



AGENDA ITEM New Business 2.0

  ✓   ACTION

     DISCUSSION

TOPIC: APPROVAL of the 2019-2020 SCHOOL CALENDAR for 1<sup>st</sup> Reading

Background

The Superintendent or designee shall prepare for the Board's approval a School Calendar.

Recommendation

I move that we approve the proposed 2019-2020 School Calendar for 1<sup>st</sup> reading.

# DRAFT Board Approved Academic School Calendar 2019-2020

Due Date: July 1, 2019

District Name: HOONAH CITY SCHOOL DISTRICT

School: HOONAH ELEMENTARY, JR/SR HIGH SCHOOL

Approved By: Ralph Watkins

Title: SUPERINTENDENT

KEY		Aug-19							Sep-19							Oct-19							
C	School Closes	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
E	End of Quarter						1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
H	Legal Holiday																						
I	Inservice Day																						
PT	Parent-Teacher Conf																						
NT	New Teacher Orientation																						
S	Last day Seniors																						
G	Graduation																						
O	School Opens																						
S	Saturday School																						
T	Testing																						
V	Vacation Day																						
W	Teacher Workday																						
M	Minimun Days	# of Inservice Days:4							# of Inservice Days: 0							# of Inservice Days: 1							
		# of Student Days: 13							# of Student Days: 20							# of Student Days: 21							
		# of Teacher Days: 18							# of Teacher Days: 21							# of Teacher Days: 23							

Nov-19							Dec-19							Jan-20							Feb-20							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	Th	F	S	S	M	T	W	T	F	S	
					1	2												1	2	3	4							1
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
24	25	26	27	21	22	30	29	30	31					26	27	28	29	30	31	23	24	25	26	27	28	29		
				H	H																							
# of Inservice Days:							# of Inservice Days: 0							# of Inservice Days: 3							# of Inservice Days:							
# of Student Days: 19							# of Student Days: 14							# of Student Days: 17							# of Student Days: 20							
# of Teacher Days: 21							# of Teacher Days: 16							# of Teacher Days: 21							# of Teacher Days: 20							

Mar-20							Apr-20							May-20							Jun-20						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	Th	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4							1	2	1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	15	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	28	30	28	29	30	31			
# of Inservice Days:							# of Inservice Days: 2							# of Inservice Days:							# of Inservice Days:						
# of Student Days: 16							# of Student Days: 20							# of Student Days: 10							# of Student Days:						
# of Teacher Days: 17							# of Teacher Days: 22							# of Teacher Days: 11							# of Teacher Days:						

169 total of student days  
190 total of teacher days

9 total of inservice days  
6 total of work days

snow days will come out of inservice  
total of 6 legal holidays

total of ? parent/teacher conference days

	<u>Teacher</u> <u>Days</u>	<u>Student</u> <u>Days</u>
Aug	18	13
Sept	21	20
Oct	23	21
Nov	21	19
Dec	16	14
Jan	21	17
Feb	20	20
March	17	16
April	22	20
May	11	10
	<hr/> <hr/> 190	<hr/> <hr/> 170

AGENDA ITEM New Business 2.1

ACTION

DISCUSSION

TOPIC: Memorandum of Agreement for the 2019/2020 School Year

Background

The Hoonah School District contracts out services to access expertise in specialty areas, and provide contracts on a project basis.

Status

Administration has identified the additional following consultant is needed to address student needs for the 2019/2020 school year:

Recommendation

I move that we approve the Memorandum of Agreement for:

- Chelsea Wilburn, Alaska's Midnight Sun Therapy Services, LLC
- Kaye Lawson, OTR, M Ed
- Doug Wessen, Rainforest Mediation and Consultation

for the 2019/2020 school year.

AGENDA ITEM New Business 2.2

  √   ACTION

       DISCUSSION

**TOPIC: AASB Policy Updates for Articles 0, 1, and 3 for 1<sup>st</sup> Reading**

Background

**Annual updates to AASB Board Policy.**

Recommendation

I move that we put on the table for the first reading the following board policies as recommended by AASB:

BP 0100, BP 1000, BP 1260, BP 1311, BP 1312, BP & AR 1312.1, BP 1312.2, BP 1312.3, BP 1330, BP 1400, and BP 3550.

**AASB POLICY REFERENCE MANUAL UPDATE SERVICE**

**2018-2019 UPDATE**

**INSTRUCTION SHEET**

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

This Update includes numerous policies that reflect the work of AASB, in cooperation with other agencies, to incorporate trauma-informed and culturally responsive educational practices.

