical harm to staff members or students; or
4. Create a significant disruption to the school’s educational mission, purpose and objectives.

Disciplinary action may include, but is not limited to, the loss of computer privileges, detention, suspension, or expulsion for those committing acts of cyberbullying. In addition, when any kind of threat is communicated or when a hate crime committed, this shall be reported to local law officials.

(cf. 6161.4 – Internet)
Reporting

*Note: A school employee, student or volunteer who makes a good faith report of harassment, intimidation, or bullying is entitled to statutory immunity from suit. The immunity extends to causes of action for damages are arising from a failure to remedy the reported incident or for making the report. AS 14.33.230.*

Students or staff members who have witnessed or have reliable information that a student has been subjected to harassment, intimidation or bullying should report the incident immediately to the principal or his/her designee, who shall promptly initiate an investigation. The investigation shall include an assessment of what actions should be taken, as appropriate, to protect the student who has been found to be the victim of harassment, intimidation or bullying. Such actions may include the provision of support services necessary to permit the student to feel safe and secure in attending school. The Superintendent shall develop procedures to implement this policy.

Response

In determining the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, the following factors should be considered:

- a. the development and maturity levels of the parties involved;
- b. the level of harm;
- c. the surrounding circumstances;
- d. past incidences or past continuing patterns of behavior;
- e. the relationships between the parties involved;
- f. the level of disruption in or interference with the orderly operation of the school.

This policy should not be interpreted to prohibit a reasoned and civil exchange of opinions or debate that is protected by law and Board policy.

*(c.f. 5145.2 – Freedom of Speech/Expression)*

Conduct that does not rise to the level of harassment, intimidation or bullying may still be prohibited by other policies or rules.
Harassment, Intimidation and Bullying

It shall be a violation for any student or staff member to harass, intimidate or, or bully another person while at school, traveling to and from school, or attending school-sponsored events. Moreover, it shall be a violation for any school staff member to knowingly ignore or tolerate harassment, intimidation or bullying at school or at school sponsored events.

For the purpose of this policy, school staff includes school employees, School Board members, agents, volunteers, contractors or other persons subject to the supervision and control of the school district.

Sanctions for Harassment, Intimidation or Bullying

Appropriate sanctions will be taken against students and/or employees who commit acts of harassment, intimidation or bullying. For students, the sanctions must be appropriate to the seriousness of the incident and may include detention, suspension, and/or expulsion in accordance with state law, district policy, administrative regulation, and student handbooks. For school staff, sanctions will be in accordance with state law, district policy, administrative regulation, collective bargaining agreements, and applicable codes of ethics.
**Reporting Procedure**

1. Any student or staff member who believes he or she has been the victim of harassment, intimidation or bullying may report the alleged act to the school principal or designee. If a student is more comfortable reporting to a person other than the principal, the student may contact any school employee. The principal or designee will accept anonymous reports but formal disciplinary action may not be taken without corroborating evidence.

2. Any school employee, or an employee of an entity under contract with the school district, who receives a report, witnesses harassment, intimidation or bullying, or has reliable information that a student has been subject to harassment, intimidation or bullying shall act immediately to protect the alleged victim, if necessary, and shall immediately report the incident to the student’s principal or designee for prompt investigation.

3. Upon receipt of a report of harassment, intimidation or bullying, the principal or designee shall forward a timely written report of the incident and his or her response to the Safe and Drug-Free Schools Coordinator or other individual identified by the Superintendent. That individual shall compile and maintain data of all incidents of harassment, intimidation or bullying that result in suspension or expulsion. Such data shall be reported to the Department of Education and Early Development on an annual basis.

4. The principal or designee shall by telephone and in writing notify the parents or guardians of the students involved of the alleged harassment, intimidation or bullying incident. The notice shall advise individuals involved of their due process rights.

**Investigation and Corrective Action**

1. The principal or designee shall promptly and thoroughly investigate all alleged acts of harassment, intimidation or bullying.

2. All involved in an alleged act of harassment, intimidation or bullying shall be advised by the principal of his or her due process rights.

3. At the conclusion of the investigation, the principal shall take such disciplinary action deemed necessary and appropriate to end...
the misconduct and prevent its recurrence. The principal will act in accordance with the student conduct code, the teacher code of ethics, and paraprofessional code of ethics to discipline the offending party(ies).

4. Incidents of harassment, intimidation or bullying that involve criminal activity shall be reported to law enforcement.

**False Report**

Students and staff who knowingly or willfully make a false report of harassment, intimidation or bullying, or provide false information in connection with an investigation, will be subject to disciplinary action up to and including suspension/expulsion for students and termination for staff.

**Retaliation Prohibited**

Retaliation or reprisal against any person who reports an incident of harassment, intimidation or bullying, or cooperates in an investigation, is strictly prohibited. Any such retaliation or reprisals will result in suspension or expulsion of offending students, and disciplinary action up to termination for school employees.

Revised 01/07

GALENA CITY SCHOOL DISTRICT
Adopted 10/19/2005

BP 5131.5

c. Vandalism, Theft, and Graffiti

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

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

Any district student who commits an act of vandalism shall be subject to disciplinary action, reparation for damages, and may be reported to law enforcement. If reparation of damages is not made, the district also may withhold the student's grades, diploma and/or transcripts.
Legal Reference:
ALASKA STATUTES
09.65.255 Liability for acts of minors
14.33.130 Enforcement of approved program [school disciplinary & safety program]; additional safety obligations

Revised 2/2010

d. Alcohol and Other Drugs

Note: Districts must have in place written standards to address the needs of students for whom mental health or substance abuse may be a contributing factor to noncompliance with the school disciplinary and safety program. AS 14.33.120(a)(6). In addition, districts receiving funds for prevention programs pursuant to the Drug-Free Schools and Community Act of 1986, as amended by the No Child Left Behind Act of 2001, are required to have a policy on drug abuse prevention instruction and procedures for eliminating the sale or use of alcohol and other drugs. NCLB also requires that those districts inform and involve parents in violence and drug prevention efforts. Districts must make reasonable efforts to inform parents of the content of safe and drug-free school programs and activities other than classroom instruction. If a parent objects in writing, the district must withdraw the student from the program or activity. AS 14.30.360 encourages districts to provide K-12 health education, including alcohol and drug abuse education.

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

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

Because the use of alcohol and other drugs adversely affects a student’s ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the School Board intends to keep district schools free of alcohol and prohibited drugs.
Alcohol, marijuana, and other controlled substances are prohibited for use or possession by students. The School Board desires that every effort be made to reduce the chances that our students will begin or continue the use of alcohol and other drugs. The Superintendent or designee shall develop a comprehensive prevention program that includes instruction, intervention, recovering student support, and enforcement/discipline. The Superintendent or designee shall clearly communicate to students, staff and parents/guardians all School Board policies, regulations, procedures and school rules related to this prevention program. Special efforts shall be made to ensure that these materials are understood by parents/guardians and students of limited literacy or limited English proficiency.

Note: Drug use by students is not limited to illegal drugs and can also include abuse of prescription drugs and over-the-counter medications. There is also a growing problem of youth using what are commonly referred to as designer or synthetic drugs. Designer or synthetic drugs come in various forms and may be a chemical compound, a plant-based substance, or a combination. Common names for these drugs include bath salts, K2, spice, salvia, and synthetic marijuana. These drugs have serious and dangerous effects. Synthetic marijuana is an illegal substance in Alaska. AS 11.71.040-.050, 11.71.160. The following optional language prohibits the possession, use, or distribution of “prohibited drugs,” which includes all dangerous substances that pose a risk to district students.

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

Drugs that are illegal if possessed by those under 21, under any local, state, or federal law; or any drug that can be legally obtained but which has been obtained through illegal means.

Alternatives to illegal drugs such as designer or synthetic drugs, whether or not prohibited by law, which are purported to, designed to, or which do impair, restrict, or alter normal cognitive function when absorbed, ingested, injected, or inhaled.

Prescription drugs that are not legally obtained or prescribed, are not being used for the prescribed purpose, are being used in excess of the prescribed amount, are being used by other than the person to whom prescribed, or are being sold, traded or distributed.

Recognizing that keeping schools free of alcohol and other drugs is a concern common to the district and community, the School Board supports cooperation among schools, parents/guardians, law enforcement and other appropriate community organizations involved in preventing alcohol and drug abuse.
Note: Districts are required to establish a citizen advisory committee in order to receive Public Law 99-570 funds. Additionally, AS 14.33.110 requires that the school disciplinary and safety program maintain community standards of school behavior that are developed by members of each school, including students, parents, teachers, school administrators, and other responsible persons.

To obtain the widest possible input and support for district policies and programs, the School Board shall appoint a districtwide school-community advisory committee to make recommendations related to the prevention of alcohol and other drug abuse. The committee should make its recommendations based on input from students, parents, teachers, school administrators, and community members. The School Board also encourages the use of site-level advisory groups in this area.

Instruction

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

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

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

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

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

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

(cf. 6142.2 - AIDS Instruction)
(cf. 6143 - Courses of Study)
(cf. 6159 - Individualized Education Program)

### Intervention

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

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

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

### Nonpunitive Self-Referral

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

### Enforcement/Discipline

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

Legal Reference:
ALASKA STATUTES
04.16.080 Sales or consumption at school events
14.20.680 Required alcohol and drug related disabilities training
14.30.360 Curriculum (Health and Safety Education)
14.33.110-.140 Required school disciplinary and safety program
17.38.010-900 The regulation of marijuana
47.37.045 Community action against substance abuse grant fund

UNITED STATES CODE

Revised: 3/2016

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 5131.6

Alcohol and Other Drugs

Intervention

The staff shall intervene whenever students use alcohol and other drugs while on school property or under school jurisdiction.

Staff members who believe that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

If the principal or designee knows, observes or suspects that a student is under the influence of alcohol or drugs, he/she may notify the parent/guardian or law enforcement if such action is believed to be in the best interests of the student or required by law.

The principal or designee may refer students and their families to services that deal with alcohol and drug problems.
In severe cases, if the parents/guardians or the school medical personnel are not immediately available, the principal is authorized to call an ambulance to remove the student to a hospital. Parents/guardians will be notified of this action and shall be responsible for the incurred expenses.

**Enforcement/Discipline**

1. Possession or Use of Alcohol or Illegal Drugs

   (a) When any student uses or possesses alcohol or illegal drugs at school or while under school jurisdiction, the following shall result:

   1) Parent/guardian contact.
   2) One- to ten-day suspension.
   3) Contact law enforcement authority.
   4) Restriction from school activities.

   (b) In addition, the following action may be taken:

   1) Recommendation of expulsion.
   2) Referral to an appropriate community counseling program with the expectation that at least one counseling session will be held during the time of suspension.
   3) Transfer/Alternative Placement.

2. Continued Use or Possession of Alcohol or Other Drugs

   When intervention efforts fail and the student continues to use or possess alcohol or other drugs at school or any school activity, he/she shall be expelled. The Board may suspend the expulsion and may assign the student to a school, class or program appropriate for the student's rehabilitation.

3. Selling or Providing

   (a) When a student sells or provides alcohol or other drugs at school or while under school jurisdiction, the following shall result.

   1) Parent/guardian contact.
2) Suspension with recommendation of expulsion.

3) Law enforcement contact.

(b) Staff shall notify the principal or designee immediately upon suspecting a student is selling or providing alcohol and other drugs. The principal or designee may notify law enforcement prior to confronting or searching the student.

(c) A search for drugs may be made in accordance with the provisions of law, Board policy and administrative regulations.

(d) When there is good evidence that a student has actually sold or provided alcohol or other drugs or drug paraphernalia on or about the school premises or at school-sponsored functions, law enforcement must be notified.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5131.61

1d. Drug/Alcohol Testing Policy

Note: School districts which have chosen to implement student drug testing have generally done so as a measure of last resort, and only after the school district has documented a student drug problem. In 2002, the U.S. Supreme Court upheld the constitutionality of a student activities drug testing policy that required all middle and high school students to consent to random urinalysis testing for drugs in order to participate in any extracurricular activity. Board of Education of Independent School Dist. No. 92 v. Earls et al., 122 S. Ct. 2559 (2002). This policy and regulation has been limited to random testing of student athletes but could be expanded based on the circumstances of your district to extend to participants in all extracurricular activities. This policy and administrative regulation has been designed to minimize intrusion and to withstand constitutional scrutiny.

Drug and alcohol use by the students is detrimental to the educational environment and poses a direct threat to the health, morals, and welfare of the student population. Further, drug and alcohol use by those students who are participating in District athletic programs poses a threat to the physical and mental safety of those students and the students with whom they are competing. As a result of observed and suspected use of alcohol and drugs by
District students, the Board believes that initial and random testing of student athletes, as well as testing of the general student population upon an articulation of individualized suspension of drug or alcohol use, is necessary for the protection of student safety and welfare. The Superintendent is to develop regulations consistent with this policy.

Students of this District who are suspected of using, possessing, or selling illicit drugs or alcohol while within the jurisdiction of the District shall be subject to drug or alcohol testing. A determination of suspected use, possession, or selling of drugs or alcohol shall be made by a qualified individual in a position of authority in relation to the student. Student athletes are required to complete an authorization form that allows the District to conduct drug and alcohol screening prior to the commencement of athletic activities and on a random basis thereafter. Should a student decline to complete this form, that student will not be allowed to participate in interscholastic athletics until such time as the student’s parent or guardian signs the authorization.

The District shall develop appropriate disciplinary policies in the event of a positive test. These policies shall be consistent with the District’s disciplinary policies for possession or consumption of illicit substances or alcohol.

(cf. 5131 - Conduct)
(cf. 5131.6 – Alcohol & Other Drugs)
(cf. 5144 - Discipline)
(cf. 5145.12 – Search & Seizure)

The District shall develop, or contract with a third party to develop, procedures for drug and alcohol testing consistent with those procedures authorized by the Alaska Statutes. The District shall also develop procedures that ensure the confidentiality of student test results and shall require all persons having access to those results to abide by these procedures.

All students affected by this policy shall be given notice of the policy and of the testing regulations adopted by the District.

Legal Reference:

Revised 1/2003
2d. Performance Enhancing Drugs

The School Board recognizes that the use of performance enhancing drugs presents a serious health hazard to students. Performance enhancing drugs include anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed or other athletic ability, excluding dietary and nutritional supplements such as vitamins, minerals, and proteins which can be lawfully purchased over-the-counter. The Superintendent or designee shall make every effort to ensure that students do not begin or continue the use of anabolic steroids or other performance enhancing drugs.

(cf. 5040 – Student Nutrition and Physical Activity)

Teachers of science, health, physical education and drug education shall include a lesson on this hazard in instruction programs for grades 7-12.

(cf. 6141 – Curriculum Development and Evaluation)

e. Extracurricular Activities

Participation in athletics and other extra-curricular activities is a privilege. Participants have a responsibility to themselves, their fellow students, their parents and their school to set positive examples of conduct, competition, sportsmanship, and training. Performance enhancing drugs are incompatible with this image and pose a health and safety risk to users and others.

(cf. 6145.2 – Interscholastic competition)
(cf. 6145.21 – Sportsmanship)

Students possessing, using, distributing, or selling anabolic steroids or other performance enhancing drugs will be removed from the extracurricular activity for the remainder of the season/year and may be banned from future participation as determined appropriate by the Superintendent or designee. Students who participate in athletics and other extracurricular activities will be notified of this policy and will be informed of the dangers of performance enhancing drugs.

(cf. 6145 – Extracurricular and Cocurricular Activities)
f. Weapons and Dangerous Instruments

Students shall not bring to, possess, or use deadly weapons, firearms, dangerous instruments, or their replicas in school buildings, on school grounds or district-provided transportation, or at any school-related or school-sponsored activity away from school, unless written permission has been previously obtained from the Superintendent or designee specifically authorizing that possession or use. Students who violate this policy are subject to disciplinary action in accordance with district policy and procedures.

School employees may confiscate weapons or dangerous instruments on school grounds or at school-related or school-sponsored activities in order to maintain discipline and to protect the welfare and safety of students, staff and the public.

The district shall, by regulation, define the terms "deadly weapon," "dangerous instrument," and "firearm."

Note: School districts receiving funding under the "Elementary and Secondary Education Act of 1965 (20 USC 2701, et. seq.) (ESEA), are required by the "Gun-Free Schools Act" (GFSA) to adopt a policy provision mandating a minimum of a one-year expulsion of any student bringing a firearm to school or to any school activity. The legislation enacting the GFSA requires the act to be construed consistently with the Individuals with Disabilities Education Act (IDEA). The United States Department of Education has taken the position that these limits on the expulsion of certain special education students under Part B of IDEA and Section 504 of the Rehabilitation Act (Section 504) can be accommodated through application of the Superintendent's ability to modify expulsion recommendations on a case-by-case basis. Similarly, accommodations can be made for districts that have extra-curricular firearms programs, since the GFSA does not prohibit the presence at school of guns that are to be used solely for sporting, recreational or cultural purposes.

Note: In addition to the one year expulsion required by federal law for a firearm violation, state law, AS 14.03.160, provides further requirements for weapons violations. Possession of a deadly weapon other than a firearm must result in a minimum 30 day suspension, with the option of a one year expulsion or permanent expulsion. However, any expulsion or suspension under the weapons policy may be modified by the Superintendent on a case-by-case basis.
State law also defines requirements for a school district's weapons policy. These include referring to law enforcement those students who violate the policy and the identification of procedures and conditions for early reinstatement. Finally, state law requires each school district to prepare an annual report to the Alaska Department of Education identifying the number of students expelled for weapons violations and the types of weapons involved.

The Board shall expel any student who brings a firearm to school in violation of this policy for a period of not less than one (1) calendar year. The Board shall suspend for at least 30 days, or expel for the school year, or permanently, a student who violates the portion of this policy relating to deadly weapons. The district may consider request for early reinstatement by students suspended or expelled for violations of this policy. The Superintendent shall develop procedures and conditions for early reinstatement.

The Superintendent may, on a case-by-case basis, recommend a modification of these periods of suspension or expulsion. Such modification recommendation shall involve consideration of all relevant factors, including those in aggravation and mitigation of the violation, and whether suspension is appropriate if the student has an individual education plan.

The Superintendent shall be responsible for reporting all violations of this policy to the Board and shall make all required reports to state, local, and federal agencies. The Superintendent shall also be responsible for referring to law enforcement authorities any student who violates this policy.

(cf. 3514 - Safety)
(cf. 4158/4358 - Employee Security)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
Legal Reference:
Individuals with Disabilities Education Act (Pub.L. 94-142)
1973 Rehabilitation Act, Section 504
Elementary and Secondary Educational Act of 1965
Americans with Disabilities Act, 42 U.S.C. Sec. 12183(b)

ALASKA STATUTES
11.61.210 Misconduct involving weapons in the fourth degree
11.81.900 Definitions
14.03.160 Suspension or expulsion of students for possessing weapons

Revised 6/1999

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/95
Weapons and Dangerous Instruments

The superintendent or designee shall permit the possession of weapons, dangerous or deadly instruments, or their replicas at school or at school-related or school-sponsored activities only at the request of a teacher and with the assurance that such possession serves a positive, appropriate purpose. Before granting permission, the superintendent or designee shall verify that proper precautions have been taken to ensure that no accidents will occur and that the weapon or dangerous or deadly instrument will not be misused while under school supervision.

Weapons Reports

A school employee confiscating any weapon or dangerous or deadly instrument shall deliver it to the building principal or other appropriate authority immediately.

If an employee confiscates a weapon or dangerous or deadly instrument or knows or suspects that a student possesses such a weapon or instrument which has not been confiscated, the employee shall report the matter to the principal immediately, and the principal shall take appropriate action.

When informing the principal about the possession or confiscation of a weapon or dangerous or deadly instrument, the employee shall report the name(s) of persons involved, the names of any witnesses, and the location and circumstances of the matter.

The principal shall report any possession of a weapon or dangerous or deadly instrument to the student’s parents by telephone or in person, if practicable, and shall follow this notification with written notification to the parents, and shall report all violations of this policy to the Superintendent.

Disciplinary Action

The principal shall take appropriate disciplinary action in accordance with existing Board policies and regulations and shall report all such actions to the Superintendent.

When the weapon involved is a firearm, as defined in Section 921 of Title 18 of the United States Code, or a deadly weapon as prohibited in AS 14.03.160, the principal shall immediately refer the matter to the Superintendent for appropriate action. In cases of firearms, the Superintendent shall recommend the student’s expulsion from school for a
period of not less than one (1) calendar year. In cases of deadly weapons, the Superintendent shall suspend the student for a period not less than 30 days. A different period of suspension or expulsion may be justified after consideration of the matter on a case-by-case basis. The Superintendent shall consider any special circumstances involved in the violation, including those in aggravation or mitigation. The Superintendent shall also be responsible for referring to law enforcement authorities any student who violates this policy.

If the student involved has an individual education plan, an IEP team meeting will be called to determine whether there is a connection between the behavior and the disability and to determine appropriate discipline or placement of the student, in accordance with applicable law.

A student who has been suspended or expelled for violating this policy may seek early reinstatement by submitting a written request to the Superintendent. The request must identify all the reasons why the student feels that early reinstatement is appropriate. In evaluating the request, the Superintendent should consider the severity of the weapons violation, the student’s discipline record, the amount of the suspension or expulsion the student has served at the time of the request, and any other relevant criteria. As a requirement of early readmission, a student must sign a written contract with the district which identifies conditions of early reinstatement. The contract shall clearly state that any violation of school rules by the student will result in immediate reinstatement of the remaining suspension or expulsion period for the prior weapon violation. Within 10 school days, the Superintendent will have decided to grant or deny the request for early readmission and shall notify the student.

The Superintendent shall provide the Board with a written report of all violations of this policy, including the circumstances of the violation, the type of weapon involved, and the disciplinary or other action taken in response to the violation of policy.

Note: School districts receiving funds from the state made available under the “Elementary and Secondary Education Act of 1965,” (20 USC 2701, et seq.) are required to make the following report to the Alaska Department of Education in any application for such assistance.

Reports to State of Alaska

In addition to the Superintendent’s report to the School Board of violations of the Board’s policies on weapons and dangerous instruments, the Superintendent shall provide a report to the Alaska Department of Education with a description of the circumstances surrounding expulsions imposed under Board policy relating to violations of the Board’s policy.
on weapons and dangerous instruments. This report shall include, at a minimum, the following information:

1. The name of the school concerned,
2. The number of students expelled from such school, and
3. The types of weapons or dangerous instruments concerned.

Definitions

The term “Firearm” shall have the meaning as defined in section 921 of Title 18, United States Code.

The terms “Deadly Weapon,” “Weapon,” and “Dangerous Instruments” are defined as anything designed for and capable of causing death or serious physical injury, including, to the extent they are not already included in the above definition, any pistol, revolver, rifle, shotgun, air gun, spring gun or zip gun, any bomb or other explosive, including fireworks, any poison, any dangerous or deadly gas, any slingshot, bludgeon, nightstick, straight razor or throwing star, brass knuckles or artificial knuckles of any kind, any knife, axe, or club.

The term "parent," shall include legal guardians, foster parents, or other individual(s) who have a similar legal responsibility for the child.

(cf. 3514 - Safety)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Revised 5/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5131.9

g. Academic Honesty

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.

The Board expects 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 Board expects that students will not cheat, lie or plagiarize.

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 suffer the consequences.

(cf. 5144 - Discipline)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

2. Dress and Grooming

The School Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming (staff))
(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline) Legal Reference:

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5133

3. Gifts to School Personnel

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Note: AS 11.56.110 – 11.56.130 prohibit acceptance of anything of value intended to influence the actions of a public servant.

The School Board believes that feelings of appreciation can be expressed in many ways. The Board discourages students and parents/guardians from giving gifts to staff members, and instead encourages them to write personal notes of appreciation. District staff accepting gifts from students or parents/guardians should be sensitive to the feelings of other students and use discretion if gifts are opened in front of others.

Legal Reference:
ALASKA STATUTES
11.56.110 Bribery
11.56.110 Receiving a bribe
11.56.120 Receiving unlawful gratuities
11.56.130 Definition

Revised 9/1997

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5136

4. Gangs

Preserving a beneficial learning environment and assuring the safety and well-being of all students and staff are primary concerns of the Board. Groups which initiate, advocate, or promote activities which threaten the safety or well-being of persons or property at school or at school activities, or which disrupt the educational environment, are determined to be detrimental to the educational program and are prohibited. Such groups are referred to in this policy as “gangs.”

The following activities are prohibited by gang members acting as a group of two or more or acting individually:

1. Wearing, possessing, using, distributing, displaying, or selling any apparel, jewelry, accessory, emblem, badge, symbol, sign or other thing which implies or indicates that a person is a member of, or affiliated with, a gang.

2. Participation in activities such as solicitation, initiation, hazing, intimidation, or activities designed to create group affiliation that can cause bodily danger, physical harm, or emotional harm.
3. Using verbal or nonverbal speech, gestures, or symbolic display to communicate gang presence, membership, affiliation, or control.

4. Engaging in harassing, threatening, or intimidating conduct with the intent to cause fear of violence or harm, or which does cause fear of violence or harm, in another person, or which hinders a student’s participation in the educational program.

   (cf. 5131 - Conduct)
   (cf. 5131.4 - Campus Disturbances)
   (cf. 5131.5 - Vandalism, Theft, and Graffiti)
   (cf. 5144-5144.2 - Discipline)

Groups or individuals that engage in the above prohibited conduct are subject to disciplinary action, up to and including, suspension or expulsion.

The Superintendent or designee may establish procedures as necessary to implement this policy.

GALENA CITY SCHOOL DISTRICT
Adopted: 9/1997

BP 5137

5. Positive School Climate

The School Board desires to provide orderly and caring learning environments in which all students feel comfortable, share the responsibility for maintaining a positive school climate, and take pride in their school and their achievements.

The District shall encourage attitudes and behaviors that promote mutual respect and harmonious relations. The schools shall promote nonviolent conflict resolution techniques and provide students opportunities to voice their concerns about school policies and practices. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns, and other programs in which students may identify and solve problems that affect their school.

The schools shall not tolerate any comments or gestures which are vulgar or obscene or which denigrate others on account of sex, race, color, religion, ancestry, national origin, handicap or disadvantage. Students shall be subject to disciplinary procedures for harassing, intimidating or bullying other students or for using insults, slurs, or fighting words which may disrupt school activities.

   (cf. 5131.4 - Campus Disturbances)
The curriculum and counseling programs shall foster positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias, and show them how to deal with discriminatory behavior in appropriate ways. The Board encourages the use of cooperative learning strategies in the classroom in order to foster positive social interactions among students.

(Cf. 6141.6 - Multicultural Education)

School staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

(Cf. 6142.4 - Community Service)

Legal Reference:
ALASKA STATUTES
14.33.200 Harassment, intimidation and bullying policy

Revised 01/2007

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5138

6. Personal Electronic Devices, including Cellular Phones

The Board recognizes that many students possess and use cell phones and other personal electronic devices. These devices serve an important purpose in facilitating communication between the student and his or her family, as well as serving as tools to access electronic information. In the school setting, personal electronic devices are permitted so long as their use is consistent with this policy and does not interfere with the educational process or with safety and security.

(Cf. 5030 - School Discipline and Safety)

Educational Uses

In certain instances, there is educational value in utilizing personal electronic devices (data entry devices, recorders, etc.) in classrooms when such devices aid in extending, enhancing, and/or reinforcing the students’ learning process related to the instructional objectives of the class. Approval for student use of such
devices will be at the discretion of the classroom teacher, upon approval of the instructional use by the building administrator.

Use of personal electronic devices will be permitted if provided for in a student’s Individualized Education Program (IEP) or Section 504 plan.

(cf. 6159 – Individualized Education Program)

Use of a personal electronic device may be required in individual instances (not provided for in and IEP or 504 plan) to assist a student with the student’s education. Permission must be obtained in writing from a building administrator prior to use of the portable electronic device at any time when such use would otherwise be prohibited by this policy.

Conditions of Use

Students may possess and use personal electronic devices including, but not limited to, cellular telephones, MP3 and similar music players, radios, CD players, tape recorders and players, scanners, portable digital assistants (PDAs), wireless e-mail devices, etc., subject to limitations of this and other policies of the district and under the following conditions.

Personal electronic devices shall not be turned on or used in any way: (1) during instructional time; (2) during other school sponsored and supervised group activities during the school day (for example, student assemblies, awards, or other public ceremonies, etc.); or (3) when their use is otherwise prohibited by school personnel.

(cf. 6116 – Classroom Interruptions)

Instructional time includes the entire period of a scheduled class and other time when students are directed to report to and participate in any instructional activity. The principal may establish, and school personnel may enforce, additional guidelines limiting or prohibiting the possession and use of personal electronic devices as appropriate to campus needs.

High school (grade 9-12) students may use PED’s before and after school and during the student’s lunch period only outside of the dining area. Elementary and middle school students (grade pre-K to 8) may not use PED’s at any time during the period beginning 30 minutes before the instructional day and ending 30 minutes after the instructional day. Elementary and middle school students may not use PED’s during their lunch period. Emergency use of PED’s is allowed.

(cf. 6116 – Classroom Interruptions)

During school and school sponsored activities, students will comply with this policy and with administrative and staff member directives regarding use.
Students are required to turn cell phones and other personal electronic devices over to school personnel when requested. Students who refuse to do so are subject to disciplinary action.

A cellular phone or personal electronic device that has been confiscated by the District and not turned over to law enforcement will be released/returned to the parent/guardian when no longer necessary for investigation or disciplinary proceedings. As appropriate, the cellular phone or personal electronic device may be returned directly to the student.

The District assumes no responsibility for loss or damage to personal property of students, including cell phones and other personal electronic devices, whether in the possession of students or if confiscated by school personnel pursuant to this policy.

**Prohibited Conduct**

Possession of a cellular telephone or other personal electronic device by students is a privilege. This privilege will be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of the device so as to violate the law or any other school or district rule. In addition to those conduct rules set forth elsewhere, the following actions are strictly prohibited and may result in disciplinary action:

1. Accessing and/or viewing an Internet site that is otherwise blocked to students at school.
2. Sending an e-mail, text message or other communication that harasses, intimidates, threatens, bullies, or discriminates against another individual.
3. Using a camera device at school or a school-sponsored event to take, send, download or upload a harassing, threatening, or inappropriate photograph of anyone.
4. Using a camera in a restroom, dressing room, or locker room.
5. Using a camera or other recording device to record or capture the content of tests, assessments, homework, or class work without express prior permission from the instructor.

(cf. 5131 – Conduct)
(cf. 5131.4 – Campus Disturbances)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.42 – Threats of Violence)
(cf. 5131.43 – Harassment, Intimidation and Bullying)
(cf. 5131.9 – Academic Honesty)
(cf. 5137 – Positive School Climate)
(cf. 6161.4 – Internet)
(cf. 6161.5 – Web Sites/Pages)

**Searches**
The contents of a cellular phone, camera, or other personal electronic device may be searched to determine ownership, to identify emergency contacts, or upon reasonable suspicion that a school or district rule or the law has been violated.

(cf. 5145.12 – Search and Seizure)

Revised 6/2015

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 5138

Student Possession & Use of Personal Electronic Devices, Including Cellular Phones

When GCSD employees communicate in writing with current GCSD students, they should do so through district-approved or district-hosted electronic accounts and applications, such as district email. This allows for communications by employees and staff to be reviewed or audited if necessary. Inappropriate communications of any kind with students, regardless of the tool, are strictly prohibited.

When district-approved or district-hosted electronic accounts and applications, such as district email, are not available to either the student or staff member, a district employee may communicate with current GCSD students through text messaging if any of the following criteria are met:

Such communication is necessary because it is or may become a circumstance in which a student’s safety or well-being may be at risk.

Text messaging is the only mode of communication which is able to be used.

A message needs to be conveyed to multiple parties in a short amount of time.

If a text message is sent because it is determined to be an emergency or is significant to the best interest of the district, employee, or student, the text message must include (“cc”) the district employee’s supervisor or the message string shall be preserved for transcription or review (For coaches, their supervisor is their athletic director. For all other staff members, their supervisor is their building principal or designee.).
D. Welfare

1. Health Care and Emergencies

Note: In 2006, the Alaska Legislature passed SB 48, a component of which prohibits school personnel from referring parents to a specific health care provider. AS 14.30.171(a)(4). However, school districts may make available to parents a list of community medical and mental health resources. AS 14.30.176. These requirements are set forth in the policy below. Any referral to community resources must contain certain mandatory information, which is included in AR 5141.

The School Board recognizes the importance of taking appropriate action whenever an accident or illness threatens the safety, health or welfare of a student at school or during school-sponsored activities. The Superintendent or designee shall establish procedures to minimize the effects of an injury by providing first aid and/or medical attention as quickly as possible, to notify parents/guardians of the accident and to take other steps necessary in the interests of the student and the district.

Emergency Contact Information

To facilitate immediate contact with parents/guardians on such occasions, the Board requires parents/guardians to furnish the schools with the current information specified below:

1. Home address and telephone number.
2. Parent/guardian's business address and telephone number.
3. Name, address and telephone number of a relative or friend who is authorized by the parent/guardian to care for the student in cases of emergency when the parent/guardian cannot be reached.
4. Local Health Providers to call in case of emergency.

The Superintendent or designee shall establish procedures to minimize the effects of an injury by providing first aid and/or medical attention as quickly as possible, to notify parents/guardians of the accident and to take whatever other steps are deemed necessary in the interests of the student and the district.

(cf. 5141.21 – Administering Medication)
Referral to Community Resources

Note: Under AS 14.30.177, school boards must adopt a policy that employees who refer parents to individual health care providers may be subject to disciplinary action. In 2006, such referrals became prohibited by law. AS 14.30.171(a)(4).

School personnel, except those possessing a special services type C certificate, should not recommend that a parent or guardian seek services from a specific physician, psychologist, or other health specialist. Violations of this policy may result in disciplinary action. School personnel may provide a community resource list that identifies community medical and mental health resources. The Superintendent is responsible for ensuring that any list of community providers complies with legal requirements.

Legal Reference:
ALASKA STATUTES
09.65.090 Civil liability for emergency aid
14.30.141 Self-administration and documentation of medication
14.30.171 Prohibited actions
14.30.176 List of community resources

Revised 01/2007

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

Health Care and Emergencies

Parents should only be referred to medical or mental health providers through the use of a community referral list. For any individual provider identified on the community referral, the list must contain the name, specialty, and credentials of the individual. All lists of community resources must include the following language:

This list is provided as a resource to you. The school neither recommends nor requires that you use this list or any of the services provided by individuals or entities on the list. It is for you to decide what services, if any, to use and from whom you wish to obtain them.

The Principal/Site Administrator is responsible for ensuring that referrals are made in compliance with the above requirements and BP 5141.

Added 01/2007
a. Illness

1a. Administering Medication

Note: In 2005, AS 14.30.141 was passed requiring districts to permit the self-administration of medication by students for asthma or anaphylaxis. Self-administration may only be permitted upon a school’s annual receipt of written certification by the student’s parent/guardian and the student’s health care provider. The statute also requires parents to release the school district from liability from any injury that may result from the storage and self-administration of asthma and anaphylaxis medication. Finally, the statute provides that students who use the medication in a manner other than prescribed are subject to disciplinary action.

The School Board recognizes that students sometimes may need to take prescribed medication during the school day in order to be able to attend school without jeopardizing their health. In such cases, when the District has received written statements from the student's physician and parent/guardian as required by law, designated personnel shall assist the student in taking the medication.

The Board recognizes that some students have allergies of such severity that they may require an emergency anaphylactic injection during the course of the school day. Parents/guardians who are aware of this foreseeable need may ask the district to store and provide such injections.

School staff who may be required to administer anaphylactic injections shall receive appropriate training and from qualified medical personnel. They will be authorized to administer the injections within the legal provisions of law.

(cf. 5141 - Health Care and Emergencies)

Self-Administration of Medication for Asthma or Annaphylaxis
A student may be permitted to carry medication that has been prescribed or ordered by a physician to stay on or with the student due to a pressing medical need. Students who have received instruction in the self-administration of asthma or anaphylaxis medication shall be permitted to carry and self-administer the medication upon written authorization of the parent/guardian and health care provider, consistent with law and procedures developed by the Superintendent. Written authorization must be submitted annually.

By law, neither the District nor its schools are liable for injuries that may result from the storage or self-administration of medication. No student will be permitted to carry or self-administer a prescribed medication without a release of liability for the school, its employees, and agents. The release of liability shall include an agreement to indemnify and hold harmless the school and its employees or agents from claims arising out of the storage or self-administration of medication.

A student who uses the medication in a manner other than prescribed is subject to disciplinary action.

Legal Reference:
ALASKA STATUTES
09.65.90 Civil liability for emergency aid
14.30.141 Self-administration and documentation of medication

Revised 2/2006

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 5141.21

Administering Medication
Before a designated employee administers any prescription or over-the-counter medication to any student during school hours, the district shall have received:

1. A written statement from the student's physician or pharmacy label detailing the prescribed method, amount and time schedules by which the medication is to be taken, and
2. A written statement from the student's parent/guardian requesting the district to assist the student in taking the medication as prescribed by the physician.

Medication shall be in a properly labeled pharmacy bottle containing the name and telephone number of the pharmacy, the student's identification, name of the physician, and dosage of the medication to be given. The designated employee shall be responsible for the medication at school and shall administer it in accordance with the physician’s indicated dosage schedule.

*Note: The following optional paragraph may be used to prevent the possibility of a student switching the medication with a controlled substance.*

All medications must be delivered to the school by the parent/guardian or his/her adult representative.

The designated employee shall maintain a list of students needing medication during school hours, including the type of medication, times, and dosage. This list will be kept in the principal's and/or school nurse's office and shall be reviewed and updated periodically.

The designated employee shall maintain a log recording the student's name and the time and date when medications were given.

All medication shall be kept in a locked drawer or cabinet.

**Anaphylactic Injections**

1. Parents/guardians of students who may require emergency anaphylactic injections shall provide explicit written permission for authorized staff to administer such injections.

2. Each year, school employees designated by the principal shall receive training in administering anaphylactic injections. Qualified medical personnel shall provide this training.

3. The principal or designee shall schedule in-service meetings to:

   a. familiarize authorized staff with the prescribed medications and their location.
b. ensure that authorized staff are competent to administer anaphylactic injections.
c. train all school personnel to recognize the symptoms of anaphylactic reactions.

Physicians and parents/guardians of students who may require anaphylactic injections may be invited to attend these meetings.

4. The principal or designee shall prepare a list naming the students who may need emergency anaphylactic injections. This list shall be posted in the school health office, given to all concerned staff, and updated annually.

5. All medication for injections shall be labeled with the student's name, medicine name, and expiration date. It shall be stored in a locked cabinet with easy access by authorized staff.

6. The principal or designee shall post in the school health office a list of symptoms usually associated with anaphylactic reactions and a clear, specific procedure for administering injections in case of emergency. If authorized staff are not available at the time of an emergency, this written procedure will be followed by anyone who must administer the injection in order to save a life.

**Self-Administration of Anaphylactic Injections (EpiPen) and Asthma Inhalers**

1. Students will be permitted to carry and self-administer asthma and anaphylaxis medication if the parents/guardians provide the school with the following:

   a. written authorization from a parent or legal guardian for the self-administration of the medication.
   b. written certification from a student’s health care provider that the student: (1) has asthma or a condition that may lead to anaphylaxis; and (2) has received instruction in the proper method of self-administration of the medication; and (3) has demonstrated to the health care provider the skill level necessary to use the medication and any device that is necessary to administer the medication as prescribed.
   c. an Asthma and/or Allergy/Anaphylaxis Action Plan (written treatment plan) signed by the student’s health care provider.
   d. a release of liability for the school and its employees or agents for injury arising from self-administration.
e. an agreement to indemnify and hold harmless the school and its employees for claims arising from self-administration.

2. All of the information identified in number 1 above must be updated annually.

3. Schools shall provide a written notice to the student’s parents or guardians of the school’s absence of liability related to the self-administration of medication according to the law.

4. The principal or designee shall prepare a list of students authorized to carry and self-administer medication. The list shall be posted in the school health office, given to all concerned staff, and updated annually.

5. All inhalers and injection kits shall be clearly labeled with the student’s name, medicine name, and expiration date.

6. The student shall report each use of the asthma inhaler or anaphylactic injection to [his or her teacher/principal/school health office] so that a record of administration may be kept.

7. Students are not permitted to misuse an inhaler or EpiPen in any way, including sharing the medication with another student, or sticking or spraying it at anyone. Doing so will result in disciplinary action, up to and including, suspension or expulsion. Disciplinary action will not limit the student’s immediate access to the prescribed medication.

Revised 2/2006

AASB POLICY REFERENCE MANUAL
9/1992

E-5141.21

ALLERGY/ANAPHYLAXIS ACTION PLAN

<table>
<thead>
<tr>
<th>School Name</th>
<th>D.O.B.</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>School nurse</td>
<td>Phone number</td>
<td></td>
</tr>
</tbody>
</table>
Health care provider | Preferred Hospital
--- | ---

<table>
<thead>
<tr>
<th>History of Asthma</th>
<th>No</th>
<th>Yes</th>
<th>Higher risk for severe reaction</th>
</tr>
</thead>
</table>

**ALLERGY:** (check appropriate)
To be completed by Health Care Provider
Foods (list): Medications (list):

Latex:  Circle:  Type 1 (anaphylaxis)  Type IV (contact dermatitis) Stinging Insects (list):

**RECOGNITION AND TREATMENT**

<table>
<thead>
<tr>
<th>Chart to be completed by Health Care Provider ONLY</th>
<th>Give CHECKED Medication</th>
</tr>
</thead>
</table>

*If food ingested or contact w/ allergen occurs:*
<table>
<thead>
<tr>
<th>No symptoms noted</th>
<th>Observe for other symptoms</th>
</tr>
</thead>
</table>

Mouth  | Itching, tingling, or swelling of lips, tongue, mouth |
Skin  | Hives, itchy rash, swelling of the face or extremities |
Gut+  | Nausea, abdominal cramps, vomiting, diarrhea |
Throat+  | Tightening of throat, hoarseness, hacking cough |
Lung+  | Shortness of breath, repetitive coughing, wheezing |
Heart+  | Thready pulse, low BP, fainting, pale, blueness |
Neuro+  | Disorientation, dizziness, loss of conscience |

If reaction is progressive (several of the above areas affected), GIVE:

(i) The severity of symptoms can quickly change. +Potentially life-threatening

### (a) **DOSAGE**

| Epinephrine: Inject into outer thigh | EpiPen 0.3 mg OR | EpiPen Jr. 0.15 mg (see reverse for instructions) |

**Antihistamine:** Benadryl _________ mg To be given by mouth only if able to swallow.

**Other:**

This child has received instruction in the proper use of the EpiPen. It is my professional opinion that this student **SHOULD** be allowed to carry and use the EpiPen independently. The child knows when to request antihistamine and has been advised to inform a responsible adult if the EpiPen is self-administered.
□

It is my professional opinion that this student SHOULD NOT carry the EpiPen.

□

Health Care Provider Signature__________________________________________

Phone: _____________________________________ Date ________________________

(b) EMERGENCY CALLS
1. Call medical emergency # in your area. State that an allergic reaction has been treated, and additional epinephrine may be needed.
2. Call parents/guardian to notify of reaction, treatment and student’s health status.
3. Treat for shock. Prepare to do CPR.
4. Accompany student to ER if no parent/guardians are available.

PREVENTION: Avoidance of allergen is crucial to prevent anaphylaxis. Critical components to prevent life threatening reactions: √ Indicates activity completed by school staff

| Encourage the use of Medic-alert bracelets |
| Notify nurse, teacher(s), front office and kitchen staff of known allergies |
| Use non-latex gloves and eliminate powdered latex gloves in schools |
| Ask parents to provide non-latex personal supplies for latex allergic students |
| Post “Latex reduced environment” sign at entrance of building |
| Encourage a no-peanut zone in the school cafeteria |
| Other: |

Side 2: To Be Completed by Parent/Guardian, Student and School

<table>
<thead>
<tr>
<th>Allergy/Anaphylaxis Action Plan</th>
<th>Student Name</th>
<th>D.O.B.</th>
</tr>
</thead>
</table>

Parent/Guardian AUTHORIZATIONS

□ I want this allergy plan implemented for my child; I want my child to carry the EpiPen and I agree to release the school district and school personnel from all claims of liability if my child suffers any adverse reactions from self-administration of EpiPen.

□ I want this plan implemented for my child and I do not want my child to self-administer EpiPen. It is recommended that backup medication be stored with the school/ school nurse in case a student forgets or loses EpiPen and/or antihistamine. The school district is not responsible or liable if backup medication is not provided to the school/ school nurse and student is without medication when medication is needed.
Your signature gives permission for the nurse to contact and receive additional information from your health care provider regarding the allergic condition(s) and the prescribed medication.

<table>
<thead>
<tr>
<th>Parent/Guardian Signature:</th>
<th>Phone:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Student Agreement:**

- [ ] I have been trained in the use of my EpiPen and allergy medication and understand the signs and symptoms for which they are given.
- [ ] I agree to carry my EpiPen with me at all times.
- [ ] I will notify a responsible adult (teacher, nurse, coach, noon duty, etc.) **IMMEDIATELY** when auto-injector EpiPen (epinephrine) is used.
- [ ] I will not share my medication with other students or leave my EpiPen unattended.
- [ ] I will not use my allergy medications for any other use than what it is prescribed for.

<table>
<thead>
<tr>
<th>Student signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Backup medication is stored at school

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Approved by Nurse/Principal

<table>
<thead>
<tr>
<th>Signature:</th>
<th>Date</th>
</tr>
</thead>
</table>

**Directions for EpiPen Use**

1. Pull off gray activation cap.
2. Hold Back tip to outer thigh (apply to thigh **ONLY**).
3. Press hard into outer thigh until auto-injector mechanism functions. Hold in place for 10 seconds.
4. Massage the injection site for 10 seconds.
5. Once the Epipen® is used, call EMS. Take the used EpiPen to the emergency room with you.

