

Additions shown in *highlighted italic text*  
Deletions shown in ~~strikethrough text~~

## Philosophy-Goals-Objectives and Comprehensive Plans

AR 0520(a)

### SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

#### School Improvement Plan – Development, Approval and Implementation

Note: All schools in a district designated *as one-, two-, or three-stars* 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 the requirements of 4 AAC 06.845, School Improvement Plan, and 4 AAC 06.852, Technical Assistance.

The Superintendent or designee shall designate the individual responsible to oversee development of the school improvement plan. ~~The plan~~ *Required Plans* must be developed *by November 1 of each school year*, and provided to the District for approval within 90 days of the school's notice of designation by the Department.

#### **A. Schools Requiring A Plan**

*The following schools require a school improvement plan:*

- 1. Any school designated with a rating of one, two, or three stars;*
- 2. Any school identified by the Department as a priority or focus school; and*
- 3. Any school designated with a rating of four or five stars if the school:*
  - a. Has failed to meet its annual measurable objectives for two consecutive years for the school as a whole or any subgroup;*
  - b. For two consecutive years has experienced a decline in the school's growth and proficiency index score for one or more subgroups;*
  - c. Has experienced a decline in the school's graduation rate on the whole or for any subgroup (high schools only); or*
  - d. Has a participation rate of less than 95% on state standards-based assessments.*

#### **B. State Involvement**

*If the school is identified by the Department of Education and Early Development as a priority or focus school, the school improvement plan will be prepared in consultation with the Department and is subject to Department approval.*

*If the school has received a one- or two-star rating, the school improvement plan must be submitted to the Department.*

Additions shown in *highlighted italic text*  
Deletions shown in ~~striketrough text~~

## **Philosophy-Goals-Objectives and Comprehensive Plans**

AR 0520(b)

### **SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT**

#### **C. Plan Preparation**

*Note: State regulation, 4 AAC 06.845, requires as a general rule that school improvement plans be developed using the Department's computerized self-assessment and improvement program. An alternative process may be utilized by a district in limited instances if approved by the Department. Department approval is limited to: 1) schools that are implementing an effective school improvement plan through an accreditation process; 2) schools that are rated as four- or five-star and the plan is specific to a particular identifiable deficiency; or 3) the district can show by a preponderance of the evidence that the school has a planning process for development of an improvement plan that will address as effectively or more effectively than the Department's program each of the 6 domains and each specific deficiency at the school.*

*The school improvement plan will be prepared utilizing a computerized self-assessment and improvement program selected by the Department. The self-assessment program will address the following six domains: 1) curriculum; 2) assessment policy and practice; 3) instruction; 4) school learning environment; 5) professional development policy and practices; and 6) leadership.*

*Note: The following language implements requirements for plan participants as set forth at AS 14.03.123(d).*

*The school improvement plan is to be prepared with the maximum feasible public participation of the community, including, as appropriate, interested individuals, teachers, parents, parent organizations, students, tribal groups, local government representatives, and other community groups.*

#### **D. Plan Contents For Priority Schools**

*The Plan must provide for a system of comprehensive intervention using all required turnaround principles. The district will consult with and obtain the approval of the Department to address deficiencies in each of the six domains, as identified in the computerized self-assessment or in a desk or instructional audit.*

*Comprehensive turnaround principles to be implemented at the school must include:*

**1. School Calendar Adjustments.** *The school day, week, and year, will provide more time for student learning and teacher collaboration. This includes the following minimum requirements:*

- a. dedicated time block each week for teacher collaboration;*
- b. 90 minutes daily of core reading instruction for all students grades K-6;*
- c. 30 additional minutes of intervention daily for K-6 students below grade level in reading;*
- d. dedicated time block daily for structured reading interventions for students grades 7-12 who are below grade level in reading;*

**SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)**

- e. 60 minutes daily of core math instruction for all students grades K-6; and*
- f. dedicated time block daily for structured math intervention for students grades 7-12 who are below grade level in math.*