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

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
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**ARTICLE 0, Series 0000 – Philosophy-Goals-Objectives and Comprehensive Plans**

<b>BP 0100</b>	Yes	<p><u>PHILOSOPHY</u></p> <p>Language has been added to include culturally responsive education as a component of the district’s educational philosophy. New language also includes the goal of the district to understand and support healing, and to implement an equitable and nondiscriminatory educational system that is culturally responsive, student centered, trauma sensitive, and done in collaboration with the community.</p>
<b>BP 0410</b>	No	<p><u>NONDISCRIMINATION</u></p> <p>Minor language changes have been made to this policy to reflect equitable opportunity and to incorporate the elimination of disproportional impacts. These changes do not reflect substantive changes to the meaning or purpose of the policy.</p>
<b>BP 0420</b>	Yes	<p><u>SCHOOL-BASED MANAGEMENT/SITE COUNCILS</u></p> <p>Language has been added to incorporate culturally responsive decision making to improve student achievement. Further, language has been added recognizing that site councils may be utilized to address the unique cultural and traditional needs of individual schools.</p>

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
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**ARTICLE 1, Series 1000 – Community Relations**

BP 1000	Yes	<p><u>CONCEPTS AND ROLES</u></p> <p>Language has been added recognizing the responsibility of other organizations, Native tribes, and government in the responsibility for the welfare and safety of youth.</p> <p>The legal reference section has been updated to add a citation to the Elementary and Secondary Education Act.</p>
BP 1260	Yes	<p><u>VISITS TO THE SCHOOLS</u></p> <p>Language has been added providing for wide dissemination in the community of announcements of open houses and other school events. Language has also been added that visitors will demonstrate appropriate conduct and comply with all school policies. Finally, language has been added requiring posting of visiting procedures in readily available locations such as the district website or parent newsletters.</p>
BP 1311	Yes	<p><u>PARTICIPATION IN COMMUNITY LIFE</u></p> <p>*** <i>New Policy</i> ***</p> <p>This new policy implements culturally responsive educational practices by encouraging community involvement in student education, understanding and respecting community values, and encouraging staff participation in community activities. The policy also contains communication goals for district communications with the public.</p>
BP 1312	Yes	<p><u>PUBLIC COMPLAINTS CONCERNING THE SCHOOLS</u></p> <p>Language has been added requiring the district’s response to complaints to be culturally responsive and free of discrimination and bias. Further, the policy explains that culturally responsive processes improve community relations and student success.</p>
BP/AR 1312.1	Yes (policy)	<p><u>PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL</u></p> <p>Language has been added to the policy identifying a response process for public complaints, and explaining that complaints will be resolved in a fair and nondiscriminatory manner. Language has also been added to include Advisory School Board members.</p> <p>Language has been added to the AR requiring a nondiscriminatory complaint process and providing support for complainants in accessing the complaint process. Language has also been added that</p>



REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 1312.2	Yes	<p>School Board members should not obtain information about a complaint except through the complaint process.</p> <p><u>PUBLIC COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS</u></p> <p>The policy has been revised to reflect that instructional materials should be free from cultural biases or perspectives that promote discrimination or disparity. Instead, instructional materials should be culturally responsive and support students’ cultural identity and knowledge. Language has also been added clarifying the complaint process regarding instructional materials.</p>
BP 1312.3	Yes	<p><u>PUBLIC COMPLAINTS CONCERNING DISCRIMINATION</u></p> <p>Language has been added that students shall not experience discrimination in suspension, expulsion, or other disciplinary action. Further, educational opportunities and courses shall be provided in a nondiscriminatory manner.</p>
BP/AR 1330	No	<p><u>USE OF SCHOOL FACILITIES</u></p> <p>Optional language has been added encouraging community elders to visit the schools in order to support continued learning opportunities between generations.</p>
BP 1400	Yes	<p>Optional language has been added to the AR addressing use of District equipment by members of the community.</p> <p><u>RELATIONS BETWEEN OTHER GOVERNMENTAL AGENCIES AND THE SCHOOLS</u></p> <p>If applicable to your district, language has been added recognizing the role of tribal government in meeting the needs of tribal students, and including tribal governments as cooperative resources.</p> <p>For all districts, language has been added that the district will make available to parents information about shared and cooperative services so that students have maximum opportunities. Further, language has been added recognizing that cooperative agencies may share working agreements in order to expedite programs and services.</p>
<b><u>ARTICLE 3, Series 3000 – Business and Noninstructional Operations</u></b>		
BP 3541.1	Yes	<p><u>SCHOOL RELATED TRIPS</u></p> <p>If applicable to your district, language has been added that covers transportation by private vehicle other than an automobile, including board, ATV, or snow machine. The language requires prior approval, requires that the operator be registered with the district, that the</p>