(c) **STAFF MEMBERS TRAINED**

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>LOCATION/ROOM #</th>
<th>TRAINED BY</th>
</tr>
</thead>
</table>

373
(i) **EMERGENCY CONTACTS**

<table>
<thead>
<tr>
<th>NAME</th>
<th>HOME #</th>
<th>WORK #</th>
<th>CELL #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Asthma Action Card / ID Card

<table>
<thead>
<tr>
<th>Name</th>
<th>D.O.B.</th>
<th>Teacher</th>
<th>Student photo</th>
</tr>
</thead>
<tbody>
<tr>
<td>School nurse</td>
<td>Phone Number</td>
<td>Health Care Provider Treating Student for Asthma</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Preferred Hospital</td>
<td></td>
<td>My Personal Best Peak Flow Reading (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

**Green Zone: All Clear**

<table>
<thead>
<tr>
<th>Name</th>
<th>D.O.B.</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Nurse:</td>
<td>Phone Number</td>
<td></td>
</tr>
<tr>
<td>Health Care Provider Treating Student for Asthma</td>
<td>Phone Number:</td>
<td></td>
</tr>
<tr>
<td>Preferred Hospital</td>
<td>My Personal Best Peak Flow Reading (If Applicable)</td>
<td></td>
</tr>
</tbody>
</table>

[ ] Breathing is easy. No asthma symptoms with activity or rest
Pre-medicate if needed 10 to 20 minutes before sports, exercise or other strenuous activity.
Pre-exercise medications listed in #1 below.

Yellow Zone: Caution
☐ Cough or wheeze. Chest is tight. Short of breath.
☐ Peak Flow Range: ________ to ________ (50 to 80% of personal best) If applicable.
☐ Medicate with quick reliever. Give medications as listed below.
☐ May re-check peak flow in 15 to 20 minutes.
☐ Student should respond to treatment in 15-20 minutes and return to green zone, if not contact parent.

(d) Red Zone: Emergency Plan
☐ Call EMS if student has any of the following:
☐ Coughs constantly
☐ No improvement 15-20 minutes after initial treatment with medication
☐ Hard time breathing with some or all of these symptoms of respiratory distress:
☐ Chest and neck pulled in with breathing
☐ Stooped body posture
☐ Struggling or gasping
☐ Trouble with walking or talking due to shortness of breath
☐ Lips or fingernails are grey or blue
☐ Peak Flow Range: ________ to ________ (50% of personal best) If applicable.

☐ Medicate with quick reliever. Give medications as listed below.
☐ Re-check peak flow in 15 to 20 minutes.
☐ Student should respond to treatment in 15-20 minutes.
☐ Contact parent/guardian.

Emergency Asthma Medications – to be completed by Health Care Provider

Name
Amount

1. __________________________________________________________

2. __________________________________________________________

Health Care Provider AUTHORIZATION:
☐ This Child has received instruction in the proper use of his/her asthma medications.
☐ It is my professional opinion that this student should/should not (circle one) be allowed to carry, store and use his/her asthma medications by him/herself.

(e) Health Care Provider Signature:
**Side 2: To Be Completed by Parent/Guardian and Student**

<table>
<thead>
<tr>
<th>STUDENT ASTHMA ACTION CARD</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>D.O.B.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAILY ASTHMA MANAGEMENT PLAN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the things which start an asthma episode (If known, check each that applies to the student. These should be excluded in the student’s environment as much as possible.)</td>
<td></td>
</tr>
<tr>
<td>Exercise</td>
<td>Chalk dust/dust</td>
</tr>
<tr>
<td>Strong odors or fumes</td>
<td>Carpets in the room</td>
</tr>
<tr>
<td>Respiratory infections</td>
<td>Animals</td>
</tr>
<tr>
<td>Change in temperature</td>
<td>Pollens</td>
</tr>
<tr>
<td></td>
<td>(Spring/Summer/Fall)</td>
</tr>
</tbody>
</table>

List all asthma medications taken each day
Name – Amount – When to Use

Comments / Special Instructions

<table>
<thead>
<tr>
<th>AUTHORIZATIONS Parent/Guardian:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I want this plan to be implemented for my child in school.</td>
<td></td>
</tr>
<tr>
<td>I authorized my child to carry and self-administer asthma medications and I agree to release the school district and school personnel from all claims of liability if my child suffers any adverse reactions from self-administration and/or storage of asthma medications.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

It is recommended that backup medication be stored with the school/ school nurse in case a student forgets or loses inhaler or inhaler is empty. The school district is not responsible or liable if backup medication is not provided to the school/ school nurse and student is without working medication when medication is needed.

Your signature gives permission for the nurse to contact and receive additional information from your health care provider regarding the asthma condition and the prescribed medication.

<table>
<thead>
<tr>
<th>Parent/Guardian Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Agreement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the signs and symptoms of asthma and when I need to use my asthma medication.</td>
<td></td>
</tr>
</tbody>
</table>
I agree to carry my medication with me at all times.
☐ I will not share my or use my asthma medications for any other use than what it is prescribed for.

☐ Student signature [ ] Date

☐ Approved by School Nurse/School Principal ☐ Back-up medication is stored at:

☐ Yes ☐ No

☐ School Nurse/Principal Signature [ ] Date

BP 5141.22

2a. Infectious Diseases

The School Board recognizes its dual responsibility to protect the health of students from risks posed by infectious diseases and to uphold the rights of students to a free and appropriate education. The District requires all staff to routinely observe universal precautions to prevent exposure to bloodborne pathogens and prevent the spread of all infectious disease.

(cf. 4119.43 - Universal Precautions)
(cf. 4119.42 - Exposure Control Plan for Bloodborne Pathogens) (cf. 5141.23 - Infectious Disease Prevention)

The admission of a student with an infectious disease identified by state health officials shall be determined by the Superintendent or designee according to standard health procedures. The Superintendent or designee shall consult with the student's parent/guardian and, as required, with the student's physician and/or the local health department.

(cf. 5112.2 - Exclusions from Attendance) (cf. 5141.3 - Health Examinations)

Students with Bloodborne Pathogen Infections

Note: Under 4 AAC 06.060, a student diagnosed with AIDS or HIV does not have a condition that 'will cause the attendance of the child to be inimical to the welfare of other pupils,' as required for the suspension or removal of a student due to a medical condition under
AS 14.30.045. A student’s removal because of AIDS or HIV is only allowed if the student has uncoverable oozing lesions or other symptoms, or displays behavior, such as biting, which in the opinion of a team, substantially increases the risk of transmission to other pupils. That team must be made up of the student’s physician, public health personnel, the parent or guardian, and school personnel associated with the child’s placement.

Students with bloodborne pathogens are entitled to the rights and services accorded to other students. The sole presence of bloodborne pathogens is not sufficient reason to exclude students from attending school. Parents/guardians of students whose educational performance is adversely affected by an infectious disease are encouraged to inform the Superintendent or designee so that any such child will have access to appropriate district programs and services. The Superintendent or designee shall convene a review panel to make recommendations regarding appropriate programs and services for the student.

The Superintendent or designee shall ensure that all of the student's rights to confidentiality are strictly observed in accordance with law.

The Superintendent or designee shall request that parents/guardians sign a release form to provide confidential medical information and records to the review panel.

Legal Reference:
ALASKA STATUTES
14.30.045  Grounds for suspension or denial of admission

ALASKA ADMINISTRATIVE CODE
4 AAC 06.060  Suspension or denial of admission
4 AAC 06.150 Confidentiality of AIDS information

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
20 United States Code, 1232g
NONDISCRIMINATION UNDER REHABILITATION ACT OF 1973
20 United States Code, 794

Revised 12/2004

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
Infectious Diseases

The Superintendent or designee shall consult with local health officials regarding the criteria for determining the admission or exclusion of a child with a suspected or diagnosed infectious disease. If necessary, the Superintendent or designee shall obtain a written statement from the student's physician that the child does not pose a risk of infection to other students and district personnel.

Confidentiality

The Superintendent or designee shall ensure that student confidentiality rights are strictly observed in accordance with law. No District employee shall release medical information, including knowledge of a bloodborne pathogen infection, without written consent from the parent/guardian. Such information may be shared only with those persons specifically named in the written permission.

Note: The American Academy of Pediatrics does not recommend requiring disclosure of a student’s HIV status as no cases of HIV transmission have been reported in the school setting. According to the Academy, knowledge of a student’s HIV status is unnecessary for school entry and disclosure should not be required. The decision to disclose HIV infection status should be made in the best interests of the child and is the responsibility of the parents, who may want to include the child’s pediatrician in the decision-making. When a decision is made to notify the school that a child is HIV-positive, the number of persons aware of the child’s infection can be limited so that the information is disclosed only to those who need such knowledge to care for the child. This recommendation does not imply that the classroom teacher must be notified. See American Academy of Pediatrics, Committee on Pediatric AIDS and Committee on Infectious Disease, Issues Related to HIV Transmission in Schools, Child Care, Medical Settings, the Home, and Community.

Students with Infections or Special Susceptibility to Infection

1. Before a review panel is convened to develop recommendations for the appropriate placement of students with infections or special susceptibility to infection, the Superintendent or designee shall obtain a written statement from the child's parent/guardian authorizing the Superintendent or designee and the health officer to obtain confidential information from the student's physician and any other source of pertinent medical, psychological or educational information.
2. A review panel shall be convened, composed of:

a. The student's parent/guardian.
b. The student's physician.
c. The district's appointed medical consultant or public health official.
d. The Superintendent or designee.
e. Other appropriate school personnel.

Note: To maintain the strictest standards of confidentiality, districts should include on the review panel only those persons who have a need to know about the student's medical condition. Only the Superintendent, parent/guardian and student's physician have an ongoing need to know the student's identity. The Superintendent's designee, the district's appointed medical consultant, public health official and other appropriate school personnel do not always need to know the infected person's name. They may study the facts of the case and reach a decision without knowing the student's identity.

3. Upon collecting the required authorizations and statements, the review panel shall evaluate placement options for the child. The panel shall consider:

a. The age, physical condition, neurological development and behavior of the infected student.
b. The expected type of interaction with others in the school environment.
c. Risks to the student.

4. The review panel shall provide the Superintendent or designee with recommendations regarding the student's placement in regular classes or in an alternative educational program. The panel is encouraged to recommend alternative programs:

a. When a question exists as to whether transfer of infection may occur due to:
   (1) Uncoverable oozing lesions.
   (2) Inability to safely control bodily secretions.
   (3) Behavior.

b. When the student is at high risk of acquiring a secondary infection.
c. When the student has a significant health problem that permanently restricts his/her ability to attend class.

5. The review panel shall also develop a written plan recommending procedures for personal care and for modification, if necessary, of the student's academic program. The panel shall
review this plan regularly to determine any need for changes in placement, care or services.

6. The identity of a student with infection and/or special susceptibility to infection shall be held in confidence. Review panel members shall not share this confidence with anyone outside the panel except in accordance with law.

7. When infections such as chicken pox, cytomegalovirus, herpes simplex, tuberculosis or measles occur at school, the Superintendent or designee shall so inform the student's parent/guardian and physician, so that the physician who is aware of the student's immune status may assess the student's risks from exposure to these infections.

Revised 12/04

3a. Infectious Disease Prevention

The School Board recognizes its responsibility to consistently take precautions to prevent the spread of infectious diseases. A comprehensive approach to disease prevention requires the cooperation of the home and the community.

All students and employees shall be informed of the universal precautions to be used whenever anyone is exposed to blood or other body fluids through injury or accident. Science laboratory instruction shall be designed to protect students from contact with body fluids and with contaminated needles, sharps and other objects.

(cf. 4119.41 - Infectious Diseases)
(cf. 4119.42 - Exposure Control Plan for Bloodborne Pathogens) (cf. 4119.43 - Universal Precautions)
(cf. 5141.31 - Immunizations) (cf. 6142.2 - AIDS Instruction)

Revised 9/1998
Infectious Disease Prevention

Science Laboratory Instruction

Before a class works with blood or blood products, the teacher must explain the potentially hazardous nature of blood, emphasizing the fact that through blood, various agents can be transmitted from one person to another. Before and after doing laboratory work, students must always wash hands with soap and water, dry hands, and cover any existing cut, wound, or open sore with a sterile dressing. The following techniques also must be used when students are working with human blood:

1. Specific procedures and safety precautions shall be explained carefully before starting each laboratory exercise.
2. Wherever possible, blood typing experiments shall be conducted by teacher demonstrations rather than being performed by individual students.
3. Students always shall work with their own blood, or shall use prepackaged ABO/Rh blood cell kits that have vials of blood previously tested for transmissible agents.
4. Students shall use individual sterile lancets for finger punctures, and lancets must not be reused.
5. Before the finger is punctured, it shall be wiped with alcohol or other approved disinfectant.
6. If bleeding persists after the finger is punctured, the student shall apply a sterile bandage using moderate pressure.
7. Lancets and any other materials with blood on them must be discarded into sharps containers that will be incinerated by the hospital.
8. At the end of the class, laboratory desks shall be wiped with one to ten dilution of bleach or other approved disinfectant.

Techniques similar to the above shall be used when working with any other body fluids.

Revised 12/04
Precautions for Infectious Disease Prevention

_E 5141.23_

_Note: The following precautions should be established to prevent potential exposures to infectious diseases, whether or not casually transmitted._

Hand washing is the single most important technique for preventing the spread of casually transmitted diseases. Hands should be washed thoroughly for 15 to 30 seconds with soap and warm running water, rinsed under running water, and thoroughly dried with paper towels:

1. Before eating, drinking or feeding.
2. Before handling food, clean utensils or kitchen equipment.
3. Before and after using the toilet or diapering.
4. After accidental contact with body secretions such as blood, urine, feces, mucus, saliva or drainage from wounds, or with soiled garments, equipment, diapers or menstrual pads.

Nonsterile disposable gloves should be worn when handling blood (such as providing care for nosebleeds, bleeding gums, cuts or wounds); blood-soiled items (such as menstrual pads, bandages or clothing); secretions (particularly from open sores or wounds); vomit, urine or feces; as well as surfaces, materials, and objects exposed to them.

Gowns or smocks should be worn if soiling of clothing by body fluids, secretions or excretions is anticipated. Hands should be washed thoroughly after removing gowns or gloves.

Personnel and students with open skin lesions (such as chapped or broken skin, eczema, sores, cuts or wounds) should particularly avoid contact with blood, blood-soiled items, or secretions, and should cover their lesions with occlusive dressings or gloves when possible.
Extraordinary care should be taken to prevent accidental wounds from potentially contaminated sharp instruments such as needles, scissors, or knives.

Food and drinks should not be shared. Separate eating utensils, glasses and cups should be used.

Sanitary conditions should be maintained throughout the facility, with established routines for frequently cleaning floors, sinks, faucets, table tops, door knobs, etc.

Surfaces contaminated with body secretions should be washed with soap and water and disinfected promptly with a freshly prepared solution of bleach (ten parts water to one part bleach) or of the approved disinfectant. Disposable towels should be used whenever possible, and mops should be rinsed in the bleach solution.

Articles and clothing soiled with blood, vomit, feces, urine or other body discharges should be placed in leakproof plastic bags for proper disposal or washing.

Revised 12/2004

b. Health Examinations

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

The School Board recognizes the importance of periodic health examinations. To determine the health status of students, facilitate the removal of handicaps to learning, and determine whether special adaptations of the school program may be necessary, the School Board may offer physical examinations to students, including tests for vision and
hearing.

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

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

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

(cf. 5112.2 - Exclusions from Attendance)
(cf. 5141.22 - Infectious Diseases)

Legal Reference:
ALASKA STATUTES
14.30.065 Supervision
14.30.070 Physical examination required
14.30.127 Vision and hearing screening examinations

ALASKA ADMINISTRATIVE CODE
4 AAC 06.055 Immunizations required

UNITED STATES CODE

Revised 3/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5141.31

1b. Immunizations

Note: Effective July 1, 2009, school children must be immunized against varicella.

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

Any student who does not show evidence of required immunization or who does not present a letter or affidavit from the parent/guardian or physician, physician’s assistant, or advanced nurse practitioner stating reasons for exemption based on medical reasons or personal beliefs, shall be excluded from school until such time as the immunization is obtained or affidavit of exemption has been filed with the school.

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

Provisional Admission

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

(cf. 5112.2 - Exclusion)

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

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

Legal Reference:
ALASKA STATUTES
14.30.065 Supervision
14.30.125 Immunization

ALASKA ADMINISTRATIVE CODE
4 AAC 06.055 Immunizations required

Revised 1/2009
Note: AS 14.08.111 and AS 14.14.090 require districts to provide mandatory reporters with training in the recognition and reporting of child abuse and neglect. Pursuant to AS 47.17.020, teachers, school administrators, and paid athletic coaches are mandated to report child abuse and neglect. New employees required to report are to be trained on this obligation within 45 days after the first day of employment. AS 47.17.022. A school district providing training shall provide notice of the training to public and private schools in the district and invite volunteers who are required to report to participate in the training at no cost to the volunteer. Effective June 30, 2017, volunteers who interact with children in public or private school for more than four hours a week are also mandatory reporters of child abuse. AS 18.66.310 requires school districts to offer continuing education at least once every two years on domestic violence for mandatory reporter employees.

Abuse and neglect affects the well-being of students. Teachers, school administrators, paid athletic coaches and volunteers who interact with children in a school for more than four hours a week shall be trained on the recognition and reporting of child abuse and neglect in accordance with state law. An athletic coach who is an unpaid volunteer is not required to report child abuse or neglect unless the coach volunteers for more than 4 hours a week for 4 consecutive weeks, or for 20 hours a week in a one month period, has received training, and signed a form acknowledging the obligation to report. District employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

(cf. 4131 – Staff Development)

The district shall provide notice of child abuse and neglect mandatory reporter training to all public and private schools in the district. All mandatory reporters, including qualifying volunteers, are invited to participate in the training at no cost.

In addition to the required training provided above, the Superintendent or designee may invite classified personnel who have regular contact with students to participate in child abuse and neglect training. Classified personnel should immediately report instances of suspected child abuse or neglect to the site administrator.

Note: Pursuant to AS 47.17.068, failing to report child abuse or neglect mandated by law is a misdemeanor if the person knew or should have known that circumstances gave rise to the need for a report.

Legal Reference:
ALASKA STATUTES
14.08.111 Duties (Regional school boards)
14.14.090 Additional duties
18.66.310 Continuing education for public employees, court system employees, and for prosecuting authorities
47.17.010-47.17.070 Child protection
AR 5141.4

Child Abuse and Neglect

Note: The following sample regulation may be revised as needed to reflect district circumstances.

Duty to Report

Teachers, school administrators, and paid athletic coaches and volunteers who work with children at school more than 4 hours a week who have reasonable cause to suspect child abuse or neglect have a legal duty to report to the nearest office of the Department of Health and Social Services immediately. The reporting duties are individual and cannot be delegated to someone else.

Reporting Procedures

Note: AASB recommends that your administrative regulation include the name, address and phone number of the specific child protective agencies and law enforcement to whom reports must be made.

1. Any employee or volunteer may report known or suspected child abuse or neglect, by telephone to the nearest office of the Department of Health and Social Services. This phoned report must be followed by a faxed or electronically submitted written report of harm.

2. If contact cannot reasonably be made with child protective services and immediate action is needed to protect the child, the employee or volunteer shall make the report to a peace officer.

3. In addition to reporting to child protective services, employees or volunteers may report harm from known or suspected child abuse or neglect to local law enforcement if the harm is believed to have been caused by a person not responsible for the child's welfare or if the employee or volunteer is unable to determine who caused the harm or whether the person believed to have caused the harm has responsibility for the child's welfare.
4. School employees and volunteers are required to cooperate and collaborate with child welfare agencies and law enforcement to provide the pertinent information needed to protect the health and safety of children.

5. School district employees and volunteers should not contact suspects, nor should the victim be interviewed beyond the initial information disclosed.

**Legal Responsibility and Liability**

1. Mandatory reporters are not civilly or criminally liable for filing in good faith, a required or authorized report of known or suspected child abuse or neglect, or for participating in related investigative or judicial proceedings.

2. A mandatory reporter who fails or refuses to report an instance of child abuse or neglect and knew or should have known that the circumstances gave rise to the need for a report, is guilty of a misdemeanor.

3. When two or more mandatory reporters have reasonable cause to suspect child abuse or neglect, and when there is agreement among them, the report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

4. The duty to report child abuse and neglect is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making a good faith report shall be subject to any sanction.

   *(cf. 5145.11 - Questioning and Apprehension)*

**Confidentiality**

All school district employees are required to protect students’ rights to privacy and confidentiality. As such, all information and reports regarding child abuse or neglect shall be treated as confidential and shall be maintained in a safe place. No employee shall make available, or allow access to the written information to other students, staff or members of the public, except as required by school rule, Board Policy or law.

The principal/site administrator shall maintain the confidentiality of all reports of child abuse and neglect received, other than making the reports available to the appropriate agencies to which the reports were initially
made. The principal/site administrator shall make provisions to protect and to maintain as confidential, the identity of the employee, employees or volunteers making the report.

Revised 3/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5141.41

Sexual Abuse, Sexual Assault And Dating Violence Awareness And Prevention

Note: Effective June 30, 2017, school districts must establish a training program for students and provide parent notices relating to sexual abuse and sexual assault awareness and prevention for students in kindergarten through grade 12. AS 14.30.355. By the same date, school districts shall establish a training program for students and provide parent notices relating to dating violence and abuse in grades seven through 12. AS 14.30.356.

Every child has the right to live free of physical and emotional abuse, including neglect, sexual assault and dating violence. The School Board recognizes that such abuse has severe consequences for the child, sometimes resulting in the child's own violent behavior or in substance abuse. The district shall provide a comprehensive program of health and safety that educates students regarding the recognition and avoidance of sexual abuse and dating violence and includes parents in prevention and intervention services.

A. Sexual Abuse and Sexual Assault Awareness and Prevention

1. The district will provide age-appropriate information to students in grades kindergarten through twelve to teach students the difference between appropriate and inappropriate conduct in situations where sexual abuse could occur, and to identify actions students may take to prevent and report sexual abuse or sexual assault.  
2. Students will be informed of referral and resource information, including the availability of student counseling and educational support.  
3. The Superintendent will implement various methods for increasing teacher, student, and parent awareness of issues regarding sexual abuse of children.

B. Dating Violence and Abuse Awareness and Prevention
1. The district will provide age-appropriate information to students in grades seven through twelve to teach students the characteristics of healthy and respectful relationships, the warning signs of dating violence and abusive behavior, and measures to prevent, report, and stop violence and abuse.

2. Students will be educated about youth violence prevention that reinforces nonviolent solutions to problems so as to recognize and avoid the threat or use of physical, sexual, verbal, emotional, or psychological abuse to control the person’s dating partner.

3. Students will be informed of community and district resources available to victims of dating violence and abuse.

C. Voluntary Participation

A student may be excused from participation in the district’s awareness and prevention programs described above upon written request of a parent or guardian, or of the student if 18 years or older, or legally emancipated.

D. Child Abuse and Neglect

The Superintendent or designee shall provide coordinated training for teachers who will use the child abuse prevention curriculum, including instruction in the physical and behavioral indicators of abuse, crisis counseling techniques, community resources, rights and responsibilities to report abuse or neglect, and care for a child's needs after a report is made.

(cf. 5141.4 - Child Abuse and Neglect)  
(cf. 4131 - Staff Development)

Note: Educators may be invited to serve on a multidisciplinary child protection team, if determined appropriate by a consensus of the team. AS 47.14.300

(cf. 1020 - Youth Services)  
(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:
ALASKA STATUTES
14.30.355 Sexual abuse and sexual assault awareness and prevention
14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices.
14.30.360 Curriculum (Health and Safety Education)
47.14.300 Multidisciplinary child protection teams

Revised 5/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

391
d. Mental Health

1d. At-Risk Youth

The School Board believes that, in order to benefit from a learning environment, students must be as free as possible from the dilemma imposed by personal and societal problems. Danger signs for the various at-risk categories must be taken seriously. District personnel must be concerned for the personal development of students, as well as their academic development.

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

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

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

(cf. 5131.6 - Drugs, Alcohol and Tobacco)
(cf. 5141.4 - Child Abuse and Neglect)
(cf. 5141.52 - Suicide Prevention)
(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5147 - Dropout Prevention Program)
(cf. 5148 - Child Care)
Suicide Prevention

Note: Effective July 1, 2016, AS 14.30.362 requires suicide awareness and prevention training for specific school personnel. AS 14.30.362 also provides civil immunity for districts and employees from a death or personal injury that results from an act or omission in providing or obtaining that training. The training provided or failure to provide training cannot be construed to impose a specific duty of care on any person.

The School Board finds it important that the tragic situation of adolescent suicide be openly addressed and that staff, students and parents/guardians be made aware of warning signs and procedures by which they may help suicidal students at this especially vulnerable age.

The Board recognizes that all suicide threats must be taken seriously. The Superintendent or designee shall provide appropriate staff members with procedures for intervening in low-risk and high-risk crisis situations. These procedures shall include guidelines by which staff members may assess the seriousness of a student’s risk for suicide.

The Board believes that school staff, students and parents/guardians all can contribute significantly towards the prevention of adolescent suicide. The district may make available suicide prevention training for each of these segments of the school community.

Parent/Guardian Awareness

Note: The following parent/guardian involvement paragraph will affect school principals’ responsibilities.

The Board believes all parents/guardians should be aware of the severity of the youth suicide problem. Before suicide prevention is taught in classrooms, parents/guardians shall be advised and invited to review the curriculum goals and the district suicide prevention policy. Parent/guardian information may be provided,
and meetings may be held, to help parents/guardians recognize warning signs of suicide, learn basic steps for helping suicidal youths, and identify community resources that can help teenagers in crisis.

**Staff Awareness & Training**

*Note: Effective July 1, 2016, AS 14.30.362 requires districts to provide training on a schedule adopted by the Board on youth suicide awareness and prevention to the following staff: each teacher, administrator, counselor, and specialist who is employed by the district to provide services to students in grades 7-12. The training must be approved by the Commissioner of Education and provided to teachers at no cost. Training may be offered through videoconferencing or an individual program of study.*

(cf. 4131-Staff Development)

The Board strongly encourages teachers to help students of all ages develop both a positive self-image and a realistic attitude towards potential accomplishments.

In order that district staff may learn suicide prevention strategies, to recognize the warning signs of suicidal crisis, to understand how to help suicidal youths, and to identify helpful community resources, the Superintendent or designee shall arrange annual suicide awareness and prevention training as required by law. Additional certificated and classified staff may also be included. The district suicide prevention policy and procedures shall be thoroughly reviewed at this time. Staff shall be expected to learn to identify potentially suicidal students, to assess the degree of risk, to take preventive precautions and to report suicide threats to the appropriate authorities.

**Curriculum**

The Board finds it appropriate that suicide prevention instruction be incorporated into the curriculum, is consistent with Alaska’s standards, and incorporates goals and objectives that have specific relevance to Galena City School District students.

**Peer Counseling**

The Board endorses the use of peer counselors who can provide an effective support system for students who are uncomfortable communicating with adults. Peer counselors shall be expected to have completed the suicide prevention curriculum and demonstrated that they are able to identify the warning signs of
suicidal behavior, make contact rapidly, and get a suicidal student to adult help.

Legal Reference:
ALASKA STATUTES
14.30.362 Suicide awareness and prevention training

GALENA CITY SCHOOL DISTRICT
Adopted 3/20/2017

BP 5142

2. Safety

The School Board places a high priority on safety and on the prevention of student injury. The district shall make reasonable effort to ensure the safety and proper conduct of students from the time they come under school supervision until they leave school supervision, whether on school premises or not. The Superintendent or designee shall establish procedures as necessary to protect students from dangerous situations.

(cf. 3514 - Environmental Safety)  
(cf. 3515 - School Safety and Security) (cf. 3515.2 - Intruders on Campus)  
(cf. 5131.1 - Bus Conduct)  
(cf. 5141 - Health Care and Emergencies)  
(cf. 5144 - Discipline)  
(cf. 6114 - Emergencies and Disaster Preparedness Plan)  
(cf. 6111.1 - Emergency School Closure)

Personnel responsible for releasing a student from school custody shall exercise extreme diligence to prevent such release to any unauthorized or unidentified person.

Playgrounds

The Board recognizes that playgrounds present children with visible challenges which they may choose to take in order to test their skills and courage. Playground equipment shall be carefully selected and installed, so that while presenting such challenges, it minimizes accidents and present no unseen hazards. Safety shall receive prime consideration whenever playgrounds are planned or upgraded.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
Safety Supervision
The principal of each school shall ensure that certificated employees, teacher aides or yard aides supervise the conduct and safety, and direct the play, of students of the school who are on school grounds during school hours before and after school, during recess, and during other intermissions.

The principal shall inform parents/guardians of the hours before or after school that students may be on campus.

Safety rules for the use of facilities and equipment shall include as appropriate:

1. Rules on acceptable playground behavior and on the proper use of play apparatus in elementary schools.
2. Rules relating to gymnasium and field areas in high schools.
3. Safety rules clearly posted in chemistry classes.
4. Shop class rules, including the requirement that power equipment never be used without the teacher’s presence in the shop. Students must pass safety tests at mastery level before using such equipment, and test results must be kept on record.

School staff shall train students on the above rules and include safety instruction in their lesson plans when appropriate. Copies of the rules shall be sent to parents/guardians and be readily available at the school at all times.

The principal or designee shall:

1. Require that all individuals supervising students remain alert in spotting dangerous conditions and report any such conditions to the principal or designee promptly and in writing.
2. Establish emergency procedures that ensure swift response to accidents, fighting, and situations that could become dangerous, such as overcrowding or unusual gatherings of students.

Release of Student to Adult

Students shall be released during the school day in the custody of an adult only if:

1. The adult is the student's parent/legal guardian.
2. The adult is a properly authorized law officer acting in accordance with law.
3. The adult is taking the student to emergency medical care.

(cf. 5021 - Non custodial Parents)
Laboratory Safety

The principal of each school offering laboratory work to students shall designate a trained certificated employee to regularly review and update the school’s procedures for laboratory safety.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

Restraint And Seclusion


The Board believes that a safe educational environment is necessary for learning and understands there are times when student behavior may impact on the safety of that student or others. To the maximum extent appropriate, the safety and welfare of students and staff should be secured through positive behavioral interventions. The use of physical restraint and seclusion is prohibited except in emergency situations as set forth below.

Chemical or mechanical restraint of students is never allowed. Chemical restraint means a psychopharmacological drug that is administered to a student for discipline or convenience and that is not required to treat a medical symptom. Mechanical restraint refers to the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as: 1) adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; 2) vehicle safety restraints when used as intended during the transport of a student in a moving
vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

This policy shall be annually reviewed with school personnel.

(cf. 5030 – School Discipline and Safety)
(cf. 5137 - Positive School Climate)

Physical Restraint

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student’s arms, legs, or head freely. Physical restraint does not include briefly holding a student in order to calm or comfort, or the use of contact that is reasonably necessary to safely escort a person from one area to another.

Physical restraint is prohibited unless the 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. To the extent possible without compromising safety, other interventions should be attempted prior to the use of restraint. 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. 4158 – Employee Security)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.7 – Weapons and Dangerous Instruments)

Restraint may not be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support. The use of emergency restraint under this policy does not constitute corporal punishment.

Physical restraint must be implemented in a manner that protects the health and safety of the student and others. Restraint may be administered only by staff trained in crisis intervention, de-escalation, and safe restraint, unless a trained person is not immediately available and the circumstances are rare and present an unavoidable and unforeseen emergency. Restraint may not prevent or restrict the student from breathing or speaking nor may it restrict circulation. Prone or supine restraint, which occurs when the student is placed on his or her stomach or back, is expressly prohibited. A student’s well-being must be monitored during restraint through the use of continuous face-to-face contact or, if face-to-face contact is unsafe, by continuous direct visual supervision.

Seclusion
Seclusion means the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving. Seclusion does not include time-outs, a student’s voluntary choice to enter a secluded environment, supervised detention or in-school suspension rooms that are utilized for instructional purposes, or suspension from school. “Time-outs” are behavior interventions to provide a student with an opportunity to regain self-control or engage in problem solving where the student is separated from other students for a limited period in a setting from which the student is not physically prevented from leaving. Time-out includes placing a student in an area of the classroom where the student observes classroom instruction but does not participate.

Seclusion of a student is prohibited unless the 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.

(cf. 4158 – Employee Security)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.7 – Weapons and Dangerous Instruments)

Seclusion should last only as long as necessary to resolve the actual risk of imminent danger or when a less restrictive intervention if effective to stop the danger. Seclusion should never be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support.

While in a seclusion setting, a student must be continuously monitored by an adult in face-to-face contact or, if face-to-face contact is unsafe, by continuous direct visual contact with the student. Students must be provided necessities such as restroom breaks and food and water as needed. Any signs of medical distress should be immediately addressed. Seclusion must be sensitive to any particular vulnerabilities of the student and to the student’s developmental level.

Follow-up and Review

As soon as practicable after restraint or seclusion have been used, staff shall review the incident. The review shall include review of and recommendations for adjusting or amending, as applicable, procedures, strategies, accommodations, the IEP, a student behavior plan, or additional staff training. Follow-up communication shall occur with the student and parent/legal guardian regarding the review process and outcomes.

Students with Disabilities

This policy does not prohibit the inclusion of safe restraint or seclusion in a student’s Individualized Education Plan or behavioral intervention plan if determined appropriate by the IEP team after considering all less restrictive alternatives. However, in all instances, the use of physical restraint or seclusion
must be in compliance with this policy and federal and state law regarding the restraint and seclusion of students with disabilities.

(cf. 6159 – Individualized Education Program)

Reporting/Notification Requirements

The parent/legal guardian of a student who has been physically restrained or secluded shall be notified on the same day and provided information about the incident.

Instances of physical restraint or seclusion shall be documented. A written report must be prepared by school personnel who restrain or seclude a student and provided to the school administrator. The report must include: the date and time of the incident; names and job titles of the school personnel who participated or supervised; a description of the conduct that preceded the incident, including efforts and strategies utilized prior to restraint or seclusion; a description of the restraint or seclusion, including duration; and a description of how the incident ended, including any further action taken. A copy of the written report shall be provided be the parent/legal guardian.

Annually, the District shall report to the Department of Education and Early Development the following information: the total number of restraints and seclusion; the number of injuries or deaths of students or personnel; the number of restraints or seclusion by untrained personnel; and the number of students with a disability who were restrained or secluded, including the category of disability.

Crisis Intervention Training

The Superintendent or designee shall provide for periodic crisis intervention training for a sufficient number of school staff members to meet the needs of the school population. Training should include evidence based techniques effective at preventing restraint and seclusion; evidence-based skills related to positive behavior supports, conflict prevention and management techniques, skills to de-escalate student behavior, and understanding antecedents; the safe use of restraint or seclusion in emergency situations; first aid and cardiopulmonary resuscitations; and applicable policies and procedures. The form of training may vary depending upon the staff member’s role and the instructional setting.

(cf. 4131 – Staff Development)

Policy Not Applicable to Law Enforcement

This policy is applicable to District employees. It is not intended to limit the use or type of restraint or seclusion by law enforcement personnel who may need to utilize these methods while on District property.

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

BP 5144

4. Discipline

The School Board believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district shall foster a learning environment which reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult-directed to self-directed with minimal application of disciplinary measures.

The Board recognizes that there must exist certain disciplinary policies and regulations relating to student conduct which delineate acceptable behavior and provides the basis for sound disciplinary practices within each school in the
district in order to maintain an environment conducive to learning. These policies and regulations will be enforced fairly and uniformly and consistently without regard to race, creed, color or sex.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131 et seq. - Student Conduct)

The administration, teachers and classified staff share mutual responsibility for the enforcement of district policies and regulations pertaining to student conduct and safety. The Board shall give reasonable support and assistance to employees with respect to student discipline. The Board shall review its policies related to student rights and responsibility at least once every three years and shall modify its policies as needed in accordance with law.

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Sufficient support services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior. Students may be assigned to other alternative programs or be subject to removal from school.

In-School Suspension

In an effort to establish disciplinary procedures that are effective in reducing student truancy and misbehavior and do not interrupt the educational process, the School Board, Superintendent or designee may authorize in-school suspension as an alternative to out-of-school suspension. In-school suspension removes the student from the school social scene while still requiring him/her to maintain the same basic school day schedule and to keep up with required academic assignments. Failure to serve in-school suspension or removal from the in-school suspension program for disciplinary reasons shall result in out-of-school suspension or additional time assigned.

(cf. 5144.1 - Suspension and Expulsion)

Each principal shall publish school rules for student discipline which describe the school’s behavior management plan and consequences for student misconduct. Special care shall be taken when developing school rules to solicit the views of the school community, including administrators, teachers, school security personnel, parents/guardians and students.

School site rules must be strictly based on district policy, regulation and state and federal laws and be enforced fairly and uniformly. The Superintendent or designee shall establish procedures for the approval of such rules.

At the beginning of each school year, the Superintendent or designee shall ensure that every student and his/her parents/guardians are notified in writing of the availability of Board policies and administrative regulations related to student
rights and responsibilities. Such policies shall be posted in accordance with law. (4 AAC 07.030)

**Corporal Punishment**

Corporal punishment is prohibited by law as a disciplinary measure against any student. School administrators and teachers shall employ other means of disciplining students. The use of reasonable and necessary force by an employee to protect oneself or students, to maintain reasonable order, or to prevent damage to district property shall not be considered corporal punishment. (4 AAC 09.900)

(cf. 3514 - Safety)
(cf. 4158 - Employee Security) Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5144.1

**a. Suspension and Expulsion**

*Note: 4 AAC 07.010 mandates district policies on substantive and procedural matters related to student behavior, treatment and discipline.*

The School Board recognizes that maintaining an environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify student behavior standards.

(cf. 5131 - Student Conduct)
(cf. 5144 - Discipline)
(cf. 6154 - Homework/Make-up Work)

The Superintendent or principal may impose suspension when other means of correction fail to bring about proper conduct or for serious misconduct.

The Board may expel a student for severe or prolonged breaches of discipline. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student’s presence causes a continuing danger to other students.
Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

The Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall specify procedures for notices and appeals.

(cf. 3514 - Safety)
(cf. 5144.2 - Suspension and Expulsion/Due Process - Individuals with Exceptional Needs)
(cf. 6164.3 – Student Mental Health – Medication and Services)

Legal Reference:
ALASKA STATUTES
14.03.160 Suspension or expulsion of students for possessing weapons
14.30.045 Grounds for suspension or denial of admission
14.30.047 Admission or readmission, when cause no longer exists
14.30.172 Communications not prohibited

ALASKA ADMINISTRATIVE CODE
4 AAC 06.060 Suspension or denial of admission
4 AAC 07.010 - 4 AAC 07.900 Student rights and responsibilities

Revised 01/2007

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

Suspension and Expulsion

Notice of Regulations

Note: 4 AAC 07.030 requires annual notice regarding district policies concerning student rights and responsibilities.

At the beginning of each school year, the principal of each school shall notify all students and parents/guardians in writing of all school rules related to discipline, suspension and expulsion. Staff, students, and parent/guardian shall be notified about district policies and regulations. Transfer students and their parents/guardians shall be notified at the time of enrollment.

Grounds for Suspension and Expulsion
A student may be suspended or expelled for the following causes:

1. Continued willful disobedience or open and persistent defiance of reasonable school authority;
2. Behavior which is in some way harmful to the welfare, safety or morals of other students;
3. Conviction of a felony which the Board determines will cause the attendance of the child to be in some way harmful to the welfare or education of other students.

(cf. 5112.2 - Exclusions from Attendance)

A student may be suspended or expelled for behavior occurring at any time, including but not limited to the following circumstances:

1. While on school grounds.
2. While going to or coming from school or a school-sponsored activity.
3. During the lunch period, whether on or off the school campus.

Authority to Suspend

A Superintendent or Principal may suspend a student from school for any of the acts listed under "Grounds for Suspension and Expulsion" for not more than 10 consecutive days.

Suspension may be imposed upon a first offense if the principal determines the student’s behavior to be in some way harmful to the welfare, safety or morals of other students or the student's presence represents a danger to persons or property or threatens to disrupt the instructional process.

If the expulsion of a suspended student is being considered by the Board, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision.

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

Short Term Suspension Procedures (10 days or less)

Note: In all student disciplinary suspensions from a school program, a student's constitutional right to procedural due process must be observed. For
short term suspensions (10 days or less) the U.S. Supreme Court has held that, at a minimum, a student must be informed of the charge against him/her and given an opportunity to present his/her side of the story. This can be done at an informal meeting between the school official and student. Once accomplished, the school official may take action deemed reasonable. (Goss v. Lopez). The Supreme Court in Goss further indicated that for student suspensions more than ten days, more due process may be required such as the right to call witnesses, put forth evidence and cross examine witnesses.

1. Informal Conference

Suspension shall be preceded by an informal conference conducted by the Superintendent or principal, and shall include the student, and whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to explain his/her version and evidence in support of his/her defense.

If at the end of this discussion the Superintendent or principal believes the student is guilty of the misconduct charged, the student may be suspended for 10 days or less.

This conference may be omitted if the principal, designee or the Superintendent determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the presuspension conference is not held, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school.

2. Administrative Actions

All requests for student suspension are to be processed by the principal of the school in which the student is enrolled at the time of the misbehavior.

A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee, who in turn will inform the Board.

3. Notice to Parents/Guardians

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in
person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension.

This notice shall state the reasons for suspension and the date and time when the student may return to school, and may request that the parent/guardian confer with school authorities regarding matters pertinent to the suspension.

No penalties may be imposed on the student for the failure or refusal of the parent/guardian to meet with school authorities. The student may not be denied readmission solely because the parent/guardian failed to meet with school authorities.

**Long Term Suspension (more than 10 days)**

Where alleged misconduct of a student warrants a suspension of more than 10 days, the student will be provided the opportunity for a hearing as outlined under the expulsion procedure. The long term suspension procedure does not preclude a student from being suspended for up to 10 days if procedures for short term suspension have been followed.

A student requesting a hearing regarding a long term suspension will be readmitted in the program (at the end of a short term suspension if applicable) pending the outcome of the hearing except where the superintendent determines that the student's presence in school poses a threat to harm to him or herself or others.

**Authority to Expel**

A student may be expelled only by the Board.

The Superintendent or principal shall recommend a student's expulsion for any of the following acts, unless the principal or Superintendent finds, and reports in writing to the Board, that expulsion is inappropriate due to particular circumstances which shall be set out in the report of the incident:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any firearm, knife, explosive or other dangerous object at school or at a school activity off school grounds.
3. Unlawful sale of any controlled substance.
4. Robbery, extortion, or the conviction of any other felony which will cause the attendance of the student to be injurious to the welfare or education of other students.
Expulsion Procedures

1. Student's Right to Hearing

The student is entitled to a hearing to challenge the recommendation that the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that cause for expulsion exists.

If the Board finds it impracticable to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

2. Written Notice of the Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:

a. The date and place of the hearing.
b. A statement of the specific facts and charges upon which the proposed expulsion is based
c. A copy of district disciplinary rules which relate to the alleged violation.
d. The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel.
e. The right to inspect and obtain copies of all documents to be used at the hearing.
f. The opportunity to confront and question all witnesses who testify at the hearing.
g. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

3. Conduct of Hearing

a. Executive Session: The Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the
student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public.

b. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, so long as a reasonably accurate written and complete transcription of the proceedings can be made.

c. Presentation of Evidence: While technical rules of evidence do not apply to such hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure may subject them to an unreasonable risk of harm.

In cases where a search of a student's person or property has occurred, evidence describing the reason for conducting the search shall be included in the hearing record.

(cf. 5145.12 - Search and Seizure)

4. Alternative Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may appoint a hearing officer or an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board.

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated.

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order.
The hearing officer or administrative panel may recommend that the Board suspend the expulsion (see below).

5. Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel must be taken by the Board at a public meeting. The Board shall maintain a record of each expulsion, including its cause.

Upon ordering the expulsion, the Board may recommend a plan for the student's rehabilitation, which may include:

a. Periodic review and assessment at the time of application for readmission.
b. Recommendations for counseling, employment, community service and other rehabilitation programs.
c. Such other recommendations as the Board approves, such as enrollment in a drug rehabilitation program, if appropriate, before returning to school.

(cf. 6164.3 – Student Mental Health – Medication and Services)

6. Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian.

Readmission

An expulsion order shall remain in effect until the Board may order the readmission of the student. Readmission procedures shall be as follows:

1. A written request for review of expulsion action and request for readmission shall be submitted by the parent/guardian to the Superintendent or designee.

2. The Superintendent or designee will hold a conference with the parent/guardian and the student.

At the conference the conditions for readmission will be reviewed. The Superintendent or designee shall verify that the conditions have been met. School regulations will be reviewed and the student and parent/guardian will be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee will transmit the request for readmission to the Board, along with his/her recommendation.

4. The Superintendent or designee will notify the student or parent/guardian, by registered mail, of the Board's decision regarding readmission.

**Suspension of Expulsion**

1. The Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. When deciding whether to suspend an expulsion, the Board shall take into account the following criteria:

   a. The student's previous behavior.
   b. The seriousness of the misconduct.
   c. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

2. During this period the student shall be on probationary status.

3. The suspension of expulsion order may be revoked by the Board if the student commits any of the acts which would constitute grounds for suspension or expulsion or violates any of the district's rules and regulations governing student conduct.

4. When the suspension of expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expungement of any or all records of the expulsion proceedings.