**2. Teacher Effectiveness.** *The district's policies and actions will ensure that all teachers at the school are effective teachers. This includes the following actions:*

- a. each teacher's effectiveness is reviewed by the district and principal, including a review of student learning data;*
- b. replacement or improvement of ineffective teachers;*
- c. requiring teachers transferring to the school to be proven effective; and*
- d. providing job-embedded professional development that targets the specific needs of teacher and students.*

**3. Instructional Program.** *The instructional program will be strengthened through the following methods:*

- a. adoption and use of research-based curricula that are aligned with state standards;*
- b. implementation of reading curricula that addresses the essential elements of reading;*
- c. implementation of reading and math support programs for students behind grade level;*
- d. using data to inform instruction, including*
  - at least three times per year, utilize a universal screening tool approved by the Department for all students, grades K-8;*
  - utilize a diagnostic assessment to determine the specific reading or math deficiencies for all students one or more years below grade level; and*
  - base instruction and interventions on the specific needs of the student as identified by screenings or assessments.*
- e. establishing a school environment that improves school safety and discipline, including implementation of a school-wide behavior plan, and that addresses the social, emotional, and health needs of students;*
- f. providing for family engagement in the school, including cultural awareness and understanding of cultural values; and*
- g. providing strong leadership, including*
  - reviewing the performance of the principal, including a review of student learning data;*
  - retention of the existing principal or hire of a new principal based upon the existing principal's performance on indicators in the leadership domain; and*
  - providing the principal with flexibility in areas that should be tailored to the needs of the school such as scheduling, staff, or budget.*

Additions shown in *highlighted italic text*  
Deletions shown in ~~strikethrough text~~

## Philosophy-Goals-Objectives And Comprehensive Plans

AR 0520(d)

### SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT (continued)

**4. Additional Requirements.** *The improvement plan must, to the extent possible, include measures to:*

- a. *increase local control of education;*
- b. *increase parental choice; and*
- c. *not require a direct increase in state or federal funding for the school or district.*

#### **E. Plan Contents for Focus Schools**

*The school improvement plan for a focus school will identify targeted interventions that consider each of the comprehensive turnaround principles. Interventions will be targeted for any subgroup that is performing below grade level. In addition, appropriate interventions will be targeted to any deficiencies revealed through data analysis or the results of an instructional or desk audit.*

*In preparing the school improvement plan, the district will consult with 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.~~

Additions shown in *highlighted italic text*  
Deletions shown in ~~strikethrough text~~

## Philosophy-Goals-Objectives and Comprehensive Plans

AR 0520(e)

### SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

- ~~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.~~

#### ~~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.~~

Additions shown in *highlighted italic text*  
Deletions shown in ~~strikethrough text~~

## Philosophy-Goals-Objectives and Comprehensive Plans

AR 0520(f)

### SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

#### **F-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 *rating of one, two, or three stars* 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 *must have a district improvement plan if: 1) at least 25% of its schools are designated as one or two stars; 2) at least 25% of the district's students attend a school designated as one or two stars; 3) an instructional or desk audit demonstrates significant deficiencies in the domains of: curriculum, assessment policy and practice, instruction, school learning environment, professional development policy and practices, and leadership; or 4) an instructional or desk audit shows that one or more subgroups in the district is not making progress toward the subgroup's annual measurable objectives.* 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.