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 3550	Yes	<p>operator be issued safety and emergency information, and that the operator abide by all safety requirements and limitations of the vehicle. Parent permission is required for student transport and minimum liability insurance is also required.</p> <p><u>FOOD SERVICE</u></p> <p>Several goals have been added regarding the food program: encouraging cultural and subsistence foods if available and in compliance with the food program; recognizing foods can build cultural connectedness; reducing food waste; assessing common eating habits to establish appropriate meal and snack times; food safety plans for subsistence foods donated to the school; and including subsistence foods within the food pyramid.</p>
<b><u>ARTICLE 4, Series 4000 – Personnel</u></b>		
BP 4000	Yes	<p><u>ALL PERSONNEL, CONCEPTS AND ROLES</u></p> <p>In order to better implement culturally responsive educational practices, language has been added encouraging local community and cultural orientation for teachers that are new to the community. Further, new language approves professional development opportunities in the areas of culturally responsive and trauma informed teaching practices. Finally, the community has been included as a contributor to the district’s personnel policies.</p>
BP 4020	Yes	<p><u>DRUG, TOBACCO AND ALCOHOL-FREE WORKPLACE</u></p> <p>Language was added to clarify that marijuana is a prohibited drug under a district’s drug-free workplace policy.</p> <p>Although state law (AS 17.38) authorizes the use of marijuana under certain conditions, this law also recognizes that employers can prohibit the use, consumption, possession, transfer, display, transportation, sale, or growing of marijuana in the workplace. AS 17.38.120(a). Further, as recipient of federal funds, a district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, sale, distribution, or possession of marijuana. For purposes of a district’s policy and legal obligations, marijuana is prohibited.</p> <p>A definition of “drug” was added to include marijuana, synthetic drugs, and prescription drugs that are being misused.</p> <p>Language was added prohibiting staff from displaying or promoting prohibited substances while at work via slogans on their clothing or signage on their vehicles.</p> <p>Finally, the language governing discipline was revised to more</p>

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 4112.61	Yes	<p>accurately reflect current disciplinary practices regarding consideration of treatment options. The language was also revised to clarify that the Superintendent or designee, rather than the Board, is responsible for discipline decisions.</p> <p><u>EMPLOYMENT REFERENCES</u></p> <p>Language prohibiting non-designated employees from providing employment references has been removed. However, the policy continues to convey the expectation that the Superintendent or designee is responsible for providing reference information on behalf of a district. Language has been added that references not secured through this process, i.e., provided directly by a supervisor, reflect the personal views of the author and not the views of the District. The addition of this language provides some protection to the District in the event that a non-sanctioned job reference is intentionally false or malicious.</p>
BP 4119.25	Yes	<p><u>POLITICAL ACTIVITIES OF EMPLOYEES</u></p> <p>Additional language has been added concerning prohibited activities during an employee’s duty day. Language has also been added that the prohibitions of the policy are not applicable to classroom instruction that is part of the approved curriculum. Finally, language has been added that clarifies the ability of a district and board to disseminate factual information regarding bond projects.</p>
BP 4119.41	Yes	<p><u>EMPLOYEES WITH INFECTIOUS DISEASE</u></p> <p>It is recommended that the existing policy be replaced with this new policy. The new policy reflects current obligations with regard to infectious disease and eliminates the requirement for written reports as to reasonable accommodations regarding individuals with infectious disease. The new policy more clearly focuses on the goal of preventing the outbreak and spread of infectious disease.</p>
BP 4132	Yes	<p><u>PUBLICATION OR CREATION OF MATERIALS</u></p> <p>It is recommended that the existing policy be replaced with this new policy. The new policy reflects legal standards for the copyright and ownership of materials prepared by an employee within the course and scope of employment.</p>
BP 4313.1	Yes	<p><u>LOAD/SCHEDULING/HOURS OF EMPLOYMENT</u></p> <p>Language was added reflecting the requirement of the Fair Labor Standards Act that exempt employees are not subject to salary deductions for absences of less than a day.</p>