6. Suspension of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order.

7. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

*Revised 01/2007*
b. Suspension and Expulsion (Students with Disabilities)

Note: The Individuals with Disabilities Education Act (“IDEA”), as amended in 2004, sets forth specific requirements for the discipline of students with disabilities. In 2006, federal regulations were amended to provide additional guidance to schools in implementing disciplinary sanctions.

A student receiving special education services is expected to follow the same behavior and conduct rules applicable to all students and is subject to discipline as set forth in those rules. The procedural safeguards established by district policies and regulations shall be observed in considering the suspension of special education students. In addition, students receiving special education may have additional rights relating to discipline and continuing services as set forth in the Individuals with Disabilities Education Act (“IDEA”).

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates behavior and conduct rules.

A student who has not been identified as a student with disabilities pursuant to the IDEA and who has violated the district’s disciplinary procedures may assert the procedural safeguards under this administrative regulation only if the district had a basis of knowledge that the student had a disability before the behavior occurred.

Note: The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415)(k)(5); (34 C.F.R. 300.534).

1. The parent/guardian has expressed concern in writing to supervisory or administrative personnel, or the student’s teacher, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education.
3. The teacher of the student or other district personnel have expressed specific concerns about a pattern of behavior by the student directly to the district’s Director of Special Education or to other supervisory personnel.

A district is not deemed to “have knowledge” as specified in items #1-3 above if the parent/guardian has not allowed an evaluation or has refused special education services; or, as a result of receiving such information, the district conducted an evaluation and determined that the student was not a student with a disability.

If it is determined that the district did not have knowledge that the student is a student with a disability, then the student shall be disciplined in accordance with procedures established for students without disabilities.

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

(cf. 5144.1 - Suspension and Expulsion) (cf. 6164.4 – Child Find)

Removal for Up to 10 Days

District personnel may suspend a special education student for up to ten school days per year without providing educational services. The days need not be consecutive. Removals for up to ten school days may be out of school suspensions, or, alternatively, an interim alternative educational setting or another setting. Parents must be immediately notified of the discipline decision.

Removal for More Than 10 Days or Placement in an Interim Alternative Educational Setting

Note: In 2006, the federal regulations were changed so that removal in a single school year in excess of 10 days does not automatically constitute a change in placement requiring the provision of educational services and a manifestation determination. Specifically, a student with disabilities may be removed for up to 10 consecutive school days, and there may be additional removals of up to 10 consecutive school days for separate incidents, so long as the removals do not constitute a change in placement. 34 C.F.R. 300.530. A change in placement occurs if: 1) the removal is for more than 10 consecutive school days; or 2) a series of removals constitutes a pattern because they total more than 10 school days in a year; the child’s behavior is substantially similar to that in previous incidents; and additional factors such as length of each removal, total time of removal from school, and proximity of removals to one another. The District is responsible for determining whether a pattern of removals constitutes a change in placement. That determination is subject to review through due process or court proceedings. 34 C.F.R.§300.536.
Students whose suspension constitutes a change in placement must continue to receive a free and appropriate public education. This means that beginning with the change in placement for disciplinary purposes, educational services must continue to be provided and procedural protections are triggered.

A change in placement occurs if:

1) The removal is for more than 10 consecutive school days; or
2) The student has been subjected to a series of removals that constitute a pattern because:

   a) the series of removals total more than 10 school days in a school year;
   b) the student’s behavior is substantially similar to the behavior in previous incidents that resulted in removal; and
   c) such additional factors support a pattern such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

The District shall determine whether a pattern of removals constitutes a change in placement. This determination is subject to review through due process or judicial proceedings.

   Note: Districts may not impose repeated short-term suspension as a means of avoiding the normal change in placement procedures governing long-term removals. Such treatment could result in a finding that the district has changed the placement of a student with a disability without complying with the necessary formalities and safeguards.

The parents shall be immediately notified of the discipline decision and provided a notice of procedural safeguards on the day the change in placement decision is made.

**Manifestation Determination**

When a change in placement is contemplated for disciplinary purposes, the District must conduct a manifestation determination.

A. **Timeframe for Making Determination**

Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of student conduct rules, a manifestation determination shall be made of the
relationship between the student’s disability and the behavior subject to the disciplinary action.

B. How Determination is Made

In making a manifestation determination, the District, the parent, and relevant members of the student’s IEP team (as determined by the District and the parent) must review all relevant information in the student’s file, including the student’s IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. if the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
2. if the conduct in question was the direct result of the District’s failure to implement the IEP.

C. Manifestation is Found

If the District, the parent, and relevant members of the IEP team determine that either of the conditions above is met, the conduct shall be determined to be a manifestation of the student’s disability. If the team determines that the student’s conduct is a manifestation, then the child’s placement cannot be changed except via the IEP team process. If a manifestation is found, the IEP team must either:

1. conduct a functional behavioral assessment, unless the District had already conducted one prior to the behavior leading to the change in placement, and implement a behavioral intervention plan for the student; or
2. if a behavior intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior; and
3. except under special circumstances for drugs, weapons or serious bodily injury as set forth below, return the student to the placement from which the student was removed, unless the parent and the District agree to a change of placement as part of the behavior intervention plan.

D. No Manifestation is Found

If it is determined that the conduct is not a manifestation of the student’s disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration as applied to students without disabilities, except that a free appropriate public education must continue to be provided. The educational services may be provided in an alternate setting.
Drugs, Weapons, or Serious Bodily Injury

For violations of school policies involving weapons, drugs, or serious bodily injury, school personnel may remove a student to an interim alternative educational setting for up to a maximum of 45 school days without regard to whether the behavior is a manifestation of the student’s disability. The interim alternative educational setting shall be determined by the IEP team.

Removal under these special circumstances is available for infractions where a student:

1. carries or possesses a weapon to school or at school, on school premises, or to or at a school function; or
2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. has inflicted serious bodily injury upon another person while at school, or on school premises, or at a school function.

Note: The following definitions are applicable to special circumstance removals as set forth above:

Controlled Substance: The term “controlled substance” means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812 (c)).

Illegal Drug: The term “illegal drug” means a controlled substance but does not include a controlled substance that is legally possessed or used under supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of federal law.

Weapon: The term “weapon” has the meaning given the term “dangerous weapon” under 18 USC section 930(g)(2) which means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.

Serious bodily injury: The term “serious bodily injury” has the meaning given the term “serious bodily injury” under 18 USC 1365(h)(3) which means bodily injury involving — (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

School Day: The term “school day” is defined as any day, including a partial day, that students are in attendance at school for instructional purposes. 34 CFR 300.309(c)(1).
Disciplinary Appeals

Note: If the manifestation determination or the interim setting is challenged by the parent, an expedited hearing must be held. The child is to stay in the interim alternative setting pending the decision of the hearing officer or until the expiration of the time period provided for, unless the parent and district agree otherwise. If the district places the child in an interim setting and the district proposes a longer-term change in placement that is challenged by the parent, the child goes back to the current placement (the child’s placement prior to the interim alternative educational setting). However, if school personnel feel it is dangerous for the child to remain in the current placement during the pendency of the due process proceedings, the district may request an expedited hearing.

In accordance with IDEA, the parent of a student with a disability who disagrees with any decision regarding a change in placement or a manifestation determination may request a due process hearing. Similarly, the District may request a hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the student or to others.

A hearing officer shall hear, and make a determination regarding, an appeal. The State of Alaska Department of Education and Early Development and the District shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

In making the determination on appeal, the hearing officer may order a change in placement of a student with a disability. In such situations, the hearing officer may:

1. return the student to the placement from which the student was removed; or
2. order a change in placement to an appropriate alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

Placement during appeals:

When an appeal has been requested by either the parent or the District, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the
time period provided for deciding the hearing, whichever occurs first, unless the parent and the District agree otherwise.

**Dangerousness:** A hearing officer may place a student in an appropriate interim alternative educational setting on the grounds of dangerousness if there is a substantial likelihood of injury to the student or others if the student remains in his current placement. Such placement may be ordered for up to 45 days at a time.

*Note: The standard for determining dangerousness provides that a hearing officer may order placement in an interim alternative educational setting for not more than 45 days if the hearing officer:*

1. determines that the District has demonstrated by substantial evidence that maintaining the student’s current placement is substantially likely to result in injury to the student or to others;
2. considers the appropriateness of the student’s current placement;
3. considers whether the district has made reasonable efforts to minimize the risk of harm in the student’s current placement, including the use of supplementary aids and services;
4. determines that the interim alternative educational setting that is proposed by school personnel who have consulted with the student’s special education teacher meets the requirements of the IDEA and its regulations.

Revised 2/2008

**GALENA CITY SCHOOL DISTRICT**

Adopted 12/13/1995

5. **Rights and Responsibilities**

*BP 5145*

a. **Privacy**

*BP 5145.11*

1a. **Questioning and Apprehension**

Law enforcement officers may interview students on school premises, as suspects or witnesses. When such an interview is requested, the principal or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she
acts. If the officer needs to interview the student immediately, the principal or designee shall accommodate the questioning in a way that causes the least possible disruption to the school process, gives the student appropriate privacy, and models exemplary cooperation with community law enforcement authorities.

Except when prohibited by law enforcement, such as in cases of child abuse or neglect, the principal or designee shall attempt to notify the student's parent/guardian when a law enforcement officer requests an interview on school premises.

At the law officer’s discretion and with the student’s approval, the principal or designee may be present during the interview.

When a site administrator releases a student into the custody of a law enforcement officer, he/she shall immediately notify the parent/guardian or responsible relative of the student's release and the place to which the student is reportedly taken, except when prohibited by law enforcement such as in cases of suspected child abuse.

Whenever a student is suspected of being a victim of child abuse and is being removed from the school premises, the Superintendent or designee shall give the telephone number and address of the student’s parent/guardian to the law enforcement officer so that the appropriate authorities may contact the parent/guardian.

(cf. 5141.4 - Child Abuse and Neglect)  
(cf. 5142 - Safety)

GALENA CITY SCHOOL DISTRICT  
Adopted 12/13/1995

BP 5145.12

2a. Search and Seizure

Note: 4 AAC 07.010 requires districts to adopt policies regarding student rights and responsibilities. The U.S. Supreme Court decision New Jersey v. T.L.O., holds that the legality of a student search will depend on the reasonableness of the search. Determining the reasonableness of any search involves determining whether the search was justified at its inception and whether, as conducted, it was reasonably related in scope to the circumstances that justified
the interference in the first place. Under ordinary circumstances, the
search of a student by a school official is justified at its inception
when there is reason to suspect that it will turn up evidence of a
student's violation of the law or school rules. The search is permissible
in scope when the measures adopted are reasonably related to the
objectives of the search and not excessively intrusive in light of the
student's age or sex and the nature of the infraction.

The School Board is committed to maintaining an environment
for students and staff which is safe and conducive to learning
and working. The Board recognizes that incidents may occur
where the health, safety and welfare of students and staff are
jeopardized and which necessitate the search and seizure of
students, their property, or their lockers by school officials.

(cf. 5145.11 - Questioning and Apprehension)

The Board authorizes school officials to conduct searches when
there are reasonable grounds or suspicion that the search will
uncover evidence that the student is violating the law or the rules
of the district or the school.

In determining whether reasonable cause for a search exists school
officials shall consider:

1. The student's age and previous behavior patterns
2. The prevalence and seriousness in the school of
   the problem to which the search was directed.
3. The urgency requiring the search without delay.
4. The substantive value and reliability of the information
   used as a justification for the search.
5. The location of the student at the time of the
   incident which gave rise to reasonable suspicion.

The Board urges that discretion, good judgment and common
sense be exercised in all cases of search and seizure. Before
searching a student's possessions, school officials will seek, but
need not receive, the freely offered consent of the student.
Whenever reasonably possible, a search of a student's person shall
be conducted in the presence of the student's parent/guardian, a
staff member, and/or the principal. The parent/guardian of the
student being searched shall be notified by the district as soon after
the search as possible.

Student Lockers
Because lockers are under the joint control of the student and the
district, school officials shall have the right and ability to open and
inspect any school locker without student permission when they
have reasonable suspicion that the search will disclose evidence of illegal possessions or activity or when odors, smoke, fire and/or other threats to student health, welfare or safety emanate from the locker.

Note: The courts have repeatedly held that the standard of reasonable grounds applies to unannounced locker searches. Some districts, however, conduct regular, announced locker inspections. The following paragraph is optional.

For health and safety reasons, a general inspection of school properties such as lockers and desks may be conducted on a regular, announced basis. Any items contained in a locker shall be considered to be the property of the student to whom the locker was assigned. Notice of this policy shall be given to all students when lockers are assigned. Notice will also be posted in prominent locations throughout the school.

(cf. 5131.6 - Drugs, Alcohol, Tobacco)
(cf. 5131.7 - Weapons and Dangerous Instruments) Legal Reference:
ALASKA STATUTES
14.03.105 Search of school lockers

ALASKA ADMINISTRATIVE CODE
4 AAC 07.010 - 4 AAC 07.900 Student rights and responsibilities

Revised 9/1997

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

Student Searches Checklist

This checklist is to be used in conjunction with a student search incident.

1. What factors caused you to have a reasonable suspicion that a search of this student, of the student’s effects, will provide evidence that the student has violated or is violating the law or rules of the school?

A. Eyewitness account:

1) By __________________________ whom __________________________

2) Date/time __________________________
3) Place

4) What was observed

B. Information from a reliable source:

1) From whom information received

2) Dated and time received

3) How was information received

4) Who received the information

5) Described information received

C. Suspicious behavior. Please explain:

D. Date and time search was conducted

E. Location (where search was conducted)

F. Reason given to student for search

G. Was student’s consent requested? Given

2. Reasonableness of search in terms of scope and intrusiveness

A. What were (are) you searching for?

B. Age and sex of student

C. Exigency of the situation

D. What type of search was (is being) conducted?

E. Who conducted (is conducting the search)

F. Who witnessed the search?
G. Was student’s consent requested? ________________________________

Position _____________________________

Sex ________________________________

3. Explanation of search

A. Describe the time and location of the search ________________________________

B. Describe exactly what was searched ________________________________

C. What did the search yield? ________________________________

D. What was seized? ________________________________

E. Was anything released to police? ________________________________

F. Were parents notified of the search, including the reasons and the scope? __________

GALENA CITY SCHOOL DISTRICT
Adopted: 6/1999

BP 5145.15

3a. Student and Family Privacy Rights

Note: The Protection of Pupil Rights Act requires any school district “that receives funds under any applicable program [to] develop and adopt policies, in consultation with parents, regarding [statutory privacy rights].” (20 U.S.C. § 1232h(c)(1)). “Any applicable program” generally refers to any federal program administered by the U.S. Department of Education (20 U.S.C. § 1221(c)). “Consultation with parents” is not defined; boards are advised, at minimum, to publicize the issue and request public comment during the policy’s adoption.

The Board believes that personal information gathered from a student may be helpful or necessary to facilitate school safety, student welfare, or the continued success of academic programs. However, these goals must be balanced with the expectations of privacy of our students and their families. The following procedures shall be followed so that parents may make informed
choices regarding the disclosure or collection of personal information from their student.

**Student Surveys**

*Note: Federal law requires prior written parental consent before certain surveys may be administered to students. Effective June 30, 2017, AS 14.03.110 requires written parent permission before a school may administer, or permit to be administered in a school, a questionnaire or survey, whether anonymous or not. The following policy sets forth the notice and consent provisions required by law and identifies when parental consent and notice are required. Additionally, state law provides that no student may be required to participate in a questionnaire or survey if the student objects to participation. AS 14.03.110.*

The Board recognizes that student surveys administered in the public schools may be beneficial for the purposes of study, the improvement of education, for class assignment, and to assist in providing guidance or counseling services to students and their families. In administering surveys or questionnaires to the District’s students, the District shall comply with state and federal laws concerning parental notice and consent.

Surveys will not be administered to students without prior parental consent.

**Annual Consent:** The District may seek written parent/guardian permission, on an annual basis, for the administration of anonymous student surveys. Consent to anonymous surveys obtained annually will be valid until the beginning of the subsequent school year, or until written notice of withdrawal of consent is provided to the school principal. Parents or guardians shall receive at least two weeks’ notice prior to the administration of an anonymous questionnaire or survey.

**Consent for Surveys that are Not Anonymous:** Prior to the administration of a survey that is not anonymous the District shall obtain written permission from the parent/guardian at least two weeks prior to the survey.

**Notice Requirements:** At least two weeks prior to the administration of a questionnaire or survey, whether anonymous or not, that requires parental consent as identified above, the school shall provide each student’s parent or legal guardian with written notice explaining:

- how and where the parent may preview the survey;
• how the survey will be administered;
• how the survey results will be used;
• who will have access to the questionnaire, survey or results; and
• for those surveys which are not anonymous, explain that written parental consent is required before participation in the particular survey, and include a permission form to be returned by the parents, with instructions that the form must be returned at least two weeks before the survey.

**Instructional Material**

A student’s parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child’s educational curriculum within a reasonable time of their request.

The term “instructional material” means instructional content that is provided to a student regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

**Physical Exams or Screenings**

*Note: Effective June 30, 2016, provisions of AS 14.30.070 and the entirety of AS 14.30.120 requiring school districts to provide for or require each child to have a physical examination and vision and hearing screening is repealed. Although districts are no longer required to provide for and require physical examinations of every child attending school, the Department of Health and Social Services may require the district to conduct physical examinations it considers necessary and may reimburse the district for examinations. The federal Protection of Pupil Rights Act states that student’s parent(s)/guardian(s) may refuse to allow their child or ward to participate in a “non-emergency, invasive physical examination or screening.” 20 U.S.C. § 1232h(c)(2)(A)(ii).*

A student’s parent(s)/guardian(s) may refuse to allow their child to participate in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance; and (c) not necessary to protect the immediate health and safety of the student, or of other students. The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.)
3. Is otherwise authorized by board policy.

(cf. 5141 – Health Care and Emergencies)
(cf. 5141.3 – Health Examinations)
(cf. 5141.31 – Immunizations)
(cf. 5131.61 – Drug/Alcohol Testing Policy)

Collection of Personal Information from Students for Marketing

Note: Federal law allows schools to collect personal information from students for marketing (20 U.S.C. § 1232h(c)(1)(E)), provided the board, by policy, allows parents to preview the instrument and opt their child out of the activity.

The term “personal information” means individually identifiable information including: (1) a student or parent’s first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, or (4) a Social Security identification number.

No school official or staff member shall administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or sale.

The above paragraph does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other post-secondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Note: The rights provided to parent(s)/guardian(s) in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

Legal Reference:
ALASKA STATUTES
14.03.110 Questionnaires and surveys administered in public schools.
14.30.070 Physical Examination required.

UNITED STATES CODE
20 U.S.C. 1232(h) Protection of Pupil Rights Act

Revised 5/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5145.2

b. Freedom of Speech/Expression

Note: 4 AAC 07.010 mandates districts to adopt policies regarding student rights and responsibilities. Limiting a student’s constitutional right to freedom of speech involves balancing the right to free expression against the school’s right to maintain discipline or order in the school. When a student speaks as an individual, school officials cannot censor that expression unless it creates a substantial disruption to the school. For student speech connected to the curriculum or school activities, school officials have discretion to regulate the speech.

Free inquiry and exchange of ideas are essential parts of a democratic education. The School Board respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, and the printed materials they choose to post or distribute.
Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of members of the school community.

(cf. 1325 - Advertising and Promotion)
(cf. 6145.5 - Organizations/Associations)

Note: Under the No Child Left Behind Act, each school district receiving federal funds must certify in writing to the Alaska Department of Education and Early Development that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools. Under NCLB, a school’s policy must be in compliance with the current state of the law as identified in the U.S. Department of Education’s Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, released February 7, 2003. The following language expressly incorporates the Guidance.

Student free speech extends to religious expression. It is the policy of the Board not to prevent, or otherwise deny participation in, constitutionally protected prayer in District schools, consistent with guidance issued by the U.S. Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution. This policy supersedes any other Board policy that is inconsistent with it.

The Superintendent or designee shall develop due process procedures for resolving disputes regarding student freedom of expression.

(cf. 6145.3 - Publications) Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 07.10 - 4 AAC 07.900 Student rights and responsibilities


Revised 1/2004

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 5145.2

Freedom of Speech/Expression
Students are prohibited from making any expressions or distributing or posting any materials which are obscene, libelous or slanderous, or which demonstrably incite students to commit unlawful acts on school premises, violate school rules, or substantially disrupt the school's orderly operation.

All printed matter and petitions distributed, circulated or posted on school property shall bear the name and the address or contact location of the sponsoring organization or individual.

Printed materials or petitions may be distributed only:

1. Before school begins, during lunch time, or after dismissal.
2. In locations that do not obstruct the normal flow of traffic within school or at entrances.
3. Without undue noise.

No student shall use coercion to induce students or any other persons to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students violating any of these regulations are subject to disciplinary action.

(cf. 5144 - Discipline)

Appeals

The following procedures shall be used to address disputes regarding student freedom of expression:

1. The student and faculty member shall first attempt to resolve the problem by themselves.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the principal or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. If the principal or designee is unable to resolve the dispute, the student and/or faculty member may bring the matter to the Superintendent or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
4. If the Superintendent or designee is unable to resolve the dispute, the student and/or faculty member may ask for a hearing to determine whether a deprivation of freedom of expression was justified under the above regulations. This hearing shall be held before the Board or impartial person(s) appointed by the Board.
as soon as possible after it is requested. Both sides shall be given an opportunity to demonstrate that Board policy and administrative regulations were properly applied.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 5145.3

c. Nondiscrimination

Note: 4 AAC 51.270 mandates districts to adopt policies to assure equal opportunities and nondiscrimination.

District programs and activities shall be free from discrimination with respect to sex, race, color, religion, national origin, ethnic group, marital or parental status, and physical or mental disability. The School Board shall ensure equal opportunities for all students in admission and access to academic courses, guidance and counseling programs, athletic programs, testing procedures, vocational education and other activities.

(cf. 0410 - Nondiscrimination)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.7 - Sexual Harassment)

Separate arrangements may be made for students according to sex during sex education programs and physical education activities involving bodily contact. (AS 14.18.050)

School staff and volunteers must be especially careful to guard against unconscious sex discrimination and stereotyping in instruction, guidance and supervision.

(cf. 6164.2- Guidance Services) Legal Reference:
ALASKA STATUTES
14.18.010 Discrimination based on sex and race prohibited
14.18.050 Discrimination in course offerings prohibited
14.18.090 Enforcement by board of education

ALASKA ADMINISTRATIVE CODE
4 AAC 06.520 Recreational and athletic activities
4 AAC 06.530 Guidance and counseling services
4 AAC 06.540 Course offerings
4 AAC 06.600 Definitions
4 AAC 51.270 Equal opportunities

Revised 9/1997
d. Sexual Harassment

*Note:* Districts should be aware that when a student misses school or withdraws from a course to avoid sexual harassment, he/she may be deprived of equal educational opportunities.

The School Board recognizes that sexual harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform schoolwork, and increased absenteeism or tardiness.

To promote an environment free of sexual harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff in-service or student instruction and counseling. Teachers shall discuss this policy with their students in age-appropriate ways and shall assure them that they need not endure any form of sexual harassment.

(cf. 5131.5 - Vandalism, Theft and Graffiti) (cf. 5137 - Positive School Climate)

The Board shall not tolerate the sexual harassment of any student by any other student or any district employee. Any student or employee who is found guilty of sexual harassment shall be subject to disciplinary action.

(cf. 4119.11 - Sexual Harassment)
(cf. 4118 - Suspension/Disciplinary Action) (cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Board encourages students or staff to immediately report incidences of sexual harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of sexual harassment in a way that ensures the privacy of all parties concerned. In no case shall the student be required to resolve the complaint directly with the offending person.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 1312.3 - Complaints Concerning Discrimination)

*Legal Reference:*
Ellison v. Brady, 924 F.2d 872, (9th Cir., 1991)
Franklin v. Gwinnett, 503 U.S. 60 (1992)
Sexual Harassment

Types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome sexual flirtations or propositions.
2. Verbal abuse of a sexual nature.
3. Sexual or “dirty” jokes.
4. Graphic verbal comments about an individual's body.
5. Sexually degrading words used to describe an individual.
6. Display of sexually suggestive objects or pictures in the educational environment.
7. Unwelcome touching, such as patting, pinching, or constant brushing against another’s body.
8. Graffiti of a sexual nature.
10. Touching oneself sexually or talking about one’s sexual activity in front of others.
11. Spreading rumors about or rating other students as to sexual activity, performance or sexual orientation.
12. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Revised 9/2001

6. Married/Pregnant/Parenting Students
Married, pregnant and parenting students in the district shall have the same educational opportunities as all students.

The School Board believes that pregnancy and parenting should not be a barrier to education or a reason for dropping out of school. Rather than ending the teenager’s need for education, pregnancy and parenting increase the need to cope with adult responsibilities and to prepare for an economically self-sufficient future.

The instructional program provided for pregnant students shall be determined on a case-by-case basis and shall be appropriate to the student's individual needs. The student may continue attending school in the regular classroom setting, may attend a separate program established for pregnant students, or may pursue a home instruction or correspondence study program.

Wherever possible, program staff shall work closely with the pregnant student's partner and/or parents/guardians and shall collaborate with local public and private agencies in order to expand the student’s learning opportunities and support system.

After the birth of her baby, the student may:

1. Return to regular school program.
2. Remain in an alternative program.
3. Request exemption from attendance because of personal reasons which may relate to the care of the child.

(cf. 5112.1 - Exemptions) Legal Reference:

TITLE IX, EDUCATION AMENDMENTS OF 1972

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
Article 6 - Instruction

0. Concepts and Roles

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

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)

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

(cf. 0500 - Review and Evaluation)
(cf. 6141 - Curriculum Development and Evaluation)

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

(cf. 4331 - Staff Development)
(cf. 9240 - School Board Development)

Note: United States Code, Title 20 §6321 mandates districts receiving federal education funds to establish and implement a districtwide salary schedule and have a written policy ensuring the equivalent provision of staff, curriculum materials and instructional supplies among schools.

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

(cf. 0410 - Nondiscrimination)
(cf. 6171 - Title I Programs)

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

The School Board
1. Articulates the district's educational philosophy and goals through School Board policy and approves districtwide instructional objectives which reinforce the district's philosophy and goals.

2. Adopts all curriculum and graduation requirements.

3. Determines the educational programs to be offered to the district's students.

4. Approves instructional materials and resources to be used in the district's curriculum.

5. Reviews the instructional program and evaluates the education received by students using available data including results of state and district student assessments.

The Superintendent or Designee

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

2. Ensures the articulation and integration of the district curriculum between educational levels.

3. Administers the district's educational program and reports to the School Board on the accomplishment of district goals and objectives using available data including results of the state and district student assessments through testing and other types of appraisal.

4. Decides the general methods of instruction to be used.

5. Assigns instructors and schedules classes for all curricular offerings.

Legal Reference:

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

UNITED STATES CODE
20 U.S.C. §6321 Fiscal Requirements

Revised 1/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6010
A. Goals and Objectives

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

Student Achievement

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

The School Board recognizes that student achievement cannot occur if students do not regularly attend school. For this reason, the School Board sets a target date of 2017 to achieve an attendance rate of 95% or better for the district’s schools and its students.

Graduation represents the culmination of a student’s achievement in the district. The School Board believes that all student have the potential to graduate. The Board sets a target date of 2017 to achieve a graduation rate of 90% or better for the district’s schools and its students.

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

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

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

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

(cf. 0100 – Philosophy)
(cf. 0210 – Goals for Student Learning)
(cf. 0500 – Review and Evaluation)
B. Parent Involvement

Note: For districts receiving Title I funds, a policy on parental involvement is mandatory. (See BP/AR 6171)

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

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

The Board encourages parents/guardians to serve as volunteers in the schools and to attend student performances and school meetings.

(cf. 1240 - Volunteer Assistance) (cf. 1250 - Visits to the Schools)  
(cf. 5124 - Reporting to Parents)  
(cf. 6154 - Homework/Make-Up Work)  
(cf. 6171 - Chapter I Programs)

Revised 1/2003
1. Elementary and Secondary

A. Schedules

1. School Calendar

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

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

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

(cf. 0530 – Discontinuation or Closure of Schools)
(cf. 6115 – Ceremonies and Observances)

Legal Reference:
ALASKA STATUTES
14.03.030 School term

ALASKA ADMINISTRATIVE CODE
4 AAC 05.090 Discontinuation or Closure of Schools

Revised 2/2010
BP 6111.1

a. Emergency School Closure

Emergency closing of school is permissible whenever the Superintendent, or designee, determines that operation of the school could be detrimental to the safety and welfare of the students. The Superintendent shall develop procedures and rules for such emergency closures to assure safe return of students to their homes.

Legal Reference:
ALASKA STATUTES
14.03.030 School Term

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/95

BP 6112

2. School Day

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

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

Legal Reference:
ALASKA STATUTES
14.03.040 Day in session

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6114

3. Crisis Response Plan

Note: AS 14.33.100 requires that all school districts develop a model school crisis response plan for use by each school in the district, and each school shall develop a school specific crisis response plan.
All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, or other crisis which create distress, hardship, fear or grief. The Superintendent or designee shall develop and maintain a crisis response plan for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually.

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

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

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

The crisis response plan for each school must:

- identify the person in charge and a designated substitute;
- identify the crisis response team members and their specific job functions relating to a crisis;
- include a communication plan;
- include protocols for responding to immediate physical harm of students, faculty, or staff and to traumatic events, including the period after the events have concluded;
- include disaster and emergency procedures to respond to earthquakes, fire, flood, explosions, or other events or conditions in which death or serious injury is likely;
- include crisis procedures for safe entrance to and exit from the school by students, parents, and employees, including an evacuation and lock down plan; and
- include policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis.
The crisis response plans shall be reviewed annually and updated as appropriate. A copy of each school’s crisis response plan shall be retained by the district and a copy provided to each local agency that has a role in the plan. Notice of completion of the annual review and update and the location of a school’s crisis response plan shall be posted at each school in the district. Each school’s crisis response plan shall be printed and available for inspection by the public.

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

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

Legal Reference
ALASKA STATUTES
14.03.030 School term
14.03.140 Emergency drills
14.33.100 Required school crisis response planning
18.70.080-18.70.300 Fire protection

Revised 3/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 6114

Crisis Response Plan

Note: Each district, and every school within the district, is required to have in place a crisis response plan. AS 14.33.100. AS 14.03.140 requires monthly emergency drills, such drills should be geared to the types of emergencies likely to be experienced. AS 14.33.100 requires annual employee training in crisis response, including evacuation and lock down drills. New employees must be trained within his or her first two years of employment. Ongoing training must be in compliance with BP 4131 – Staff Development.
Principals and site administrators shall hold emergency drills at least once a month, weather permitting. (AS 14.03.140)

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

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

(cf. 4131 – Staff Development)

1. Principal

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

The principal shall:

a. Direct evacuation of buildings, using fire signals and procedures as required for fire, threatened explosion, or following cessation of earthquake tremors, and using a manual bell for signals in case of power failure.

b. Arrange for transfer of students when their safety is threatened by floods or approaching fires.

c. Issue orders to teachers if children are to assemble in preselected safer areas within the school.

d. Schedule monthly/periodical fire drills and keep appropriate records.

e. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.

f. Inform the Superintendent or designee of all emergency actions taken as soon as possible.

g. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.

2. Teachers

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

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

3. Custodian/Maintenance Personnel

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

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

4. The school secretary shall:

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

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

6. Emergency medical responders shall:

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

Revised 3/2017
a. Fire Drills and Fires

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

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

(cf. 6114 - Emergencies and Disaster Preparedness Plans)

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

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

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

Legal Reference:
ALASKA STATUTES
14.03.140 Emergency drills

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

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

Receiving Threats

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

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

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

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

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

Procedures

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

1. Immediately use fire drill signals to evacuate threatened areas.
   (a) Students and staff shall follow standard fire drill procedures.
   (b) Teachers shall take roll at their assigned areas and immediately report any absences to the principal or designee.
   (c) Teachers shall remain with their classes, well away from the school buildings, until relieved.

2. Immediately turn off any two-way radio equipment which is located in a threatened building.
3. Immediately inform law enforcement authorities, the fire department, and the Superintendent or designee.
Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.

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

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

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

(cf. 5144.1 - Suspension and Expulsion)
(cf. 6114 - Emergencies and Disaster Preparedness Plan)
Revised 9/1997

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 6114.3

c. Earthquake Emergency Procedures

Earthquake While Indoors at School

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

1. The teacher or other person in authority shall implement the DROP action. Each student shall:

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

**Earthquake While on School Grounds**

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

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

**Earthquake While on the Bus**

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

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

**Subsequent Emergency Procedures**

1. Teachers shall see that students avoid touching electrical wires that may have fallen.
2. Teachers or students shall not light any fires after the earthquake until the area is declared safe. Laboratory or shop teachers shall be watchful of students' relighting burners or stoves.
3. First aid shall be rendered if necessary.

4. Teachers shall take roll of their classes.

5. Guards shall be posted at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.

6. Custodian/maintenance personnel shall shut off all pilot lights on water heaters or furnaces, as well as stoves in homemaking classrooms.

7. Assistance shall be requested as needed, through appropriate channels, from the local civil defense office or fire and police departments.

8. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.

9. The principal shall, if possible, contact the district office for further instructions.

10. The principal shall determine the advisability of closing the school, with the advice of the Building Inspector if possible.

11. Following the quake, the principal and custodian shall inspect all buildings for safety in accordance with inspection procedures below.

12. If the building is safe for use, the principal or designee shall clear debris in order to resume educational activities as soon as possible.

13. Until such time as the buildings are safe for use, the principal shall arrange for other facility use, if available, so that the educational program may be continued with as little interruption as possible.

**General Procedures**

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

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

Inspections After Earthquake

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

Check points:

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

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

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

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

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 6114.4

d. Pandemic/Epidemic Emergencies

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

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

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

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

Response

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

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

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

Infection Control

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

**Continuance of Education**

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

(cf. 5141.22 – Infectious Diseases)
(cf. 5141.23 – Infectious Disease Prevention)
(cf. 5144.1 – Suspension and Expulsion)
(cf. 6114 – Crisis Response Plan)

**Legal Reference:**

**ALASKA STATUTES**
14.03.02 School Year
14.30.045 (4) Grounds for suspension or denial of admission

**ALASKA ADMINISTRATIVE CODE**

**GALENA CITY SCHOOL DISTRICT**
Adopted 2/2010

**BP 6115**

4. Ceremonies and Observances

**Patriotic Exercises**

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

The School Board encourages activities that instill pride in our country. The Pledge of Allegiance shall be recited or patriotic exercises conducted each day.

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

The district respects the legal right of individuals not to participate in the salute to the flag for personal reasons.
Special Days and Events

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

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

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

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday.

(cf. 6111 - School Calendar) Legal Reference:
ALASKA STATUTES
14.03.050 School holidays
14.03.130 Display of flag
41.15.900 Observance of Arbor Day
Banks v. Board of Public Instruction, 314 F. Supp. 285
Hanover v. Northrup, 325 F. Supp. 170

Revised 9/2001

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

5. Classroom Interruptions

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

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
Classroom Interruptions

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

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

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

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

B. Curriculum

1. Curriculum Development and Evaluation

Note: 4 AAC 05.080 mandates that the Board formally adopt at a regular meeting a curriculum, as specified, describing what will be taught.

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

Curriculum development and improvement is of primary importance and as such will be part of an ongoing process in this district. The Superintendent or designee shall have general coordinating authority over the design and development of curriculum. The Superintendent or designee shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students and parents/guardians. The Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and in-service training.
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

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

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

The Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for district-wide curriculum development.

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

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

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

The Board shall review each content area at least once every six years.

(cf. 6190 - Evaluation of Instructional Program) Legal Reference:
ALASKA STATUTES
14.03.120 Education planning: reports
14.14.110 Cooperation with other districts

ALASKA ADMINISTRATIVE CODE
4 AAC 04.140 Content Standards
4 AAC 04.150 Performance Standards
4 AAC 05.010 Program Planning and Evaluation
4 AAC 05.020 Definitions
4 AAC 05.080 School curriculum and personnel
4 AAC 06.805 Adequate Yearly Progress
4 AAC 06.885 School and District Recognition
4 AAC 51.310 Evaluation

Revised 2/2004
a. Recognition of Religious Beliefs and Customs

Note: As a condition of receiving federal education funds, school districts must annually certify, in writing, to the Department of Education and Early Development that no district policy prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools.

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

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

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

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

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

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

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

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

(cf. 5113 - Absences and Excuses)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6115 - Ceremonies and Observances)
(cf. 6144 - Controversial Issues)

Legal Reference:
ALASKA STATUTES
14.03.090 Sectarian or denominational doctrines prohibited

UNITED STATES CODE

Revised 1/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/95

BP 6141.3

b. Multicultural Education

Note: A.S. 14.20.020 requires multicultural training for issuance of teaching certificates. A.S. 14.20.035 gives preference in hiring persons with training or experience in cultures represented in the student population.

The School Board recognizes that America has always been a multicultural society composed of diverse peoples who came here from all parts of the globe. Public schools are the most common shared experience for most Americans, and it is the job of the schools to accurately reflect the contributions of all ethnic groups to the common culture.
Students must learn to respect and work cooperatively with persons of all backgrounds. Instruction should help students realize the value of individual differences as well as the human dignity and worth common to all people.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5137 - Positive School Climate)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6174 - Bilingual-Bicultural Education)

Legal Reference:
ALASKA STATUTES
14.20.020 Requirements for issuance of certificate
14.20.035 Evaluation of training and experience

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

2. Subject Fields

a. Family Life/Sex Education

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

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

(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6142.2 – AIDS Instruction)
The program shall be age-appropriate and shall address a full range of topics, including parenting and birth control, and shall emphasize that abstinence from sex is the only totally effective protection against unwanted pregnancy and sexually transmitted diseases.

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

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

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

(cf. 1220 - Advisory Committees)

Parents/guardians shall be notified in writing before students are offered any instruction in which human reproductive organs and their functions, processes, or diseases are described, illustrated, or discussed. This notification shall inform parents/guardians that they may review instructional materials to be used in family life, sex education instruction and that they may request in writing that their child not attend the class. At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

Legal Reference:
ALASKA STATUTES
14.30.360 Curriculum

UNITED STATES CODE

Revised 1/2017
b. AIDS Instruction

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

The School Board recognizes that acquired immune deficiency syndrome (AIDS) and human immune deficiency virus (HIV) pose a health risk. An effective weapon against the spread of this deadly disease is public education.

The district's health education program will include factual information about the transmission of AIDS and HIV. Students will be informed of voluntary behaviors that can result in infection and will be encouraged to prevent infection by making wise decisions in their daily lives. Instruction shall emphasize that abstinence is the only totally effective protection against AIDS through sexual transmission.

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

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

(cf. 6142.1 - Family Life/Sex Education)  
(cf. 6141 - Curriculum Development and Design)  
(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence Awareness and Prevention)

Sufficient classroom time should be provided to fully cover essential knowledge appropriate for each grade level and allow students time to ask questions and discuss issues raised by the information presented.
In cooperation with local health agencies, as appropriate, the Superintendent or designee shall provide a program of orientation and information about the AIDS Instructional program for parents/guardians and interested members of the community. This program shall include the opportunity to examine all instructional materials.

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

(cf. 1312.2 - Complaints concerning Instructional Material)
(cf. 5141.23 - Infectious Disease Prevention)
(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:
ALASKA STATUTES
14.30.360 Curriculum

UNITED STATES CODE

Revised 3/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6142.3

c. Science Instruction

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

The Board expects that students shall come to know that science, mathematics and technology are human enterprises, with strengths and limitations. As part of their science instruction, students should learn how to use scientific knowledge and ways of thinking for individual and social purposes.
A scientific fact is an understanding based on confirming observations and is subject to test and rejection. A scientific hypothesis is an attempt to frame a question as a testable proposition. A scientific theory organizes and explains a range of natural phenomena on the basis of facts and hypotheses. Scientific theories are constantly subject to testing, modification and refutation as new evidence and new ideas emerge.

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

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

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

Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 04.060 Science Performance Standards

Revised 9/1997

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6142.4

d. Community Service

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

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

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

(cf. 1240 - Volunteers)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 6142.4

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

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

1. Develop multicultural relationships within the community.

2. Appreciate the democratic ideal of equal treatment for all citizens.

3. Learn the importance of environmental conservation.

4. Understand the values, goals and quality of life which the community considers important.

5. Develop flexibility in order to realize that changes are necessary throughout life.

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

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

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

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

**Grading**

Community service classes shall be offered on a "credit/no credit" basis.

**Student Responsibilities**

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

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

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

**GALENA CITY SCHOOL DISTRICT**

Adopted 12/13/1995

**BP 6142.5**

**e. Environmental Education**

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

The Board desires to foster attitudes of personal responsibility toward the environment and provide students with the knowledge and skills needed to make decisions involving the environment and its resources. Students should understand basic ecological principles and appreciate the interrelated nature of living processes, the effect of human activities on ecological relationships, and the interdependence of humanity and nature.
School and classroom activities should encourage students to recycle, conserve natural resources, use biodegradable materials when possible, and dispose of wastes in an environmentally sound way.

(cf. 6163.4 – School Gardens, Greenhouse, and Farms)

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

(cf. 6141 - Curriculum Development and Evaluation)

Revised 2/2011

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6142.6

f. Visual and Performing Arts Education

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

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

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

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

Legal Reference:
ALASKA ADMINISTRATIVE CODE
4AAC 04.110 Arts Performance Standards

Revised 9/1997
3. Courses of Study

**Elementary Schools**

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

**Secondary Schools**

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

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6184 – Virtual/Online Courses)

Legal Reference:
ALASKA STATUTES
14.30.360 Curriculum

ALASKA ADMINISTRATIVE CODE
4 AAC 05.080 School Curriculum and personnel
4 AAC 06.075 High school graduation requirements

Revised 1/2004
The School Board believes that students should have opportunities to discuss controversial issues which have political, social or economic significance and which the students are mature enough to investigate and address. The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions, and respect the opinions of others.

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

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

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

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

(cf. 1312.1 - Complaints Concerning School Personnel)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 4119.25 - Political Activities of Employees)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Legal Reference:
ALASKA STATUTES
14.03.090 Sectarian or denominational doctrines prohibited
Controversial Issues

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

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

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

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

5. Extracurricular and Cocurricular Activities

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

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

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

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

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

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

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

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

Legal Reference:
ALASKA STATUTE
14.30.010 Interstate Compact on Educational Opportunity for Military Children

ALASKA ADMINISTRATIVE CODE
4 AAC 06.520 Recreational and athletic activities
4 AAC 06.600 Definitions

Revised 2/2010

GALENA CITY SCHOOL DISTRICT
Extracurricular and Co-curricular Activities

Before February 1 of every third school year, the Superintendent or designee shall survey students in grades 5-11 to determine student interest in extracurricular recreational activities, interscholastic academic activities, and interscholastic athletic activities. Before March 1 of each year, the district shall adopt a plan outlining such activities for the following year. The plan shall provide substantial equal opportunities for each sex and be based on the interests of the students. (4 AAC 06.520)

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

- The provision of equipment and supplies.
- The schedule of games and practice.
- Travel schedules and trips taken.
- Opportunities to receive coaching.
- Assignment of coaches and tutors.
- Provision of locker, practice, and competitive facilities.
- Provision of administrative support services.
- Publicity.

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

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6145.2

a. Interscholastic Competition

The School Board considers the interscholastic program an integral component of the district educational program. The interscholastic athletic program shall be geared to the interests and abilities of students of both sexes and varied in scope to ensure wide participation, consistent with the financial and personnel constraints of the district.
The Board shall not approve membership of the district, or any school in the district, in any voluntary interscholastic athletic organization which discriminates against or denies the benefits of any program to any person on the basis of race, sex, or ethnic origin.

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

The Board recognizes its responsibility to ensure that the health and welfare of students is given the highest consideration in planning a program of interscholastic competition. Special care shall be taken to ensure that all interscholastic training and competition is organized and supervised in a manner which will not overtax the physical capabilities of the participants. The district interscholastic program shall require medical examinations, ongoing medical supervision, and the use of protective equipment as appropriate.
Note: The following ASAA rules are intended to be minimum requirements for student eligibility to participate in all sanctioned interscholastic activities. These rules do not preclude a school or district from imposing additional rules that are reasonable and not in conflict with those set forth below.

In order to participate in ASAA activities, the following conditions of eligibility must be met:

1. Students must properly register in a 9-12 high school program or any combination thereof, in the school where the student will participate (“School of Eligibility”).

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

2. Students may not be graduated seniors, with the exception that the eligibility of a senior graduating near the end of a regular school year shall extend through the conclusion of any current school athletic season in which he or she is participating.

3. All second semester freshmen, sophomores, and juniors, as well as seniors who are not on track to graduate must be enrolled in a minimum of 2.5 semester units of credits or equivalent at the School of Eligibility or its district, that lead to granting of credit toward graduation.

4. Students in grade 12 who are on track to graduate must be enrolled in a minimum of four semester units of credit at the School of Eligibility or its district.

5. Students must maintain at least an overall 2.0 GPA during the current semester. Students who do not maintain this GPA may regain eligibility during the current semester by achieving and maintaining an overall 2.0 GPA.

6. Students must be in regular attendance at school classes in which enrolled or for which credit is granted (or be enrolled in a district or member school correspondence program).

7. All second semester freshman, sophomores, and juniors, as well as seniors who are not on track to graduate must have passed at least five semester units of credit, or the equivalent, during the previous semester and maintained a 2.0 overall GPA.
8. Second semester seniors who are on track to graduate must have passed four semester units of credit, or the equivalent, during the previous semester and maintained a 2.0 overall GPA.

9. First semester seniors must have passed at least five semester units of credit, or the equivalent, during the previous semester in order to be eligible anytime during the current semester.

10. Students must meet additional district eligibility requirements, if any.

   (cf. 6145 - Extracurricular activities)

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

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

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

**Maximum Participation Rule**

Note: No student may have more than eight consecutive semesters of ASAA eligibility.