Additions shown in *highlighted italic text*  
Deletions shown in ~~strikethrough text~~

## **Philosophy-Goals-Objectives and Comprehensive Plans**

AR 0520(g)

### **SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT**

~~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.~~

*A district improvement plan will be prepared by the Superintendent or designee and submitted to the Department in the following circumstances:*

- 1. At least 25% of the district's schools have been designated as one- or two-star schools;*
- 2. At least 25% of the district's students attend a one or two-star designated school;*
- 3. An instructional or desk audit at the district, or its schools, demonstrates significant deficiencies in the following domains of successful schools: curriculum, assessment policy and practice, instruction, school learning environment, professional development policy and practices, and leadership; or*
- 4. An instructional or desk audit shows that one or more subgroups in the district is not making progress toward the subgroup's annual measurable objectives.*

*The district improvement plan will be developed in the same manner as school improvement plans.*

~~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.~~

## **Philosophy-Goals-Objectives and Comprehensive Plans**

AR 0520(h)

Additions shown in *highlighted italic text*  
Deletions shown in ~~strikethrough text~~

## SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

- ~~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.~~

*Added 5/04*  
*Reviewed 1/15*

Additions shown in *highlighted italic text*  
Deletions shown in ~~strikethrough text~~

**All Personnel**

BP 4112.4

4212.4

**HEALTH EXAMINATIONS**

4312.4

*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. State regulation, 4 AAC 06.050, has required physical examinations of school district employees for many years, including teachers, other employees, custodians, and clerical personnel, except those whose work does not bring them into close contact with pupils. By regulation, physical exams are required upon initial employment and every three years thereafter.*

The Superintendent or designee shall ensure that all regularly employed personnel undergo a health examination as required by law upon initial employment and every three years thereafter. The Board shall exempt from the physical examination requirement any employees whose work does not bring them into close contact with students. (4 ACC 06.050)

~~In addition, the Superintendent or designee may require applicants for employment in classified positions to undergo a preemployment physical examination to show that they are physically able to perform the duties of specific jobs.~~

~~Continuing employees shall undergo annual tuberculosis tests in accordance with law.~~

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.

(cf. 4119.41 - Employees with Infectious Disease)

**Legal Reference:**

**ALASKA STATUTE**

*14.30.075 Physical examinations for teachers*

**ALASKA ADMINISTRATIVE CODE**

*4 AAC 06.050 Physical examination of school employees*

*4 AAC 18.010 Teachers' and administrators' contracts*

*Revised 06/06*

*Reviewed 10/2007*

Additions shown in *highlighted italic text*  
Deletions shown in ~~strikethrough text~~

## Certificated Personnel

BP 4131(a)

### STAFF DEVELOPMENT

Note: 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). Effective July 1, 2016, 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.* ~~AS 14.20.680 mandates staff training on the needs of individual students who have alcohol or drug related disabilities within 45 days of first day of employment. A school district must provide annual youth suicide awareness and prevention training to each teacher, administrator, counselor, and specialist employed to serve students in grades 7-12.~~

The School Board recognizes that a competent well-trained staff is essential to carrying out its goals. ~~In compliance with federal and state law, the Superintendent or designee is to develop a plan to ensure that all teachers of core academic subjects be highly qualified by the end of the 2005-2006 school year.~~ Staff development is a necessary, continuous and systematic effort to improve district educational programs by involving all employees in activities that improve their skills and broaden their perceptions.

In order to respond directly to the needs of our students, staff development activities may address teacher qualifications, content areas, methodology, interpersonal relations between students and faculty, student growth and development, 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 the staff with *professional* development *that* ~~which~~ may include opportunities such as the following:

1. Released time and leaves of absence for travel and study.
2. Visits to other classrooms and other schools.

Additions shown in *highlighted italic text*  
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## Certificated Personnel

BP 4131(b)

### STAFF DEVELOPMENT (continued)

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.