REPLACE/ADD

FORMAL  
ADOPTION  
REQUIRED

DESCRIPTION

ARTICLE 5, Series 5000 - Students

BP 5030	Yes	<p><u>SCHOOL DISCIPLINE AND SAFETY</u></p> <p>Language has been added that discipline practices shall not be discriminatory. Further, the discipline program shall be trauma-informed and culturally responsive and shall reflect community and cultural values. Finally, elders have been added to the group of people making contributions to the discipline and safety standards.</p>
BP 5040	Yes	<p><u>NUTRITION</u></p> <p>As appropriate to your district, language has been added encouraging student subsistence activities; providing for practice of harvesting skills; including as part of curricula intergenerational knowledge on local foods, harvesting, hunting, and gardening.</p>
BP 5124	Yes	<p><u>COMMUNICATION WITH PARENTS/GUARDIANS</u></p> <p>Language has been added identifying additional benefits of parental involvement and communication. Staff are encouraged to learn about supportive family structures within the home and, if appropriate, seek parental consent to communicate with additional family members. To foster culturally responsive education, staff are encouraged to participate in community events. Schools are encouraged to offer staff training on effective communication and to assess current practices and adjust them as needed to increase effectiveness. Finally, staff communication with parents may include not only academic progress but other positive aspects of the student, including welfare and social success.</p>
BP 5131	Yes	<p><u>STUDENT CONDUCT</u></p> <p>Disciplinary practices and procedures have been added that support student attendance at school. These include: trauma-informed and supportive approaches; building skills for self-management; monitoring discipline outcomes to ensure nondiscrimination; incorporating culturally responsive models and practices; limiting suspensions in favor of other forms of correction; focusing on relationship building with students and families; and professional development opportunities. In addition, language has been added that the School Board will analyze discipline data and the Board and administration will research effective practices on trauma informed environments and incorporate them into district practice.</p>

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 5132	Yes	<p><u>DRESS AND GROOMING</u></p> <p>Language has been added with the goal of limiting student removals due to dress and grooming violations. This includes a designated staff member to meet with students and families who do not understand or believe they cannot meet the dress and grooming requirements; suggesting corrective action rather than discipline for a first offense; and maintaining alternative clothing at the school site that students may temporarily access in lieu of being sent home.</p>
BP 5137	Yes	<p><u>POSITIVE SCHOOL CLIMATE</u></p> <p>Language has been added identifying the role of a positive school climate in student success, requiring that staff maintain such a climate, and identifying cultural responsiveness, social and emotional supports, and trauma informed practices, among others, as critical components of a positive school climate. Language has also been added encouraging annual review of school climate and supporting professional development.</p>
BP 5147	Yes	<p><u>DROPOUT PREVENTION</u></p> <p>Language has been added that the district will analyze dropout data to identify and correct any disproportionality. New language has also been added regarding students who have experienced trauma and efforts to be made by the district to prevent dropout of these students, utilizing trauma-informed, evidence-based approaches.</p>
<b><u>ARTICLE 6, Series 6000 - Instruction</u></b>		
BP 6115	Yes	<p><u>CEREMONIES AND OBSERVANCES</u></p> <p>Language has been added to incorporate culturally responsive educational practices, including the use of indigenous language by students in ceremonial exercises such as the Pledge of Allegiance. The policy now also approves the recognition/observation of local ceremonies to celebrate local cultures and traditions, so long as doing so does not contravene federal law. Finally, the policy contains a place-holder for School Boards to identify specific events, people, traditions, or cultures to be celebrated in the schools.</p>

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BP 6141.3	Yes	<p><u>CULTURALLY RESPONSIVE EDUCATION</u></p> <p>Language has been added recognizing Alaska’s indigenous peoples. Language has also been added regarding the benefits of culturally responsive education in improving student outcomes. The Superintendent is directed to develop guidance on how to best serve the student population while considering cultural needs, including language instruction and access to cultural content.</p>
BP 6142.4	Yes	<p><u>COMMUNITY SERVICE</u></p> <p>Language has been added identifying the benefit of student volunteer service in gaining an understanding of local culture and in reinforcing community cultural values.</p>
BP 6142.5	Yes	<p><u>ENVIRONMENTAL EDUCATION</u></p> <p>In order to incorporate culturally responsive practices, language has been added recognizing the value to students of local knowledge about the immediate environment. Further, schools are encouraged to consider ways to incorporate cultural knowledge and practices that promote the sound use of natural resources.</p>
BP 6143	Yes	<p><u>COURSES OF STUDY</u></p> <p>Language has been added that encourages the development of courses that combine place-based and culturally relevant learning. Language has also been added that permits the development of courses of study as tracks that take into account student interests, such as Career and Technical Education or college readiness. Finally, language has been added that courses of study at all levels should be personalized, student-centered learning that is culturally responsive.</p>
<b><u>ARTICLE 8, Series 8000 – Advisory School Boards</u></b>		
BP 8000	Yes	<p><u>CONCEPTS AND ROLES</u></p> <p>Language has been added that advisory school boards will support the mission and goals of the district by communicating feedback and recommendations to the regional board.</p>