1. Students first entering 9th grade will have eight consecutive semesters of eligibility.

2. Students first entering 10th grade will have six consecutive semesters of eligibility.

3. Students first entering 11th grade will have four consecutive semesters of eligibility.

4. Students first entering 12th grade will have two consecutive semesters of eligibility.

**Eligibility Reporting**

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

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

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

**Drug Free Environment**

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

*Revised 5/2017*

*GALENA CITY SCHOOL DISTRICT*
*Adopted 12/13/1995*
Interscholastic Competition

Note: The following Exhibit is ASAA’s Citizenship Rule and Controlled Substance, Alcohol and Tobacco Policy. All students who participate in any ASAA sanctioned activity which requires the submission of the Master Eligibility List (see AR 6145.2 for a list of those activities), will be subject to the rules below as a condition of eligibility. Violations of the policy are cumulative throughout a student’s high school years in Alaska, regardless of which school the student is attending. Schools, not ASAA, will determine whether a violation has occurred and must report violations to ASAA as specified below.

ASAA Citizenship Rule (Adoption 4/28/08)

ASAA Bylaw Article 12, Section 8, Citizenship Rule and Tobacco, Alcohol and Controlled Substance Policy Reference.

Citizenship Rule:

The determination by a member school that a student is ineligible based on poor citizenship or violation of the Tobacco, Alcohol and Controlled Substance Policy, is not appealable to the Association.

Expelled Student:

A student who is expelled from a member school will not be eligible in another member school for the duration of the period of expulsion.

A. Tobacco, Alcohol and Controlled Substance Position Statement:

ASAA and its member schools recognize that the use of tobacco, alcohol and controlled substances is a significant health problem for many students, resulting in negative effects on behavior, learning and their total development. The use of tobacco, alcohol and controlled substances by students affects academic development, personal growth, extracurricular activities participation and the development of related skills. Others affected by misuse and abuse are family members, teammates and other significant persons in their lives.

ASAA and its member schools believe that close contact of parents, coaches, advisors, students and communities in interscholastic activities and classrooms provides a unique opportunity to observe, confront and assist one another. It is the philosophy of ASAA and its member schools that students should be encouraged and supported in their efforts to develop and maintain a chemical-free life style.
Participation in ASAA sanctioned sports and activities is a privilege which requires all participants to adhere to rules imposed by the member schools and/or member districts that students attend and represent. The policy described in this article is intended to further the following purposes:

1. To emphasize the health and safety of students while participating in activities, to recognize the long-term physical and emotional effects of tobacco, alcohol and controlled substance use on student health, and to minimize the potential for injury.

2. To promote a sense of order and discipline among students.

3. To recognize that a student’s possession, distribution or use of controlled substances, alcohol, or tobacco during the school year or during interscholastic competition outside of the school year, even during times when the student is not actively participating in interscholastic activities, may nevertheless be detrimental to health, safety, order and discipline when the student is participating.

4. To assist schools in the establishment of policies that are consistent with ASAA standards of athletic and activity eligibility.

5. To support schools that have programs to assist students who desire to resist peer pressure which directs them toward the use of tobacco, alcohol and controlled substances.

B. Tobacco, Alcohol and Controlled Substance Policy:

The Board of Directors has implemented a statewide policy regarding the possession, distribution and use of controlled substances, alcohol and tobacco. This policy includes an educational component, minimum penalties which are cumulative and progressive, a time period in which the policy applies, an explanation of how violations are determined and reported, a required Student and Parent/Guardian Acknowledgment Form which must be signed prior to participation, and a definition of terms.

The complete Tobacco, Alcohol and Controlled Substances (TAD) Policy follows below.

**Tobacco, Alcohol and Controlled Substances (TAD) Policy**

In order to ensure adoption of consistent tobacco, alcohol and controlled substances use policies by member schools and districts, ASAA requires that member schools and districts adopt the following policy for their enrolled and alternative education program students who are participating
in interscholastic activities. This is intended to set forth minimum restrictions and penalties, subject to greater or additional restrictions or penalties which may be adopted by member schools or school districts.

1. **Prohibited Conduct:** The possession, distribution or use of any tobacco products, including “E” or electronic cigarettes, alcohol and controlled substances (as defined in Section 10 of this policy) by a student-athlete or activity participant, whether it occurs on or off school property, is prohibited and shall result in the penalties set forth herein.

2. **Time Period During Which Policy Applies:** The policy in this section applies to any student who is participating or has participated in interscholastic activities starting from the student’s first participation in interscholastic activities, at any ASAA member school, and continuing until the student graduates from high school. This policy applies during “calendar days” as defined in this section. The policy first went into effect on July 28, 2008.

3. **Educational Component:** The educational component is a critical part of the policy and is comprised of four parts; **Pre-Participation Orientation, First Offense, Second Offense, and Third Offense.** ASAA will provide the first three parts of this component to member schools on DVD and through the ASAA website. An overview of each part is included under Section 10. Definitions.

4. **Cumulative and Progressive Penalties:** Violations of this policy will be cumulative and progressive, as described in the following paragraph, throughout a student’s high school years. If a student transfers from one ASAA member school to another ASAA member school, the student’s cumulative violations will accompany such transfer and shall be the basis for any additional penalties should further violations occur.

5. **Minimum Penalties for Violation of this Policy:** Minimum penalties for violations of this policy are:

   **First Offense**
   The student will be suspended from interscholastic activities and practice for 10 (ten) calendar days (as defined in Section 10). Fifty (50) percent of the suspension will be forgiven and the student may return to practice if the student and parent/guardian complete the **First Offense** educational component.

   For tobacco use, if a student under the First Offense Penalty violates the Tobacco Rule within the 10 (ten) calendar day period of suspension, the student’s period of suspension will start over again; the First Offense educational component will become mandatory, and no forgiveness will
be granted. This process will continue until the student has demonstrated 10 (ten) calendar days without a subsequent tobacco violation. A student who has not completed a suspension or re-suspension under the First Offense Penalty for violation of the Tobacco Rule does not become subject to imposition of penalties under a Second, Third or Fourth Offense for violation of the Tobacco Rule, until the student has completed all suspensions and re-suspensions under the First Offense Penalty for tobacco use. A student serving a First Offense Penalty under the Tobacco Rule is, however, subject to immediate imposition of a Second Offense Penalty to the extent this is based upon violation of the non-tobacco prohibitions under this Policy.

Second Offense
The student will be suspended from interscholastic activities and practice for forty-five (45) calendar days. Both the student and parent/guardian must complete the Second Offense educational component prior to the student’s return to competition and there will be no forgiveness of calendar days of suspension. While under the period of suspension, the student may return to practice after completion of the Second Offense educational component. A student may need additional days of practice before returning to competition (See Article 7, Section 5).

Third Offense
The student will be suspended from interscholastic activities and practice for one (1) calendar year. Both the student and parent/guardian must complete the Third Offense educational component prior to the student’s return to competition and there will be no forgiveness of calendar days of suspension. While under the period of suspension, the student may return to practice after completion of the Third Offense educational component. A student may need additional days of practice before returning to competition (See Article 7, Section 5).

Fourth Offense
The student’s privilege to participate in interscholastic activities and practice is revoked for the remainder of the student’s high school years.

These are minimum penalties which may be increased by the member school or member school district, based upon (1) the nature of the violation, (2) the extent to which it occurs on school property or during school activities, and (3) the extent to which it arises in the context of the student’s participation in interscholastic activities. Penalties shall be imposed beginning on the first calendar day following a determination that a violation has occurred, except to the extent a school’s appeals policy permits a student to continue to participate pending final determination of any appeal filed by the student under such policy. In such case, penalties shall be imposed on the first calendar day following a determination on
appeal that a violation has occurred. A student shall be considered ineligible during each calendar day in which a penalty is imposed.

6. Determination of Violations: In implementing this policy, it will be the member school’s responsibility to determine the nature and extent of a violation, to impose and enforce any penalty, to report each violation to ASAA on a standardized form, and to maintain records of all violations by each student occurring after the student’s first participation in interscholastic activities. A member school’s determination that a violation has occurred and its imposition of penalty may not be appealed to ASAA. If a member school or member school district reverses a determination of violation, it shall promptly notify ASAA of such reversal. Alleged failure of a member school or district to enforce this policy may not be the basis for either a report of rules violation to the Executive Director or of a member school’s protest against another school, under ASAA Bylaws.

Violations and penalties are to be based upon noncompliance with the policy by the student participant, by the student’s parents/legal guardians, or both, provided however, that where a violation is based solely upon action or inaction of the parent or legal guardian and not of the student participant, under circumstances completely beyond the control of the student and where it would be manifestly unfair to disqualify the student on this ground, the member school may, at its discretion, withhold imposition of a penalty against the student.

7. Violations Reported to ASAA and Confidentiality Requirement: After determining that an enrolled student, or an alternative education program student who has been granted eligibility at a member school, has committed a violation, the member school shall report the violation to ASAA on the required form. ASAA will provide a School Report of Violation Form to member schools and districts. Member schools and districts must report to ASAA a violation of this policy within 3 calendar days of determination that such violation has occurred. A report of violation must show all violations which occurred at the member school or district and the dates thereof, including the specific basis upon which a determination of violation was made. It is ASAA’s intention to maintain the confidentiality of all such reports. As such, information concerning a student’s previous violations will be disclosed by ASAA only to an administrator of the member school which the student is attending. A school administrator to whom such information has been disclosed may exercise discretion to provide such confidential information as is appropriate to the student’s coach or other activity administrator, but only to the extent that such information is provided in a good faith effort to prevent violations and to assist the student in maintaining a lifestyle free of tobacco, alcohol and controlled substance use, and to maintain
eligibility to participate in interscholastic activities. An administrator who provides any confidential information to a student’s coach or other activity supervisor shall assure that such person will use the information only in communications with the student and shall otherwise maintain strict confidentiality of the information. ASAA’s records of violation shall be made available to the student and/or the student’s parent or legal guardian upon written request.

8. Student and Parent/Guardian Acknowledgement: ASAA will provide a Student/Parent/Legal Guardian TAD Acknowledgement Form to member schools and districts. The form will explain the policies of this section and penalties for violations. The form must be signed by the student and the student’s parent or legal guardian, and requires that the student and parent or legal guardian acknowledge that they have read and understand the terms of the policy, including the potential penalties for violations, and that it requires the school to report such violations to ASAA. The form will require that the student and parent or legal guardian agree to be bound by these terms. Prior to each season in which a student participates in interscholastic activities, a copy of the signed form must be returned to the school before the student is permitted to participate. Member schools shall keep a copy of the signed forms on file. This means, that although a student will be required to view the orientation video only once per year, the signed acknowledgement forms must still be turned into the office prior to each season of participation.

9. Student Emancipated by Age or Marriage: The requirements in this policy that a parent or legal guardian sign the Student/Parent/Legal Guardian TAD Acknowledgement Form and that require that a student’s parent or guardian participate in the Pre-participation Orientation or in mandatory education arising from an offense do not apply to a student who has obtained the age of 18 (eighteen) years, or who becomes married if the student has reached the age of 16 (sixteen).

10. Definitions: As used in this section, terms are defined as follows:

Electronic “E” Cigarettes – E-cigarette “means any electronic oral device, such as one composed of a heating element, battery, and/or electronic circuit, which provides a vapor of nicotine or any other substance, and the use or inhalation of which simulates smoking. The term shall include any such device whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, or under any other product name or descriptor.”

Calendar Days – Each day, including weekends and holidays, during the member school’s school year. Additionally, if a student participates in any interscholastic activity, including practice, outside of the school year, then
the entire period of such participation, including intervening weekends and holidays, counts as calendar days for such student.

**Controlled Substance** – Any substance appearing on the list of Controlled Substances identified by the federal Office of the Drug Enforcement Administration or as set forth in 21 U.S.C. Section 812, unless the student’s usage of such substance is consistent with a physician’s prescription for the student’s usage. The DEA list of Controlled Substances appears on its internet website at http://www.deadiversion.usdoj.gov/schedules/index.html#list. ASAA will endeavor to provide member schools with an updated List of Controlled Substances; however, for purposes of ASAA’s policy, the current list maintained by the DEA is controlling. In addition, any substance listed as illegal or restricted by Alaska statute or regulation, classified as a “designer drug” by the federal Office of Drug Enforcement Administration or by Alaska statute or regulation, shall be considered a controlled substance for the purposes of this policy.

**Report to ASAA** – Violations must be reported to the ASAA office within three days via the Electronic Reporting System.

**Suspension** – As defined in Article 5, Section 1 (A) (6) of ASAA bylaws.

**Educational Component** – A series of DVD’s, software and web based training programs and counseling ranging from a pre-participation orientation session to remedial programs for first through third time offenders. These are designed to keep students in school, teach them responsibility, educate them and their parents/guardians on new behaviors and lifestyles, instill accountability, exemplify teamwork, teach positive decision making skills, and keep students eligible for interscholastic activities.

**An overview of each part follows:**

**Pre-Participation Orientation:** The Orientation is required of all student participants and parent/guardian annually, at the beginning of the student’s first season of the school year, before the student is eligible to participate. This session is a short informative presentation designed to encourage students and parents/guardians to understand the policy and the consequences for violation. Upon completion of the Orientation, the student and parent/guardian must sign the **Student/Parent/Legal Guardian TAD Acknowledgement Form** as stated in B. 2. above for the student to gain eligibility. Schools will affirm that this has happened by marking the designated field on the Master Eligibility List.

(Note added for clarification purposes – The board did not change the following provision). “Prior to each season in which a student participates
in interscholastic activities, a copy of the signed form must be returned to the school before the student is permitted to participate. Member school shall keep a copy of the signed forms on file.” *(This means that although a student will be required to view the orientation video only once per year, the signed acknowledgment form must be turned into the office prior to each season of participation).*

First Offense:
This optional session for students who have committed a First Offense is designed to educate students and their parents/legal guardians on how to make positive decisions that will instill accountability and new behaviors in the students. Upon successful completion of this part by both the student and parent/guardian, 50% of a student’s suspension from activities will be forgiven. Students completing the First Offence component may return to practice prior to the completion of the period of suspension.

Repeat violations of the Tobacco Rule during the 10 (ten) calendar days of suspension will result in mandatory participation in the First Offense educational component prior to returning to competition. For repeat violations of the Tobacco Rule only, the Second Offense penalties, if based on violations of the Tobacco Rule, will not be imposed unless there is a repeat violation of the Tobacco Rule after the student has completed all suspensions and re-suspensions under the First Offense.

Second Offense:
This required session for students who have committed a Second Offense as well as their parents/guardians, must be completed before a student regains eligibility. It is more in-depth than is presented in First Offense. Students completing the Second Offense component may return to practice prior to the completion of the period of suspension. There is no forgiveness of mandatory suspension and students returning to play after this offense may need additional days of practice prior to competition.

Third Offense:
Students who violate this policy for a third time have a significant problem. This required session for students who have committed a Third Offense under the rule and wish to regain their eligibility, will target the specific at-risk behaviors and may involve multiple agencies. A Student under the Third Offense educational component must:

- seek assessment and counseling/treatment from a local health care professional,
- successfully complete the recommendations of the care provider and submit a letter from the agency,
- demonstrate a commitment to remain substance free,
• make a presentation to the District School Board requesting reinstatement of interscholastic eligibility,
• notify ASAA through the school administration that all conditions have been successfully completed, and request reinstatement by ASAA.

Students completing the Third Offense component may return to practice prior to the completion of the period of suspension.

Revised 1/2017

GALENA CITY SCHOOL DISTRICT
Adopted 2/2008

BP 6145.21

1a. Sportsmanship

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

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

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

(cf. 5131.4 - Campus Disturbances)
(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 6145.21

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

1. Sportsmanship involves:

2. Taking a loss or defeat without complaint.

3. Taking victory without gloating.

4. Treating opponents with fairness, courtesy and respect.

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

1. Principals and administrative staff.

2. Athletic and band directors.

3. Coaches, players and cheerleaders.

4. Faculty members.

5. Parents/guardians and spectators.

The following behavior is unacceptable at all school contests:

1. Berating an opponent's school or mascot.

2. Berating opposing players.

3. Obscene cheers or gestures.

4. Negative signs.

5. Painted faces.

6. Use of noisemakers.

7. Words or gestures of complaint about officials' calls.

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

The principal or designee from each participating school shall:

1. Meet with the site manager 30 minutes before game time and establish where he/she will be throughout the event.
2. Enforce the highest standards of sportsmanship within his/her own student body.
3. Cooperate with the principal or designee of the opponent's school whenever any violations of sportsmanship occur.

Disciplinary Measures Governing Coaches and Student Athletes

1. If any athlete physically assaults a coach, game official or school official at or during an athletic contest, the athlete will be suspended from athletics for one calendar year from the date of the infraction.

2. If any athlete actively competing in an athletic contest is involved in an altercation or is ejected from the contest as a result of that altercation, the athlete will be suspended from the next contest. An altercation is any action outside of the normal conduct of an athletic contest by which a student athlete causes or attempts to cause physical injury to another or which, in the judgment of a school or game official, could lead to another person's physical injury.

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

4. Any violation of these rules by an athlete may also result in suspension from the academic program.
5. If a coach in any sport is removed from the game by an official, the coach will be suspended from coaching the next contest, subject to application of due process procedures.

Revised 9/1997

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 6145.22

CONCUSSION IN STUDENT ATHLETES

GUIDELINES FOR CONCUSSION MANAGEMENT

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

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

TRAINING

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

“Concussion in Sports,” available online, at no cost, through the NFHS Learning Center.

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

Concussion Awareness, available online through USA Football.
http://www.usafootball.com/health-safety/home
Initial Training for Coaches: All coaches must receive initial training in the recognition and management of sports concussions, including an understanding of these guidelines. Initial training is required prior to the start of the applicable season. Training may consist of face-to-face training and/or online training modules. The district will document that training has occurred.

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

PREVENTION

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

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

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

- The signs and symptoms of concussion.
- The importance of reporting concussion symptoms experienced by the athlete or observed in a teammate.
- The importance of full recovery for health, safety, and performance.
- The importance of safety rules in minimizing the risk of concussion.
- The importance of rules of the game and sportsmanship in minimizing the risks of concussion.

Any other procedures or prevention tools for the applicable sport.

CONCUSSION FACT SHEET FOR PARENTS AND ATHLETES

Note: Alaska Statute 14.30.142 requires districts to annually provide athletes and their parents written information on the nature and risks of concussion. A student may not participate in athletic activities unless the student and parent
have signed a verification of receipt of this information. E 6145.22(1) is ASAA’s recommended fact sheet entitled “A Parent’s Guide to Concussion in Sports” prepared by the National Federation of State High School Associations.

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

Note: E 6145.22(2) is ASAA’s written verification, entitled “Parent and Student Acknowledgement and Consent.”

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

RISKS AND STANDARDS FOR RETURN TO PLAY

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

Identifying Concussion and Determining the Level of Medical Response

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

The following situations should result in immediate emergency care:

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

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

Return-to-Play Clearance

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

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

(a) a health care provider who is licensed in the state or exempt from licensure under state law; or

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

Note: Under Alaska law, effective July 1, 2015, an athletic trainer is required to be licensed, unless the individual is: 1) a student in an accredited athletic trainer program who is training under the supervision of an athletic trainer or a person licensed to practice medicine or osteopathy under AS 08.64; 2) licensed, certified or registered as an athletic trainer in another state and is present in the state for not more than 90 days in a calendar year for an event; or 3) in the military service of the United States or as an employee of the federal government performing athletic training services in the scope of official duties. AS 08.08.010(a).
After Medical Clearance, Return to Play (“RTP”) Step-Wise Protocol

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

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

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

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

Note: This return-to-play protocol is based on ASAA guidelines and includes a corresponding gradual return to instructional/cognitive activity.

Day 1 – 15 Minutes of Light Aerobic Activity (Walk, Exercise Bike, etc.)
– Trial half day of school. No homework. No testing.
– If no return of symptoms, then:

Day 2 – 30 Minutes of Light to Moderate Aerobic Activity (Walk, Exercise Bike, etc.)
– Trial full day of school. No homework. No testing.
– If no return of symptoms, then:

Day 3 – 30 Minutes of Moderate to Heavy Aerobic Activity
– Full day of school. Regular homework assignments. No testing.
– **If no return of symptoms, then:**

**Day 4** – 30 Minutes of Heavy Aerobic Activity and 15 Minutes of Resistance Exercise (Push-ups, Sit-ups, Weight Lifting).
– Full day of school. Regular homework. Regular testing.
– **If no return of symptoms, then:**

**Day 5** – Return to Practice with NON CONTACT Limited Participation.
– **If no return of symptoms, then:**

**Day 6** – Return to Full Practice WITH CONTACT

**School/Medical Concussion Care Plan**

*Note: E 6145.22(4) is ASAA’s “School/Medical Concussion Care Plan.”*

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

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

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

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

**GALENA CITY SCHOOL DISTRICT**
Adopted 3/15/2016
b. Publications

While serving to instruct students in the basic skills of responsible journalism, official school publications shall be free to provide thoughtful relevant commentaries on all topics within the bounds of good taste.

Student editors in journalism, newspaper, yearbook, and writing classes shall assign and edit the news, editorial, and feature content of their publications. Faculty advisors shall help the student editors judge the literary value, newsworthiness, and propriety of materials submitted for publication. All statements and editorials must be substantiated by fact. Editorials may freely aim constructive criticism at school organizations, procedures, and policies, but such criticism should reflect the opinions of a cross-section of the publication staff. Editorial columns which express only the opinion of the writer shall be bylined.

As space permits, editorial pages shall be open to any students wishing to express their ideas or to rebut editorials in a letter. School newspapers shall print a fair selection and accurate representation of the letters they receive.

Faculty advisors shall supervise student publications so as to maintain professional standards of English and journalism and to assure that their content is not obscene, libelous, or slanderous, and does not incite students to commit unlawful acts, violate school rules, or disrupt school operations.

(cf. 1325 - Advertisements and Promotions)  
(cf. 5145.2 - Freedom of Speech/Expression)

Legal Reference:
ALASKA STATUTES
14.18.010 Discrimination based on sex and race prohibited
14.18.050 Discrimination in course offerings prohibited
14.18.090 Enforcement by board of education


ALASKA ADMINISTRATIVE CODE
4 AAC 06.520 Recreational and athletic activities
4 AAC 06.530 Guidance and counseling services
4 AAC 06.540 Course offerings
4 AAC 06.600 Definitions
4 AAC 51.270 Equal opportunities

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
c. Student Organizations and Equal Access

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

Limited Open Forum

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

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

Closed Forum

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

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

(cf. 1321 - Solicitation of funds)
(cf. 1325 - Advertising and Promotion)
(cf. 1330 - Use of School Facilities)  
(cf. 3452 - Student Activity Funds)  
(cf. 3554 - Other Food Sales)  
(cf. 5145.2 - Freedom of Speech/Expression)  

Legal Reference:  
ALASKA STATUTES  
14.03.060 Elementary, junior high, and secondary schools  
14.30.510 Alaska student leadership development fund  


Prince v. Jacoby, 303 F.3d 1074 (9th Cir. 2002)  
Board of Education of Westside Community Schools v. Mergens, 110 S.Ct. 2356 (1990)  
Student Coalition for Peace v Lower Merion School, (1985)  
776 F.2d 431 (3rd Cir.1985)  

Revised 1/2003  

GALENA CITY SCHOOL DISTRICT  
Adopted 12/13/1995  

AR 6145.5  

Student Organizations and Equal Access  

School-sponsored Organizations  

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

Limited Open Forum  

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

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

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

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

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

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

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

(cf. 5145.2 - Freedom of Speech/Expression)

Closed Forum

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

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

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

(cf. 1330 - Use of School Facilities)
Revised 1/2003

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

The Equal Access Act

SUBCHAPTER VIII - THE EQUAL ACCESS ACT

4071. Denial of Equal Access Prohibited

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

(b) "Limited open forum" defined
A public secondary school has a limited open forum whenever such school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during non instructional time.

(c) Fair opportunity criteria
School shall be deemed to offer a fair opportunity to students who wish to conduct a meeting within its limited open forum if such school uniformly provides that --
(1) the meeting is voluntary and student-initiated;
(2) there is no sponsorship of the meeting by the school, the government, or its agents or employees;
(3) employees or agents of the school or government are present at religious meetings only in a non participatory capacity;
(4) the meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
(5) nonschool persons may not direct, conduct, control or regularly attend activities of student groups.

(d) Construction of subchapter with respect to certain rights
Nothing in this title shall be construed to authorize the United States or any State or political subdivision thereof --
(1) to influence the form or content of any prayer or religious activity;
(2) to require any person to participate in prayer or other religious activity;
(3) to expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
(4) to compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;
(5) to sanction meetings that are otherwise unlawful;
(6) to limit the rights of groups of students which are not of a specified numerical size; or
(7) to abridge the constitutional rights of any person.

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

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

4072. Definitions
As used in this title --
(1) The term "secondary school" means a public school which provides secondary education as determined by State law.
(2) The term "sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes does not constitute sponsorship of the meeting.

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

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

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

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

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

6. Graduation Requirements/ Standards of Proficiency

BP 6146.1

a. High School Graduation Requirements

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

Note: The following sample policy reflects the minimum graduation requirements specified in 4 AAC 06.075 and should be revised to reflect district philosophy and needs. Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment was repealed. At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the secondary school competency examination and instead received a certificate of achievement. AS 14.03.075. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student’s last known address.

The Superintendent or designee shall prepare for School Board approval a plan consisting of district graduation requirements. Students shall receive
diplomas of graduation from high school only after meeting the following district graduation requirements.

Students first enrolling in Sidney C. Huntington School or Galena Interior Learning Academy as a freshman or sophomore student:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>Computer Science</td>
<td>.5 credit</td>
</tr>
<tr>
<td>PE/Health</td>
<td>2 credits</td>
</tr>
<tr>
<td>Life Skills</td>
<td>1 credit</td>
</tr>
<tr>
<td>Electives</td>
<td>7.5 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26 Credits</strong></td>
</tr>
</tbody>
</table>

Students first enrolling in Sidney C. Huntington School or Galena Interior Learning Academy as a junior or senior will be dealt with on an individual basis; however, they must at least meet the state minimum requirement of 21 credits and be enrolled in at least 7 credit generating courses each semester.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits (see *Note: below)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Science</td>
<td>2 credits</td>
</tr>
<tr>
<td>PE/Health</td>
<td>1 credit</td>
</tr>
<tr>
<td>Electives</td>
<td>9 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21 Credits</strong></td>
</tr>
</tbody>
</table>

Students who are enrolled in the Interior Distance Education of Alaska correspondence program are required to earn 21 credits as listed below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits (see *Note: below)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21 Credits</strong></td>
</tr>
</tbody>
</table>
Science 3 credits
Health .5 credit
PE 1.5 credits
Life Skills .5 credit
Electives 5.5 credits
Total 21 Credits

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

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 6164.2 - Guidance and Counseling Services)
(cf. 6184 - Virtual/Online Courses)

Legal Reference:
ALASKA STATUTES
14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE
4 AAC 06.075 High school graduation requirements
4 AAC 06.721 College and career readiness assessment waivers
4 AAC 06.755 State wide assessment program for students with disabilities

Revised 3/2017

GALENA CITY SCHOOL DISTRICT
Adopted 6/1999

BP 6146.11

1a. Graduation Credit for Course Work Prior to Ninth Grade

Students may receive credit toward completion of graduation requirements for coursework taken prior to the ninth grade, provided that:

1. Such work is of a nature considered to be consistent with high school level study, determined by a comparison of its content, and the learning objectives of board-approved high school curriculum.
2. Such work is not taken prior to the eighth grade.
3. Acquisition of all such credit is approved by the building or program administrator, after a thorough review of each case individually.

Algebra I taken in the 8th grade will automatically count toward high school graduation requirements for students residing in Galena as long as an exemplary grade (“A” or “B”) was received. The “A” or “B” grade must also be accompanied by a GCSD building administrator letter of support for the credit clearly outlining that the student showed clear and consistent mastery of the course material.

Algebra I taken in the 8th grade will automatically count toward high school graduation requirements for correspondence/home-school students as long as an exemplary grade (“A” or “B”) was received. High school courses taken by correspondence/home-school students in the 8th grade will automatically count toward high school graduation requirements as long as an exemplary grade (“A” or “B”) was received, the credit comes from an accredited institution, the credit is for a core academic course (science, social studies, English/language arts, or world language) and the course is clearly identified in a student’s Individual Learning Plan.

GALENA CITY SCHOOL DISTRICT
Adopted 5/2014

BP 6146.2

b. High School Equivalency Test

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

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

(cf. 5147 - Dropout Prevention)
College And Career Readiness Assessments

Note: Effective June 30, 2016, the requirement that no secondary student be issued a diploma unless he or she has taken a college and career readiness assessment is repealed.

The School Board shall provide for students to take college and career readiness assessments. The exams shall be administered in accordance with state law and regulations.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.4 - Reciprocity on Graduation Requirements)
(cf. 6146.5 - Differential Requirements for Individuals With Exceptional Needs)
(cf. 6162.5 - Standardized Testing)

The Individualized Education Program (IEP) team for a student with a significant cognitive disability may determine whether the student will take the assessment. The IEP team’s determination should consider whether the assessment supports the transition plan set forth in the student’s IEP.

Legal Reference

ALASKA STATUTES
14.03.075 College and career readiness assessment

ALASKA ADMINISTRATIVE CODE
4 AAC 06.710 Statewide student assessment system
4 AAC 06.717 College and career readiness assessment
4 AAC 06.765 Test Security; Consequences of Breach
4 AAC 06.721 College and career readiness assessment waivers
4 AAC 06.775 Statewide assessment program for students with disabilities
4 AAC 06.790 Definitions
c. Differential Requirements For Individuals With Exceptional Needs

Course Requirements

Note: Under 4 AAC 06.078, if the disability of a student precludes the taking of regular curricular offerings, a substitute course in the same subject area may be designed and provided as determined by the IEP team. A substitute course means a course that is aligned to the grade level content standards in 4 AAC 04.140(a) and meets the state and district graduation requirements as specified in 4 AAC 06.075. A substitute course may be noted on the student transcript by a number code known only to the IEP team and institution offering the course. A student taking a substitute course must take the state standards-based test.

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

Standardized Assessment

Under 4 AAC 06.775, a school district must provide a program of statewide assessment for every student with a disability enrolled in the district or attendance area. The assessment program must include the availability of accommodations required in a student’s IEP or section 504 plan for every required standards-based or norm-referenced test, and be consistent with the Department’s Participation Guidelines for Alaska Students in State Assessments, dated December 2015. When administering the college and career readiness assessment, a district shall follow the Department’s Alaska Supplement for WorkKeys Assessment, dated June 2014. In the following policy language, “accommodation” and “modification” are terms that have been defined by the Department of Education and Early Development as follows: “accommodation” means a change made to a testing situation to ensure that information obtained from a statewide assessment is an accurate reflection of what the assessment is intended to measure rather than a measure of a student’s disability and that has been approved by the Department and recommended for use by the student’s IEP team for the taking of a standardized test; and “modification” means a change to the setting, timing, presentation, or response format of a standardized test approved by
Every student with a disability will participate in statewide assessments as required by law. Student participation will be facilitated by the provision of accommodations as identified in a student’s Section 504 plan or IEP.

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

Note: The alternate assessment must be based on alternate performance standards under 4 AAC 04.160, which incorporates and refers to DEED publication “Alaska Alternate Assessment & Alternate Performance Standards for Students with Significant Cognitive Disabilities.” An alternate assessment may not be given to a student whose inability to complete the standard curricula is the result of (a) extended absences; (b) visual, auditory, or physical disabilities; (c) emotional behavioral disabilities; (d) specific learning disabilities; or (e) social, cultural, or economic differences. If the student takes the alternate assessment instead of the standards based assessment, the student is not eligible for a diploma under the Participation Guidelines. 4 AAC 06.717(f).

College and Career Readiness Assessment

Note: Effective June 30, 2016, the requirement in AS 14.03.075 that secondary students must take a college and career readiness assessment or receive a waiver from the School Board as a condition to receiving a diploma is repealed. The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment based on the IEP team’s determination of whether the assessment supports the transition plan set forth in the student’s IEP.

The IEP team for a student with a significant cognitive disability may determine whether the student will take the college and career readiness assessment. The IEP team’s determination should consider whether the assessment supports the transition plan set forth in the student’s IEP.

Legal Reference
ALASKA STATUTES
14.03.075 College and career readiness assessment; retroactive issuance of diploma
C. Instructional Arrangements

1. School-Sponsored Trips

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

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 6145 - Extracurricular Activities)

All trips involving out-of-state travel shall require the prior approval of the Board. Other trips may be approved by the Superintendent or designee.

Principals shall ensure that teachers develop plans which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other school employees and parents/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings.

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

In advance of a student trip, teachers shall determine educational objectives which relate directly to the curriculum. Principals shall ensure that teachers develop plans which provide for the best use of students' learning time while on the trip. Teachers also shall provide appropriate instruction before and after the trip.
In any situation where participation in an inter-scholastic activity will involve student travel outside of the district, students and their parents will be informed of and must agree to abide by the rules which apply to such travel prior to the time that the travel occurs. Normally, this obligation can be met through a “team meeting” at the start of a given season. In the event that one or more of the rules relative to student travel are violated, such violation will be punished according to usual procedure, the student shall be sent home at the student’s parent’s expense, and may include suspension or expulsion from school or activities or both (for up to one semester).

Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 06.520 Recreational and athletic activities

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

School-Sponsored Trips

Students must have written parental/guardian permission in order to participate in trips requiring transportation. The district shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

Safety and First Aid

1. While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available.

2. Before trips of more than one day, the principal or designee shall hold a meeting for chaperones, parents/guardians and students to discuss safety and the importance of safety-related rules and procedures for the trip.

Supervision

1. Students on approved trips are under the jurisdiction of the Board and subject to school rules and regulations.

2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.

3. Before the trip, teachers shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities.
4. Chaperones shall be 21 years of age or older.

5. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students’ activities.

6. Teachers and chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.

7. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6154

2. Homework/Makeup Work

Homework

The School Board believes that homework serves many important purposes. The administration and certificated staff shall design homework plans and assignments so that through their homework, students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively and become life-long learners.

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

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

Makeup Work

Students shall be given the opportunity to make up school work missed because of an excused absence and shall receive full credit if the work is turned in according to a reasonable makeup schedule.
Students who miss school work because of unexcused absences or suspensions shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

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

Homework for Elementary Grades

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

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

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

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

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

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

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

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

Homework for grades 10 through 12

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

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

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

Class Examinations/Challenging Courses By Examination

Note: AS 14.03.073 requires that a school district provide students in grades nine through 12 the opportunity to challenge one or more courses. Districts are to establish an assessment tool and standard to demonstrate mastery of such courses; however, district are not required to establish an assessment tool for every course the district offers to students in mathematics, language arts, science, social studies and world languages. 4 AAC 06.065 requires that districts develop a written policy regarding the grading or evaluation of successfully challenged courses. A district is to develop standards regarding the degree of mastery necessary to successfully challenge a course.

The School Board recognizes that students have unique and varied backgrounds and may already possess the skills and knowledge covered by a particular course. Students in grades 9 through 12 will be provided the opportunity to challenge approved courses by examination. Course challenges are available for courses offered by the district in math, language arts, science, social studies and world language. The district will give full credit for a course to a student who successfully challenges the course by demonstrating mastery of the subject.
The Superintendent or designee shall establish an assessment tool and standards for demonstrating course mastery; as well as procedures for course challenges.

Legal Reference:
ALASKA STATUTES
14.03.073

ALASKA ADMINISTRATIVE CODE
4 AAC 06.065 Challenging courses

Revised 1/2017

GALENA CITY SCHOOL DISTRICT
Adopted 6/7/2016

Class Examinations/Challenging Courses by Examination

Challenging Course by Examination

Challenging courses by examination is an opportunity for the advanced student to progress at his/her own learning rate in approved courses. Students in grades nine through twelve will be permitted to challenge a course by examination under the parameters set forth below. Information about challenging courses will be available on the district website and in other school publications.

Procedures

Prior to challenging a course, students must file a request with the principal or designee for approval. Currently enrolled students may challenge courses prior to or within the first two weeks of the semester.

The student’s request shall include, but not be limited to, the following:

- Grades in courses in the same subject area as the course being challenged;
- Recommendation from the teacher;
- Substitute course(s) to be taken by the student; and
- Student’s rationale or reasons for wishing to challenge a specific course.

Guidelines

During their enrollment in high school, students may earn through challenge, no more than 10 units of credit, which meet graduation requirements.
A student may challenge and attempt the competencies of a particular course only once. Without administrative approval, a student may not challenge a course in which he/she has previously received a failing grade, a course previously taken where credit was received, or any courses in subjects other than math, language arts, science, social studies or world languages.

A student may challenge a course in which the student is enrolled or any other approved course offering. A student may not attempt credit for a course below his/her ability or grade placement.

Test Content and Administration

It shall be the responsibility of instructional department leaders to collaborate with teachers in the development of appropriate districtwide testing procedures and materials for the classes that may be challenged within their department. Departmentally developed performance objectives shall determine the content and the type of evaluation to be used. The examination must include a written assessment. The type of test administered should be dependent upon the course outline. It is further the responsibility of the principal or designee to supervise the administration, correction and verification of tests in that subject area.

The student must pass the test with at least 90% to receive credit and a letter grade. The student may decline to accept the grade and its inclusion on his/her permanent record. If not accepted, no credit will be awarded for the course. If accepted, the course credit and grade will be inserted into the student’s permanent record.

The district will charge $100.00 per student, per course challenged. The fee is to cover the costs of development and administration of the assessment. If a student wishes to challenge a course and cannot afford the fee, he or she may apply to the district for a fee waiver.

GALENA CITY SCHOOL DISTRICT
Adopted 6/7/2016

BP 6159

3. Individualized Education Program

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

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

(cf. 6164.4 – Child Find)

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

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

(cf. 6143 – Courses of Study)

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

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

(cf. 1312.3 – Public Complaints Concerning Discrimination of Exceptional Children)  
(cf. 3541.2 – Transportation)  
(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))  
(cf. 6146.5 – Different Graduation and Competency Standards for Individuals with Exceptional Needs)

Legal Reference:  
ALASKA STATUTES
14.30.180 - .350 Education for Exceptional Children

**ALASKA ADMINISTRATIVE CODE**
4 AAC 52.010 – 52.990 Education for Children With Disabilities

**UNITED STATES CODE, TITLE 20**
1232g Family Educational Rights and Privacy Act of 1974
20 USC § 1400 – 1487 Individuals with Disabilities Education Act 2004

**CODE OF FEDERAL REGULATIONS, TITLE 34**
34 C.F.R. 300.1 – 300.818 Individuals with Disabilities Education Act

**GALENA CITY SCHOOL DISTRICT**
Adopted 2/2010

**AR 6159**

**Individualized Education Program**

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

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

(34 CFR 300.323)

**MEMBERS OF THE IEP TEAM**

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

1. The parents/guardians of the student with a disability.

2. If the student is or may be participating in the regular education program, not less than one regular education teacher.

3. Not less than one special education teacher, or where appropriate, at least one special education provider for the student.

Note: In Appendix A of the federal regulations, FR 12477 (34 CFR 300.1), the USDE recommends that the district representative selected below have the authority to commit district resources and be able to ensure that whatever services are set out in the IEP will be provided. 34 CFR 300.344 provides
that the district may designate another member of the team to serve as the
district representative.

4. A representative of the district who is:

a. qualified to provide or supervise the provision of specially
designed instruction to meet the unique needs of students with
disabilities.
b. knowledgeable of the general curriculum; and
c. knowledgeable about the availability of district and state
resources.

5. An individual who can interpret the instructional implication of
evaluation results, who may already be a member of the team as described
above.

6. At the discretion of the parent/guardian or district, other individuals
who have knowledge or special expertise regarding the student, including
related services personnel as appropriate.

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

7. Whenever appropriate, the student with the disability

Note: 34 CFR 300.344, as amended, clarifies the circumstances under which it
is appropriate to include students who receive transition services as members of
the IEP team.

8. Transition service participants, to include:

a. The student, of any age, with the disability if a purpose of the
meeting will be to consider post-secondary goals and transition
services needed to assist the student to meet those goals. If the
student does not attend the IEP team meeting, the district shall
take other steps to ensure that the student’s preferences and
interests are considered.

b. To the extent appropriate and with consent of the parent or
student who has reached the age of majority, a representative of
any other agency that is likely to be responsible for providing or
paying for transition services.

Note: “Transition services” now means a coordinated set of activities
for a student with a disability that is designed as part of an outcome-
oriented process that promotes the student’s movement from school to
post-school activities, such as post- secondary education, vocational
training, integrated employment, continuing and adult education, adult
services, independent living, and community participation. The transition services must be based on the individual student’s needs, taking into account the student’s preferences and interests. The services must address the student’s needs in the areas of instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, the acquisition of daily living skills and functional vocational evaluation. 4 AAC 52.145.

9. For students enrolled in a private school who receive special education services from the District, a representative of the private school.

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

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

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

IEP Meetings

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

1. Within 30 days of determining a child eligible for special education and related services.

2. When considering a change in the IEP, including placement.

3. Whenever the parent/guardian or other IEP team member makes a request for a meeting to develop, review or revise the IEP.

4. On or before the annual review date to:

   a. Review the student’s progress and to determine whether the student’s annual goals are being achieved.
b. Review the IEP and the appropriateness of placement. c. Make any necessary revisions to the IEP.

5. To review or create an assessment plan to develop a behavior intervention plan in discipline matters related to suspensions or expulsions.

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

An IEP meeting may be conducted without a parent/guardian in attendance only if the district is unable to convince the parent/guardian that he/she should attend. In this case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, such as: (34 CFR 300.322)

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

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

1. A statement of the present levels of the student’s academic and functional performance, including of the following:

   a. How the student’s disability affects his/her involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students).
   b. How the student will be involved and progress in the general education curriculum.
   c. For the preschool child, as appropriate, how the disability affects his/her participation in appropriate activities.
2. A statement of measurable annual goals, including both academic and functional goals and short-term objectives or benchmarks related to:

   a. Meeting the student’s needs that result from his/her disability in order to enable the student to be involved in and progress in the general curriculum. For a preschool child, as appropriate, meeting the child’s needs that result from his/her disability to enable the child to participate in appropriate activities.

   b. Meeting each of the student’s other educational needs that result from the student’s disability.

3. A statement of program modification accommodations for the student and support that provided to school personnel in order for the student to:

   a. Advance appropriately towards attaining the annual goals.

   b. Be involved and progress in the general curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities.

   (cf. 6145 – Extracurricular and Cocurricular Activities)

   c. Be educated and participate to the maximum extent appropriate with other students, with and without disabilities, in the activities in this item.

   (cf. 3541.2 – Transportation of Exceptional Children)

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

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

5. A statement of any individual accommodations in the administration of state or districtwide assessments that are necessary to measure academic achievement and functional performance in such assessment.
a. If the IEP team determines that the student will take an alternate district wide assessments of student achievement (or part of such an assessment), a statement of:

(1) why the student cannot participate in the regular assessment; and
(2) identify the particular alternate assessment selected and why it is appropriate for the student.

6. The projected date for the beginning of the services and modifications described in item #3 above and the anticipated frequency, location and duration of those services and modifications.

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

a. Beginning at age 16, and annually thereafter, a statement of appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.
b. The transition services (including courses of study) needed to assist the student in reaching those goals.
c. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to IDEA that will transfer to the student upon reaching age 18.

8. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved.

9. At statement of:

a. How the student’s progress toward the annual goals described in item #2 above will be measured.
b. When the student’s parents/guardians will be regularly informed (by such means as periodic reports on progress), at least as often as parent/guardians of students without disabilities, of:

(1) Their child’s progress towards the annual goals described in item #2 above.
(2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.
10. A statement of special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student and a statement of the program modifications or supports for school personnel that will be provided for the student.

(cf. 6146.5 – Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Where appropriate, the IEP shall also include:

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district’s prescribed course of study and to meet or exceed proficiency standards required for graduation.

2. Linguistically appropriate goals, objectives, programs and services for students whose primary language is not English.

3. Extended school year services when needed, as determined by the IEP team.

4. Provision for transition into the regular education program if the student is to be transferred from a special class or center, or nonpublic, nonsectarian school, into a regular education program in a public school for any part of the school day.

5. Specialized services, materials and equipment for students with low incidence disabilities.

The IEP shall include descriptions of activities intended to:

a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week.

b. Support the transition of the student from the special education program into the regular education program.

(cf. 6178 – Vocational Education)
(cf. 6181 – Charter Schools)

DEVELOPMENT, REVIEW AND REVISION OF THE IEP

Note: Pursuant to 20 USC 1414(d) and 34 CFR 300.324, the IEP team should consider the following factors when developing the IEP.

In developing or revising the IEP, the IEP team shall consider the following: (20 USC 1414(d); 34 CFR 300.324).
1. The strengths of the student and the concerns of the parents/guardians for enhancing the education of their child.
2. The results of the initial evaluation or most recent evaluation of the student.
3. As appropriate, the results of the student’s performance on any general state or districtwide assessment programs.
4. The academic, developmental, and functional needs of the student.
5. As appropriate, the results of the student’s performance on any general state or districtwide assessment programs.
6. In the case of a student whose behavior impedes his/her learning or that of others, if appropriate, positive behavioral interventions, strategies and supports to address that behavior.
7. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student’s IEP.
8. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student’s reading and writing skills, needs, and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the student.

Note: 34 CFR 300.346 require the IEP team to consider the following factors to meet the needs of a deaf or hard-of-hearing student.

9. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student’s language and communication needs, opportunities for direct communications with peers and professional personnel in the student’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student’s language and communication mode.