(cf. 4116 - Nontenured/Tenured Status)

#### *Legal Reference:*

##### ALASKA STATUTES

14.08.111 *Duties (Regional School Boards)*

14.14.090 ~~Additional 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*

~~Enrolled SB 137 (2012) (uncodified law) Requiring suicide awareness and prevention training for certain school personnel~~

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 19.060 *Evaluation Training*

4 AAC 52.260 *Personnel Development*

— ~~Section 1119 of the No Child Left Behind Act of 2001, P.L. 107-110~~

Revised 3/04, 10/13

Reviewed 03/08

Additions shown in *highlighted italic text*  
Deletions shown in ~~strikethrough text~~

## Classified Personnel

BP 4222(a)

### PARAPROFESSIONALS

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

~~On January 8, 2002, President Bush signed the No Child Left Behind Act. The provisions relating to paraprofessionals in Section 1119 of the Act took effect at the time the legislation was signed. Section 1119(c) of the Act requires each school district receiving assistance under Title I to ensure that all paraprofessionals hired after January 8, 2002, and working in a program supported with funds under Title I, shall have: (1) completed at least two years of study at an institution of higher education; (2) obtained an Associate's or higher degree; or (3) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment, knowledge of, and the ability to assist in, instructing reading, writing, and mathematics, or knowledge of, and the ability to assist in, instructing reading readiness, writing readiness, and mathematics readiness as appropriate.~~

~~Section 1119(d) requires existing Title I paraprofessionals to meet these requirements by January 8, 2006. Section 1119(e) contains exceptions for paraprofessionals who are proficient in a language other than English and who provide services primarily to enhance the participation of children in programs under this part by acting as a translator, or whose duties consist solely of conducting parental involvement activities. Section 1119(f) requires that school districts, regardless of the paraprofessionals' hiring date, must ensure that all paraprofessionals working in a program supported with Title I funds have earned a secondary school diploma or its recognized equivalent.~~

The School Board favors the use of paraprofessionals and considers them to be members of a professional team dedicated to the best interests of students. By 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)*

Note: ~~NCLB outlines the permissible duties and responsibilities of paraprofessionals working in programs supported by Title I funds (or, alternatively, all paraprofessionals working in a Title I schoolwide program): (1) to provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) to assist with classroom management, such as organizing instructional and other materials; (3) to provide assistance in a computer laboratory; (4) to conduct parental involvement activities; (5) to provide support in a library or media center; (6) to act as a translator; or (7) to provide instructional services to students under the direct supervision of the teacher.~~

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.

Additions shown in *highlighted italic text*  
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## **Classified Personnel**

BP 4222(b)

### **PARAPROFESSIONALS (continued)**

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 be amicable, courteous, discrete, cooperative and dependable, to employ high ethical standards as they work with students, and to respect school rules, district policies and administrative regulations.

The 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 his/her designee and/or the staff development committee shall develop an appropriate in service program for paraprofessionals.

### **Paraprofessionals Working In Title I Programs**

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

Paraprofessionals working in a program supported with Title I funds ~~will meet the qualifications as established by federal law. In compliance with applicable legal requirements, all paraprofessionals with instructional duties that are newly hired in a Title I school program must have a secondary~~ *high* school diploma or its recognized equivalent and: (1) completed at least two years of study, *or 48 semester hours or equivalent,* at an *accredited* institution of higher education; (2) obtained an Associate's or higher degree *at an accredited institution;* or (3) *demonstrated, through formal assessment, the instructional content/assisting practice standards required by the State of Alaska* ~~met a rigorous standard of quality through a formal state or local academic assessment.~~

~~Paraprofessionals hired before January 8, 2002 have until January 1, 2006 to meet these standards. The district will not hire Title I paraprofessionals who do not meet these standards.~~

Additions shown in *highlighted italic text*

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## Classified Personnel

BP 4222(c)

### PARAPROFESSIONALS (continued)

Exception to *the above* ~~these~~ requirements may be made with regard to paraprofessionals who act as translators, *who have instructional-support duties that consist solely of parent involvement activities, or who have only non-instructional duties* ~~or who coordinate parent involvement activities.~~

#### Legal Reference:

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 04.220 Paraprofessional standards*

*4 AAC 05.080 School curriculum and personnel*

*4 AAC 52.250 Special education aides*

*4 AAC 52.255 Interpreters*

~~— Title I of the Elementary and Secondary Education Act, 20 U.S.C. § 6319, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)~~

~~— 34 C.F.R. 200.58-59 (2002)~~

##### UNITED STATES CODE

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

Revised 3/04

Additions shown in *highlighted italic text*  
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## Students

BP 5141.3(a)

### 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 upon entry into school and at regular intervals as determined by the school board. The requirement that school districts provide vision and hearing screening examinations remains. 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.* Pursuant to AS 14.30.127 districts must provide for or require each child to have a physical examination and a vision and hearing screening examination, upon entry into school or as soon as practical and at regular intervals as determined by the school board.