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED  
**Philosophy-Goals-Objectives and Comprehensive Plans**

**PHILOSOPHY**

BP 0100

Note: The following paragraph reflects state education policy as stated in AS 14.03.015, enacted by Chapter 173, SLA 1990.

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.

Note: The following sample language augments state policy and may be revised or deleted as deemed appropriate.

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 School Board believes that all students can succeed regardless of their race, background or ability. Furthermore, the School Board believes that a culturally responsive education in which District staff practice a high level of cultural proficiency will honor and positively influence the opportunity for students of all cultures to become successful individuals, exemplifying positive values and improving communities and the world. School staff shall embody this philosophy in all district programs and activities.

**Understanding and Supporting Healing**

Intergenerational healing and racial equity are necessary to create successful outcomes for students and stronger, healthier communities. This involves recognition of the needs, resources, and contributions of students, families, cultures, and community, as well as the educational system made up of administrators, staff, teachers, the school board, and the land and structures comprising the public school system. Healing supports should be designed to have the following impacts: correct injustice and other wrongs, accurately represent history, educate educators to ensure an accurate understanding of history and protocols, establish schools as a Native place and community, orient and welcome people to the land and place, create and implement healing in policies and partnerships, and integrate ceremony and protocol. Healing supports are intended to make reparations and new experiences within the educational setting.

The School Board strives to support all students to succeed by creating conditions for learning, teaching, and partnering in the schools. The District's policies and regulations should be considered, adopted, and implemented to further equity and nondiscrimination, cultural safety and responsiveness, student-centered learning and teaching, restorative or trauma sensitive practices, and collaboration with community.

*(cf. 0410 – Nondiscrimination in District Programs and Activities)*

Legal Reference:

ALASKA STATUTES  
14.03.015 State Education Policy  
14.08.111 Duties

Revised 3/2019

**AASB POLICY REFERENCE MANUAL**

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WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED  
Community Relations

## CONCEPTS AND ROLES

BP 1000

The School Board recognizes that local, regional, national, and international organizations, Alaska Native tribes, and all levels of government share its concerns and responsibility for the welfare, health and safety of our youth.

The School Board further 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 School Board may wish to deal with publicly itself.

*(cf. 1100 – Communication With The Public)*

*Legal Reference:*

Alaska Statutes  
14.03.120 Education Planning

Elementary and Secondary Education Act of 1965, as amended, Title VII, Part A, Subpart 1; 20 U.S.C. 7421-7429, 7491-7492

Revised 9/983/2019



## VISITS TO THE SCHOOLS

BP 1260

The School Board encourages parents/guardians and interested members of the community to visit the schools ~~and view the educational program to learn about, observe, or partner in educational and extracurricular programs.~~ The Superintendent or designee shall invite parents/guardians and the community to open house activities, specific volunteer roles, and other special events. Announcements of these events shall have wide dissemination in the community.

*(cf. 1110 – Media Relations)*

Visitors are encouraged to demonstrate the highest standard of conduct and courtesy to help create positive learning environments and to comply with all policies within the school.

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. Procedures for school visits will be posted in readily available locations such as the district website and in parent newsletters.

*(cf. 0411 – Service Animals)*

The Board recognizes the staff time and commitment required ~~by~~for school visits and encourages the staff to develop practices to support community participation and 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 [2/13/19](#)*

**PARTICIPATION IN COMMUNITY LIFE**

BP 1311

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

The Board believes the school and community should work as a unified whole in the process of educating students enrolled in the District. Understanding community values and priorities are important to the ongoing success of the educational program. Staff members should be respectful of community values in their contacts with the community.