10. Whether the student requires assistive technology devices and services.

If, in considering the special factors in items 1-10 above, the IEP team determines that a student needs a particular device or service in order to receive a free and appropriate public education (FAPE), the IEP team must include a statement to that effect in the student’s IEP. (34 CFR 300.324)

The IEP may be revised, as appropriate, to address: (20 USC 1414(d)).

1. Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate.
2. The results of any reevaluation conducted.
3. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 20 USC 1414(c)(1)(B).
4. The student’s anticipated needs.
5. Other matters.

Note: Pursuant to 34 CFR 300.324, the regular education teacher as a member of the IEP team must participate in the development, review and revision of the IEP.

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review and revision of the student’s IEP. (34 CFR 300.324)

PARENT/GUARDIAN NOTICE

The Superintendent or designee shall send parent/guardians notice of the IEP team meetings early enough to ensure that they will have an opportunity to attend. This notice shall: (34 CFR 300.322)

1. Indicate the purpose, time and location of the meeting.
2. Indicate who has been invited to attend and their role.
3. Inform the parents/guardians of the provisions of 34 CFR 300.344(a)(6) and (c), relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student.
4. For students age 16, or younger when appropriate:

   a. Indicate that a purpose of the meeting will be the development of a statement of the transition service needs of the student pursuant to 34 CFR 300.347(b)(1).
   b. Indicate that the district will invite the student to the IEP meeting.
   c. Identify any other agency that will be invited to send a representative, assuming the parent or eligible student consents.

GALENA CITY SCHOOL DISTRICT
Adopted 2/2010

BP 6159.1

a. Procedural Safeguards and Complaints for Special Education

Note: A parent of a child with a disability has specific rights or procedural safeguards under IDEA 2004. Alaska school districts are required to adopt the
parents’ rights statement developed by the Department of Education & Early Development, referred to as the Notice of Procedural Safeguards.

In order to protect the rights of students with disabilities and their parents/guardians, the district shall follow all procedural safeguards as set forth in law.

Parents/guardians shall receive written notice of their rights, including the right to a due process hearing for any dispute related to the identification, evaluation or educational placement of a child or the provision of a free, appropriate public education to the child.

(cf. 6150 – Individualized Education Program)

The Superintendent or designee shall represent the district in any due process hearings conducted with regard to district students and shall provide the Governing Board with the results of these hearings.

In addition to a due process hearing, parents/guardians shall have the right to file a complaint with the Alaska Department of Education and Early Development.

Legal Reference:
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
1400 - 1491 Individuals with Disabilities Act

UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS, TITLE 34
99.10 – 99.22 Inspection, review and procedures for amending education records
104.36 Procedural safeguards
300.500 – 300.517 Due process procedures for parents and children

ALASKA STATUTES

ALASKA ADMINISTRATIVE CODE
4 AAC 52.010 – 52.990, Education for Exceptional Children

Revised 2/2008

GALENA CITY SCHOOL DISTRICT
Adopted 9/1995
Procedural Safeguards and Complaints for Special Education

Due Process Hearing Procedures

Note: Pursuant to 34 C.F.R. § 300.300, amended effective 2009, a school district may, but is not required to, pursue a due process hearing when a parent or guardian refuses to consent to an initial evaluation or re-evaluation. However, a school district may not pursue a due process hearing if a parent refuses consent to special education services.

Due process hearing procedures are available when:

1. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student.
2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student.
3. The parent/guardian refuses to consent to an evaluation of his/her child or to the provision of services.
4. There is a refusal to honor the request of a parent to amend a record under 4 AAC 52.520.

Note: Pursuant to 34 CFR 300.508, as amended, the district is mandated to adopt procedures requiring the parent/guardian or attorney to provide notice to the district as specified below. In addition, 34 CFR 300.509 requires that the state develop a model form for use by parents/guardians.

Hearing Request

A party shall make a request for a due process hearing not later than 12 months after the date the parent or district knew or should have known of the alleged violation:

1. With respect to any matter relating to the identification, evaluation, or educational placement of the student.
2. The provision of a free appropriate public education to the student.

Upon requesting a due process hearing, the parent/guardian or attorney representing the child, or the district, shall provide notice to the other, which shall remain confidential, to the district specifying: (20 USC 1415(b); 34 CFR 300.508)

1. The child’s name.
2. The child’s address, or in the case of a homeless child, available contact information for the child.
3. The name of the school the child attends.
4. A description of the issue, including the related facts.
5. A proposed resolution to the problem to the extent known and available to the party at the time.

A parent or district may not have a due process hearing until the party, or attorney representing the party, files a signed request that includes the above information.

Note: Parties are to send signed, written requests to:

Special Education Dispute Resolution
Alaska Department of Education & Early Development
Teaching and Learning Support, Special Education
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

Or fax to: (907) 465-2806
Attention: Special Education Dispute Resolution

Response to Request

The non-complaining party shall within 10 days of receiving the notice of due process hearing request send the other party a response that specifically addresses the issues raised in the due process hearing request. The response shall include:

1. an explanation of why the District proposed or refused to take action;
2. a description of other offers that the IEP Team considered and the reasons why those options were rejected;
3. a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action; and
4. a description of the other factors that are relevant to the agency’s proposed or refused action.

A party requesting a due process hearing shall not be allowed to raise issues at the hearing that were not raised in the notice of request for the due process hearing, unless the other party agrees to allow any new issues.

Resolution Session

Before any due process hearing requested by parents is held, the district shall convene a meeting with the parents and relevant members of the IEP team who have specific knowledge of the facts identified in the complaint. The resolution meeting must:
1. occur within 15 days of receiving notice of the parents’ hearing request;

2. include a district representative with decision-making authority

3. may not include an attorney for the district unless the parents are accompanied by an attorney at the meeting;

4. discuss the request and the facts that form the basis of the request; and

5. provide the district with an opportunity to resolve the complaint.

The parents and district can agree in writing to waive a resolution meeting, or agree to use the mediation process instead.

If the district has not resolved the complaint to the satisfaction of the parents within 30 days of receiving the complaint, the due process hearing may occur and all applicable timelines for the hearing shall commence.

**Setting the Hearing**

Parties requesting a due process hearing shall file their request with the Superintendent or the Special Education Director. The district shall then contact the Department and request the appointment of a hearing officer. Both the district and the parent have the right to reject one hearing officer, and no reason for rejection is required.

At least five business days prior to a due process hearing, each party shall disclose to all other parties all evidence to be offered at the hearing other than for rebuttal purposes, including all evaluations completed by that date and recommendations based on the offering party’s evaluations that the party intends to use at the hearing. (20 USC 1415(f))

*Note: Pursuant to 20 USC 1415(f)(2)(B), a hearing officer may bar any party who fails to comply with the disclosure requirements from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.*

**Due Process Rights**

Due process rights include:

1. The right to a mediation conference.

2. The right to request a mediation conference at any point during the hearing process.
3. The right to examine student records and receive copies, including evaluation tests and procedures.

4. The right to be informed on the results of evaluation.

(cf. 5125 – Student Records)

5. The right to a fair and impartial administrative hearing before a qualified hearing officer appointed by the Department, and the right to exercise a single objection to the proposed hearing officer.

6. The right to have the student who is the subject of the hearing present at the hearing.

7. The right to open the hearing to the public.

8. The right to initiate referral of a child for special education.

9. The right to obtain an independent educational evaluation.

10. The right to participate in the development of the individualized education program (IEP) and be informed of the availability under state and federal law of free and appropriate public education (FAPE) and of all available alternative programs, both public and nonpublic.

(cf. 6159 – Individualized Education Program)

11. The right to obtain written parental consent before any assessment of the student is conducted unless the district prevails in a due process hearing relating to such assessment.

12. The right to obtain written parental consent before the student is placed in a special education program.

The parties shall also have the following hearing rights: (4 AAC 52.550; 34 CFR 300.512)

1. The right to call witnesses, including adverse witnesses, and to cross-examine witnesses.

2. The right to compel the attendance of witnesses.

3. The right of parents/guardians to determine whether the due process hearing will be open or closed to the public.
4. The right to object to the introduction of any evidence at the hearing that has not been disclosed to the other party at least five days before the hearing.

5. The right to be accompanied and advised by counsel and/or other individuals with special knowledge or training with respect to the problems of children with disabilities.

6. The right to obtain a written or, at the option of the parent/guardian, electronic verbatim recording of the hearing.

7. The right to obtain written, or, at the option of the parents, electronic findings of facts and decisions.

**Prior Written Notice**

Note: Federal law divides information sent to parents/guardians into two notices: the prior written notice and the procedural safeguards notice. Pursuant to 20 USC 1415(b), districts are mandated to adopt procedures relative to the written prior notice as specified in 20 USC 1415(c) and listed below. This is commonly referred to as “prior written notice” or “PWN.”

The Superintendent or designee shall send parents/guardians a prior written notice whenever there is a proposal or refusal to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education. The notice shall include: (20 USC 1415(c); 34 CFR 300.503)

1. A description of the action proposed or refused by the district.

2. An explanation as to why the district proposes or refuses to take the action.

3. A description of any other options that the district considered and why those options were rejected.

4. A description of each evaluation procedure, test, record or report the district used as a basis for the proposed or refused action.

5. A description of any other factors that are relevant to the district’s proposal or refusal.

6. A statement that the parents/guardians of the student have protection under procedural safeguards and the means by which a copy of the description of procedural safeguards can be obtained.
7. Sources for parents/guardians to obtain assistance in understanding these provisions.

   Note: 20 USC 1415(b) mandates that districts adopt procedures to ensure that the parent/guardian notice is in the native language of the parent/guardian, unless it is clearly not feasible to do so. Pursuant to 34 CFR 300.503 and 300.504, the notice must be in an “understandable language” as specified below.

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible.

**Procedural Safeguard Notice**

A procedural safeguards notice shall be made available to parents/guardians of students with disabilities upon:

1. Initial referral for evaluation.
2. Each notification of an IEP meeting.
3. Reevaluation of the student.
4. Filing of a complaint or hearing request.

This notice shall include information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the time lines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings.

In addition, this notice shall include a full explanation of the procedural safeguards relating to: independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints, the student’s placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearing; state-level appeals; civil action; and attorney’s fees. (20 USC 1415(d); 34 CFR 300.504).

**NOTICE REGARDING LEGAL AND OTHER COMPLAINTS**
The Procedural Safeguards notice must inform the parent/guardian of any free or low-cost legal or other relevant services available in the area if the parent/guardian:

1. requests the information; or
2. is a party to a due process hearing or administrative complaint.

(cf. 5144.2 – Suspension and Expulsion (Individuals with Exceptional Needs))
(cf. 6164.4 – Child Find)

Revised 2/2010

GALENA CITY SCHOOL DISTRICT
Adopted 9/1995

D. Instructional Services and Resources

1. Equipment, Books and Materials

BP 6161.1

a. Selection and Evaluation of Instructional Materials

Note: AS 14.18.060 requires boards to have instructional materials reviewed for evidence of sex bias, to use educationally sound, unbiased materials, and to provide training on sex-biased materials. AS 14.08.111 requires school boards to establish procedures for the review of materials, including compliance with AS 14.18.060. The following sample policy may be revised to reflect district philosophy and needs.

The School Board believes that instructional materials should be selected and evaluated with great care so that they are educationally sound and unbiased. Instructional materials should support the adopted courses of study and meet current curricular goals. Taken as a whole, district instructional materials should present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies.

The Superintendent or designee shall establish procedures by which new instructional materials may be requested and subsequently evaluated, together with existing materials. The review of instructional materials shall be coordinated with the overall development and evaluation of the
district's curriculum. Teachers, students, parents/guardians and community members shall have the opportunity to recommend instructional materials. The district shall provide training for certificated personnel in the recognition of sex-biased materials.

(cf. 6141 - Curriculum Development and Evaluation)

The Superintendent or designee shall establish instructional material evaluation committees. These committees may include teachers, administrators and other staff who have subject-matter expertise, as well as parents/guardians and/or community members broadly representative of the district's ethnic and socioeconomic composition. Staff members who participate in selecting and/or evaluating instructional materials shall be those most competent for the task because of their professional training, experience and assignments. The majority of each evaluation committee's membership shall be teachers.

Individuals who participate in selecting and evaluating instructional materials shall have no financial interest in the materials being reviewed, recommended, or approved.

(cf. 3315 - Relations with Vendors)
(cf. 9270 - Conflict of Interest)

Recommendations for the adoption and/or withdrawal of instructional materials shall be presented to the Board by the Superintendent or designee and shall include documentation including available data to support the recommendation. All recommended materials shall be displayed and available for public inspection at the district office.

(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

Legal Reference:
ALASKA STATUTES
11.56.100-11.56.130 Bribery and related offenses
14.07.050 Selection of textbooks
14.07.057 Transmittal of textbook selections
14.08.111 Duties
14.14.110 Cooperation with other districts
14.18.060 Discrimination in textbooks and instructional materials prohibited

ALASKA ADMINISTRATIVE CODE
4 AAC 06.550 Review of instructional materials
4 AAC 06.600 Definitions

Revised 1/2004

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
Selection and Evaluation of Instructional Materials

General Criteria for Selection and Evaluation

The district shall assess the educational suitability of instructional materials according to the following criteria:

1. Relationship to the adopted courses of study and current curricular goals.

2. Contribution to a comprehensive, balanced curriculum.

3. Reliable quality of scholarship as evidenced by:
   (a) Accurate, up-to-date and well-documented information.
   (b) Objective presentation of diverse viewpoints.
   (c) Clear, concise writing and appropriate vocabulary.
   (d) Thorough treatment of subject.

4. Fair and balanced portrayal of people with regard to race, creed, color, national origin, sex and handicap.

5. Provision a wide range of materials on all levels of difficulty, with appeal to students of varied interests, abilities and maturity levels.

6. Inclusion of materials which stimulate discussion of contemporary issues and improve students' thinking and decision-making skills.

7. Contribution to the proper articulation of instruction through grade levels.

8. Quality and durability of paper, binding etc.

9. Availability of corresponding versions in languages other than English.

10. Availability and quality of corresponding teacher's guides.

Whenever possible, the district shall consider at least three different textbooks before recommending one for adoption.
Library books and reference materials do not require committee recommendation or Board approval. The librarian at each school shall select these materials in consultation with the principal, department chairpersons and teachers.

(cf. 6163.1 - Libraries/Media Centers)

Conflict of Interest

1. Persons evaluating instructional materials for purchase by the district shall not:

2. Be employed by any person, firm or organization submitting instructional material to the district.

3. Have or negotiate a contractual relationship with any such person, firm or organization.

4. Receive any compensation from any such person, firm or organization or any of its subsidiaries or controlling entities.

5. Have an interest as a contributor, author, editor or consultant in any textbook or other instructional material submitted to the district.

6. Discuss any instructional material or related proposal which has been or is likely to be submitted to the district with the person, entity or representative submitting it, except in a meeting scheduled and authorized by the Board or by the committee studying instructional materials.

7. Attend workshops, seminars or social events sponsored by publishers, producers or vendors of instructional materials.

Individuals formerly employed as consultants on textbooks or other materials shall not be deemed to be financially interested in the selection or evaluation of instructional materials provided they:

1. Have not had a contractual relationship or received compensation for such consultant service for two years before serving on the committee, and

2. Retain no rights to compensation accruing while they serve on the committee.

Persons shall not be disqualified from serving on review committees if they disclose their financial interest and the Board finds the interest remote enough to permit the individual's participation.
1a. Supplementary Instructional Materials

Teachers may use supplementary materials which are relevant to curriculum objectives and appropriate for students’ ages and abilities. By using such materials, teachers can introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth.

When selecting supplementary materials for classroom use, teachers should carefully review them and provide appropriate introductory and follow-up activities. Supplementary materials should not supplant the use of basic texts or teaching activities. Films must be used within legal copyright limits.

(cf. 6162.6 - Use of Copyrighted Materials)

The Superintendent or designee shall establish a prescreening process to be used when a teacher desires to show a film not previously approved by the district or state for educational purposes. The film may be used if found educationally suitable when so previewed. Before showing any film not previously approved, the teacher shall notify parents/guardians that the film will be shown. Students who do not receive parental permission to view the film shall be excused to an alternative supervised activity.

(cf. 6142.1 - Family Life/Sex Education)
(cf. 6144 - Controversial Issues
(cf. 6182.1 Curriculum for Correspondence))

Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 57.910 Fees (State Farm Library)
b. Damaged or Lost Instructional Materials

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

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

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

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

If reparation is not excused and not paid by the student or parent/guardian, the district may initiate due process procedures to withhold from the student his/her grades, diploma and transcripts.

(cf. 5125.3 - Withholding Grades, Diploma or Transcripts)
(cf. 5131.5 - Vandalism, Theft and Graffiti)

Revised 1/2009

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6161.4

c. Internet
Note: The following policy should be used by all districts providing student access to the Internet and other computer networks. An Internet safety policy is required for schools receiving universal service discounts.

Note: The Children’s Internet Protection Act requires school districts to adopt Internet safety policies as a condition of receiving technology funds under Title II, Part D of the No Child Left Behind Act (20 U.S.C. § 6751-6777) for the purpose of purchasing computers with Internet access or paying the direct costs associated with accessing the Internet. Additionally, districts must adopt an Internet safety policy to qualify for most federal universal service discounts (47 U.S.C. § 254).

Federal laws require that the district’s policy include operation and enforcement of a “technology protection measure” that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors. As part of the funding application process, the district must certify that the required policy is in place and that the district is enforcing the use of these technology protection measures. The filter may be disabled by an administrator, supervisor, or other authorized person for “bona fide research or other lawful purpose.”

As a condition of receiving universal service discounts, schools must also adopt and implement an Internet safety policy that addresses (1) access by minors to “inappropriate matter” on the Internet; (2) safety and security of minors when using electronic mail, chat rooms, and other forms of electronic communication; (3) unauthorized access (“hacking”) and other unlawful activities by minors online; (4) unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and (5) measures designed to restrict minors’ access to harmful materials. Schools must hold at least one public hearing before adopting the policy. The types of materials considered inappropriate for minors will be determined by the local school board. Schools must make this policy available to the FCC upon request.

The Board recognizes the educational and communication opportunities that exposure to the Internet and other computer networks can provide students and staff. The Board intends that these technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. The Board has established the Internet acceptable use policy to ensure appropriate use of this resource.

Authority

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology and the Internet, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities. This includes the following:
1. The electronic information available to students and staff does not imply endorsement of the content by the district, nor does the district guarantee the accuracy of the information received on the Internet. The district shall not be responsible for any information that may be lost, damaged, or unavailable when using the network or for any information that is retrieved via the Internet.

2. The school district shall not be responsible for any unauthorized charges or fees resulting from access to the Internet.

3. The use of the Internet and similar communication networks by students and staff is a privilege – not a right. Failure to follow established rules can lead to appropriate disciplinary action as well as the loss of access to the Internet or other networks through school accounts. Legal action may be taken where/when appropriate.

4. School computers are the property of the School District. At no time does the district relinquish its exclusive control of computers provided for the convenience of the students and staff. Computers shall not be used to disseminate sexually explicit, vulgar, indecent, offensive, or lewd communications. Nor may computers be used for harassment or bullying.

5. The School District reserves the right to inspect and review computer files if it has reasonable cause to suspect that a student is using the computer for illicit or illegal purposes or for purposes in violation of this policy. Such inspection may be conducted by school authorities when they deem it necessary, without notice, without student consent, and without a search warrant.

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are (1) obscene, (2) child pornography, or (3) harmful or inappropriate to minors as defined by the Children’s Internet Protection Act and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for adults only for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator.

**Internet Safety**
To reinforce these measures, the Superintendent or designee shall implement measures to address the following:

1. Restricting student access to harmful or inappropriate matter on the Internet;
2. Ensuring student safety and security of students and student information when using electronic communications;
3. Ensuring that students do not engage in unauthorized access, including “hacking,” and other unlawful activities; and
4. Limiting unauthorized disclosure, use, and dissemination of personal identification information.

Note: The Children's Internet Protection Act, defines “harmful to minors” as: ...any picture, image, graphic image file, or other visual depiction that – (A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Use Guidelines

Internet access is limited to only those acceptable uses as detailed in this policy. Internet users may not engage in unacceptable uses.

1. School officials will develop a written permission slip for Internet use. This signed form must be on file prior to allowing students direct access to the Internet.

2. School officials must apply the same criterion of educational suitability used for other educational resources when providing access to Internet informational resources. The district will not allow school access for on-line games or any other areas determined to be non-education related.

3. Students and staff have the right to examine a broad range of opinions and ideas in the educational process, including the right to locate, use, and exchange information and ideas via all information formats including interactive electronic media and the Internet.

4. Users are responsible for the ethical and educational use of their own Internet accounts. These accounts are to be used only by the authorized owner of the account for the authorized purpose. Users shall not intentionally seek information on, obtain copies of, or modify files, other data or passwords belonging to other users on the network. No use of the network shall serve to disrupt
the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.

5. Users have the responsibility to respect the privacy of other Internet users. The illegal installation of copyrighted software for use on district computers is prohibited.

6. Users are expected to display proper “netiquette” (network etiquette) at all times.

7. Users must follow all rules and regulations posted in the computer lab or other room where computers are in use. Users must follow the directions of the adult in charge of the computer lab or other room where computers are in use.

8. Students and staff are expected to act in a responsible, ethical, and legal manner in accordance with district policy, accepted rules of network etiquette, and federal and state law. Specifically, the following uses are prohibited:

   (a) Use of the network to facilitate illegal activity.
   (b) Use of the network for commercial or for-profit purposes.
   (c) Use of the network for non-work or non-school related work.
   (d) Use of the network for product advertisement or political lobbying.
   (e) Use of the network for hate mail, discriminatory remarks, offensive or inflammatory communication, harassment, or bullying.
   (f) Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials.
   (g) Use of the network to access obscene or pornographic material.
   (h) Use of inappropriate language or profanity on the network.
   (i) Use of the network to transmit material likely to be offensive or objectionable to recipients.
   (j) Use of the network to intentionally obtain or modify files, passwords, and data belonging to other users.
   (k) Impersonation of another user, anonymity, and pseudonyms.
   (l) Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws.
   (m) Loading or use of unauthorized games, programs, files, or other electronic media. (n) Use of the network to disrupt the work of other users.
   (o) Destruction, modification, or abuse of network hardware and software.
(p) Quoting personal communications in a public forum without the original author’s prior consent.
(q) Invading the privacy of individuals, this includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature.
(r) Using or accessing any free Internet-based email service, such as Yahoo or Hotmail, when using the district computer network unless authorized for a specific activity.

9. Loss of access and other disciplinary actions shall be consequences for inappropriate use. When appropriate, law enforcement agencies may be involved.

(cf. 6161.5 - Web Sites/Pages)
(cf. 6184 - Virtual/Online Courses)

Note: In 2008, the Broadband Data Improvement Act amended the Children’s Internet Protection Act to mandate that a school district’s internet safety policy now include educating students about appropriate online behavior, including interacting with other individuals on social networking web sites and in chat rooms, as well as cyberbullying awareness and response.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, at a minimum, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

(cf. 5131.43 Harassment, Intimidation and Bullying)

Note: the following optional paragraph addresses access to social networking sites such as MySpace, Facebook, Xanga, Friendster, and others, and may be revised by districts that choose to allow limited access for educational purposes.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

Policy Review

The district, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district’s technological resources and to help ensure that the district adapts to changing technologies and circumstances.

Legal Reference:

UNITED STATES CODE

538
Security of Internet System

System security will be protected through the use of passwords. Failure to adequately protect or update passwords could result in unauthorized access to personal or district files. To protect the integrity of the system, the following guidelines shall be followed:

1. Employees and students shall not reveal their passwords to another individual.

2. Users are not to use a computer that has been logged in under another student’s or teacher’s name.

3. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

   Note: The following language bans free email accounts. If your district already assigns a district account to students and staff, you may want to consider banning Internet-based free accounts. Banning such email minimizes the ability of users to make anonymous threats from the District computer system. Additionally, free email usually serves no educational purpose.

4. When using the District’s network, employees and students must use the email account that has been assigned by the District. Individuals shall not use or access any free Internet-based email service, such as Hotmail or Yahoo, when using the District network.

Safety
To the greatest extent possible, users of the network will be protected from harassment or unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall immediately bring them to the attention of a teacher or administrator.

Network users shall not reveal personal addresses or telephone numbers to other users on the network.

Complaints

Written complaints regarding student and/or staff access to or use of specific resources available on the Internet will be received, reviewed and acted upon in accordance with the district’s policy on challenged instructional materials.

Revised 12/04

INTERNET ACCESS PERMISSION LETTER TO PARENTS

Your child has access to electronic communication known as the Internet. The Internet is a collection of more than 20,000 interconnected computer networks. The vast domain of information contained within Internet’s libraries can provide unlimited opportunities to students.

Students will be able to access the Internet through their teachers. Individual student accounts and electronic mail addresses (will/will not) be issued to students at this time. If a student already has an electronic mail address, he/she (will not/may, with permission of the supervising teacher) be permitted to use the address to send and receive mail at school.

Students will be expected to abide by the following network etiquette:

1. The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. Students will abide by the policies and procedures of these other networks.

2. Students will respect all copyright and license agreements.
3. Students will cite all quotes, references, and sources.

4. Students will only remain on the system long enough to get needed information.

5. Students will apply the same privacy, ethical and educational considerations utilized in other forms of communication.

6. Student access for electronic mail will be through (the supervising teacher’s account/their own account). Students should adhere to the following guidelines:

   (a) Others may be able to read or access the mail, so private messages should not be sent.
   (b) Delete unwanted messages immediately.
   (c) Use of objectionable language is prohibited.
   (d) Always sign messages.
   (e) Always acknowledge receipt of a document or file.

7. Students accessing Internet services that have a cost involved will be responsible for payment of those costs.

Please sign the form if you would like your child to be granted Internet access and return the permission form to your child’s school.

Student Name: ______________________

Grade: ______

School: ______________________

Date: ______

_______________________________
(Parent or Guardian’s Signature)

If you have granted your child Internet access, please have them respond to the following:

I have read the expected network etiquette and agree to abide by these provisions. I understand that violation of these provisions may constitute suspension or revocation of Internet privileges.

I agree to be responsible for payment of costs incurred by accessing any Internet services that have a cost involved.
Electronic Communication and Data Management

Agreement for Acceptable Use of the Internet by A Non-School User

You are being given access to the District’s electronic communications system. Through this system, you will be able to communicate with other schools, colleges, organizations, and people around the world through the Internet and other electronic information systems/networks. You will have access to hundreds of databases, libraries, and computer services all over the world.

With this opportunity comes responsibility. It is important that you read the District policy, administrative regulations, and agreement form and ask questions if you need help in understanding them. Inappropriate system use will result in the loss of the privilege to use this educational tool.

Rules for Appropriate Use

1. You may be assigned an individual account, and you are responsible for not sharing the password for that account with others.

2. You will be held responsible at all times for the proper use of your account, and the District may suspend or revoke your access if you violate the rules.

3. Remember that people who receive e-mail from you with a school address might think your message represents the school’s point of view.

Inappropriate Uses

1. Using the system for any illegal purpose.

2. Borrowing someone’s account without permission.

3. Downloading or using copyrighted information without permission from the copyright holder.
4. Posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal.

5. Wasting school resources through improper use of the computer system.
6. Gaining unauthorized access to restricted information or resources.

Consequences for Inappropriate Use

1. Suspension of access to the system;

2. Revocation of the computer system account; or

3. Other legal action, in accordance with applicable laws.

I understand that my computer use is not private and that the District will monitor my activity on the computer system.

I have read the District’s electronic communications system policy and administrative regulations and agree to abide by their provisions. In consideration for the privilege of using the District’s electronic communications system and in consideration for having access to the public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use of, or inability to use, the system, including, without limitation, the type of damages identified in the District’s policy and administrative regulations.

Signature

Home address

Date

Home Phone Number

GALENA CITY SCHOOL DISTRICT

Adopted 9/1997
2. Instructional Resources for Teachers

*BP 6162.5*

**a. Standardized Testing**

*Note: Alaska has a statewide student assessment system consisting of standards-based tests and college and career readiness assessments. The standards-based assessments are selected by the Commissioner of Education and are intended to measure each student’s mastery of the academic performance standards for reading, writing, mathematics and science. The Alaska Department of Education and Early Development scores the tests and provides each district with results. Effective October 9, 2015, the year in which there is a new or significantly changed standards based assessment that requires new proficiency scores shall be considered a base year for purposes of reporting and accountability on those assessment. A student’s test results must be kept confidential by the district except that within 20 days of receiving the results, or before the end of the school year, whichever is earlier, the district must distribute the class and individual results to each teacher for that teacher’s students, and the individual student results to each student’s parents. If the district is unable to distribute results to teachers before the end of the school year, the district must distribute the results to teachers no later than the first day that school is in session in the next school year.*

Effective June 30, 2016 the requirement that a secondary student may not be issued a diploma unless he or she takes a college and career readiness assessment or receives a waiver from the School Board is repealed. *See AR 6146.3.* If, prior to June 30, 2016, a student fails to take a college and career readiness assessment (SAT, ACT or Work Keys) by the end of the student’s final semester of attendance but has met all other graduation requirements, the school shall award a certificate of achievement to the student. The IEP team for a student with a significant cognitive disability may determine whether the student will take the college and career readiness assessment based on the IEP team’s determination of whether the assessment supports the transitional plan of the student’s IEP. Qualifying students with disabilities, who are not able to complete either regular curricular offerings or substitute courses under 4 AAC 06.078 that would lead to a diploma, may take alternative assessments instead of the required standardized testing. *See BP 6146.5. 4 AAC 06.775*

The School Board believes that schools must consider each student as an individual and that testing, by itself, cannot determine the best educational choices for a student.

*(cf. 6164.2 - Guidance Services)*
Standardized tests are one component to measure student performance related to state standards and often measure only the most commonly tested skills. The results of these tests should not be overly emphasized nor limit curricular options and the richness of district programs. The School Board believes that major conclusions about students and district programs must always be based upon a variety of evaluation measures.

The district shall administer all tests required by state law. When district test scores are published, the Superintendent or designee shall provide supplementary information to interpret the results.

(cf. 6146.3 College and Career Readiness Assessments)
(cf. 6162.8 - Research)

Legal Reference:
ALASKA STATUTES
14.03.110 Questionnaires and surveys administered in public schools
14.03.075 College and career readiness assessment; retroactive issuance of diploma
14.07.020 Duties of the Department

ALASKA ADMINISTRATIVE CODE
4 AAC 05.080 School curriculum and personnel
4 AAC 06.700 - 4 AAC 06.790 Statewide student assessment
4 AAC 06.761 Test Administration
4 AAC 06.765 Test Security; Consequences of Breach
4 AAC 06.817 Change in assessments

Revised 1/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6162.6

b. Use of Copyrighted Materials

All district staff shall adhere to the provisions of the federal copyright law and maintain the highest ethical standards in using copyrighted materials. The district shall provide no legal support to any employee who violates the copyright law. Willful infringement of this law by students or staff may result in disciplinary action.

The School Board recognizes that computer software piracy contributes to higher costs and decreases commercial incentives for the development of quality educational computer software. In circumstances where the interpretation of the copyright law is ambiguous, the district shall
determine appropriate use of computer software by referring to the license agreement and/or policy statements contained in the software packages used in the district. Computer-related instruction for students and staff shall address the ethical and practical problems caused by software piracy.

The Superintendent or designee shall maintain procedures to discourage violation of all copyright laws and prevent illegal copying activities.

Legal Reference:
UNITED STATES CODE, TITLE 17

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 6162.6

Use of Copyrighted Materials

Each employee making a reproduction shall first determine whether the copying is permitted by law based on the guidelines below. If the copying is not permitted according to these guidelines, the principal/designee may request permission to reproduce the material from its copyright holders.

Requests for permission to use copyrighted materials shall include the following information:

1. Title, author(s), editor(s) or publisher, producer(s) or distributor.
2. Edition, copyright and/or production year.
3. Exact amount of material to be used (i.e., lines, pages, running time, etc.).
4. Nature of the use (i.e., how many times, when and with whom the material will be used).
5. Number of copies to be made.
6. How the material will be reproduced.
7. If an initial contact was made by phone, the request shall also include the name of the initial contact person.

The following guidelines differentiate between permitted and prohibited uses of printed material, sheet and recorded music, videotapes, films, filmstrips or slide programs, off-air taping (radio or television), and computer software.

Printed Materials

Permitted Use:
1. Single copies at the request of an individual teacher:
   
   (a) A chapter of a book.
   (b) An article from a magazine or newspaper.
   (c) A short story, short essay or short poem, whether or not from a collective work.
   (d) A chart, graph, diagram, drawing, cartoon or a picture from a book, magazine or newspaper.

2. Multiple copies at the request of an individual teacher for classroom use, not to exceed one copy per student in a course:
   
   (a) A complete poem if less than 250 words and if printed on not more than two pages.
   (b) An excerpt from a longer poem, not to exceed 250 words.
   (c) A complete article, story or essay of less than 2,500 words.
   (d) An excerpt from a larger prose work not to exceed ten percent of the whole or 1,000 words, whichever is less, but in any event a minimum of 500 words.
   (e) One chart, graph, diagram, cartoon or picture per book or magazine issue.

All preceding copies must bear the copyright notice. They may be made only at the discretion of the individual teacher on occasions when a delay to request permission would preclude their most effective instructional use.

**Prohibited Uses:**

1. Copying more than one work or two excerpts from a single author during one class term.

2. Copying more than three works from a collective work or periodical volume during one class term.

3. Copying materials for more than one course in the school where the copies are made.

4. More than nine sets of multiple copies for distribution to students in one class term.

5. Copying used to create, replace or substitute for anthologies or collective works.
6. Copying of "consumable" works such as workbooks, standardized tests, answer sheets, etc.

7. Copying that substitutes for the purchase of books, publishers' reprints or periodicals.

8. Repeated copying of the same item by the same teacher from term to term. The above prohibitions do not apply to current news magazines and newspapers.

**Sheet and Recorded Music**

**Permitted Uses:**

1. Emergency copies for an imminent performance are permitted, provided they are replacing purchased copies and replacement is planned.

2. Multiple copies (one per student) of excerpts not constituting an entire performable unit or more than ten percent of the total work may be made for academic purposes other than performances.

3. Purchased sheet music may be edited or simplified provided the character of the work is not distorted or lyrics added or altered.

4. A single copy of a recorded performance by students may be retained by the district or individual teacher for evaluation or rehearsal purposes.

5. A single copy of recordings of copyrighted music owned by the district or individual teacher may be made and retained for the purpose of constructing exercises or examinations.

6. A single copy of an excerpt that constitutes an entire performable unit (i.e., a movement or aria) may be made, provided it is either:

   (a) Confirmed by the copyright proprietor to be out of print.
   (b) Unavailable except in a larger work. This may be done by or for a teacher only for scholarly research or in preparation for teaching a class.

7. A single copy of a portion of a sound recording may be made by or for a student, i.e., a song from a record, but not the entire recording. The copy may be used in the educational context in which it was made and may not be sold or performed for profit.

**Prohibited Uses:**
1. Copying to replace or substitute for anthologies or collections.

2. Copying from works intended to be "consumable."

3. Copying for purposes of performance except as noted in an emergency.

4. Copying to substitute for purchase of music.

5. Copying without inclusion of copyright notice on the copy.

6. Duplication of tapes, unless reproduction rights were given at time of purchase.

7. Reproduction of musical works or conversion to another format, e.g. record to tape.

**Videotapes, Films, Filmstrips or Slide Programs**

**Permitted Uses:**

1. A single copy of a portion of a copyrighted film or filmstrip may be made by a student for educational purposes if the material is owned by the school which the student attends.

2. A single copy of a small portion of a film or filmstrip may be made by or for a teacher for scholarly or teaching purposes.

3. Selected slides may be reproduced from a series if reproduction does not exceed ten percent of the total or excerpt the essence of the work.

4. A slide or overhead transparency series may be created from multiple sources as long as creation does not exceed ten percent of photographs in one source (book, magazine, filmstrip, etc.). This may not be done when the source forbids photographic reproduction.

5. A single overhead transparency may be created from a single page of a "consumable" workbook.

6. Sections of a film may be excerpted for a local videotape (not to be shown over cable) if they do not exceed ten percent of the total or excerpt the essence of the work. Extreme care must be exercised in copying a small portion of a film or filmstrip; small portions may contain the very essence of the material in question.

**Prohibited Uses:**
1. Reproduction of an audiovisual work in its entirety.

2. Conversion from one media format to another, e.g., film to videotape, unless permission is secured.

3. No one is permitted to copy any portion of a film or filmstrip sent to the school for preview or rented or owned by another school or institution without the express written permission of the copyright holder. The copyright of a film governs its performance (showing) as well as the copying of it. It is permissible to show a film to students using closed-circuit television if the system is confined to one building. Showing a film via closed-circuit television outside the building is not permitted.

Radio - Off-Air Taping

Permitted Uses:

1. A single copy of a small portion of a copyrighted radio program may be made by a student for educational purposes. Such a copy may not be sold or performed for profit.

2. Copies of broadcasts by National Public Radio may be made by district employees and retained for an indefinite period for educational purposes.

Prohibited Uses:

1. Copying broadcasts on commercial radio, except for copyrighted musical selections (see Sheet and Recorded Music), is governed by the same copyright laws that apply to off-air taping of commercial television; however, there is no special provision allowing libraries to tape radio news programs.

Television - Off-Air Taping

Permitted Uses:

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a period not to exceed 45 days. All off-air recordings shall be erased or destroyed at the end of the retention period. Broadcast programs are television programs transmitted for reception by the general public without charge.
2. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities and repeated once only when instructional reinforcement is necessary. These recordings may be shown in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten consecutive school days in the 45 calendar-day retention period.

3. Off-air recordings may be made only at the request of individual teachers, for use by those teachers. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.

5. After the first ten consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for teacher evaluation purposes; i.e., to determine whether or not to include the broadcast program in the teaching curriculum; they may not be used for student exhibition or any other non-evaluation purpose without authorization.

6. All copies of off-air recordings shall include the copyright notice on the broadcast programs as recorded.

**Prohibited Uses:**

1. Off-air recording in anticipation of teacher requests.

2. Using the recording for instruction after the ten-day use period.

3. Holding the recording for weeks or indefinitely because:

   (a) Units needing the program concepts are not taught within the ten-day use period.
   (b) An interruption or technical problems delayed its use.
   (c) Another teacher wishes to use it, or for any other supposedly "legitimate" educational reason.

4. On occasion a special notice is provided with some materials specifically prohibiting reproduction of any kind. Permission to use any part of such works must be secured in writing from the author or producer in accordance with this regulation.
5. Off-air recordings need not be used in their entirety, but the content of recorded programs may not be altered. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

Software

Permitted Uses:

Copies of district-owned software may be made only when:

1. The copy is needed as an essential step in using the computer program with a particular machine. This copy is to be used in no other way.

2. The copy is used for archival or "backup" purposes. This copy may be held only as a file copy and must be destroyed when the program is no longer rightfully owned by the district unless the copyright owner authorizes its sale, lease or transfer as part of the sale, lease or transfer of the original program. (United States Code, Title 17, Section 117).

Prohibited Uses:

1. Copies of copyrighted programs may not be made for any purpose other than the two permitted above.

2. When permission is obtained from the copyright holder to use software on a disk-sharing system, efforts will be made to secure software from copying.

3. Illegal copies of copyrighted programs shall not be made or used on school equipment.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6162.8

c. Research

The Superintendent or designee may authorize requests to conduct educational research or student surveys if the request proposal:
1. Shows potential for improving instructional programs and strategies.
2. Addresses a relevant educational problem.
3. Avoids duplication of existing data or literature.
4. Is designed so as to minimize interruptions and demands upon the time of students and staff.

The Superintendent or designee shall not permit the administration of any questionnaires or surveys regarding a student’s private family affairs without first obtaining written parental permission. (AS 14.03.110)

(cf. 5145.15 – Student and Family Privacy Rights)

All instructional materials, including teacher’s manuals, films, tapes, or other supplementary materials which will be used in connection with any survey, analysis, or evaluation of any applicable program shall be available for inspection by parents/guardians.

(cf. 5125 - Student Records)

Legal Reference:
ALASKA STATUTES
14.03.110 Questionnaires and surveys administered in public schools

UNITED STATES CODE, TITLE 20
1232h Protection of Pupil Rights


Revised 1/2003

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

3. Instructional Resources for Students

BP 6163.1

a. Libraries/Media Centers
The School Board believes that school libraries have a responsibility to nurture intellectual growth and freedom by providing:

1. Materials that support and enrich the curriculum, taking into consideration students' varied interests, abilities, maturity levels and learning styles.

2. Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.

3. Information that will support students' personal needs and enable them to make intelligent judgments in their daily lives.

4. Materials that present opposing sides of controversial issues, so that students may learn, with guidance, how to analyze and think critically about what they read.

5. Materials which realistically depict our pluralistic society and reflect the contributions of its various religious, ethnic and cultural groups.

The Board encourages students and staff to use their school libraries frequently and to request materials which they would like added to library collections.

Certificated library staff shall consult with teachers, administrators, students and community members when preparing its recommendations for purchasing, removing or replacing library books and materials. The Superintendent or designee shall bring these recommendations to the Board.

(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6144 - Controversial Issues)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

Legal Reference:

ALASKA STATUTES
AS 14.56.300-.340 Library assistance grants

ALASKA ADMINISTRATIVE CODE
4 AAC 57.020 Annual report of library operations
4 AAC 57.050 -.099 Library assistance grants
4 AAC 57.410 -.490 Public School Library Collection Development Grants
4 AAC 57.990 Definitions

Revised 2/2010
b. School Gardens, Greenhouse, and Farms

Note: This policy reflects AS 14.30.375 authorizing school districts to operate school gardens, greenhouses, and/or farms.

The Board recognizes the lifelong benefit to students in developing skills in the safe production of nutritious foods. To support this goal, the Board authorizes the establishment and operation of school gardens, greenhouses, or farms. Gardens, greenhouses or farms are to be utilized for instructional purposes, including educating students about agricultural practices using both organic and conventional growing methods.

School gardens, greenhouses, or farms may produce fruits and vegetables. This produce must be made available for student consumption through the district’s meal and snack programs. To the extent production exceeds the needs of students, the excess produce may be sold and the profits utilized to support continuation of this program.

(cf. 3550 – Food Service)
(cf. 3554 – Other Food Sales)
(cf. 5040 – Student Nutrition and Physical Activity)

Students will be provided the opportunity to be involved in the operation of school gardens, greenhouses, or farms. Opportunities may include courses, vocational programs, extracurricular activities, and volunteer opportunities available to student organizations and individual students.

(cf. 6142.5 – Environmental Education)
(cf. 6145 – Extracurricular and Cocurricular Activities)
(cf. 6178 – Vocational Education)

Legal References:
ALASKA STATUTES
03.20.100 Farm-to-school program
14.30.375 School gardens, greenhouses, and farms

GALENA CITY SCHOOL DISTRICT
Adopted 09/14/2011

4. Individual Services & Diagnostic Counseling
a. Guidance and Counseling Services

Note: The following policy may be revised as appropriate to reflect district philosophy and needs. 4 AAC 51.330 requires districts to establish procedures for career and vocational guidance services, including dissemination of information about vocational programs and access to information regarding advanced training, employment or placement.

The School Board shall provide a counseling program to enhance academic achievement and emotional security. The Board recognizes that some students are in greater need of guidance than others. The counseling program shall serve students' diverse needs and shall encourage productive learning experiences.

Counselors shall make every effort to respect student confidentiality as appropriate and shall consult with the Superintendent or designee or with the district's legal counsel whenever unsure of how to respond to a student's personal problem. Parental consultation and consent for counseling shall be obtained as appropriate.

(cf. 5141 – Healthcare and Emergencies)
(cf. 6164.3 – Student Mental Health – Medication and Services)

Academic counseling shall help students establish immediate and long-range educational plans consistent with their individual needs, abilities, interests and aptitudes without regard to sex. Insofar as possible, parents/guardians shall be included when making these plans, and student placement shall not be limited by past grades and test scores. Minority, disadvantaged, low-income and other students shall not be automatically or systematically channeled into vocational or special education.

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

Note: Under the No Child Left Behind Act of 2001, districts receiving federal fund must provide military recruiter the same access to students as is provided generally to post-secondary education institutions and prospective employers

Counseling staff shall help secondary students to plan for the future, become aware of their career potential, understand the business world and develop realistic perceptions of work without regard to sex. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships. Post-secondary institutions, prospective employers, and military recruiters may be granted
access to students as deemed appropriate by counseling staff and the building administrator.

Note: 4 AAC 06.530 requires districts to establish written procedures for the biennial training of guidance and counseling personnel in the recognition of sex bias in counseling materials in techniques for overcoming the effects of sex bias.

As required by law, the Superintendent or designee shall provide biennial training for guidance and counseling staff in recognizing and overcoming sex bias.

(cf. 5125 - Student Records)
(cf. 5141.4 - Child Abuse and Neglect)
(cf. 5141.52 - Suicide Prevention)
(cf. 6164.5 - Student Study Teams)

Legal Reference:

ALASKA STATUTES
14.18.030 Discrimination in counseling and guidance services prohibited
14.18.050 Discrimination in course offerings prohibited
14.30.171 Prohibited actions
14.30.172 Communications not prohibited
14.30.176 List of community resources

ALASKA ADMINISTRATIVE CODE
4 AAC 06.530 Guidance and counseling services
4 AAC 51.330 Vocational guidance and placement

Revised 01/2007

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6164.3

b. Student Mental Health – Medication and Services

Note: The following policy implements SB 48 (2006), a bill “relating to recommending or refusing psychotropic drugs or certain types of evaluations or treatments for children.” This bill enacted new statutes at AS 14.30.171-14.30.179. The requirements of these statutes are incorporated in the policy below, as well as in a separate policy, BP/AR 5141, Health Care and Emergencies.