The School Board recognizes the importance of periodic health examinations ~~conducted according to state health regulations.~~ 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 Board shall require ~~that physical examinations be conducted, including tests for~~ vision and hearing *examinations* upon entry into school or as soon as practical.

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 or 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*

~~*14.30.120 Certificate of physical examination*~~

*14.30.127 Vision and hearing screening examinations*

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 06.055 Immunizations required*

~~*NO CHILD LEFT BEHIND ACT, Title II 1061, P.L. 107-110 (2002)*~~

Additions shown in *highlighted italic text*  
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## Students

BP 5141.3(b)

### HEALTH EXAMINATIONS (continued)

*Legal Reference (continued):*

UNITED STATES CODE

*42 U.S.C. §§ 12101 et seq. (2014)*

*20 U.S.C. §§ 1232g (2013)*

*20 U.S.C. §§ 1232h (2002)*

*29 U.S.C. § 794(a) (2002)*

*34 C.F.R. pt. 99 (2011)*

*42 U.S.C. 12101 et seq. (1997)*

*20 U.S.C. 1232g 1400 6301 et seq. (1997)*

*29 U.S.C. 794(a) (1988)*

*28 C.F.R. 35*

*34 C.F.R. pt. 99, 104, 200, 300 et seq. (1999)*

*Revised 4/04*

Additions shown in *highlighted italic text*  
Deletions shown in ~~strikethrough text~~

**Students**

BP 5141.52(a)

## **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 in 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 shall 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.*

Additions shown in *highlighted italic text*  
Deletions shown in ~~strikethrough text~~

## **SUICIDE PREVENTION (continued)**

BP 5141.52(b)

### **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.. 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. This instruction shall help students:*

*Understand how feelings of depression and despair can lead to suicide.*

*Identify alternatives to suicide and develop new coping skills.*

*Recognize the warning signs of suicidal intentions in their friends.*

*Learn to listen, be honest, share feelings and get help when communicating with friends who show signs of suicidal intent.*

*Identify community resources where teenagers can get crisis intervention help.*

Additions shown in *highlighted italic text*

Deletions shown in ~~strikethrough text~~

**SUICIDE PREVENTION** (continued)

BP 5141.52(c)

***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***

Additions shown in *highlighted italic text*  
Deletions shown in ~~strikethrough text~~

## Students

BP 5145.15(a)

### STUDENT AND FAMILY PRIVACY RIGHTS

Note: ~~The No Child Left Behind Act of 2001 significantly changed the Protection of Pupil Rights Act, a/k/a the Hatch Amendments.—The Protection of Pupil Rights Act now 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: ~~Both state and 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 which inquire into personal or private family affairs of a student which are not a matter of public record or subject to public observation will not be administered to students without prior parental consent. In addition, no student may be required to participate in a federal survey, analysis, or evaluation as part of any program administered by the U.S. Department of Education, without prior written parent permission, if that survey inquires into the following areas:~~

- ~~(1) — political affiliations or beliefs of the student or student’s parents;~~
- ~~(2) — mental or psychological problems potentially embarrassing to the student or the student’s family;~~
- ~~(3) — sex behavior and attitudes;~~
- ~~(4) — illegal, anti-social, self-incriminating and demeaning behavior;~~

Additions shown in *highlighted italic text*  
Deletions shown in ~~strike through text~~

## Students

BP 5145.15(b)