*(cf. 5137 - Positive School Climate)*

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

*(cf. 6141.3 - Culturally Responsive Education)*

The quality of a school program is related to staff understanding of local culture and traditions, parents' wishes for their children, and public understanding of the District's goals and methods for education. Strong school-community relationships require cooperative development and maintenance of efficient two-way channels of communication between the school and the community. This communication should be fostered through dialogue, input, and feedback.

District communications with the public should meet the following goals:

- (1) inform the public about the work of the schools;
- (2) improve the partnership of parents and teachers in meeting the educational needs of students;
- (3) develop awareness of the importance of culture in education;
- (4) integrate the home, school, and community in improving educational opportunities;
- (5) clarify the aims, objectives, and work of the school;
- (6) make school facilities and personnel available for community use, within limits set by the Board; and
- (7) make use of community resources in carrying out the educational program.

*(cf. 5124 - Communication with Parents/Guardians)*

The School Board encourages affiliation of school personnel with community organizations having missions consistent with that of the District, and encourages participation of school staff in appropriate community activities and projects.

*(cf. 6145.5 - Organizations/Associations)*

Added 3/2019

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED

Community Relations

**PUBLIC COMPLAINTS CONCERNING THE SCHOOLS**

BP 1312

The School Board believes that ~~the~~ quality ~~of the~~ educational program ~~can improve is~~ dependent upon a strong relationship with its communities. The School Board further believes that improved student success results when the district listens to complaints, considers differences of opinion, and resolves disagreements through an established, objective and culturally responsive process.

The Board encourages complainants to resolve problems early and informally whenever possible. The School Board expects that all district staff who respond to complaints and resolve problems will do so in a manner that is culturally responsive and is not influenced by discrimination or biases. 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 and if needed, should be available in languages which parents use and understand.

Individual Board members do not have authority to resolve complaints. If approached directly with a complaint, however, School Board members should also demonstrate cultural responsiveness while listening to the complaint and show their concern providing assistance by referring the complainant to the Superintendent or designee so that the problem may receive proper consideration and due process.

(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

4 AAC 06.560 – 06.580 Violations; Prohibition Against Sex Discrimination

4 AAC 52.500 – 52.629 Procedural Safeguards; Education for Exceptional Children

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE VII, CIVIL RIGHTS ACT OF 1964, 42 U.S.C. 2000 et. seq. (Ch. 21)

TITLE IX, EDUCATION AMENDMENTS OF 1972

SECTION 504, REHABILITATION ACT OF 1973

34 CODE OF FEDERAL REGULATIONS

200.74 and Part 300

GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1221 et. seq., especially:

FAMILY EDUCATIONAL RIGHTS AND PRIVACY RIGHTS ACT, 20 U.S.C. 1232g

Revised 9/9/2019

[AASB POLICY REFERENCE MANUAL](#)

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED

Community Relations

**PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL**

BP 1312.1

The School Board places trust in its employees and desires to support their actions in such manner that employees are free from unwarranted, spiteful or negative criticism and complaints. The Superintendent or designee shall develop procedures which will permit the public to lodge complaints or 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 School Board member ~~, Advisory School Board member,~~ or at a School Board meeting will be referred to the Superintendent or designee for appropriate consideration and action.

The District will respond to complaints concerning school personnel, investigate as appropriate, and take action as may be necessary or advisable to resolve the concern. Complaints should follow the complaint filing and resolution process set forth in administrative regulation.

The process for complaints concerning school personnel will be administered in a fair and nondiscriminatory manner on behalf of both the complainant and the personnel involved.

*(cf. 1250 - Visits to the School)*

*(cf. 1312 - Public Complaints Concerning the Schools)*

*(cf. 4112.6 - Personnel Records)*

*(cf. 9323 - Meeting Conduct)*

Note: When public complaints include allegations of child abuse, it is imperative that school officials consult BP 5141.4 - Child Abuse and Neglect (Reporting Procedures). Though a district may implement its complaint procedures in such cases, the duty to report suspected child abuse comes first. We encourage school districts to rely on the child protective agencies for resolving these complaints and determining if the child abuse report is unfounded. The following language is optional.

**OPTION 1:** This policy shall not apply when a public complaint involves accusations of child abuse. When a school employee is -accused of child abuse, it shall be investigated by proper authorities in accordance with child abuse laws.

~~**OPTION 2:** 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 Government meetings public

Revised 9/9/2019

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Community Relations

**PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL**

AR1312.1(a)

Note: The following optional regulation may be revised or deleted in light of district needs and collective bargaining obligations.