The District shall work closely with parents in serving students with behavioral or mental health needs. The Superintendent shall oversee the
delivery of appropriate educational services in line with this policy and applicable laws.

Psychotropic Medication

Unless authorized, school personnel may not recommend to a parent or guardian that a student take, or continue to take, psychotropic medication designed to affect emotions, mood, or behavior. Employees possessing a special services type C certificate may make recommendations regarding whether such medication may assist the child in school, but only if such recommendations are consistent with the individual’s training and job duties.

A determination as to whether or not psychotropic medication is beneficial for a student should be made by parents and the student’s medical provider. With limited exceptions, absent parental consent, students may not be required to take psychotropic medication as a condition of attending school. However, such medication may be required if, in the opinion of the student’s medical provider, the medication is necessary for the student’s mental health or the student poses a risk of harm to the student or others without the medication.

Students and their parents/guardians will be afforded due process rights to which they are entitled by law, board policy or administrative regulations.

(cf. 5030 - School Discipline and Safety)  
(cf. 5112.2 - Exclusions from Attendance)  
(cf. 5144.1 – Suspension/Expulsion)

Psychological or Psychiatric Evaluation and Treatment

Unless authorized, school personnel may not recommend to parents that their student receive psychiatric or psychological evaluation or treatment. School personnel who possess a special services type C certificate, or other behavioral or mental health professionals working in the schools, may make recommendations regarding evaluation and treatment, so long as such recommendations are consistent with the individual’s training and job duties.

(cf. 6164.2 – Guidance and Counseling Services)

Nothing in this policy is intended to prevent referrals and evaluations of students for special education and related services.

(cf. 6164.4 – Child Find)  
(cf. 6172 – Special Education)
Note: Despite the limitations on psychological and psychiatric evaluations and treatment set forth above, districts may continue to require evaluation and/or treatment as a condition of readmission for students who have been suspended or expelled. AS 14.30.172(2).

The limitations on evaluation and treatment are not applicable to reasonable readmission criteria for students who have been suspended or expelled. In the interest of safety and security, the district may impose requirements for evaluation and/or treatment as a condition of readmission.

(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs)

Classroom Observations

School personnel may consult with parents and share classroom and school-based observations regarding a student’s behavior and academic and functional performance. Such consultations can include discussion regarding referral for special education evaluation. In consulting with parents, school personnel must be cautious not to engage in prohibited discussions as set forth above.

(cf. 5141 Health Care and Emergencies)

Compliance with Policy and Law

Note: Included within SB 48, at AS 14.30.177, is a requirement that “each school board shall adopt a policy that provides that an employee violating AS 14.30.171-14.30.176 may be subject to disciplinary action.” In all cases of alleged employee misconduct, a determination of appropriate discipline should be made only after completion of a full and fair investigation.

This policy is based on required school laws of the State of Alaska. Violations of this policy may subject school personnel to disciplinary action.

(cf. 4118 – Suspension/Disciplinary Action)
(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

Legal Reference:

ALASKA STATUTES
14.30.045 Grounds for suspension or denial of admission
14.30.047 Admission or readmission when cause no longer exists
14.33.110-.140 Required school disciplinary and safety program
14.30.171 Prohibited actions
14.30.172 Communications not prohibited
c. Child Find

Note: AS 14.30.274 and 4 AAC 52.100 require districts to establish written procedures to ensure children with disabilities are identified for assessment purposes. The Individuals with Disabilities Education Act (IDEA), 20 USC 1412(a)(3) and 34 CFR 300.111 and 300.131, requires that this “child find” identification system include identification of students with disabilities attending private schools, including religious-school children residing within the district, and highly mobile children with disabilities, such as migrant and homeless children. In order to carry out this requirement, a practical method must be developed to determine which children with disabilities are currently receiving needed special education and related services. Services for a private school student, in accordance with an individualized education program (IEP), must be provided at no cost to the parent/guardian, unless the private school makes a free and appropriate public education available to the student and the parent/guardian chooses to enroll the student in that private school. If the public school is providing services to the student, these services may be provided on the premises of the private school, including parochial schools, to the extent consistent with other provisions of law.

The School Board recognizes the responsibility of the district to identify children residing in the district who need special education and related services. As required by law, the Superintendent or designee shall establish written procedures for locating children with exceptional needs in order to provide a free appropriate public education to all eligible children. The Board encourages all members of the community to assist the district in its effort to identify the need for special education and related services within the community.

The Superintendent or designee shall establish and implement an ongoing system to identify and locate children, age 3 through 21 years of age, suspected of having a disability who reside within the district, regardless of the severity of the disability. The components and procedures of this system will be detailed in a written Child Find Plan. The Plan shall
identify a Child Find Coordinator, address coordination of child find activities, provide for annual public notice, referrals, and screening.

**Child Find Coordinator**

The Superintendent shall appoint a Child Find Coordinator who coordinates the development, revision, implementation, and documentation of the District’s child find system.

**Annual Public Notice**

The Superintendent or designee shall annually inform the community about the right to, and availability of, educational services for children with disabilities. This notice shall inform parents/guardians in writing of the types of qualifying disabilities, the educational needs of children with disabilities, the rights of children to a free appropriate public education, the services available to these children, confidentiality protections, and the district’s procedures for initiating a referral for assessment to identify individuals who need special education services.

The notice must be calculated to reach all persons within the District, including all persons responsible for children who are enrolled in the District’s statewide correspondence program.

**Referral**

*Note: Pursuant to 34 C.F.R. § 300.300, amended effective 2009, a school district may, but is not required to, pursue a due process hearing when a parent or guardian refuses to consent to an initial evaluation or re-evaluation. However, a school district may not pursue a due process hearing if a parent refuses consent to special education services.*

The Superintendent or designee shall implement a procedure to receive referrals of children suspected of having a disability for which special education and related services are needed. There shall be no discrimination on the basis of race, color, national origin or gender in referring students for evaluation. Referrals will be acted on without undue delay.

The school district shall obtain the informed written consent of a child's parent before conducting an initial evaluation, and before placing the student in a special education program in the district. If consent is not given for an initial evaluation, and the district believes it should proceed with the assessment, it may initiate due process hearing procedures in accordance with law to determine whether the district can proceed with an evaluation.

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*
(cf. 6172 - Special Education)

Legal Reference:
ALASKA STATUTES
14.30.191 Educational evaluation and placement
14.30.274 Identification of exceptional children

ALASKA ADMINISTRATIVE CODE
4 AAC 52.100 Child find
4 AAC 52.120 Evaluation
4 AAC 52.125 Eligibility
4 AAC 52.130 Criteria for determination of eligibility
4 AAC 52.190 Written notice to parent
4 AAC 52.200 Parental consent
4 AAC 52.540 Parental right to independent evaluation
4 AAC 52.580 Placement of child during proceedings

Legal Reference continued:
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400 et seq. Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29
701 et seq. Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 34
99.10-99.22 Inspection, review and procedures for amending education records
300. et seq. IDEA Regulations

Revised 10/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6164.5

d. Intervention Teams

Note: Student study teams may not fulfill the role of the Individualized Education Program Team in assessing and developing an appropriate educational program and placement for students with disabilities.

The School Board encourages the cooperation of the parent/guardian, classroom teacher, resource personnel and administrators in studying the needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may resolve or alleviate these difficulties.

The Superintendent or designee may establish student study teams that address the needs of individual students by investigating the problems of
disruptive students and developing plans to modify their behavior. The Board expects that student study teams will improve communications within the school and support teachers in working with the student.

Student study teams may recommend transferring the student to another school only when the study team's investigation indicates that a different placement would result in more cooperative behavior without endangering employees or other students.

(cf. 5144 - Discipline)

Revised 9/1997

E. Curriculum Extensions/Specialized Programs

BP 6171

1. Title I Programs

Note: This policy is mandatory for any district that receives or desires to receive Title I funds. Title I is part of the Elementary and Secondary Education Act (20 U.S.C. § 6301 et seq.), as amended by the Every Student Succeeds Act of 2015 (P.L. 114-95). Title I recipients must have a policy of parent and family engagement and a policy ensuring equal provision of staff and materials among schools.

The Board recognizes the importance of a program of instruction that is well-rounded to meet the academic needs of all students. Instructional and other strategies intended to strengthen academic programs and improve conditions for learning will be identified and implemented.

Federal program funds shall be used to ensure that all students receive a high-quality education and to close the achievement gap between those students who meet, and those who do not meet, challenging academic standards. Students who may be at risk for academic failure will be identified. Title I programs shall provide additional educational assistance to individual students that need help in meeting academic standards. The district shall provide these services, including remediation in reading, language and/or mathematics, on the basis of individual student needs identified annually and assessed with objective educational criteria.
When evaluating the effectiveness of Title I programs, staff shall assess individual student achievements and monitor changes in student performance.

(cf. 6190 - Evaluation of the Instructional Program)

Note: Every Student Succeeds Act requires each district receiving Title I funds to “develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy.” 20 U.S.C. § 6318(a)(2). Additionally, each school served under Title I must work with parents to develop a written parent and family engagement policy for that school.

The parents/guardians of children enrolled in Title I programs shall be involved in planning, designing and implementing these programs in a systematic, ongoing, informed and timely fashion. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs. All such recommendations shall receive timely responses. The Superintendent or designee shall develop procedures according to Title I requirements. These procedures shall contain: (1) the district’s expectations for parent and family engagement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, (3) methods to be used by building administrators with Title I programs to ensure parental involvement at that school, and (4) other provisions as required by federal law. The Superintendent or designee shall ensure that the procedures are distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Through consultation with parents/guardians, the district shall annually assess the effectiveness of parental involvement programs and determine what action needs to be taken, if any, to increase parental participation.

Note: The following paragraph is mandatory for each district receiving Title I funds.

The Superintendent or designee shall establish procedures which ensure that the district provides all district schools, regardless of whether they receive Title I funds, with services that, taken as a whole, are substantially comparable. This includes the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers and auxiliary staff shall vary as little as possible from school to school. The Superintendent or designee shall maintain annual records to document this ratio and to indicate the quantity and quality of books and equipment at each school.

(cf. 6000 - Concepts and Roles)

Legal Reference:
UNITED STATES CODE
TITLE I Programs

Parent and Family Engagement in Title I Programs

Note: The Every Student Succeeds Act of 2015 continues the federal requirement that districts receiving Title I funds have a policy on parent and family engagement. General requirements continuing from previous years include the mandate that districts conduct, with parental input, an annual evaluation of the content and effectiveness of the parent and family engagement policy. Additionally, each of the district’s schools with a Title I program must have its own parent and family engagement policy created with input from parents and families of students attending that school. Finally, parents must be notified of the parent and family engagement policy.

These procedures meet the requirements of ESSA, except that they were not created with input from parents in your district. Each School Board and individual school site should obtain parental input, as required by law.

A strong partnership between families, the schools, and the community will improve student outcomes. Each school shall support and encourage parent and family engagement opportunities, as identified in a school parent and family engagement policy. The policy must be developed in cooperation with parents and should include the following:

1. A plan for effective two-way communication between parents and the school regarding the school’s policies and rules, and an individual child’s progress;

2. A commitment from the school that information related to school and parent programs, meetings, and other activities will be sent to parents in a timely manner;

3. A description of the school’s responsibilities to provide high-quality curriculum and instruction in a supportive and effective learning environment;
4. A description of the parents’ responsibilities for supporting their children’s learning such as monitoring attendance and homework completion; volunteering in their child’s classroom; and participating in decisions relating to the education of their children and positive use of extracurricular time.

5. A description of how the school will promote to teachers and other personnel the value and utility of the contributions and involvement by parents and families;

6. The availability of assistance to parents in understanding the State’s academic achievement and assessment standards;

7. The availability of materials and training to help parents work with their children to improve their children’s achievement;

8. The importance of communication between teachers and parents on an ongoing basis through, at a minimum: –

   a. frequent reports to the parents on their children’s progress;
   b. parent-teacher conferences to discuss the child’s progress and placement and to describe the methods used to complement the student’s instruction;
   c. reasonable access to teachers and other educators, including the opportunity to observe program activities;
   d. an annual meeting, at a time convenient for parent attendance, to explain what students will learn, the assessments used to measure student progress, the state’s academic standards, and the proficiency levels students are expected to meet for their grade level;
   e. an annual meeting, at a time convenient for parent attendance, where all parents shall be invited and encouraged to attend, to discuss and review the content and effectiveness of the school parent and family engagement policy and activities;

9. The timely notice to parents of information about parent and family engagement programs;

10. Insofar as possible, the coordination and integration of parental involvement activities with community groups;

In facilitating effective parent and family engagement, the Principal/Site Administrator may:
1. Provide regular meetings, at parent request, where parents may formulate suggestions and participate in decision-making about the education of their children;

2. Ensure, insofar as possible, that opportunities for full participation are given to parents who lack literacy skills or whose native language is not English;

3. Involve parents in the development and training of teachers, principals, and other educators in order to improve the effectiveness of such training;

4. Adopt and implement model approaches to improving parental involvement;

5. Establish a parent advisory council to provide advice on all matters related to parental involvement activities and programs.

Insofar as practical, parent and family engagement materials and information shall be provided in a language and format that parents understand.

Revised 3/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

E 6171

TITLE I Programs

Notice to Parent Required by Every Student Succeeds Act

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

1. **Teacher Qualifications.** As required by NCLB §1111(h)(6)(A): At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student’s classroom teachers, including, at a minimum, the following:

   a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
   b. Whether the teacher is teaching under emergency or other provisional status.
   c. The teacher’s baccalaureate degree major and any other graduate certifications or degrees.
   d. Whether paraprofessionals provide services to the student and, if so, their qualifications.

2. **Individual Achievement on State Assessment.** As required by NCLB §1111(h)(6)(B)(i): districts must provide to parents information on the level of achievement of the parent’s child in each of the State academic assessments.

**English Language Learners**

1. As required by NCLB §1112(g)(l)(A) and (g)(2), and §3302(a): Districts must inform a parent of an English language learner identified for participation, or participating in, such a program of the reasons for their child being identified, their child’s level of English proficiency, instructional method, how their child’s program will meet their child’s needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.

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

**Academic Assessment and Local Education Agency and School Improvement**
Districts shall provide parents notice of each school’s ASPI designation, including:

a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency; and
b. The reasons for the identification.

Notice to parents of each student enrolled in a school designated as a Priority or Focus school, including:

a. An explanation of what the school identified for school improvement is doing to address the problem;
b. An explanation of what the district or State educational agency is doing to help the school address the achievement problem; and
c. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified as a priority or focus school.

Parental Involvement

1. As required by NCLB §1118(b): Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

2. As required by NCLB §1118(c): Each school shall:

a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation, and to explain the requirements of this part, and the right of the parents to be involved;
b. Offer a flexible number of meetings;
c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and the joint development of the schoolwide program plan under §1114(b)(2);
d. Provide parents of participating children:

Timely information about programs under this part:

A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels
students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

**Education of Homeless Children and Youths**

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

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

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

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

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

3. As required by NCLB §722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

**Student Privacy**

1. As required by NCLB §1061(c)(2)(A): The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use
of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:

a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
b. Offer an opportunity for the parent to opt the student out of the activity.

2. As required by NCLB §1061(c)(2): All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g. “The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors.

(Copies of those policies are available on request.)”

Revised 3/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6172

2. Special Education

Note: The following policy addresses education provided under the Individuals with Disabilities Education Act.

The School Board desires children with and without disabilities to share an interactive educational environment which nurtures understanding, cooperation and mutual respect.

A student’s IEP team shall determine the content of the student's individualized educational program (IEP) and make placement decisions for the least restrictive environment that is educationally appropriate.

All students, without regard to race, ethnicity, national origin or gender, shall have equitable access to general education interventions, to timely referral for an evaluation for disability, and to equitable treatment in the evaluation process, in the quality of special education and related services provided, and in the degree of restrictiveness of their educational environment.
Note: 4 AAC 52.590 requires districts to establish written procedures for the identification of children in need of a surrogate parent and for the appointment and removal of surrogate parents. AS 14.30.272 requires the district to inform parents/guardians of children with disabilities of the procedural safeguards provided by law. 4 AAC 52.190 requires written notice before initiating or changing a child’s identification, evaluation or placement and when refusing a parent’s request to initiate or change a child’s identification, evaluation or placement.

The Superintendent or designee shall establish written procedures required by law and shall ensure district compliance with procedural safeguards, including appropriate notices to parents/guardians established by state and federal laws and regulations.

Note: 4 AAC 52.115 requires evaluation and placement within 90 calendar days of obtaining parental consent for evaluation. However, completion of an individualized education plan must occur within 30 days after determining a child’s eligibility.

Services will be provided in accordance with a student's IEP once parental consent or administrative or judicial proceedings authorize the provision of special education and related services.

(cf. 3541.2 - Transportation for Special Education Students)
(cf. 5144.2 - Suspension and Expulsion (Individuals with Exceptional Needs)
(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)
(cf. 6164.4 - Child Find)

Legal Reference:
ALASKA STATUTES

ALASKA ADMINISTRATIVE CODE
4 AAC 52.010-4 AAC 52.990 Education for children with disabilities

UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400 et seq. Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34
99.10-99.22 Inspection, review and procedures for amending education records
300.340-349 Individualized education programs
300.500-300.514 Due process procedures for parents and children
300.550-300.553 Least restrictive environment; alternative placements; placement; nonacademic settings

Revised 10/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
3. Bilingual-Bicultural Education/English Language Learners

Note: Under the federal Every Student Succeeds Act, which amends the English Language Acquisition, Language Enhancement, and Academic Achievement Act, districts have specific obligations toward English learners, including immigrant children and youth, and their families. School districts must develop programs for English language learners (ELL) that are designed and implemented to increase English language proficiency and academic achievement in meeting challenging academic standards and providing high-quality professional development to ELL classroom teachers.

Note: AS 14.30.400 mandates districts to provide in accordance with state regulations a bilingual-bicultural education program for each school with eight or more students of limited English-speaking ability whose primary language is other than English. 4 AAC 34.055 requires each district enrolling limited-English-proficient students to take appropriate steps to develop their English skills and to provide meaningful participation in the academic program. For districts enrolling eight or more ELL students in a single school, the district must submit to the Department of Education and Early Development an annual plan of service for ELL pupils. The following sample policy may be revised to reflect district philosophy and needs. The plan should be filed by April 15 and the district should implement the plan of service the year following its submission. The district may designate the effective dates of the plan, which can encompass up to five school years. Any changes to an existing plan of service must be filed with EED before implementing the changes.

English Language Learners Program and Plan of Service

In accordance with the School Board’s mission to provide a quality educational program to all students, students who are English Language Learners (ELL) will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a second language instruction. In addition, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can meet the same challenging academic standards that all students are expected to meet.

The district shall submit an annual plan of service if eight or more ELL students are enrolled in a single school. The plan of service shall provide:

- A statement of the district’s educational goals and instructional methodology;
- The district’s plan of identification of all students who are or who may be ELL students, including the use of a state-approved assessment for identification of English language proficiency;
- The district’s procedure for assessing the educational progress of ELL students;
- The district’s program of services and instructional model for ELL students;
• An identification of instructional staff and educational resources;
• The district’s process for monitoring the academic progress of former ELL students for two years after they are no longer identified as ELL students;
• The district’s program evaluation that addresses the effectiveness of the program in meeting students’ English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification; and
• Parent and community involvement.

The Superintendent or designee shall implement and supervise an ELL program that ensures appropriate ELL instruction and complies with federal and state laws and regulations. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

Students in limited-English proficiency programs shall receive instruction in the core curriculum through their primary language when possible and appropriate in order to sustain academic progress. Academic instruction provided in English shall, whenever necessary, be specially designed and presented so as to facilitate complete understanding of the total academic content. Students shall also receive instruction which promotes positive self-concepts and cross-cultural understanding.

(cf. 6141.3 - Multicultural Education)

Students who are taught core academic subjects in non-English-speaking classes shall spend as much time as possible in classrooms with students who speak fluent English.

The ELL program shall be designed to provide instruction that meets each student’s individual needs, based on assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. Students participating in ELL programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the School Board.

Identification and Placement

Note: 4 AAC 34.055 requires the district’s plan of service to provide the district’s plan for the identification of pupils who are limited English proficient.

Note: Under 4 AAC 34.090, “limited English proficient” means an individual who (a) is between 3 and 21 years old; (b) is enrolled or preparing to enroll in an elementary or secondary school; (c) falls into one or more of the following categories of individuals: (i) an individual not born in the United States or whose native language is a language other than English, or (ii) is an American Indian, Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English
has had a significant impact on the individual’s level of English language proficiency; and (d) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual: (i) the ability to obtain achievement levels that meet standards as described in 4 AAC 06.739, on the state assessment in English language arts or in reading and language arts under 4 AAC 06.737 or 4 AAC 06.755; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

The Superintendent or designee shall maintain procedures which provide for the careful identification, assessment and placement of students of limited English proficiency in accordance with state regulations and the district's service plan. On an annual basis, the district shall administer a state-approved assessment for identification of English language proficiency to all students who may have limited English proficiency, but who have not already been identified as ELL students.

An individual student's participation in the bilingual/bicultural program is voluntary on the part of the parent/guardian.

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

Standardized Assessment

Note: 4 AAC 06.776 requires the participation of all ELL students in the statewide student assessment system. This includes standard norm-referenced testing, standards-based testing, and a college and career readiness assessment. Under federal law, all ELL students served by programs funded under Title III must be assessed annually.

Students identified as limited English proficient shall participate, either with or without an accommodation, in statewide student assessments. The Superintendent or designee shall appoint a team that includes, if practicable, a teacher with experience in teaching students with limited English proficiency to determine the necessary accommodations for students with limited English proficiency. “Accommodations” include a change in the matter in which a test included in the statewide student assessment system is given to a student, and that does not alter what is measured by the assessment. The team will document the accommodation decision.

Note: Accommodations are to be determined under DEED’s Participation Guidelines for Alaska Students in State Assessments. “Modifications” may not be provided by the team. “Modifications” means a change to either the content or the administration of a test included in the statewide student assessment system, if the change alters what is measured by that test. 4 AAC 06.776.

Reassignment

Note: Pursuant to 4 AAC 34.055, the district's service plan must identify the procedure for assessing the educational progress of ELL pupils. Additionally, a student's parent/guardian may request placement in a regular school program. The regulation provides an objective standard for when ELL services are no longer required. A student
Students of limited English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. A student will remain eligible for services until obtaining assessment scores as established by law.

The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.

**Parent/Guardian and Community Involvement**

Note: 4 AAC 34.055 requires the district’s plan of service to provide for the involvement of parents/guardians and community members in the bilingual-bicultural educational program.

The School Board recognizes the need to involve parents/guardians and community members in the development, evaluation and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

**Note:** The Every Student Succeeds Act continues the detailed requirements for parental notification set forth in the No Child Left Behind Act. This includes provisions that are very specific as to content of the notice and when it must be given. Students placed in, or identified for, an ELL program before the beginning of the school year must receive notice no later than 30 days after school starts. For students newly identified after the beginning of the school year, parental notice is due within two weeks after the student’s placement in the program. School districts are required to notify the families of students placed in an ELL program as soon as this occurs. Notification should include: (1) an explanation of why their child has been placed in the program; (2) a description of the program their child is in, as well as a description of all other types of available language programs; (3) notice of a parent’s right to choose among instructional programs if more than one is available; (4) an explanation of how the current program will help their child to develop academically, learn English, and achieve the standards necessary for grade promotion and graduation; (5) the specific exit requirements for the program, the expected rate of transition to non-ELL programs and the expected secondary graduation rate for the program; (6) in the case of a child with a disability, how the program meets the objectives in the child’s IEP; and (7) notice of a parent’s right to have his or her child moved from an ELL program to a regular program if they so desire. School districts must provide required parental notifications in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by families. A sample parental notification is provided at E 6174.

The district shall notify parents of students qualifying for ELL programs regarding the instructional program and parental options, as required by law.
notice should state the reasons for identifying the student as an English language learner, including the student’s level of proficiency and how the district determined that level. The student’s overall academic achievement should also be included in the notice. The notice must describe the ELL program’s instructional methods and explain specific exit requirements and how the student will transition from the program. Finally, the notice shall advise parents of their right to remove the child from the program, to choose an alternative program if available, and to obtain assistance in choosing a program. Parents will be regularly apprised of their student’s progress. Communications with parents shall be in the language understood by the parents, whenever possible.

(cf. 1220 - Citizens Advisory Committees)

Program Evaluation

Note: 4 AAC 34.055 requires a district’s plan of service to establish procedures for an annual evaluation which addresses the effectiveness of the program in meeting the English-language development needs of ELL students and achieving student academic progress goals; and, reflecting any identified need for program modification. Additionally, districts must have a process for monitoring the success and academic progress of exited ELL students for two years after the student is no longer identified as an ELL student.

The Superintendent or designee shall establish procedures for the annual evaluation of bilingual-bicultural education programs in conformance with state and federal regulations.

Note: Federal Law (20 U.S. Code section 1703 (f)) prohibits districts from discriminating against a student on the basis of race, color, sex or national origin by failing to take appropriate action to overcome language barriers that impede bilingual-bicultural students' equal participation in instructional programs. Federal courts have approved bilingual-bicultural programs which (1) are based on sound educational theory, (2) use methods reasonably calculated to effectively implement such theory, and (3) "produce results indicating that language barriers confronting students are actually being overcome."

When evaluating the adequacy of bilingual-bicultural education, the School Board shall consider data which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

Legal Reference:
ALASKA STATUTES
14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE
4 AAC 06.775 Assessment of a student with limited English proficiency
4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE
20 U.S.C. §§ 1702-03, Denial of Educational Opportunity Prohibited
Castenda v. Pickard 648 F.2d 989 (5th Cir. 1981)

Revised 10/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/95

Bilingual-Bicultural Education/English Language Learner Programs
(Parental Notification for Children Identified as English Language Learners)

Your child, ________________, has been identified as needing additional instruction to achieve English proficiency. The basis for this identification is ____________________________

Using (list assessment instruments and methods here) ____________________________

Your child was identified at (describe level of proficiency) ____________

Additionally, your child’s current academic achievement is (describe GPA, standardized test scores, reading level, etc.) ____________________________

The _____________ School District uses the following method(s) of language instruction (list and explain the methods offered and how they compare with each other)

We have chosen to place your child in a program using a _____________ method. We believe this is the best method for improving your child’s English proficiency because ______________

This/Those method(s) will benefit your child academically and will help your child achieve at an age-appropriate level because/by ____________________________

Your child will be exited from this program upon (state exit criteria such as test scores, reading level, verbal ability, etc.) ____________________________

We anticipate that your child will transition from this course of study by (describe anticipated time line) ____________________________

You have the right to remove your child from the program.
You have the right to choose among the various programs offered by the District. *(Only include if more than one option is available.)*

You have the right to assistance by a District representative. The District representative will assist you in choosing a program and monitoring your child’s progress within the program.

**Bilingual-Bicultural Education/English Language Learner Programs**
*(Parental Notification for Children Identified as English Language Learners)*

*(If the child is also on an IEP)* this program will assist your child in meeting the following IEP objectives *(list objective and way in which the program will assist in meeting that objective)*

If you should have questions or require other assistance, contact:

a. Name: 

b. Building Location: 

c. Other Contact Information: 

Revised 1/2017

GALENA CITY SCHOOL DISTRICT
Adopted 1/2003

BP 6174.1

**a. Education Of Native/Indian Children**

**Community and Parental Involvement**

*Note: Title 20 of the United States code mandates that school districts receiving Impact Aid funds have a policy ensuring all parents and community members, including IRA and traditional councils, have the opportunity to submit their views and active consultation relating to the district’s education and cocurricular programs. It is the law’s intent to encourage the maximum participation by Alaska Natives in the planning and management of Alaska Native education programs.*

*Note: Under the Every Student Succeeds Act, “affected” school district are required to consult with local tribes or tribal organizations prior to submitting a plan or application for federally covered education programs. Affected districts are those that either: 1) have 50% or more of its student enrollment made up of*
Alaska Native students; or 2) received an Indian education formula grant under Title VI in the previous year that exceeds $40,000. Consultation must be done "in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to plans under covered programs." Federal programs requiring consultation between tribes and affected school districts include:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)

The School Board recognizes that all parents and community members, including IRA and Traditional Councils, have a special interest in the education programs and cocurricular programs provided their children. To provide an opportunity for them to be meaningfully involved in the development, implementation, and evaluation of each school's educational and cocurricular program, all interested parties will mutually enter into Indian Policies and Procedures (IPP's), which are incorporated into and adopted as the policy of the School Board. The policies must be drafted in accord with 20 USC 7704 and 34 CFR 222.94. In addition, the following procedures will be used:

Note: Where “Advisory Committee” appears, the board may wish to specify/designate what body will be responsible for implementing this policy based on the needs of your district.

1. At a meeting of the Indian Education Parent Advisory Committee called for that specific purpose, the principal will present a detailed description of that school's education program including curriculum (course description, scope and sequence) and program evaluation procedures as well as the co-curricular program provided. At least two weeks prior to that meeting public notice will be given through newspapers, public posting, and radio announcements, where appropriate, stating the agenda and purpose of the meeting. To further insure community involvement a written invitation will be sent to the IRA and/or Traditional Council.
2. During the planning and development of local education programs all parents and community members including IRA and Traditional Councils, will be actively consulted in the following manner:

   a. At each Indian Education Parent Advisory Committee meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.

   b. All members of the public will have an opportunity to present their overall views on the educational program and its operation.

   c. All members of the public will have an opportunity to make recommendations concerning the needs of their children.

   d. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

   (cf. 6020 - Parent Involvement)

Nondiscrimination

The School District certifies that all children participate in the school program on an equal basis regardless of age, sex, race, age, creed, color, national origin, or ethnic background and shall not be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity of the district consistent with Title IX of the Education amendments of 1972 and Title VI of the Civil Rights Act of 1964.

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

Educational Program

Note: Under the Every Student Succeeds Act, the government is dedicated to the development of curriculum materials that reflect the cultural diversity of Alaska Natives, instructional programs that make use of Native Alaskan languages, and programs and materials designed to address the needs of rural Alaska schools. This includes supporting the unique educational needs of rural school children by incorporating qualified Alaska Native elders and seniors.

The primary purpose of the educational program is to provide experiences by which individuals will learn within the context of their needs as well as
the broader needs for which the district shares a responsibility. Under this assumption, the school is viewed as a link between the individual and learning resources and experiences available to meet both short and long range needs. To encourage the strongest and most viable linkage, the School Board recommends:

1. A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.

2. An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students and optimum staff utilization demands an organizational plan based upon statement performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.

3. A staff utilization procedure which establishes specific personnel needs based upon the programs requirements. All persons, directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.

4. A guidance and individual program planning effort which assures the widest choice of alternatives to individual students over their period of formal education. Emphasis will be upon bringing the student in direct contact with those educational experiences and resources which best meet short or long range needs.

5. An assessment program which uses both subjective and objective measures in determining student performance and the effectiveness of the school program in achieving learning objectives. This program is an integral part of the guidance function and requires both the involvement and understanding of students and parents in its development.

6. A wide range of learning materials and techniques which will meet the needs of students and of those responsible for instructional or learning activities. Special consideration must be given to unique cultural and language requirements. Audio and video materials, as well as print materials, are particularly important to the concepts- of individualization and maximum learning options.

7. A program for bringing students, schools and communities together in various educational, cultural, and recreational activities. The Alaska High School Activities Association (AHSAA) is recognized as the authority for all high school interscholastic activities. The district accepts as binding all
AHSSAA rules and regulations for membership and competition. All activities will be made available to students on a nondiscriminatory basis.

8. Maximum use of community resources as an integral part of the curriculum. Budgetary and administrative procedures should promote this utilization with standards established at the district and community level.

9. A continuous program of curriculum development at the community and district level. In this way the program will remain dynamic from both a content and organizational standpoint. Innovative or pilot efforts should be encouraged within whatever constraints must be applied to afford protection of students from potentially harmful experimentation.

10. That in those areas which may be viewed as controversial, instructional procedures will be confined to a body of factual information with acceptance or interpretation left to the student. Religion is recognized as an important historic element but specific religion responsibility rests with the home and church. The Indian Education Parent Advisory Committee and parents should play a major role in determining how controversial issues will be handled before specific controversies or issues arise. Areas often found as the source of controversy are sex education, alcohol, and drug education.

11. Special programs, such as Title 1, Migrant Education, and Indian Education be designed, implemented and evaluated with input from parents and teachers of involved students. Specific activities may include but are not limited to:

   a. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
   b. Informing parents and teachers of specific objective of the program.
   c. Establishment of parent-teacher conferences.
   d. Providing materials, suggestions and training to enable parents to promote education at home.
   e. Providing timely information concerning the program's plans and evaluations.
   f. Soliciting parents and teacher suggestions in planning and operating the program.
   g. Facilitating volunteer or paid participation by parents in school activities.
   h. Establishing parent advisory committees.

Legal Reference:
UNITED STATES CODE
20 USC §§ 7541-7546, Alaska Native Educational Equity, Support, and Assistance Act
20 USC § 7704 Policies and procedures relating to children residing on Indian Lands

CODE OF FEDERAL REGULATIONS
34 CFR 222.94 What provisions must be included in a local educational agency’s Indian policies and procedures?

Revised 10/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

AR 6174.1

a. Education of Native/Indian Children

Note: A stated purpose of the Every Student Succeeds Act is to authorize the development of supplemental educational programs to benefit Alaska Natives, and to supplement existing programs and authorities in the area of education to further the purpose of the Act.

Modification of Educational Program to Allow Equal Participation in Programs by Native Students

When it becomes apparent that Native students do not have the opportunity to participate in an educational program on an equal basis with non-Native students, and the situation cannot be remedied by an administrative order, a task force comprised of teachers, students (if applicable), and parents will be created and charged with the specific duty of modifying the program to allow such equal opportunity to participation.

Dissemination of Program Plans for New Educational Programs

District wide education programs to be initiated by the district will be reviewed by the Curriculum Review Committee for approval prior to being submitted to the district School Board for action. In addition, new district wide programs will be discussed at an Advisory Committee meeting at each site called for the reason of discussing the program. Parents, community members, and appropriate tribal officials will be invited to the meeting. Information on the program will be sent home with students or mailed to parents. Appropriate tribal officials will be mailed information on the program.

When an individual site initiates a new program, it will be discussed at the Indian Education Parent Advisory School Board meeting called for the specific reason of discussing the program. Parents, community members,
and appropriate tribal officials will be invited to the meeting and information on the program will be either sent home with students or mailed to parents. Appropriate tribal officials will be mailed information on the program.

Site initiated programs must be forwarded to the Curriculum Office for review and approval by the Curriculum Review Committee prior to submittal to the district School Board for action.

**Procedures for Assessing the Meaningfulness of Alaska Native/American Indian Input on IPP Policies**

Each year the School Board will appoint a committee to assess the meaningfulness of community input on IPP policies. This committee will review the Alaska Native/American Indian input on, opportunity for input on, and the district's response to such input on the district's IPP policies. Should the committee determine that the district's policies and procedures require modification as a result of comments submitted by tribal officials and parents, its recommendations will be presented to the School Board for action at its next regularly scheduled meeting.

*Revised 1/2017*

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

**Indian Policies and Procedures**

*Note: Districts receiving federal Impact Aid are required to have “IPPs” or Indian Policies and Procedures.*

The Galena City School District’s goal under the Indian Policies and Procedures [IPP] is to ensure that all American Indian children of school age have equal access to all programs, services, and activities provided by the school district.

The District will establish policies and procedures to ensure that children residing on Indian lands participate in programs and activities supported by impact aid funds on an equal basis with all other children. Parents of these children will be afforded an opportunity to present their views on these programs and activities, including the opportunity to make recommendations on the needs of those children and how the district may help these children realize the benefits of these programs and activities. Parents and Indian Tribes will be consulted and involved in the planning...
and development of these programs and activities and the relevant applications, evaluations, and program plans will be disseminated to the parents and the Indian Tribe.

It is the intent of the district to fully comply with all requirements of Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act of 1965 (formerly Public Law 81-874, amended 8/2/02), 34 CFR 222.94, and to that end, the Governing Board has adopted as policy these Indian Policies and Procedures (IPPs). The IPPs by intent and by School Board action supersede all previous School Board action and are intended to bind the Governing Board, administration, and staff of the district.

ATTESTATIONS

The Galena City School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands.

The Galena City School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their annual Impact Aid application.

POLICIES AND PROCEDURES

The following Indian policies and procedures become effective upon school board approval.

POLICY 1: The Galena City School District will disseminate relevant applications, evaluations, program plans and information related to the District’s education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations.

Procedure 1:

The District Administrator/designee will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of any meeting, mail to Indian parents and Tribal officials a copy of the following documents:

Annual Impact Aid application;
Evaluation of all educational programs; and
Plans for education programs the District intends to initiate or eliminate.

In addition, information regarding these materials will be included in the District's monthly newsletter, if appropriate.

Parents of Indian children, tribal officials and the public will be given notice of any and all meetings related to equal participation or the content of the educational program by including information about meeting times and locations in the questionnaire to be disseminated in the fall. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted School Board meeting.

The District will disseminate information and seek timely input regarding the following programs on its educational program (including, but not limited to): Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Part A, Title IV, Part A, Title IV, Part B, Title V, Part B subpart 2, Title VI, Part A, subpart 1, Title VII-Impact Aid programs, Johnson O'Malley programming.

The completed applications, evaluations, and program planning will be made available to parents of Indian children, Tribal officials, and the Indian Education Parent Advisory Committee and a summary will be prepared and disseminated one week in advance of the annual public hearing held in October to afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the public meeting. This hearing will be publically advertised by email and posting in tribal offices to allow all interested parties to attend. In addition, representatives from the District and Indian Education Parent Advisory Committee will schedule meetings with the local tribe to seek input.

Parents of Indian children, tribal officials, the Indian Education Parent Advisory Committee and any other interested persons can review assessment data to help develop or modify educational programs and services allowing for the participation of Indian students on an equal basis in the district.

Minutes from the Indian Education Parent Advisory Committee meetings will be posted on the District's website for all patrons and Tribal officials to review. This will allow for ongoing dissemination of information.

**POLICY 2:** The Galena City School District will provide an opportunity for the affected tribe or tribes and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District
may help those children realize the benefits of the educational programs and activities.

(i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and
(ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

Procedure 2:

In order to allow Indian parents and tribal officials to make commentary concerning (1) the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2) the overall operation of the District's education program; and (3) the degree of parental participation allowed in the same, the Board will mail parents of Indian children and Tribal officials a questionnaire requesting their input and recommendations in the fall and will thereafter hold an annual Board meeting where such commentary may be reviewed by Indian parents, Tribal officials, and the School Board.

Indian parents and Tribal officials will be given notice of any and all meetings by including in the above-referred questionnaire to be disseminated in the fall semester information as to the location of legally posted School Board notices. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted School Board meeting.

If participation in the survey results in a low return rate or the established meeting yield low participation by the parents of Indian children and tribal officials, the District will re-evaluate its plan and consult with parents of Indian children and tribal officials on ways to improve and enhance participation in the consultation process. The District may re-locate meetings or times to encourage participation.

The Indian Education Parent Advisory Committee of the District will meet three times annually for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. The meeting agendas shall be posted and all meetings shall be open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.
A school board representative is a non-voting member of the Indian Education Parent Advisory Committee. This representation allows for the discussion of needs of the students and ideas to be brought forward to both the Indian Education Committee as well as the School Board.

At each of the Galena City School Board meetings a section of time is set aside for communications from the public. This is a time to offer comments and suggestions regarding programming for Indian students. In addition, a public hearing is scheduled in October which is specifically devoted to addressing questions regarding federal programs. Based upon suggestions, preferred methods of communication as well as ways to maximize participation from tribal officials as well as parents of Indian children will be seriously considered.

Information will be included in student handbooks/enrollment packets regarding opportunities to provide input to the District.

The District and Indian Education Parent Advisory Committee representatives will schedule meetings with the affected tribe or tribes to discuss ongoing programming goals.

**POLICY 3:** The Galena City School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

(i) Share relevant information related to Indian children's participation in the District's education program and activities with tribes and parents of Indian children; and
(ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

**Procedure 3:**

The District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

A. The District will monitor Indian student participation in all academic and co-curricular activities.

B. School district officials will review school data to assess the extent of Indian children’s participation in the District’s educational programs on an equal basis.
C. The District will share its assessment of district funding, Indian student participation, related academic achievements and other related data will be shared with the parents of Indian children and tribal officials by (mail, email, posting at tribal offices, etc.).

D. Parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the school district, at any school board meeting or to the Indian Education Committee (Parent Advisory Committee)

E. Copies of annual reports will be provided to tribal officials.

The District shall annually calculate from its records the ratio of Indian children compared to other children participating academic and co-curricular programs ("school data").

Annually, the District Administrator (or a designee), administrators, staff members, the Indian Education Parent Advisory Committee, Indian parents, and Tribal officials will hold a meeting to assess the extent of Indian children's participation in the educational program. At such meeting, attendees will analyze the school data and Tribal/parental commentary to determine the extent of equality of Indian children's participation with other children.

The District will disseminate the results of the assessment of Indian participation to parents of Indian children and tribal officials within one week of publication by email and posting at tribal offices.

Parents of Indian children or tribal officials may comment on the results at regularly scheduled school board meetings, Indian Education Parent Advisory Committee meetings, and directly to the school district by emailing GCSD’s Director of Federal Programs. In addition, parents of Indian children and tribal officials may comment in the fall and spring semester through a questionnaire requesting information concerning their views as to the extent of Indian children's participation in educational programs on an equal basis with other children.

The Indian Education Parent Advisory Committee assists in the modification of educational programs in order to ensure the equal participation of Indian children and shall make recommendations to the Board as to any needed modifications. The School Board shall give deference to the suggestions of the committee in voting on proposed modifications.
The District shall annually analyze participation rates of Indian children compared to other children in all aspects of the educational program and school sponsored activities.

The District's Superintendent and school staff, in conjunction with the Indian Education Parent Advisory Committee, will review annual survey data and comments gathered from families and students. The results of the data and its comments will be shared with all interested parties in the district. In addition, comments and/or suggestions brought forth from these conversations will become part of the Committee's approved minutes.

This data will be utilized to develop appropriate supports for various programs.

During the annual public hearing, the school district will gather information relating to Indian children's participation in the District's education programs and activities. This information will also be made available to the parents of Indian children, tribal officials and the Indian Education Parental Advisory Committee via email and posting at tribal offices.

If it is determined that there are gaps in Indian participation in the educational program or activities, the School Board in consultation with the Indian Education Parent Advisory Committee and tribal officials, will modify its education program in such a way as to improve Indian participation.

**POLICY 4:** The Galena City School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document.

**Procedure 4:**

During the organization meeting of the Indian Education Parent Advisory Committee, the Indian Policies and Procedures will be reviewed and revised if necessary. Once this has happened, the document will be forwarded to the School Board as well as the tribal officials and parents of Indian children for review and consideration. If necessary, the Indian Education Parent Advisory Committee may suggest revisions at other times of the year as appropriate. Any updates will be sent to parents of Indian children and tribal officials within 4 weeks of adoption by the School Board.
The Indian Education Parent Advisory Committee will annually review the components the Indian Policies and Procedures to ensure that they meet federal regulatory and statutory requirements.

The Indian Education Parent Advisory Committee shall serve as a task force to review the meaningfulness of Indian input, to review the extent of opportunity for Indian input and to review the District's response to Indian commentary. The Committee will review the effectiveness of the District's methods of gathering the input of Indian parents and Tribal members; calculate the number of Indian suggestions which were actually implemented; permit Indian parents and Tribal officials to suggest more effective ways of communicating their views. If necessary, the Indian Education Parent Advisory Committee shall make recommendations to the Board to modify its policies and procedures.

The District will hold a School Board meeting to modify policies and procedures if the Indian Education Parent Advisory Committee indicates such modification is necessary.

The District will notify parents of Indian children, tribal officials and the general public of any changes to the Indian Policies and Procedures by email and posting at tribal offices.

POLICY 5: The Galena City School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the District.

Procedure 5:

The District will at least annually respond in writing to comments and recommendations made by the Indian Education Parent Advisory Committee, tribal officials, or parents of Indian children, and disseminate the responses to all parties by email or posting at tribal offices, prior to the submission of the IPPs by the District.

POLICY 6: The Galena City School District will provide a copy of the IPPs annually to the affected tribe or tribes.

Procedure 6:

The District will annually provide a copy of the current Indian Policies and Procedures to each local tribe by email or posting at tribal offices.
4. 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:**
*34 C.F.R. §200.40 - 200.45.*

**GALENA CITY SCHOOL DISTRICT**
Adopted 1/2009

**BP 6178**

**5. Vocational Education**

*Note: Districts receiving state funds for vocational education programs must meet the program requirements of state regulations, including the development of a vocational education plan.*

The School Board affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.
The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job hunting strategies.

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

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board especially desires that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions.

(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6141 - Curriculum Development and Evaluation)

Equal opportunities shall be provided to all students in recruitment, enrollment, and placement activities, without regard to sex or disability.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6164.2 - Guidance and Counseling Services)

The Superintendent may appoint a vocational education advisory committee to assist the district with planning and evaluating vocational education programs. The committee ought to include teachers and students representing each program area and employers and employees of the region served by the programs.

Note: 4 AAC 51.300 requires districts establish written procedures for the maintenance, repair and replacement of vocational education equipment. Vocational equipment and facilities must be maintained to meet state and federal health and safety standards.

(cf. 3440 - Inventories)

Legal Reference:
ALASKA STATUTES
14.18.030 Discrimination in counseling and guidance services prohibited
14.35.010-14.35.030 Vocational education

ALASKA ADMINISTRATIVE CODE
4 AAC 51.200-4 AAC 51.390 Secondary vocational educational programs

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT
Public Law 98-524, 204

Revised 5/2017

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
**Vocational Education**

**Handicapped and Disadvantaged Students**

Vocational programs and activities for handicapped persons shall be provided in the least restrictive environment and planned in coordination with appropriate representatives of vocational education and special education staffs. (Public Law 98-524, 204)

By the beginning of the ninth grade, information shall be provided to handicapped and disadvantaged students and to their parents/guardians concerning the opportunities available in vocational education programs and the requirements for eligibility to enroll. (Public Law 98-524, 204)

Individual student records shall identify the category of disadvantage or handicap which warrants any special services which are provided. Each handicapped or disadvantaged student who enrolls in a vocational education program shall receive:

1. Assessment of his/her interests, abilities and special needs with respect to successfully completing the vocational education program.
2. Special services designed to meet identified needs, including adaptation of curriculum, instructional equipment and facilities.
3. Guidance, counseling and career development activities conducted by appropriately trained counselors.
4. Counseling services designed to facilitate the transition from school to post-school employment/career opportunities. (Public Law 98-524, 204)

(cf. 5147 - Dropout Prevention)

When receiving funds through the federal Carl D. Perkins Vocational and Applied Technology Education Act, Title II, Part A Basic Grant, the district shall give priority to sites or programs that serve the highest concentrations of persons who are members of special populations.

**Notifications**

Before the beginning of each school year, the district shall publicly announce that its vocational programs and courses will be offered without regard to race, color, national origin, sex or handicap. This announcement shall be made through media that reach the general public, minorities, women and handicapped persons and shall include a brief summary of program offerings and admission criteria, as well as the name, address and telephone number of the district's nondiscrimination coordinator. If the district contains a community of national origin minority
persons with limited English skills, the announcement will be disseminated to that community in its language and state that lack of English language skills will not be a barrier to admission and participation in vocational education programs.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6178.1

a. Work Experience Education

The School Board believes that work experience education programs can provide students with valuable instruction in the skills, attitudes and understandings they need in order to be successfully employed and that a proper balance between work experience and academic instruction should be maintained.

Students in work experience programs shall receive related classroom instruction or counseling.

(cf. 6164.2 - Guidance and Counseling Services)

Legal Reference:
ALASKA STATUTES
23.30.237 High school students in work-study programs as employees of the state

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 6179

6. Child Care and Development Programs

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

The School Board wishes to provide a safe environment with competent, caring supervision for children whose parents/guardians are working, in training, seeking jobs, incapacitated, or in need of respite. Besides attempting to help children develop intellectually, socially, emotionally and physically, district child care and preschool programs should strengthen families by enhancing parenting skills and reducing the strain on parents.

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The Superintendent or designee shall ensure that district child care and preschool programs comply with requirements of law.

A district must submit annual assurances to the department indicating that the district has adopted written policies that ensure compliance with the programmatic requirements of 4 AAC 60.170, the pre-elementary education regulation. The assurances must be signed by the superintendent for the district.

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5148 - Child Care)

Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 60.010-4 AAC 60.180 Pre-elementary (early childhood) school

Revised 3/2019

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

F. Programs Adaptations/Alternative Arrangements

1. Charter School

Charter schools are schools established under AS 14.03.250 that operate within the public school district. Charter schools are established upon the approval of an application both by the local school board and the State Board of Education. Charter schools shall operate under a written contract between the charter school and the local school board.

Establishment of Charter Schools

The Board shall give appropriate consideration to any charter school petition, in light of its overall effect on the district’s children and the proposed school’s ability to function effectively and meet its goals. The Board desires to support innovations which improve student learning and views charter schools as an opportunity to implement school-level reform. In accordance with law, the proposed charter must include descriptions of the vision, mission and goals of the charter school, the governance structure which will be used, the educational
outcomes to be attained by students, and the method by which progress in meeting these outcomes will be measured.

Applications for a charter school to operate during the next school year shall be submitted to the GCSD School Board no later than __________ of the current school year. Applications received after the __________ deadline shall not be considered until the next school year. A charter school shall begin operation as agreed with the GCSD School Board but no later than October 1st.

Charter schools in the Galena School District shall comply with the following general requirements.

1. The charter school shall establish an Academic Policy Committee that will function according to the terms of law.
2. The charter school Academic Policy Committee shall report directly to the Board or a subcommittee of the Board unless mutually agreed otherwise.
3. The charter school shall operate in compliance with School District policies unless mutually agreed otherwise.
4. The charter school shall comply with the requirements of the district accounting system.
5. The charter school shall comply with the requirements of the district purchasing system.
6. The charter school shall be designed to advance basic skills area (mathematics, science, language arts, and social studies) appropriated to the age of students included in the program. The charter school disciplinary program shall enforce Alaska statues, state and federal regulations, and district policies with respect to drugs, alcohol, weapons, tobacco harassment, and violence.
7. The charter school shall participate in the Galena City School District’s report card process as required by Alaska Statute.
8. The charter school shall participate in all tests and assessments required by either the State Department of Education or the Galena City School District unless the contract specifies.
9. The charter school shall not promote religious ideologies or philosophies.
10. The charter school shall operate in compliance with negotiated agreements established between employee groups and the Board.
11. A charter school operating as a correspondence program shall comply with all requirements of Alaska statute and regulation.

Note: Charter schools operating correspondence programs must comply with the requirements for state approval and operation as set forth in 4 AAC 33.405 – 4 AAC 33.490.

State Notification of a Charter School Application
Upon approval or rejection of a charter school application, the School Board will submit to the State Board of Education a copy of the charter school application.
and a report on the action taken by the School Board no later than 20 (twenty) working days following the School Board action.

**Annual Review of the Charter School**

Once approved by both the School Board and the State Board of Education, the charter school will be subject to an annual review of its operations and finances by the School Board. Annually, the charter school will submit a written report and make a presentation to the School Board and the public. This report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the School Board.

If academic performance targets for student achievement are not reached by the identified timelines specified in the contract, the Academic Policy Committee must submit a Plan for Improvement, outlining activities for remediation, a process for monitoring the progress of the Plan, and a process for reporting progress of the Plan to the School Board.

If there is evidence of a breach of contract, then the School Board shall have a right to investigate this breach of contract and meet with the charter school to discuss possible remedies, including termination of the charter school contract.

**Organization and Operation of a Charter School**

A charter school operates as a school in the school district except that a charter school:

- Is exempt from the school district’s textbook, program, curriculum, and scheduling requirements.

- Is exempt from AS 14.14.130(c) which states “If the district employs a chief school administrator, the administrator shall select, appoint, and otherwise control all school district employees who serve under the chief school administrator subject to the approval of the school board.”

- Operates under the charter school’s annual program budget as set out in the contract between the Board and the charter school.

- Shall designate a contact person for all communications between the charter school and the district administration.

“A charter school is subject to secondary school competency testing as provided in AS 14.03.075 and other competency tests required by the Department of Education and Early Development.”
Operation of a Charter School

The charter school principal:

☐ Shall keep financial records of the charter school;

☐ Shall oversee the operation of the charter school to ensure that the terms of the contract are being met;

☐ Shall meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and

☐ Shall meet with the Academic Policy Committee at least once each year to monitor progress in achieving the committee’s policies and goals.

Definitions

“Designated Administrator” means a person selected by the Academic Policy Committee to perform the administrative functions of the charter school. An administrator who does not possess a current Type B administrative certificate may not conduct employee evaluations.

“Employees” of charter schools are considered employees of the School District with all rights guaranteed by their respective collective bargaining agreements unless specifically waived by mutual agreement between the appropriate bargaining unit and board.

“Principal” means a person selected by the Academic Policy Committee to select, appoint, or otherwise supervise employees of the charter school. This person is not required to possess an Alaska Type B Administrative Certificate. The school district assumes no responsibility for employing this person after the termination of the charter school contract unless the person is also employed as a teacher.

“Per-pupil allocation” means the funding generated, calculated on a per student basis, using the formula for basic need defined in AS 14.17.021.

Legal Reference:
Alaska Statutes
14.03.250-14.03.280 Charter Schools
Alaska Administrative Code
4 AAC 33.110 Charter Schools

Alaska Administrative Code
4 AAC 33.110 Charter Schools
4 AAC 33.405 - .490 Correspondence Study Programs
Application Procedure for Establishing A Charter School

1. **Name(s) of the Teacher(s) who will teach in the charter school.** The application form shall contain the names of the teacher or teachers who will teach in the charter school. All teachers in the charter school shall be hired by the school district or selected from the current district staff. A teacher may not be assigned to a charter school unless the teacher consents to the assignment. All provisions of the existing negotiated agreement with the teachers association apply to teachers in the charter schools, unless the Board and the Association agree to an exemption for the charter school. A request for an exemption to the negotiated agreement shall be initiated by the charter school. The charter school shall meet with the Association to discuss the exemption and, if agreeable, the charter school shall obtain a letter from the Association indicating their intent to allow the exemption. A description of the exemption and the letter from the Association shall be included in the application.

Charter school teachers shall be evaluated in an equivalent manner as all other teachers in the district. If the proposed teacher evaluation procedure is not identical to the district’s procedure, then the charter school shall include a detailed description of the teacher evaluation procedure proposed to be used in the charter school.

The evaluation form shall also describe the positions of any other employees in the charter school.

2. **Teacher-to-student ratio.** The application form for establishing a charter school shall specify the teacher-to-student ratio. This shall be determined by dividing the number of full-time equivalent teachers in the charter school by the number of full-time equivalent students in the charter school. For the purposes of the applications, the teacher-to-student ratio shall use the estimated number of full-time equivalent students in the denominator of this equation. Include in the application a description of how this estimate was determined.

3. **Number of students served.** The application form will include an estimated number of students served (specify both the full-time equivalent number of students) by the charter school for the next school year. The charter school shall annually provide to the school district the names of the students who have pre-
registered for the charter school four weeks before the starting date of the charter school. A preference for enrollment, up to 10% of the total student enrollment, may be given to the children of the originators of the charter school (parents and staff) if there are more applicants than the approved number of students. Preference may also be granted to siblings of students already enrolled in the charter school. In the event of an excess, the charter school and the Board shall attempt to accommodate the students by considering additional classroom space and/or additional teachers. If it is not possible to accommodate all eligible students, students shall be selected by a random drawing approved by the Board.

The application to establish a charter school shall specify the application procedure for students, including a copy of the student application form, and specify the timelines for application, approvals, and notification. In the case of a multi-year charter school, the contract must also contain provisions for handling the admissions procedures for continuing the students from one school year to the next.

4. Administrative policies. The application form must include administrative policies to be followed by the charter school. A charter school is subject to Board policies and administrative regulations unless waivers are granted by mutual agreement between the charter school and the Board. Any exemptions must be specified in the contract. A complete listing of the Board policies and regulations is available at the school district administrative office.

To the extent permitted by Alaska laws and regulations, charter schools may waive state regulations except that a charter school must comply with all state and federal requirements for the receipt of public money. Any waivers to state regulations must be included in the contract. Approval for waivers of state regulations will occur at the time the State Board of Education acts on the locally approved application. By law, waivers of state statues are not permitted. Copies of the state statutes and regulations are available from the Alaska Department of Education.

5. A statement of the charter school’s funding allocation form. During the administrative meeting held in accordance with these procedures, the administrative committee shall provide the available form to the district for the operation for the charter school. The estimate per pupil allocation shall be computed in a manner consistent with the method in which the district receives revenues from the state less administrative costs retained by the district determined by applying the indirect cost rate approved by the Alaska Department of Education and Early Development. The district shall outline services provided to the charter school for the retention of administrative costs.

The application subsequently submitted by the charter school shall include an annual program budget proposed by the charter school. During the Board work session, the Board and the charter school representative may negotiate the per
pupil allocation and other aspects of the annual program budget. In all events, the Board shall provide an approved charter school with an annual program budget that is not less than the amount determined in accordance with AS 14.03.260. The charter school shall not diminish the per pupil financial support of students enrolled in the remainder of the district’s schools.

A charter school may not charge tuition to students who reside with the school district. Fees charged to students by the charter school, including but not limited to application and activity fees, shall be retained by the charter school and included in the charter school program budget.

Actual revenues received by the charter school shall be derived from the actual student enrollments in the charter school during the year in which the charter school is operating. The funding allocation set forth in the first paragraph of this section is for the next school year.

Actual student enrollments in the charter school (and revenues generated from those enrollments) shall determine student enrollments and state revenue generated in the school district. Unless otherwise specified in contract, this includes foundation revenues generated for special populations of students and the charter school’s portion of the local Borough contribution under AS 14.17.410 (b)(2)(c). Grants and special revenue funds will be available to the charter school as determined by the contracts between the Board and the charter school. Operating revenues will be provided to the charter school as specified in the contract.

Funds in excess of the per pupil allocation, if any, paid to the charter school by the school district shall be in accordance with the charter school’s enrollment during the 20-day count period. If the actual enrollment fluctuates more than 10% above or below the estimated enrollment, the charter school and the Board shall meet to review and renegotiate the charter school budget.

All costs for operating a public school in the school district shall be assigned to the charters school subject to restrictions in the charter school law and the terms of the contract between the Board and the charter school. Operational costs for a charter school housed in the district facility will be charged to the charter school on a pro rata basis according to the costs of building operation. All equipment and supplies purchased by the charter school become the property of the school district upon the completion or termination of the charter school contract.

The established charter school shall annually submit a balanced program budget by February 1 of each year which shows the expected revenues and expenditures for the charters school for the next school year. This annual budget shall be approved by the Board. Adjustments to the charter school budget may be necessary if the estimated revenues are significantly revised due to legislative and/or board/assembly action.
6. **Method by which the charter school shall account for receipts and expenditures.** This shall include a description of how the charter school will be in compliance with AS 14.17.190, Restrictions Governing Receipts and Expenditures of Money from Public School Foundation Account. The charter school shall comply with all district accounting and purchasing policies and specify on the application form how it will provide the financial and accounting

7. **Location and description of the facility.** The application form shall contain a description of the location and facility used to house the charter school. A charter school may be operated in an existing school district facility or in a facility within the school district that is not currently being used as a public school. Any facility that is used for a charter school must meet and maintain the federal and state building, fire, health, and safety requirements applicable to other public buildings or public schools in the district. The Superintendent shall make this determination based on inspections made by the code enforcement authorities.

The charter school shall be responsible for obtaining these inspections and shall be responsible for correcting any deficiencies in non-district facilities. The charter school shall maintain code compliance during the duration of the contract.

Charter schools proposing to use district facilities which are already in use as public schools, may do so only on the approval by the Board. The use of the district facilities for the charter school shall be negotiated during the Board’s work session with the charter school proposers. The charter school may pay facility rent as well as a fee for district custodial and utility services based on the number of square feet used in the school. In addition, the charter school may pay a proportional share of any building maintenance.

A charter school which proposes to utilize space in an existing district school shall meet with the superintendent and/or principal of that school and come to a mutual agreement regarding the charter school’s observance of school rules and policies. These mutually agreed upon rules and policies shall be included in the charter school application.

For charter schools requesting the use of space in an existing district facility, the administration will annually determine if the amount of space requested by the charter school will be available based on enrollment projections and school capacity.

8. **Name(s) of the Teacher(s) who will teach in the charter school.** The application form shall contain the names of the teacher or teachers who will teach in the charter school.

All teachers in the charter school shall be hired by the school district or selected from the current district staff. A teacher may not be assigned to a charter school unless the teacher consents to the assignment. All provisions of the existing
negotiated agreement with the teachers association apply to teachers in the charter schools, unless the Board and the Association agree to an exemption for the charter school. A request for an exemption to the negotiated agreement shall be initiated by the charter school. The charter school shall meet with the Association to discuss the exemption and, if agreeable, the charter school shall obtain a letter from the Association indicating their intent to allow the exemption. A description of the exemption and the letter from the Association shall be included in the application.

Charter school teachers shall be evaluated in an equivalent manner as all other teachers in the district. If the proposed teacher evaluation procedure is not identical to the district’s procedure, then the charter school shall include a detailed description of the teacher evaluation procedure proposed to be used in the charter school. Teacher evaluations are confidential and may not be publicly disclosed, including disclosure to members of the Academic Policy Committee, absent a written waiver signed by and dated by the employee. The Academic Policy Committee may request that a teacher waive confidentiality so that the evaluation may be shared with the Academic Policy Committee. If a waiver is not obtained, the Type B certificated evaluator performing the evaluation of charter school teachers shall work in an advisory capacity with the Academic Policy Committee to assist the Committee in making informed decisions regarding the employment of Charter School teachers. The details of this working relationship shall be agreed to in writing between the evaluator and the Academic Policy Committee.

9. Name(s) of support staff who will work at the charter school. The application form shall contain the anticipated support staff positions, or the specific names of support staff, who will work in the charter school. All support staff in the charter school shall be hired by the school district or selected from the current district staff. A support staff may not be assigned to a charter school Charter school support staff shall be evaluated in an equivalent manner as all other support staff in the district. If the proposed support staff evaluation procedure is not identical to the district’s procedure, then the charter school shall include a detailed description of the support staff evaluation procedure proposed to be used in the charter school. Support staff evaluations are confidential and may not be publicly disclosed, including disclosure to members of the Academic Policy Committee, absent a written waiver signed by and dated by the employee. The Academic Policy Committee may request that a support staff employee waive confidentiality so that the evaluation may be shared with the Academic Policy Committee. If a waiver is not obtained, the Type B certificated evaluator performing the evaluation of charter school support staff shall work in an advisory capacity with the Academic Policy Committee to assist the Committee in making informed decisions regarding the employment of Charter School support staff. The details of this working relationship shall be agreed to in writing between the evaluator and the Academic Policy Committee.
10. **Teacher-to-student ratio.** The application form for establishing a charter school shall specify the teacher-to-student ratio. This shall be determined by dividing the number of full-time equivalent teachers in the charter school by the number of full-time equivalent students in the charter school. For the purposes of the applications, the teacher-to-student ratio shall use the estimated number of full-time equivalent students in the denominator of this equation. Include in the application a description of how this estimate was determined.

11. **Number of students served.** The application form will include an estimated number of students served (specify both the full-time equivalent number of students) by the charter school for the next school year. The charter school shall annually provide to the school district the names of the students who have pre-registered for the charter school four weeks before the starting date of the charter school.

12. **The Term of the Contract.** The application form will include a specification of the term of the contract. No charter school may exceed a ten (10) year contract. A charter school may reapply after the term of the contract has expired.

13. **A termination clause.** The application form will include a termination clause providing that the contract may be terminated by the Board for the failure of the charter school to meet educational achievement goals, for fiscal management standards, or for other good cause.

14. **A certification of compliance for receipt and use of public money.** This provision requires a certification that the charter school will comply with all state and federal requirements for the receipt and use of public money.

15. **Other requirements or exemptions.** If there are additional provisions that either the charter school or the Board wish to include in the contract, then they should be included in this section of the application form. Additional provisions may include other requirements imposed by either the charter school or the Board, or may include other exemptions not covered under Board policies and regulations. These additional provisions of the contract must also be agreed upon by both the charter school and the Board.

16. **Risk management.** The charter school shall adequately protect against liability and risk through an active risk management program. The program shall include purchase of insurance coverage equal to those held by the school district and shall be established in the contract between the charter and the board of education. The charter school shall operate in such a manner as to minimize the risk of injury or harm to students, employees, and others. School operations and activities shall be reviewed by the district’s Superintendent for compliance with appropriate industry safety practices.
17. Breach of contract. Failure to comply with the provisions of the contract between the charter and the Board is considered a breach of contract and may result in the termination of the charter school. During the charter school’s annual review with the Board, compliance with the provisions of the contract will be monitored. If any allegations of noncompliance with the charter school contract (either by the charter school or by the school district or by the school district) are presented either during the annual review or at any other time, then the Board shall investigate these allegations. Prior to canceling the charter school contract, the Board and the charter school shall attempt to remedy any violations of the contract. The charter school would be allowed a minimum of 30 days to achieve full compliance.

18. The Academic Policy Committee. Each application for a charter school shall include a description of the procedures used to establish an Academic Policy Committee. The Academic Policy Committee shall consist of parents attending (or planning to attend) the charter school, teachers at the charter school (or teachers who agree to teach at the charter school), and employees of the charter school (or employees who agree to work at the charter school).

The Academic Policy Committee of the charter school shall supervise the academic operation of the charter school and ensure the fulfillment of the mission of the charter school.

The Academic Policy Committee shall select the principal of the charter school. The principal shall select, appoint, or otherwise supervise employees of the charter school. If the person selected as the principal by the Academic Policy Committee does not possess an Alaska Type B Administrative Certificate, then the Board shall designate (with the approval of the Academic Policy Committee) a school district administrator to evaluate the teacher(s) in the charter school. Costs related to such employee evaluations shall be specified and borne by the charter school.

19. Name of principal or designated administrator who will administer the charter school.

The application will identify the charter school principal or designated administrator. The principal or designated administrator will be selected by the Academic Policy Committee and approved by the Board. A principal or designated administrator may not be assigned to a charter school unless the principal or designated administrator consents to the assignment. All provisions of the existing negotiated agreement with the principal association apply to the principal in the charter schools, unless the Board and the principal’s association agree to an exemption for the charter school. A request for an exemption to the negotiated agreement shall be initiated by the charter school. The charter school shall meet with the principal’s association to discuss the exemption and, if agreeable, the charter school shall obtain a letter from the principal’s association
indicating their intent to allow the exemption. A description of the exemption and the letter from the principal’s association shall be included in the application.

The charter school principal or designated administrator shall be evaluated in an equivalent manner as all other principals in the district. Should the Academic Policy Committee desire not to have the superintendent evaluate the principal designated administrator, the contract shall identify the qualified administrator to perform the evaluation and the specific evaluation procedures to be followed. Costs related to such administrative evaluations shall be specified and borne by the charter school. If the proposed principal or designated administrator evaluation procedure is not identical to the district’s procedure, then the charter school shall include a detailed description of the administrative evaluation procedure proposed to be used in the charter school. At a minimum, the administrator identified to perform the evaluation shall hold a Type B certificate and be approved by the Board. All other provisions of AS 14.20.149, including provisions for placing a principal or designated administrator on a plan of improvement for failure to meet the district performance standards, shall be followed.

The charter school principal’s or designated administrator’s evaluation may not be publicly disclosed but may be shared with the Academic Policy Committee without a waiver. The details of this working relationship for the evaluation shall be agreed to in writing between the evaluator and the Academic Policy Committee.

20. Charter school contract with the Board. Each application for a charter school must include a proposed contract with the Board. The charter school shall operate under the provisions of this contract. The contract must include by reference all the provisions listed in the application form and the district’s procedures for application. During the work session with the Board, provisions of the application may be revised by mutual consent. The contract will reference the final revised form of the application.

Upon approval of the charter school by the Board, the contract will be signed by the president of the Board and the legally designated representative of the charter school. The signed contract will be forwarded to the State Board of Education and Early Development for approval.

The contract between the charter school and the Board shall reflect all agreements regarding the operation of the charter school. Any revisions of the terms of the contract may be made only with the approval of the Board and the governing body of the charter school. The contract will take effect upon State Board of Education approval of the application.

Revised 12/2004
2. Correspondence Study Program

Note: Pursuant to AS 14.30.010, a student may be exempt from compulsory attendance if enrolled in a full-time state-approved correspondence study program governed by AS 14.03.300-310. All districts enrolling non-resident students and part-time students in a correspondence study program are required to enter into cooperative arrangements with the district where the non-resident student resides, as required by AS 14.14.110. The cooperative arrangement begins with notice from the enrolling district to the district of residence, which shall include the name, address, social security number, and percentage of full-time equivalency for each student enrolled. Districts that enroll non-resident students who require special education and related services shall enroll each student through an individualized cooperation agreement with the resident district. This agreement shall include the plan of services to be provided to the child, the identification of IEP team members from all districts, if applicable, and a description of the manner in which the enrolling district teachers will participate as a member of the IEP team. The plan and cooperation agreement must include the identification of the child in a manner that complies with confidentiality requirements.

Note: The purpose of the policy is to recognize that students may enroll in a correspondence program. This policy does not establish authority for a district correspondence program. Districts desiring to offer a correspondence program, or to change an existing program already offered, must comply with the requirements of AS 14.03.300-310 and 4 AAC 33.405-.490. These laws cover all correspondence study programs offered by a school district, whether or not there is statewide enrollment, and require Department approval prior to beginning or changing a correspondence program. Unexpended annual allotments for correspondence students, as provided in AS 14.03.310, are not subject to the 10 percent limit on unreserved portions of its year-end fund balance in its school operating fund.

The School Board recognizes that some students may benefit from an educational program other than the regular school program. The Superintendent or designee may approve participation in a correspondence study program when a student's needs can be best met outside of regular classroom instruction and an educational plan for such study is agreed upon and approved by the student's parent/guardian. If the student desires to enroll in a correspondence program offered by the state or another school district in Alaska, a cooperative arrangement will be entered into as required by law.

Legal Reference:
ALASKA STATUTES
14.03.300-.310 Correspondence study programs
14.14.110 Cooperation with other districts
14.17.505 Fund balance in school operating fund
14.30.010 When attendance compulsory
a. Curriculum for Correspondence

Courses of study for the district’s correspondence students will reflect the same content as those courses leading to graduation pursued by students in the building-based K-12 program.

The curricular materials purchased by the district must be board approved. Such material cannot promulgate sectarian doctrine of any church or belief. Curricular material purchased by the district for use by homeschooling/correspondence students must be made available for all students in the district if so requested.

Parents of homeschooling/correspondence students may select, and purchase with their own funds, any supplemental materials which they feel appropriate to enhance the educational needs of their children.

The superintendent, or designee, will provide for frequent assessment and evaluation of correspondence curriculum, under the same provision as BP 6141.

(cf. 6141 – Curriculum Development and Evaluation)
(cf. 6143 – Courses of Study)
(cf. 6161.1 – Selection and Evaluation of Instructional Materials)
(cf. 6161.11 – Supplementary Instructional Materials)

Revised 10/2005
b. Instruction for Correspondence

The district’s correspondence program will provide instruction utilizing a variety of methods and technology. The school board recognizes that education in the home is highly individualistic and therefore, both the instruction and the curricular materials should meet the learning needs of the child.

Parents will provide an annual Individual Learning Plan for each registered child, following the guidelines issued at the time of enrollment. This plan will be implemented in collaboration with the assigned certificated teacher, and will include goals and objectives for learning which are aligned with state standards.

The parent is recognized as the primary home educator, who, as requested, submits written work, projects, or evaluations of each student to their assigned certified teacher for review, critique and approval. The parent shall be responsible to make certain that all work assigned to the student has been completed in a timely manner, and will report such progress to the teacher.

Work done via electronic medium (i.e., Internet, email, television or radio) will also be monitored by both the parent and the assigned teacher.

All standardized tests mandated by the Department of Education will be administered to correspondence students by trained proctors in designated testing centers statewide.

GALENA CITY SCHOOL DISTRICT
Adopted 10/1998

BP 6182.3

c. Equipment and Services for Correspondence Students

All families enrolled in the Galena correspondence program will have access to a windows-based computer available for lease and Internet connectivity in the home. The lease amount will be deducted from the family allotment each year for four years.
The district reserves the right to require a security deposit on any other equipment placed into students’ homes such as microscopes, digital players, musical instruments or science equipment.

All material issued to parents remains the property of the Galena City School District unless authorized by the School Board to be sold under provisions of BP 3270.

(cf. 6161.2 – Damaged or Lost Instructional Materials)

GALENA CITY SCHOOL DISTRICT
Adopted 10/1998

BP 6182.4

d. Student Assessment for Correspondence

The district recognizes the need for regular assessment of student work by certified teachers, and the importance of completing such assessment in a timely and convenient manner, for it to be of most benefit to the student.

As a vast improvement over regular mail, the district will provide for electronic transmission of student work, teacher evaluation of such work, grades, etc. by using current and various forms of digital communication.

Parents whose children are enrolled in the district’s correspondence program will confer with their assigned certificated teacher as to the best means of transfer of student work for their particular needs. Such variables as age of student, content area being assessed, format used to create the work, etc., are factors that would help determine the appropriate electronic transmission for each family.

In addition to evaluation of student work, teachers will encourage parents to electronically send material suitable for a yearly portfolio. Such portfolios will be maintained for the families by the teachers, and will provide a valuable record of student work that will enable the teacher and parent to plan instruction for each future year.

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

GALENA CITY SCHOOL DISTRICT
Adopted 1/13/1999
3. Secondary Boarding Program

Note: 4 AAC 09.050 requires districts to make available a secondary boarding program to students who cannot be reasonably transported to school on a daily basis.

The Board recognizes that daily access to school may not be possible because of a student's geographic location. The Board shall make available to eligible secondary students a boarding program as required by law.

(cf. 3541.5 - Alternative Transportation Arrangements)
(cf. 6181 - Charter Schools)

Legal Reference:
ALASKA STATUTES
14.16.010 - 14.16.080 State boarding school

ALASKA ADMINISTRATIVE CODE
4 AAC 09.050 Secondary boarding programs
4 AAC 27.025 Establishment of other conveyance routes
4 AAC 33.080 Admission to Mount Edgecumbe High School

Revised 5/2017

G. Evaluation of the Instructional Programs

The School Board believes that the evaluation of curriculum and instruction is necessary in order to maintain and improve the quality of our district's educational program. Evaluations shall focus on student progress in relation to district philosophy, goals, and objectives as well as requirements related to state performance standards.

(cf. 0200 - Goals for the School District)
(cf. 0500 - Review and Evaluation)
(cf. 0510 - School Accountability Report Card)
(cf. 1312 - Complaints Concerning the Schools)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6171 - Chapter I Programs)
(cf. 6174 - Bilingual-Bicultural Education)
(cf. 6178 - Vocational Education)
2. **Adult/Continuing Education Policies**
(Policies and regulations for Adult Education normally are those which apply at all levels of the school system.)
Article 7 - New Construction

0. Concepts and Roles

Note: Pursuant to 14.11.020, borough assemblies or city councils and regional school boards may by resolution request responsibility from the State Department of Education for the planning, design, and construction of school facilities funded by state grant funds. A.S. 35.15.080 provides for the assumption of responsibilities for state public works projects subject to AS 35.15.010. Pursuant to 14.14.060 and 14.14.065, borough assemblies and city councils may agree to a division of duties with the school board related to the design, maintenance, and construction of facilities. Assemblies and councils must consider the recommendations of the school board.

Since school construction is costly, and buildings become a permanent part of the community to be used by large numbers of people, the School Board and the district administration must take great care to ensure that the facilities fully support the intended educational and community programs, will be appropriately maintained, may be altered conveniently and inexpensively to meet future educational and community needs, provide a healthful environment, and fit harmoniously and attractively into the community.

(cf. 1330 - Use of School Facilities)

Role of the School Board

The School Board:

1. Recommends to the borough assembly, city council, or Department of Education what buildings shall be built, when and where.

2. Approves design criteria for school facilities.

3. Seeks adequate financing for school facilities.

4. Approves the selection of artists for art works in new facilities, if required or desired.

5. Awards contracts to responsible bidders in the best interests of the district.

Role of the Superintendent or designee

The Superintendent or designee:

1. Directs the planning of all educational features of new buildings or alterations of old buildings.

2. Maintains overall responsibility for the preparation of the educational specifications and capital improvement plans for school facilities.
3. Acts as authorized agent of the district in all official governmental interactions related to school facilities.

4. Recommends artists for art work in new facilities.

5. Oversees the preparation of bids, award of contracts and, in collaboration with the architect, the construction.

(cf. 3311 - Bids)
(cf. 3312 - Contracts)

Legal Reference:
ALASKA STATUTES
14.07.020 Duties of the department
14.08.101 Powers (regional school board)
14.11.011 Grant applications
14.14.060 Relationship between borough school district and borough
14.14.065 Relationship between city school district and city
35.15.010 - 35.15.120 Construction procedures
35.27.020 Art requirements for public buildings and facilities

ALASKA ADMINISTRATIVE CODE
4 AAC 31.010 - 4 AAC 31.090 School facility planning and construction
4 AAC 31.900 Definitions

Revised 9/1998

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

1. Planning

Superintendent or designee shall maintain an up-to-date facilities master plan. The plan shall reflect the current district educational specifications and capital improvement plan for school facility planning and construction.

Those qualitative factors considered may include, but not be limited to:

1. State allocation building area standards.

2. Maximum student capacity according to designated student-teacher ratios.

3. Current student capacity based on current district program requirements.
The Superintendent or designee shall ensure that proposed district facilities meet the educational needs of the students and conform to all planning requirements imposed by state and local governmental agencies.

The School Board recognizes the importance of having complete and factual information as the basis for developing and maintaining cooperation among district staff, parents/guardians, students, state and local governmental and planning agencies, and other business and community representatives in developing district plans.

To assure a comprehensive approach to projecting and planning needs, the following elements shall be considered in planning school facilities:

1. The expanding and changing educational program of the district including the number of children to be served and their specific educational needs.

2. The impact of proposed facilities on the community and considerations regarding community use of the facilities.


4. The relationship between existing and new facilities.

5. Community planning and zoning requirements.

6. Other site specific information which provides guidance in the planning of facilities.

7. The forecasted enrollments and demographic factors.

Legal Reference:

ALASKA STATUTES
14.11.011 Grant applications
14.11.020 Assumption of responsibilities
35.15.080 Local control of state public works projects
35.27.010 - 35.27.030 Art works in public buildings and facilities

ALASKA ADMINISTRATIVE CODE
4 AAC 31.010 - 4 AAC 31.090 School facility planning and construction
4 AAC 31.900 Definitions

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

A. Relations with Other Governmental Units
The School Board recognizes the need to cooperate with municipal, state and federal agencies to provide the best possible school facilities and obtain the greatest efficiency and economy in the use of public funds expended for school construction.

Legal Reference:

ALASKA STATUTES
14.07.020 Duties of department
14.11.020 Assumption of responsibilities
14.14.060 Relationship between borough school district and borough
14.14.065 Relationship between city school district and city
35.15.080 Local control of state public works projects

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

2. Designing

A. Professional Services

Upon approval by the School Board, the Superintendent or designee may contract for the services of an architect, engineer or land surveyor for any approved project in accordance with law.

(cf. 3312 - Contracts)

Note: 4 AAC 31.065 requires that contracts for consultant services funded by state aid of more than $50,000 be advertised and awarded to the most qualified offeror, and mandates district procedures for administrative review of complaints by aggrieved offerors.

The Superintendent or designee shall:

1. Develop criteria for the selection of professional consultants.

2. Recommend a list of professional consultants for Board approval.

3. Provide pertinent information to facilitate Board approval on contracts for professional services.

4. Provide a procedure for an administrative hearing for unsuccessful contractors in accordance with law.

Note: AS 36.90.300 requires an indemnification clause protecting school districts who enter into construction-related professional services contracts. The clause must read substantially as follows: The consultant shall indemnify, defend, and hold harmless the
contracting agency from and against any claim of, or liability for, negligent acts, errors, and omissions of the consultant under this agreement. The consultant is not required to indemnify, defend, or hold harmless the contracting agency for a claim of, or liability for, the independent negligent acts, errors, and omissions of the contracting agency. If there is a claim of, or liability for, a joint negligent act, error, or omission of the consultant and the contracting agency, the indemnification, defense, and hold harmless obligation of this provision shall be apportioned on a comparative fault basis. In this provision, “consultant” and “contracting agency” include the employees, agents, and contractors who are directly responsible, respectively, to each. In this provision, “independent negligent acts, errors, and omissions” means negligence other than in the contracting agency’s selection, administration, monitoring, or controlling of the consultant, or in approving or accepting the consultant’s work.

Legal Reference:
ALASKA ADMINISTRATIVE CODE
4 AAC 31.065 Selection of designers and construction managers

ALASKA STATUTES
36.90.300 Indemnification, defense, and hold harmless provision in certain construction-related contracts

Revised 2/2011

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BP 7220

B. Site Selection and Development

The School Board believes that site selection and development starts from the premise that the school is an integral part of the total community. The Board will solicit community input whenever a school site is to be selected. Besides serving our district’s educational needs, an adequate site should show potential for contributing to other community needs and functions. In addition, the following factors shall be considered:

1. Size of lot, current and future parking needs and outdoor facilities, such as tracks and fields.

2. Soil and gradation considerations.

3. Access to utilities.

4. Conflicts with existing traffic patterns.

(cf. 0430 - Community School Program)
3. Financing

A. Methods of Financing

Growth, safety considerations and educational program changes may require the construction of new facilities and the reconstruction of existing facilities. The purchase of school sites and the construction of buildings may be financed by any legally provided means that the district is qualified to employ.

Legal Reference:
ALASKA STATUTES
14.11.005 - 14.11.135 Construction, rehabilitation, and improvement of school and education-related facilities.
43.50.010 - 43.50.180 Cigarette Tax Act

ALASKA ADMINISTRATIVE CODE
4 AAC 31.010 - 4 AAC 31.090 School facility planning and construction
4 AAC 36.010 Cigarette tax distribution
4 AAC 57.200 - 4 AAC 57.300 Library construction grants
A. Protection and Guarantees

The Superintendent or designee shall protect the district real property interest during all phases of construction. Such interests may include, but are not limited to:

1. A review of existing property insurance policies for coverage of new construction and preparation of such policies for conversion upon completion of new construction.

2. Liability insurance for design errors, code violations, or lack of adherence to construction standards.

3. Contractor performance bonds.

(cf. 3530 - Risk management)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

5. Acceptance/Dedication of Project (includes occupation)

A. Naming of Facility

The School Board believes it is appropriate for schools or individual buildings to be named:

1. In honor of individuals who have made outstanding contributions to the community, state or borough, or
2. In recognition of the geographic areas in which the school or building is located.

No school facility should be named for a living person or for a commercial development unless the name existed in the area prior to the development.

The Board may appoint an ad hoc committee to review all name suggestions for the Board's final consideration.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
Article 8 – Advisory School Boards

0. Concepts and Roles

Note: AS 14.08.115 requires regional school boards to establish an advisory school board in each community with more than 50 permanent residents. Pursuant to 14.12.035, borough school districts may establish advisory school boards. The following sample policy is based on material from the Alaska Gateway School Districts may be revised or deleted to reflect district philosophy and needs.

The Advisory School Board functions under the direction of the School Board. School Board policy and actions shall prevail and be followed. The Advisory School Board's function is advisory except in those areas that have been specified by School Board.

(cf. 8200 - Powers and Duties)
(cf. 9310 - Policy Manual)

The Advisory School Board shall seek to learn the will of the people of the community and to represent their interests in actions taken by the Advisory School Board. The Advisory School Board shall develop an effective working relationship with school personnel, particularly the principal or designee. The administration and the Advisory School Board are expected to work together cooperatively for the betterment of the local school. This relationship should ideally be modeled on the relationship between the School Board and Superintendent, i.e., the principal shall be the executive officer of the Advisory School Board and administrative head of all parts of the school.

Role of the Board

The School Board shall:

- Establish advisory school boards where required by law and as deemed to be in the best interests of the district.
- Determine the membership and method of selection of advisory school boards.
- Determine the powers and duties of advisory school boards.

Role of the Superintendent or Designee

The Superintendent or designee shall:

- Supervise the conduct of elections of advisory school board members.
- Oversee the operation of advisory school boards and report to the board regarding the relationship between advisory school boards and the schools.
- Solicit and receive recommendations from the advisory school board.

Legal Reference:
ALASKA STATUTES
14.08.115 Advisory school boards in REAA
14.12.035 Advisory school boards in borough school districts
ALASKA ADMINISTRATIVE CODE
4 AAC 05.010 - 4 AAC 05.090 Local education

Revised 1/2009

GALENA CITY SCHOOL DISTRICT
Adopted 12/15/1995

BP 8100 (AASB Placeholder Policy)

A. Organization

BP 8200

B. Powers and Duties

Note: Pursuant to A.S. 14.08.115 Advisory School Boards shall advise the regional school board on all matters concerning the schools in the community. A.S. 14.08.115 and A.S. 14.12.035 give school boards the authority to prescribe the powers and duties of Advisory School Boards. The following sample policy may be revised to reflect district philosophy and needs. Additionally, the role of advisory boards may be prescribed in relevant policies and regulations throughout the policy manual with a cross reference to this policy.

The powers and duties of the Advisory School Board are delegated by the School Board and may be discharged only at a legal meeting conducted according to Board policy and administrative regulations.

Advisory School Boards shall advise the School Board and administration on all matters concerning the schools and shall perform other duties as prescribed by the School Board.

The Advisory School Board shall seek to represent the interests of the community and communicate those interests to the School Board and administration.

Within the guidelines established by the School Board, the Advisory School Board shall:

1. Develop a school philosophy aligned with that of the School District.
2. Develop goals and objectives aligned with District Plans and State and Federal mandates.

3. Participate in the development of local practices consistent with District Policy regarding the use of facilities.

4. Develop the calendar of the school within the parameters set by the School Board and review the daily schedule as prepared by the principal. The Advisory School Board shall be informed of the activity program of the school.

5. Advise the principal as to the allocation of site/community generated funds earmarked for the local student activity program. In addition, administration shall review the budget process with the Advisory School Board at least once annually.

6. When categorically funded programs, such as Indian Education, Johnson O'Malley, and Title 1, take place in the school, approve the program to be implemented. The respective parent committee has responsibility for the preparation of the program but every effort should be made to coordinate all programs which take place in the school. The Advisory School Board may also act as the Parent Action Committee (PAC) for the purpose of advising the district on the goals and objectives for Indian Education, Johnson O’Malley (JOM), Title 1-A, and Title 1-C Migrant Education.

7. Review at least once per semester student achievement/behavioral/attendance data and make recommendations to administration on how to increase student achievement. Review and adopt a report prepared by the principal to be submitted prior to the end of the school year to the Advisory School Board and to the community served by the Advisory School Board. This report shall include the following:

   a. progress and achievement through the year,
   b. recommendations for achieving regional goals and objectives, student achievement, status and projections of staffing levels,
   c. status of the physical plant including suggestions for summer maintenance, and extracurricular activities carried on throughout the year.

8. Assist in the selection of the school principal by selecting a representative from the Advisory School Board to participate in interviewing candidates, or reviewing applications, as part of the district interviewing team that make recommendations to the Superintendent who will make the final decision.

9. Be responsible to the community by establishing a line of communication between the school and parents, assuming responsibility for the educational program of the school within the limitations established by the School Board and attending all training sessions offered for Advisory School Board development.
10. The Advisory School Board shall visit an elementary, middle, and high school classroom at least once per year.

11. Review periodically, but at least once every three years, the school’s safety and disciplinary plan for the purpose of recommending and adopting changes to the plan.

12. Review the school’s bilingual/bicultural program for the purpose of making recommendations to the School Board.

13. Review facility use requests by the public and make recommendations to the principal regarding such use in accordance with District policy and procedures.

14. Advise the principal on long-range building plans and review the status of the physical condition of the school facility.

Duties not performed by the Advisory School Board in a timely manner and in accordance with the policies and regulations of the district are to be carried out by the next responsible board or school official.

Legal Reference
ALASKA STATUTES
14.08.115 Advisory school boards in REAA
14.12.035 Advisory school boards in borough school districts

Revised 1/2009

GALENA CITY SCHOOL DISTRICT
Adopted 12/15/1995

C. Conduct

BP 8300 (AASB Placeholder Policy)

1. Meetings

All meetings of the Advisory School Board shall comply with the open meeting laws. The Advisory School Board shall provide public notice of its meetings and allow for public participation at its meetings.

OPTION ONE:
The Advisory School Board may not hold executive sessions.

**OPTION TWO:**

The Advisory School Board shall not go into executive session unless the session has been authorized by the Regional School Board for a permissive purpose.

The Superintendent or designee shall establish regulations to ensure compliance with law.

(cf. 1340 - Access to District Records)
(cf. 9320 - Meetings)

*Legal Reference:*

**ALASKA STATUTES**
29.20.020 Meetings public
44.62.310 Agency meetings public
44.62.312 State policy regarding meetings

*Revised 1/2009*

**GALENA CITY SCHOOL DISTRICT**
*Adopted 12/15/1995*
**Article 9 - Bylaws of the Board**

**0. Role of Board and Members (includes powers, purposes, duties)**

**Powers and Duties**

The School Board's primary goal is to provide each student with an education of the highest quality in keeping with his/her capacity to learn, and challenge the student to the best of the student’s ability. This goal shall be the basic factor motivating the Board's execution of its powers and duties.

*(cf. 0200 - Goals for the School District)*

The Board is responsible for the general control and direction of education in the district and is empowered to carry on and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. This broad authority shall be exercised in accordance with the State and Federal Constitutions, laws and regulations. The Board may execute any powers delegated by law to it or to the district which it governs, and shall discharge any duty imposed by law upon it or upon the district which it governs.

*(cf. 9200 - Board Members)*

**Governance Functions**

The Board shall consider and approve or disapprove matters submitted to it by the Superintendent and the public and is committed to establishing policies to govern district activities. The Board shall prescribe bylaws for its own governance with law or with the rules prescribed by the State Board of Education.

*(cf. 9300 - Governance)*

**Executive Functions**

The Superintendent or designee shall serve as the chief executive officer of the Board. The Board delegates to the Superintendent or designee the authority to carry out Board decisions and to make and carry out any decisions which it delegates. The Superintendent or designee shall be fully responsible for the proper use of this authority. The Board retains ultimate responsibility for the performance of any powers or duties delegated.

*(cf. 2210 - Administrative Leeway in Absence of Policy)*

**Judicial Functions**

The Board believes that positive personnel and public relations rely upon the ability to hear and resolve complaints and criticisms. The Board, convened, shall serve as a body of appeal for
complaints and criticisms in accordance with Board policies and negotiated employee agreements.