The School Board seeks to ensure that complaints by the public are addressed equitably, regardless of ethnicity, race, disability, gender identity, sexual orientation, religious or cultural preferences, familial status, or socioeconomic background, of the complainant or the personnel at issue. 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 stage. ~~Complaints concerning school personnel should be made directly by the complainant to the person against whom the complaint is lodged. Parents/guardians-Individuals~~ are encouraged to attempt to ~~orally verbally~~ resolve concerns with the staff member ~~personally directly~~.

In order to ensure fair and equitable access to the complaint process, the district may assist a complainant in the complaint process and resolution efforts. Assistance can include, but is not limited to, cultural support, age appropriate support, and disability accommodation that will assist complainants with oral and written communications related to the complaint and resolution processes.

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 School Board President. 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.

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. appropriate individual as identified in the paragraph immediately above.~~ When necessary, the district shall assist in the preparation of the written complaint so as to meet the requirements 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~~ assistance. 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 any prior attempts to discuss the complaint with the employee involved and the failure to resolve the matter.

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.

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.

**PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL**

AR1312.1(b)

However, the complainant, the employee, or the Superintendent or designee may ask to address the School Board regarding the complaint.

Except when a complaint is directed against the Superintendent or designee, no party to a complaint may address the School Board, either in closed or open session, unless the School Board has received the Superintendent or designee's written report concerning the complaint. School Board members shall make every effort to not prejudice themselves by listening to or discussing the matter of the complaint with any other School Board members, staff, students or public prior to receiving the Superintendent's report and formally meeting as a Board on the issue.

Complaints before the School 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 School Board. All parties to a complaint, including the school administration, may be asked to attend a School 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 School Board following the hearing shall be final.

*(cf. 9321 - Executive Sessions)*

Note: The district should make sure that complaints heard in executive session are indeed complaints against an employee, not against district practice or procedures.

Revised 3/2019

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED  
Community Relations

## **PUBLIC COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS** BP 1312.2

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. The School Board shall strive to adopt instructional materials that refrain from cultural biases or perspectives that promote discrimination or socioeconomic disparity based on race, ethnicity, religious or cultural beliefs, disability, familial status, sexual identification or sexual orientation. The school board will strive, when possible, to incorporate culturally responsive materials and materials that support students' cultural identity and local knowledge.

*(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~~the equitable and transparent 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 School Board ~~believes~~expects and trusts that 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 asis the final response from the district administration. 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 School Board meeting. The request shall be made in writing and addressed to the President of the Board of Education as well as the Superintendent or designee.

The administration or School 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 administration or School Board disagrees.

*(cf. 6144 - Controversial Issues)*

*Revised 9/923/2019*

**PUBLIC COMPLAINTS CONCERNING DISCRIMINATION**

BP 1312.3(a)

Note: 4 AAC 06.560 mandates that the district adopt and make available to the public written grievance procedures for violations of A.S. 14.18 or 4 AAC 06.500 - 4 AAC 06.600, governing sex and race discrimination. The following sample policy and regulations should be revised as deemed appropriate within the parameters of law.

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. Furthermore, the School Board seeks to ensure that students, regardless of ethnicity, race, religion, disability, gender identity, sexual orientation or socioeconomic background, do not disproportionately experience suspension, expulsion, other disciplinary actions, nor any form of discrimination. The School District will ensure that opportunities and courses are offered and accessible to all students in a fair manner and without discrimination. The Superintendent or designee shall establish procedures to investigate and seek to resolve complaints alleging unlawful discrimination related to educational programs and activities.

The School 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 School 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))*

*Legal Reference: (See next page)*



**PUBLIC COMPLAINTS CONCERNING DISCRIMINATION**

BP 1312.3(b)

*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*

14.18.100 *Remedies (Sex or Race Discrimination)*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.510 *Discrimination in hiring practices.*

4 AAC 06.560 - 06.580 *Violations; Prohibition Against Sex Discrimination*

4 AAC 52.500 - 52.629 *Procedural Safeguards; Education for Exceptional Children*

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE VII, CIVIL RIGHTS ACT OF 1964

TITLE IX, EDUCATION AMENDMENTS OF 1972

SECTION 504, REHABILITATION ACT OF 1973

34 CODE OF FEDERAL REGULATIONS

200.74 and Part 300

GENERAL EDUCATION PROVISIONS ACT, 20 U.S.C. 1221 et seq., especially:

FAMILY EDUCATIONAL RIGHTS AND PRIVACY RIGHTS ACT, 20 U.S.C. 1232g

CIVIL RIGHTS RESTORATION ACT

20 U.S.C. 1683 et seq.

VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504

29 U.S.C. 791 et seq.

AGE DISCRIMINATION IN EMPLOYMENT ACT

29 U.S.C. 621 et seq.

VIETNAM ERA VETERANS ACT

38 U.S.C. 2011 et seq.

AMERICANS WITH DISABILITIES ACT

42 U.S.C. 12101 et seq.

Revised ~~9/97~~9/2019

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Community Relations

**USE OF SCHOOL FACILITIES**

BP 1330

Note: A.S. 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." According to Alaska's uncodified law, a school district that violates this law risks losing state funding.

The School 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.

(Optional: The School Board recognizes that when schools encourage and welcome community elders during and after the school day, this supports continued learning opportunities between youth and older generations.)

The School 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*

*~~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)~~*

UNITED STATES CODE

*~~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 3/20152019*

## 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 further recognizes that tribal governments are committed to meeting the needs of tribal students within the district. 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 cooperative~~ relationships with representatives of other public agencies, tribal governments, or tribal government educational proxies 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. The District shall make information available to parents/guardians about shared or cooperative services so that students may benefit to the fullest extent. Agreements may be shared among agencies to prevent duplicative efforts and to expedite cooperative programs and services.

*(cf. 3312 – Contracts)*

### *Legal Reference:*

#### ALASKA STATUTES

03.20.100 *Farm-to-school program*

14.12.150 – 14.12.170 *Regional Resource Centers*

47.10.093 *Disclosure of agency records.*

47.10.090 *Court records*

47.12.310 *Agency records*

*Revised 2/13/2019*

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Business and Noninstructional Operations

**FOOD SERVICE**

BP 3550(a)

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

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 can help students and families to feel comfortable in the school. To further this, the District may include cultural and subsistence foods if available and if they can be served in compliance with school safety and nutritional programs.
- ~~2-3.~~ Foods and beverages available should be considered as carefully as other educational support materials and can serve to build cultural connectedness for students.
- ~~3-4.~~ Foods and beverages should be prepared in ways which will appeal to students while retaining nutritive quality.
5. To further Alaskan values, food and beverages should be prepared and served in ways that reduce waste.
- ~~4-6.~~ 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.
- ~~5-7.~~ Schools are encouraged to assess common eating habits and eating times to establish appropriate meal and snack times.
- ~~6-8.~~ 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.
9. The District and its schools will have food safety plans and written guidance for procuring, receiving, and preparing subsistence foods harvested and donated to the school.
10. The District will include subsistence foods within food pyramids as a part of the nutritional and dietary guidelines for Americans.

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.

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Business and Noninstructional Operations

**FOOD SERVICE** (continued)

BP 3550(b)

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 and farms. The Board shall review and approve of menu prices. 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

*Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j*

*Child Nutrition Act of 1996, 42 U.S.C. 1771-1793*

CODE OF FEDERAL REGULATIONS

*7 C.F.R. Parts 210, 220, and 235 National School Lunch Program and Breakfast Program*

FEDERAL REGISTER

*Professional Standards for State and Local School Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, Vol. 80, No. 40 and No. 88 (2015)*

Revised 3/~~2016~~2019

**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES** BP 0410(a)

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 equalequitable 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 and disproportional impacts are eliminated in all district activities.

*(cf. 4030 - Nondiscrimination in Employment)*  
*(cf. 5145.3 - Nondiscrimination)*  
*(cf. 4161,4 - Family and Medical Leave)*

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 (see next page)*

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED  
Philosophy-Goals-Objectives and Comprehensive Plans

Philosophy-Goals-Objectives and Comprehensive Plans

**NONDISCRIMINATION IN DISTRICT PROGRAMS  
AND ACTIVITIES (continued)**

BP 0410(b)

*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*

UNITED STATES CODE

*Title VI, Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7*

*Title IX, Education Amendments of 1972, 20 U.S.C. §§ 1681-1688*

*Vocational Rehabilitation Act of 1973, Sections 503 and 504, 29 U.S.C. § 794*

*Individuals With Disabilities Education Act, 20 U.S.C. §§ 1401-1491*

*Americans With Disabilities Act, 42 U.S.C. §§ 12101-12213*

*Age Discrimination In Employment Act, 29 U.S.C. §§ 621-634*

| Revised 3/~~2012~~2019