(cf. 1312 - Complaints Concerning the Schools)
(cf. 4144 - Grievances/Complaints)

Legal Reference:
ALASKA STATUTES
14.08.021 Authority (regional school boards)
14.08.041 Regional school boards
14.08.101 Powers (regional school boards)
14.08.111 Duties (regional school boards)
14.14.060 Relationship between borough school district and borough
14.14.065 Relationship between city school district and city
14.14.130 Chief school administrator
29.35.160 Education (military reservations)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9010

A. Public Statements

Note: Based on sound governance practices, AASB recommends that each member present his/her position and all pertinent information before the Board makes its decisions. The following bylaw is not meant to infringe upon Board members’ first amendment rights. It is intended as a reminder that individual Board members have a duty not to express themselves outside of the Board meeting in ways that may jeopardize the Board’s ability to act effectively.

Before voting on any issue, all Board members shall be encouraged to present whatever evidence they may feel important to the matter at hand. The Board shall fully consider the implications and relevancy of all information so presented. All opinions, reactions and positions shall be openly discussed, so that each member may understand all aspects of the issue before the Board makes its decision. Any Board member who may wish to criticize or oppose any specific Board action should do so during the Board meeting.

Once a Board decision has been reached, all Board members shall abide by that decision until it is amended or rescinded by subsequent Board action. When Board members express their opinions outside of the Board meeting, it is their responsibility to respect the democratic nature of Board decision-making and always identify personal viewpoints as such.

Public statements in the name of the School Board shall be issued by the Board president or, if appropriate, by the Superintendent or designee at the direction of the Board president.

(cf. 9011 - Disclosure of Confidential Information)
B. Disclosure of Confidential Information

Confidential information that is produced for, or that comes out during, executive sessions of the Board shall not be divulged or released unless a majority of the Board agree to release the information, subject to applicable laws regarding executive sessions and confidential records. This bylaw is not intended to cause the withholding of information about the purpose of executive sessions of the Board.

(cf. 1340 - Access to District Records)
(cf. 4112.6/4212.6/4312.6 - Personnel Records)
(cf. 5125 - Student Records)

Information from executive session shall be released by the president of the meeting in which the executive session is held by the consensus of members.

Any Board member who releases confidential information contrary to the provisions of this bylaw may be publicly censured by a majority vote of the Board.

(cf. 4119.23 - Unauthorized Release of Confidential Information)
(cf. 9321 - Executive Sessions)

C. Communications To And From The Board

The Board recognizes that appropriate communication procedures must be adhered to when communicating among Board members, and between Board members, district administration, and members of the public. Public communication by the Board should reflect positively on the district and serve the community by keeping it informed about the goals, programs, and achievements of the district and its schools.
Staff members, parents, and community members should submit questions or communications to the School Board through the Superintendent. Board members’ questions or communications to staff or about programs will be channeled through the Superintendent’s office. If contacted individually, Board members will refer the person to the appropriate channel of authority, except in unusual situations. Board members will not take private action that might compromise the Board or administration.

(cf. 9200 – Board Members)

**Board Member Use Of Electronic Communications**

Electronic communications are an efficient and convenient way to communicate and can expedite the exchange of information. Board members shall exercise caution so as to ensure that these communications are not used to discuss, deliberate, or take action on Board business outside of a properly scheduled meeting. To ensure compliance with the Open Meetings Act, electronic communications by and between members shall not be used to conduct Board business but shall be limited to:

1. Disseminating information; and
2. Messages not involving deliberation, debate, or decision-making.

Board members may properly use electronic communications to provide:

1. Agenda item suggestions;
2. Reminders regarding meeting times, dates, and places;
3. Board meeting agenda or public record information concerning agenda items; or
4. Responses to questions posed by the community, administrators, or school staff, subject to the requirements of this policy.

Board members shall make every effort to ensure that their electronic communications conform to Board Bylaw 9010, Public Statements. Unless authorized to speak on behalf of the full Board, a Board member should clarify that the member is speaking as an individual member, and not as an official Board or district spokesperson.

A Board member sending an electronic communication concerning the district shall copy the Superintendent or designee, who shall store the message consistent with the district’s practice of record retention.

Board members shall abide by the district’s acceptable use policy when using district-issued devices or technology resources, including district Internet access on a personal device. There is no expectation of privacy for any Board member messages sent or received by e-mail or other electronic communication, and these communications may be subject to public disclosure. Board members should keep public and personal communication totally separate.

**Board Member Use Of Social Media**
Social media can be a positive tool for fostering community engagement with the district but this form of communication carries unique responsibilities. Board members desiring to utilize social media to communicate on matters of the district must adhere to the rules above. In addition, Board members must be cognizant to:

- Keep public and personal social media accounts totally separate;
- Post only content that the district has already released to the public;
- Clarify that the posting is not an official record of Board meetings or Board business;
- Conduct yourself online in a manner that reflects well on the district and on you as a publicly elected official;
- Do not post anonymously about school business;
- Immediately report harassing or defamatory communications to the Superintendent if they involve the district, its employees, or students;
- Retain a copy of your posts and what others post on your account if required by the district’s records retention procedures; and
- Immediately report to the district any potential security breach.

Board members should not use social media as a vehicle for communicating with each other outside of properly noticed meetings.

(cf. 3523 – E-Mail)
(cf. 9010 – Public Statements)
(cf. 9320 – Meetings)
(cf. 9322 – Agenda/Meeting Materials)

Legal Reference:
ALASKA STATUTES
40.25.110 - .220 – Alaska’s Public Records Act
44.62.310 - .312 – Alaska’s Open Meetings Act

Revised 10/2017

GALENA CITY SCHOOL DISTRICT
Adopted 2/2008

BB 9100 (AASB Placeholder Policy)

1. Organizational
A. Board Membership

Regular Members

The School Board shall consist of 5 members elected or appointed in accordance with law.

(cf. 9220 - Board Elections)
(cf. 9223 - Board Vacancies)

Military Delegate

Note: If the city or borough school board operates a school on a military reservation, the Board is required to appoint one nonvoting military delegate. The Board shall appoint a delegate from the military community to serve on the Board in a nonvoting capacity. The delegate shall receive non-confidential Board materials, attend public sessions of the Board, and advise the Board relating to the management and control of military schools.

The military delegate may cast and have recorded in the Board minutes a preferential vote which shall not be counted in the Board vote.

Student Board Members

The Board believes it is important to seek out and consider students' ideas, viewpoints and reactions to the educational program. In order to provide student input and involvement, the Board shall seek to appoint one to three (1-3) high school student Board members annually.

A student Board member shall only serve one school year unless no other student is available to serve.

The student Board member shall have the right to attend public meetings of the Board, to be recognized at meetings, to participate in questioning witnesses and discussing issues, and to share student perspectives. The student Board member shall not affect the outcome of a vote.

(cf. 1220 - Citizen Advisory Committees)
(cf. 9210 - Qualifications)

Legal Reference:
ALASKA STATUTES
14.08.041 Regional school boards
14.08.091 Administration
14.12.030 School boards
14.12.040 Transition from five to seven member board
14.12.110 Single body as assembly and school board
14.14.070 Organization of school board
14.14.120 Inoperative district
29.20.300 School boards

Revised 02/2019

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9120

B. Organizational Meetings

The organizational meeting of the Board shall be held within seven days following the certification of the results of each regular school election of members for new terms. Members elected shall take and sign the oath prescribed in AS 14.20.090.

The superintendent shall preside over the organizational meeting to elect the President. When there is more than one nominee, the election shall be by secret ballot. The nominee must receive a majority of the votes cast to be elected.

The newly elected president shall assume the chair and conduct the election of the remaining officers.

Legal Reference:
ALASKA STATUTES
14.08.091 Administration
14.12.110 Single body as assembly and school board
14.14.070 Organization of school board
29.20.300 School boards

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9121

1. President

The Board president shall preside at all School Board meetings. He/she shall:

1. Call the meeting to order at the appointed time;
2. Announce the business to come before the Board in its proper order;

3. Enforce the Board's policies relating to the order of business and the conduct of meetings;

4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;

5. Explain what the effect of a motion would be if it is not clear to every member;

6. Restrict discussion to the question when a motion is before the Board;

7. Rule on parliamentary procedure;

8. Put motions to a vote, and state clearly the results of the vote.

The president shall have all the rights of any member of the Board, including the right to move, second, discuss, and vote on all questions before the Board.

The president shall also perform other duties as directed by the Board, and state laws, regulations and the Board, including the duty to:

1. Sign all instruments, acts, and orders necessary to carry out state requirements and the will of the Board;

2. Consult with the Superintendent or designee on the preparation of the Board's agendas;

3. Appoint and disband all committees, subject to Board approval;

4. Call such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law;

5. Excuse board member absences from regular board meetings.

(cf. 9223 - Board Vacancies)

6. Confer with the Superintendent or designee on crucial matters which may occur between Board meetings;

7. Be responsible for the orderly conduct of all Board meetings.

8. Share informational mail with other Board members.
When the president resigns or is absent or disabled, the vice president shall perform the president's duties. When both the president and vice president are absent or disabled, the Board shall choose a president pro tempore to perform the president's duties.

(cf. 9120 - Officers and Auxiliary Personnel)
(cf. 9320 - Meetings)
(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:
ALASKA STATUTES
14.14.070 Organization of school board

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9122

2. Vice President

The duties of the vice president shall be to:

1. Certify or attest to actions taken by the Board when required.
2. Maintain such other records or reports as required by law.
3. Serve as presiding officer in the absence of the president.
4. Perform any other duties assigned by the Board.

(cf. 9120 - Officers and Auxiliary Personnel)

Legal Reference:
ALASKA STATUTES
14.14.070 Organization of school board
14.14.020 Bond required

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9123

3. Secretary
Note: AS 14.14.070 requires the election of a secretary, and further states the Board may appoint one of its members as board treasurer.

The Secretary to the Board shall have the following duties:

1. Prepare and maintain the Board minutes.

2. Maintain Board records and documents.

3. Other duties as assigned by the Board.

(If a treasurer is elected, he or she may have any of the above duties, as more specifically assigned by the Board.)

(cf. 3300 - Expenditures/Expending Authority)
(cf. 3530 - Risk Management)
(cf. 9120 - Officers and Auxiliary Personnel)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9324 - Board Minutes)

Legal Reference:
ALASKA STATUTES
14.08.091 Administration
14.14.070 Organization of school board

Revised: 6/2014

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9123.1

4. Treasurer

The Treasurer to the Board shall have the following duties:

1. Chairs Finance Committee and reports to the Board the finances of the District.

2. Other duties as assigned by the Board.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9124
5. Attorney

The School Board may use the services of private attorneys to meet the needs of the district. The Board-appointed legal counsel shall render legal advice to the Superintendent or designee and the Board and perform other administrative duties as assigned by the Board and Superintendent or designee.

The Superintendent or designee may confer with the district's legal counsel at his/her discretion.

(cf. 9200 - Members (Limits of Authority)
(cf. 9321 - Executive Sessions)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9130

C. Board Committees

The School Board may establish committees of the Board as deemed necessary. The membership of these committees is limited to less than a majority of the whole Board. The Board shall establish written charges for Board committees. When its charges or duties have been completed, the committee shall be dissolved.

The president may be a member of any committee. The Superintendent or designee may serve as an advisor to any committee at the discretion of the Board.

Committees may actively seek input and participation by parents/guardians, staff, community and students, and may consult with local public boards and agencies.

Committees shall act in an advisory capacity, making recommendations to the Board. No committee action shall be binding on the full Board. The Board as a whole shall have the final consideration in all matters.

Committee meetings are subject to the state open meetings act.

(cf. 1220 - Citizen Advisory Committees)
(cf. 9330 - Meetings)
(cf. 9321 - Executive Sessions)

Legal Reference:
ALASKA STATUTES
D. Board Representatives

The Board may appoint any of its members to serve on advisory committees or as its representative to other public agencies or organizations when the Board deems such appointments desirable, contingent on acceptance of the appointment by the member.

(cf. 1020 - Youth Services)
(cf. 9110 - Board Membership)

2. Board Members

Limits of Board Members Authority

The School Board has broad but clearly limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action. The Board is the unit of authority. The Board member is a part of the governing body that represents and acts for the community as a whole. Apart from the normal function as part of the unit, the Board member has no individual authority. No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools; nor, as an individual, command the services of any school employee. Individually, the Board member may not commit the district to any policy, act or expenditure.

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

(cf. 1250 - Visits to the Schools)

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

Requests for simple facts. Any School Board member may make a request for simple facts to the Superintendent or designee who will forward the request to the appropriate staff member. All responses to requests for simple facts will be provided to the requesting School Board member, and copied to the School Board President.

Requests for reports, research, administrative studies, detailed information, or for information relating to a problem or a potential problem in the district. Some information requests require significant administrative time and explanation to provide the requested response. Individual School Board members shall submit such requests to the full School Board for consideration. Upon concurrence of the other Board members/majority request of the School Board, the request shall then be forwarded to the Superintendent for response.

Complaints regarding personnel. School Board members may have their own complaints regarding district personnel or may hear such complaints from the community. These concerns should be privately communicated to the Superintendent.

(cf. 9210 - Qualifications)
(cf. 9250 - Remuneration, Reimbursement and other Benefits)
(cf. 9270 - Conflict of Interest)

Board members who visit schools of their own volition have no more authority than any other citizen. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action.

(cf. 1250 - Visits to the Schools)

Obligations of Members

Members of the Board must endeavor to attend all meetings, study all materials presented with the agenda prior to attending the meeting, participate in the discussion of any items which come before the Board, and vote on all motions and resolutions, abstaining only for compelling reasons.

The Board member should not subordinate the education of children and youth to any partisan principle, group interest, or the member's own personal interest.
The Board member should be prepared and willing to devote a sufficient amount of time to the study of the problems of education in the district, the state, and the nation in order to interpret them to the people of the district.

(cf. 9230 - Meetings)
(cf. 9210 - Qualifications)

Legal Reference:
ALASKA STATUTES
14.14.140 Restrictions on employment

Revised 01/2007

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9210

A. Qualifications

Note: Under AS 14.08.041 (governing regional school boards) and AS 14.12.080 (municipal school boards), individuals are eligible to run for school board if they meet local voter qualifications. Local voter qualifications are set forth at AS 29.26.050. To be a qualified local voter, the individual must also meet the requirements to vote in the State of Alaska as defined in the Alaska Constitution, article V, and AS 15.05.010. The following policy sets forth the qualifications to be a voter in a state and local election, thus qualifying an individual to seek a seat on the school board.

All qualified and interested individuals are encouraged to serve the District and its students by seeking election to the School Board.

(cf. 9220 – School Board Elections)

An individual with the following qualifications is eligible to be a member of the School Board:

1. is a citizen of the United States;
2. is 18 years of age or older;
3. is a registered voter in the State of Alaska;
4. has been a resident of the school district for 30 days immediately preceding the election (or appointment); and
5. is not disqualified from voting due to:
a. conviction of a felony involving moral turpitude, assuming voting rights have not been restored; or
b. a court finding of incompetency, unless the disability no longer exists.

(cf. 9200 – Board Members)
(cf. 9223 – Filling Vacancies)

Note: The following language should be utilized by those school boards that have student board members.

A District student is eligible for appointment as an advisory Student Board Member without meeting the above qualifications.

(cf. 9110 – Board Membership, incl. Student Board Members)

Legal Reference:
ALASKA STATUTES
14.08.041 Regional school boards
14.12.080 Qualification of members
15.05.010 Voter Qualification
29.26.050 Voter Qualification

ALASKA CONSTITUTION
art. 5, sec. 1, Qualified Voters art. 5, sec. 2, Disqualifications

GALENA CITY SCHOOL DISTRICT
Adopted 01/2007

BB 9220

B. School Board Elections

Note: Pursuant to AS 29.20.300, the assembly serves as the school board for third class boroughs. Pursuant to AS 14.12.110, where the public school population is less than 500 the voters may provide by referendum that the borough assembly serve as the school board.

School Board members shall be elected for a three-year term in accordance with procedures established by ordinance for municipal elections or by state regulations for regional educational attendance areas.

Note: Pursuant to AS 14.14.140, a Board member may not be employed by the school district.

Any person eligible to be a voter in the district is eligible for Board membership. However, a district employee may seek election to the Board but must resign his/her position with the District if elected.
A Board member should resign from the Board before seeking to secure district employment. In no event shall a final decision for hire be made prior to receiving the Board member's resignation.

(cf. 9210 - Qualifications)
(cf. 9250 - Remuneration, Reimbursement and other Benefits)
(cf. 9270 - Conflict of Interest)

Note: The following options should be revised or deleted as appropriate in light of applicable municipal ordinances or state regulations. AS 29.26.060 requires runoff elections for school boards unless otherwise provided by municipal ordinance. AS 14.08.071 authorizes regional school boards, by resolution, to request of the Lieutenant Governor that runoff elections not be held.

Whenever it is impossible to determine which of two or more candidates has been elected to the Board, a runoff election shall be held in accordance with law.

Note: If subject to the provisions of AS 39.50.020, elected municipal officers, including school board members are required to file financial disclosure statements upon filing for office and annually after election.

(cf. 9270 - Conflict of Interest)

Legal Reference:
ALASKA STATUTES
14.08.041 Regional school boards
14.08.051 School board sections
14.08.061 Term of office
14.08.071 Elections
14.08.081 Recall
14.12.050 School board terms
14.12.080 Qualification of members
14.12.110 Single body as assembly and school board
14.14.140 Restrictions on employment
29.20.300 School boards
29.26.060 Runoff elections
39.50.020 Report of financial and business interests

Revised 01/2007

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

1. Resignation

A School Board member who wishes to resign may do so by submitting his/her written resignation to the School Board.
The Board shall declare the Board member's seat vacant upon acceptance of the resignation. The Board may accept the resignation with a deferred effective date.

(cf. 9223 - Board Vacancies)

Legal Reference:
ALASKA STATUTES
14.08.045 Vacancies

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9223

2. Board Vacancies

Note: The following provisions apply to school boards pursuant to A.S. 14.08.045. Item 1 below could apply to a write-in candidate whose qualifications were not verified prior to election or to a district employee who fails to resign her/her employment after election.

The School Board may declare a regional school board seat vacant if the person elected:

1. Fails to qualify for Board membership within 30 days of certification of the election,

2. Refuses to take office,

3. Resigns,

4. Is convicted of a felony involving moral turpitude or a violation of the oath of office while serving as a School Board member,

5. No longer resides within the boundaries which he/she was elected to represent and a two-thirds vote of the Board declares the seat vacant.

(cf. 9220 - School Board Election)

The school board shall declare a vacancy on the Board for any actions which disqualify a member from service in accordance with state laws and local ordinances.

Note: A.S. 14.14.080 allows a school board to declare a board vacancy when a member fails to attend three consecutive regular board meetings without being excused by the Board President.

Three consecutive unexcused absences from regular board meetings shall be sufficient cause for the Board to declare a Board vacancy.

(cf. 9121 - President)
Appointment to the Board

A vacancy on the Board shall be filled within 30 days of the vacancy by Board appointment. When making an appointment to the Board, the Board desires to draw from the widest possible number of candidates.

The Board shall:

1. Advertise the vacancy in suitable local media.

2. Solicit applications or nominations of any legally qualified citizen interested in serving on the Board.

3. Provide candidates with appropriate information regarding Board member responsibilities.

4. Announce names of candidates and accept public input either in writing or at a public meeting.

5. Interview the candidates at a public meeting.

6. Select the provisional appointee by majority vote at a public meeting.

The person appointed shall hold office until the next regularly scheduled election for district Board members and shall be afforded all the powers and duties of a Board member upon appointment.

(cf. 9210 – Qualifications)

Legal Reference:
ALASKA STATUTES
14.08.041 Regional school boards
14.08.045 Vacancies
14.08.081 Recall
14.12.070 Vacancies
14.14.080 Declaring a school board vacancy

Revised 2/2008

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9224

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3. Oath of Affirmation

Before taking office, all School Board members shall take and sign the oath of affirmation required by law.

Legal Reference:
ALASKA STATUTES
14.08.091 Administration
14.12.090 Oath

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9230

C. Orientation

The Board invites all Board candidates to attend public Board meetings during the period of their candidacy so that insofar as possible, new members will be prepared to discuss and cast informed votes on matters before the Board from the time that they are sworn into office.

The Superintendent or designee shall cooperate impartially with all candidates in providing them with information about district activities and school programs.

The Board and the Superintendent or designee shall help each newly elected member to understand district operations and the Board's functions, policies and procedures as soon after election as possible. Incoming members are encouraged to read the Board's policies and informational materials on the function of the Board and the school system, to visit school facilities, and to meet with the Superintendent or designee and Board president, as needed to become oriented to Board service.

Board Member Orientation

The Board and Superintendent shall prepare an orientation meeting during the month following school board elections for the purpose of discussing school board functions, policies, procedures and general information.

The Superintendent shall arrange for veteran board member training at the Board’s discretion.

The incoming member may attend, at district expense, workshops for newly elected members, including such workshops conducted by the Association of Alaska School Boards.
D. Board Development

The Board believes that continuing in-service training and development for its members is necessary. The Board encourages participation by all members at appropriate school board conferences, workshops and conventions. However, in order to control both the investment of time and funds necessary to implement this policy, the board establishes these principles and procedures for its guidance:

1. Board members are encouraged to attend the State School Board Conference held in November of each year.

2. All Board members are encouraged to attend any training sessions held in the district each year.

3. The Board Chairperson (or designee) and one other Board member are encouraged to attend all the Legislative Fly-ins.

4. All Board members are encouraged to visit one other school district during the year, and attend meetings of the State Board of Education.

5. Funds for some conferences, conventions and workshops will be included in the annual budget. The Superintendent will propose funding that is adequate to cover the expenses of: Attendance of Board members at the Association of Alaska School Boards annual state conference, National School Boards Association annual national conference, the annual AASB Negotiations Workshop, and attendance by the Board Chairperson (or designee) and one other Board member at all Legislative Fly-In(s).

6. A decision to send Board members to the National School Boards Association's annual conference shall be made by the Board.

7. The Board Chairperson may designate individual Board members to represent the Board at meetings, conferences or workshops inside the state.
8. Board members attending meetings, conferences or workshops are requested to report back to the Board sharing information, recommendations and materials.

(cf. 9250 - Remuneration, Reimbursement, and Other Benefits)

Legal Reference:
ALASKA STATUTES
14.14.160 Cooperation and support of certain association functions

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

E. Remuneration, Reimbursement, and Other Benefits

Stipend

The School Board recognizes the time and personal effort Board members give to the district. Each member of the School Board may receive a monthly stipend as established by administrative regulation.

Reimbursement of Expenses

Board members shall be reimbursed for expenses incurred in attending any meetings or in making any trips on official business of the school district when so authorized in advance by the Board.

(cf. 9240 - Board Development)

Per Diem

In addition to stipend, Board members will receive a daily per diem, at the district established rate, for food expenses if they are required to leave their community of residence in order to attend meetings related to School Board business.

Meeting Fees

In addition to per diem, Board members will receive a daily Meeting Fee, for time and personal effort Board members give to attend meetings outside their community of residence related to school board business as established by administrative regulation.

Health and Welfare Benefits
Board members may participate in the health and welfare benefits program provided for district employees.

The district shall pay the cost of all premiums required for Board members electing to participate in the district health and welfare benefits program.

Upon acceptance by the District’s Health Care Carrier, each Board member will be covered at District expense, the cost of insurance coverage for the Board member only. Spouse and children may be covered at the Board member’s expense.

Legal Reference:
ALASKA STATUTES
14.14.140 Restriction on employment

GALENA CITY SCHOOL DISTRICT
Revised 12/15/2014

Remuneration, Reimbursement, and Other Benefits

Stipend

School Board members will be paid a monthly stipend of $50 per month, less applicable payroll deductions. School Board members may donate their monthly stipend of $50 per month, less applicable payroll deductions, to a Student Activity Fund if approved by a majority of the Board at a regularly scheduled school board meeting.

Per Diem

Board members traveling for meetings will be reimbursed for their expenses at the approved per diem rate ($50/day), and mileage rates ($0.35/mile).

Meeting Fees

Board members will be paid a daily Meeting Fee of $250, less applicable payroll deductions, for time and personal effort Board members give to attend meetings outside their community of residence related to school board business, or onsite board development training workshops.

Revised 6/2016

GALENA CITY SCHOOL DISTRICT
Adopted 12/15/2014
F. Legal Protection

Note: For all districts, Sections 2361-2368 of the No Child Left Behind Act are designed to provide teachers, principals and other school professionals, including Board members, the tools they need to undertake reasonable actions to maintain order, discipline and an appropriate educational environment. Section 2366 limits the liability of a school employee or official for acts or omissions when he/she is acting within the scope of employment or district responsibilities and his/her actions were in conformity with federal, state and local laws in an effort to control, discipline, expel or suspend, or maintain order or control in the classroom or school. Limitations on liability do not apply when the officer or employee: (1) acted with willful or criminal misconduct, gross negligence, recklessness or a conscious or flagrant indifference to the harmed student’s right to safety; (2) caused harm by operating a motor vehicle; (3) violated a federal or state civil right law (e.g., sexual harassment, discrimination, IDEA claims); (4) was convicted of a sexual offense, crime of violence or act of terrorism; or (5) was under the influence of alcohol or drugs. If a civil action is brought against the employee or officer, and the laws’ conditions are satisfied, Sections 2366 and 2367 limit the amount of the employee’s/officer’s liability to a formula based on the percentage of responsibility for the harm, and also limits punitive damages. The provisions of the law took effect on April 8, 2002.

The School Board shall provide insurance necessary to protect Board members, officers, and employees from any judgment resulting from suits brought against them alleging their liability while acting within the scope of their employment and/or under the direction of the Board. The insurance shall cover claims in such matters as civil rights actions, negligence, or other act resulting in accidental injury to any person or property damage in or out of the school buildings.

(cf. 3530 - Risk Management)

Legal Reference:
ALASKA STATUTES
14.12.115 Indemnification
No Child Left Behind Act of 2001, §§ 2361-2368 (P.L. 107-110)
Revised 1/03

G. Conflict of Interest

Note: AS. 29.20.010 requires each municipality to adopt a conflict of interest code. A.S. 39.50.145 authorizes a municipality to exempt municipal officers from state conflict of interest
financial reporting requirements. The following sample bylaw should be revised as appropriate to reflect district philosophy and needs.

In order to instill public confidence in public office and provide public accountability, School Board members shall avoid conflicts of interest involving any matter pending before the Board. A conflict of interest exists when a member is confronted with an issue in which the member has a personal or financial interest or an issue or circumstance that could render the member unable to devote complete loyalty and singleness of purpose to the public interest. Board members owe the public a duty to act in the best interests of the district.

Accordingly:

1. Decision making. A Board member may not participate in deliberating or voting on any decision when it is reasonably possible that the board member or a family member may benefit personally or financially from the decision. In such a case, the Board member shall abstain from voting and notify the superintendent and Board president of the conflict of interest.

2. Appearance of impropriety. When a situation may create the appearance of impropriety, even where state and federal laws do not require any action, the Board members shall disclose the interest, abstain from voting and avoid the appearance of impropriety. In addition, the Board member shall not attempt to influence the decisions of staff or other board members on the issue.

3. Other duties. Board members are expected to avoid conflicts of interest in their other duties. This covers

   a. Confidential information. Board members shall not disclose or use confidential information acquired during the performance of official duties as a means to further their own personal or financial interests or the interests of a family member.

   b. Gifts. Board members shall not accept a gift or economic benefit that would tend to improperly influence a reasonable person or that Board members know or should know is primarily for the purpose of rewarding them for official action.

   c. Business dealings with staff. Board members shall not engage in a financial transaction for private business purposes whom Board members directly or indirectly supervise.

   d. Compensation for services. Board members shall not receive any compensation for services rendered to the district from any source, except compensation for serving on the Board and reimbursement of expenses incurred as a Board member, as allowed by policy.

4. Other legal obligations. Board members shall comply with state and federal laws pertaining to conflicts of interest. Nothing in this policy restricts or affects Board members’ duty to comply with those laws.
1. Code of Ethics

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

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

Board members also have other major commitments to:

1. The Community. Each Board member is responsible to all residents of the district and not solely to those who elected him/her; nor solely to any organization to which he/she may belong, or which may have supported his/her election.

2. Individuals. Each Board member has a direct concern for every individual in the community.

As an integral part of his/her duties, he/she represents the authority and responsibility of government. This authority must be exercised with as much care and concern for the least influential as for the most influential member of the community.
3. Employees. The Board member's actions may affect the capability of
district employees to practice their trade or profession and should
encourage their increasing competence and professional growth.

4. Laws, Policies. Each Board member must be aware of, and comply
with, the constitutions of State and Nation, the Alaska Education
Statutes, other laws pertaining to public education, and the established
policies of the district.

5. Decision making. Each Board member is obliged by law to
participate in decisions pertaining to education in the district. As an
elected representative of the people, the Board member can neither
relinquish nor delegate this responsibility to any other individual or group.

6. Individual Feelings and Philosophy. Every individual Board
member has something to contribute to society.

Understanding and acting upon the foregoing premises, each Board
member shall:
7. Consider his/her position on the Board as a public trust and not use it
for private advantage or personal gain.

8. Be constantly aware that he/she has no legal authority except when
acting as a member of the Board. Board members shall present their
concerns and concepts through the process of Board debate. If in the
minority of any decision, they shall abide by and support the majority
decision. When in the majority, they shall respect divergent opinions.

9. Encourage ideas and opinions from the residents of the district and
endeavor to incorporate community views into the deliberations and
decisions of the Board.

10. Devote sufficient time, thought, and study to proposed actions so
as to be able to base decisions upon all available facts and vote in
accordance with honest convictions, unswayed by partisan bias of any
kind.

11. Remember that the basic functions of the Board are to establish the
policies by which district schools are administered and to select the
Superintendent and staff who will implement those policies.

12. Promote and participate actively in a concerted program of timely
exchange of information with all district residents, parents, employees and
students.
13. Recognize that the deliberations of the Board in executive session may be released or discussed in public only with Board approval.

14. Make use of opportunities to enlarge his/her potential as a Board member through participation in educational conferences, workshops and training sessions made available by local, state and national agencies.

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

3. Governance

The formulation and adoption of written Board policies shall constitute the basic method by which the Board shall govern the school district. This right shall be retained solely by the Board. The study and evaluation of reports concerning the execution of its policies shall constitute the basic method by which the Board shall exercise its accountability for the governance of the schools.

(cf. 0500 - Review and Evaluation)

The School Board has the power of establishing its own procedures within the parameters of law. All actions of the Board shall be taken only in official Board meetings according to these bylaws and the statutes of the state.

(cf. 9310 - Policy Manual)

Legal Reference:
ALASKA STATUTES
14.08.021 Authority (regional school boards)
14.08.041 Regional school boards
14.08.101 Powers (regional school boards)
14.12.010 Districts of state public school system
14.12.020 Support, management and control
14.12.035 Advisory school boards in borough school districts
14.14.100 Bylaws and administrative rules
29.35.160 Education (borough school district)

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9310
A. Policy Manual

In governing the district, the School Board has pledged to consider the will and needs of the community. The district's policy manual is developed, distributed and maintained for the purpose of communicating to interested parties the policies, regulations and bylaws within which our schools will operate.

The Board desires that the community and district employees have access to the policy manual. The Board welcomes suggestions from the public regarding its adopted policies and regulations. A public copy of the manual shall be maintained in the district central office and at each library so that it may be examined by students, staff and other interested parties during normal business hours.

(cf. 1340 - Access to district records)

As necessary, the district shall develop or revise policies and regulations in order to reflect new legislation and changing community views. The Superintendent or designee shall maintain procedures for distributing to all authorized manual holders copies of new or revised policies, bylaws and regulations after adoption. The Superintendent or designee shall annually arrange to have all district policy manuals monitored to ensure that they are up to date and complete.

(cf. 9311 - Board Policies)
(cf. 9312 - Board Bylaws)
(cf. 9313 - Administrative Regulations)

Legal Reference:
ALASKA STATUTES
14.12.020 Support, management, and control

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9311

1. Board Policies

The School Board recognizes that its most important function is to establish policies which communicate its direction for the management and control of the schools. Policies are written statements adopted by the Board which communicate the guidelines and limits within which the Superintendent or designee and staff may take discretionary action.

(cf. 2210 - Administrative Leeway in Absence of Board Policy)
The Board encourages members of the community to contribute information and opinions for the Board's consideration and propose revisions to policy.

The adoption of policy shall conform with Board bylaws governing agenda, meetings, and voting. Only those written statements adopted and recorded in the minutes shall constitute official Board policy.

Prior to adoption, policies shall normally be given two readings by the Board. At its second reading, the policy may be adopted by a majority vote of all members of the Board. The Board may waive the second reading or may require additional readings.

In addition to presenting drafts or suggestions for new policy and policy revisions when changes in law occur or when a specific need arises, the Superintendent or designee, shall maintain procedures for the continuous orderly review of existing policies at a time allocated for this purpose on the agenda of regular Board meetings. When policies are amended, the Superintendent or designee shall review corresponding administrative regulations to ensure that they conform to the intent of the revised policy.

When drafting or revising Board policies which affect other governmental agencies or areas of common interest, the Superintendent or designee shall seek input from these agencies and shall express the Board's desire to cooperate with them in addressing matters of mutual concern.

(cf. 1020 - Youth Services)

Legal Reference:
ALASKA STATUTES
14.14.100 Bylaws and administrative rules

GALENA CITY SCHOOL DISTRICT
Adopted 9/2001

Regular Board Policy Review

To insure that policies are updated to meet changing conditions and legal requirements, all policies will be subject to regular review and revision. Sections of the policy manual shall be reviewed on the following continuous rotating schedule:

• Year 1 – Chapters 0 through 3
2. Board Bylaws

The School Board shall adopt Board bylaws to govern the internal operations of the Board. When the need for a new bylaw or modification of an existing bylaw is recognized, the Superintendent or designee shall draft a new or modified bylaw for consideration by the Board.

Bylaws may be adopted and amended by a majority vote of all members of the Board at a regular Board meeting in the same manner as Board policies.

(cf. 9311 - Board Policies)

Legal Reference:
ALASKA STATUTES
14.14.100 Bylaws and administrative rules

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9313

3. Administrative Regulations

The implementation of policies is an administrative task to be performed by the Superintendent or designee who shall be held responsible for the effective administration and supervision of the entire school system.
The Superintendent or designee shall develop administrative regulations when required by law or Board policy or when, in his/her judgment, Board endorsement of district procedures is desired.

Administrative regulations shall be consistent with Board policies, education-related laws, negotiated employee contracts, and rules and regulations of the State Board of Education. The Board may review administrative regulations and require the revision of any regulations which it finds inconsistent with Board policy.

Administrative regulations shall be included in the district’s policy manual. District procedures will be maintained in an appropriate district location, and readily available to school personnel.

Legal Reference:
ALASKA STATUTES
14.14.100 Bylaws and administrative

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

4. Suspension of Policies, Bylaws, Administrative Regulations

Policies, bylaws and administrative regulations may be suspended for a specific purpose and limited time by majority vote. Suspension of any policy, bylaw or administrative regulation shall undergo the following consideration:

1. Policies, bylaws or administrative regulations shall be reviewed on their own merits rather than the circumstances of the moment.

2. The School Board shall decide whether the policy, bylaw or administrative regulation still reflects the intent of the Board and the law. If so, the suspension will be denied and the policy, bylaw or administrative regulation reaffirmed in the minutes.

Superintendent or Designee's Authority

The Superintendent or designee may suspend all or part of any policy, bylaw or administrative regulation when it conflicts with state or federal law or regulations. The Superintendent or designee shall report the suspension to the Board. Suspension shall be valid until the policy, bylaw or administrative regulation is rescinded, amended or reaffirmed.
B. Meetings

Note: Alaska's Open Meetings Act A.S. 44.62.310-.312 requires meetings of the Board to be open to the public except as allowed by law and requires reasonable public notice of such meetings. 1994 revisions to the Act are reflected in this sample policy.

Meetings of the Board are conducted for the purpose of accomplishing district business. A meeting of the Board shall consist of any gathering of the members of the Board when more than three members of the Board, or a majority of the members, whichever is less, are present and collectively consider a matter upon which the Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act.

(cf. 9321 Executive Sessions)

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

(cf. 9012 - Communications To and From the Board)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)

Regular Meetings

The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be provided with the annual calendar of regular Board meetings and shall be notified of any changes to the calendar. The Board shall hold 1 regular meeting each month. Unless changed by the Board, regular meetings shall be held at 7:00 p.m. at the Charles Evans Community Library. Notice of regular meetings shall be posted at least five (5) days prior to the meeting.

Special Meetings
Special meetings of the Board may be called by the presiding officer or a majority of the Board members. Except in the case of an emergency, notice of special meetings shall be provided at least 24 hours before the meeting. This notice shall specify the date, time, place and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Such notice shall be given to all Board members, the superintendent and to the local news media. This notice also shall be posted at all regular district and school sites at least 24 hours before the meeting. Notice of a special meeting shall include a statement of the purpose of the meeting. No business may be transacted at this special meeting, other than that which is specifically stated in the notice of the meeting.

**Emergency Special Meetings**

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

**Teleconferences**

Recognizing the inherent responsibility and statutory duties of Board members, the Board strongly encourages Board members to attend and participate at meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members by teleconference is authorized whenever physical presence is not practicable. All votes at a meeting of members attending by teleconference shall be taken by roll call. The Board also authorizes the use of teleconferences for Board meetings when receiving public comment or testimony, and during Board deliberations. Whenever possible, meeting agendas and supporting materials shall be available at all teleconference facilities used for the Board meeting.

*Legal Reference:*

**ALASKA STATUTES**

14.08.091 Administration

14.14.070 Organization of school board

14.14.080 Declaring a school board vacancy

29.20.020 Meetings public

44.62.310 Agency meetings public

44.62.312 State policy regarding meetings

Revised 6/2014
1. Executive Sessions

The Board may hold executive sessions of the Board in order to discuss:

1. Matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the government unit,

2. Subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion, or

3. Matters which by law, municipal charter, or ordinance are required to be confidential.

In order to hold an executive session, the Board shall meet in open session and obtain a majority vote of the Board authorizing the executive session to discuss a particular matter determined by the Board to be exempt from open meeting.

(cf. 1340 - Access to District Records)

No decisions may be made in executive session. Any formal action must be made in an open meeting.

Legal Reference:
ALASKA STATUTES
44.62.310 Agency meetings public
44.62.312 State policy regarding meetings

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9322

2. Agenda/Meeting Materials

Construction of Agenda

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

(cf. 9121 - Board President)

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

(cf. 9320 - Meetings)
Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and submitted to the Superintendent with supporting documents and information, if any, at least five working days before the scheduled meeting date.

When constructing the agenda, the Board president and Superintendent will decide whether a request is within the subject matter jurisdiction of the Board and whether the agenda item is appropriate for discussion in open or executive session.

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

(cf. 9012 – Communications To and From the Board)
(cf. 9323 - Meeting Conduct)

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

(cf. 1312 - 1312.3 - Complaints Concerning Schools)

**Board Member Preparation**

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

When special meetings are called, the secretary and president shall make every effort to get the agenda and support materials to Board members as soon as possible.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to obtain specific information on agenda items.

(cf. 9200 - Board Members)

Legal Reference:
ALASKA STATUTES
29.20.020 Meetings public

GALENA CITY SCHOOL DISTRICT
3. Meeting Conduct

The School Board desires to conduct its meetings effectively and efficiently. All Board meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Board members and other designated persons.

Parliamentary Procedure

Board meetings shall be conducted by the president in a manner consistent with adopted Board bylaws and generally accepted parliamentary procedures.

Voting on all action items before the Board shall be by voice vote unless secret balloting is requested by a majority of the Board members during election of officers. All votes on financial matters shall be by roll call voice vote. Votes shall be recorded.

Quorum

A majority of the number of filled positions on the Board constitutes a quorum.

Unless otherwise provided by law, affirmative votes by a majority of the Board's membership are required to approve any action under consideration, regardless of the number of members present.

Abstentions

The Board recognizes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains because of a conflict of interest or for any other reason, his/her abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively.

(cf. 9270 - Conflict of Interest)

Public Participation

Because the Board has a responsibility to conduct district business in an orderly and efficient way, the following procedures shall regulate public presentations to the Board.
1. The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each agenda item.

2. At a time so designated on the agenda, members of the public also may bring before the Board matters that are not listed on the agenda of a regular meeting. The Board may refer such a matter to the Superintendent or designee or take it under advisement. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board.

3. A person wishing to be heard by the Board shall first be recognized by the president. He/she shall then identify himself/herself and proceed to comment as briefly as the subject permits.

4. Individual speakers will be allowed 4 minutes to address the Board.

5. With Board consent, the president may modify the time allowed for public presentation or may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.

6. No oral presentation shall include charges or complaints against any employee of the Board, including the Superintendent, regardless of whether or not the employee is identified by name or by another reference which tends to identify. Charges or complaints against employees must be submitted to the Board under the provisions of Board policy and administrative regulations related to such complaints.

   (cf. 1312.1 - Complaints Concerning School Personnel)
   (cf. 9312 - Executive Sessions)

7. No disturbance or willful interruption of any Board meeting shall be permitted. Persistence, by an individual or group, shall be grounds for the chair to terminate the privilege of addressing the meeting. The Board may remove disruptive individuals and order the room cleared if necessary.

   (cf. 9320 - Meetings)
   (cf. 9322 - Agenda/Meeting Materials)

Legal Reference:
ALASKA STATUTES
29.20.020 Meetings public

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995
4. **Board Minutes**

The Board secretary or designee shall keep minutes and record all official Board actions.

 *(cf. 9123 - Secretary/Treasurer)*

Official Board minutes and the master copy of the policy manual shall be stored in a fire-proof location.

Copies of the minutes of each regular or special meeting shall be distributed to all Board members with the agenda for the next regular meeting, and will be available for public review at the district office and each school site.

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

**Recording of Votes**

Motions or resolutions shall be recorded as having passed or failed. Individual votes shall be recorded unless the action was unanimous. All Board resolutions shall be numbered consecutively from the beginning of each fiscal year.

**Recording Devices**

A video or audio tape recording may be made at any open Board meeting. The presiding officer shall announce that a recording is being made at the beginning of the meeting, and the recorder shall be placed in plain view of all persons present, insofar as possible.

*Legal Reference:*
ALASKA STATUTES
14.14.090 Additional duties

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**C. Membership In Associations**

Membership in recognized associations such as Association of Alaska School Boards will be maintained by the schools for several reasons, including:
1. The in-service education benefits to our staff and School Board which come from participation in meetings, conferences, clinics and conventions.

2. Access to the communication media of such associations, such as newsletters, periodicals and advisory services.

3. Representation in actions affecting education in general and the school district in particular.

The Board in maintaining such membership in no way abdicates its authority over the responsibility for the schools of the district as outlined in state law and Board policy.

The Superintendent is directed to budget funds for such memberships, and for paying the costs of adequate participation of Board, administration and staff in the activities of such association to achieve the purposes listed above.

Legal Reference:

ALASKA STATUTES
14.07.058 Alaska School Activities Association
14.14.150 Association of Alaska School Boards the representative agency of board members

ALASKA ADMINISTRATIVE CODE
4 AAC 66.010 Regional resource centers

GALENA CITY SCHOOL DISTRICT
Adopted 12/13/1995

BB 9400 (AASB does have a policy for this)

4. Board Self-Evaluation
GCSD Board Policy Manual style guide

Main text settings: Times New Roman 12 point single space
   *No Spacing* style
   Align left

Article text settings: Times New Roman 12 point bold italic
   Align left
   Text corresponds to Heading 1 in the styles menu

Notes, board policy, administrative rules, legal references, and other similar text settings:
   Times New Roman 10 point italic
   Align right

→ The original adoption note at the conclusion of each board policy manual entry is Times New Roman 12 point bold align right. This is the only part of the document where the main text is align right bold.

→ There is a page break at the conclusion of each article. You can see the formatting in the document by pressing the ¶ symbol in the Home tab, paragraph group.

→ Single spaces are used throughout this document.

→ This document uses indent tabs to arrange text on the page. Indent tabs can be seen by clicking on the ruler in the View tab. Using indent tabs instead of the tab or space keys standardizes formatting when content is changed.

→ Years are written using all four digits, which standardizes usage from the previous version.

Table of Contents
Each listing in the table of contents is linked to that listing in the document by page number and by hyperlink.

→ To use the hyperlink, hover the cursor over the line in the table of contents, press the CTRL button while clicking the text with the right button on the mouse. This will bring you to that part of the document.

→ The page listings in the table of contents need to be updated every time there is a change made in the document. After the change has been made, click the top of the table of contents. Click on the “update table” button.

→ Make sure that “update entire table” is selected. Press “OK.”

The listing and page numbers should update to the current configuration of the board policy manual.

Board manual structure
The layout of the table of contents and board policy manual are linked to the headings in the Styles group of the Home tab. All headings are in Times New Roman 12 point bold.

Article heading – heading 1
   1., 2., 3., ... – heading 2
A., B., C., ... – heading 3
1., 2., 3., ... – heading 4
a., b., c., ... – heading 5
1a., 2a., 3a., ... – heading 6

Notes, board policy, administrative rules, legal references, and other similar text settings are indented one half inch below the text above it. The text layout is:

Article heading

1. Heading
Indent tab set at the left margin

A. Subhead
Indent tab set at one-half inch

1. Subhead
Indent tab set at one inch

a. Subhead
Indent tab set at one and one-half inches

1a. Subhead
Indent tab set at two inches

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Note: This text is set using the indent tab one-half inch under the text. It’s written using Times New Roman 10 point italic.

Legal Reference:
ALASKA STATUTES
00.00.000 Statute is listed here

Revised 0/2014

GALENA CITY SCHOOL DISTRICT
Adopted 00/00/1995

The board policy manual was reformatted using Microsoft Word 2016 with Windows 10 on July 22, 2018 by Paul Apfelbeck, media and information technology teacher.