### STUDENT AND FAMILY PRIVACY RIGHTS (continued)

- ~~(5) critical appraisals of other individuals with whom students have close family relationships;~~
- ~~(6) legally recognized privileges or analogous relationships, such as those of lawyers, physicians, and ministers;~~
- ~~(7) religious practices, affiliations or beliefs of the student or the student's parent; or~~
- ~~(8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).~~

*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 and ~~which inquires into personal or private family affairs not a matter of public record or public observation,~~ 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:

- (1) how and where the parent may preview the survey;
- (2) how the survey will be administered;
- (3) how the survey results will be used;
- (4) who will have access to the questionnaire or survey; and
- (5) 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.

Additions shown in *highlighted italic text*  
Deletions shown in ~~strickthrough text~~

## Students

BP 5145.15(c)

### STUDENT AND FAMILY PRIVACY RIGHTS (continued)

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 is repealed. The requirement that school districts provide vision and hearing screening examinations remains. AS 14.30.127. 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 Protection of Pupil Rights Act states that student’s parent(s)/guardian(s) may refuse to allow their child or ward to participate in “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)

Additions shown in *highlighted italic text*  
Deletions shown in ~~striketrough text~~

## Students

BP 5145.15(d)

### STUDENT AND FAMILY PRIVACY RIGHTS (continued)

#### 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. Option 1 prohibits the collection of personal information from students for marketing purposes. Option 2 retains this option and contains the required notice provisions.

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.

Additions shown in *highlighted italic text*  
Deletions shown in ~~strike through text~~

## Students

BP 5145.15(e)

### STUDENT AND FAMILY PRIVACY RIGHTS (continued)

#### *Legal Reference:*

##### ALASKA STATUTES

*14.03.110 Questionnaires and surveys administered in public schools.*

*14.30.070 Physical Examination required.*

*14.30.127 Vision and hearing screening examinations.*

##### UNITED STATES CODE

*20 U.S.C. 1232(h) **Protection of Pupil Rights Act** (~~Hatch Amendments~~)*

~~*No Child Left Behind Act, Title II, § 1061, P.L. 107-110 (2001), amending the Protection of Pupil Rights Act, 20 U.S.C. § 1232(h)*~~

~~*Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994)*~~

*Revised 4/04*

Additions shown in *highlighted italic text*  
Deletions shown in ~~striketrough text~~

## Instruction

BP 6020(a)

### PARENT INVOLVEMENT

*Note: The following policy implements AS 14.03.016 which requires school districts to have policies promoting the involvement of parents in the education program. For those districts receiving Title I funds, a policy on parental involvement is mandatory. (See BP/AR 6171)*

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

*In exercising their roles in the education of their students, parents/guardians have the following specific rights:*

- A. The right to object to and withdraw their student from a standards-based assessment or test required by the State of Alaska.*
- B. The right to object to and withdraw their student from an activity, class or program.*
- C. The right to be notified at least two weeks before any activity, class, or program is provided to their student that includes content involving human reproduction or sexual matters, except this right does not extend to training provided to students on awareness and prevention of sexual abuse, sexual assault, and dating violence and abuse.*
- D. The right to withdraw their student from an activity, class, program, or standards-based assessment or test required by the State of Alaska for a religious holiday, as defined by the parent/guardian.*
- E. The right to review the content of an activity, class, performance standard or program.*

*In exercising the rights above, parents/guardians must object each time the parent/guardian wishes to withdraw their student from an activity, class, program, or standards-based assessment or test required by the State of Alaska. Categorical objections and withdrawals from all activities, classes, programs, or assessments are not permitted.*

*Students will not be penalized when withdrawn by parents/guardians from an activity, class, program, or standards-based assessment or test. Absences based on parent objection and withdrawal will be excused and, as appropriate, alternative work assigned.*

*(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence and Prevention)*  
*(cf. 6141.2 – Recognition of Religious Beliefs and Customs)*  
*(cf. 6142.1 – Family Life/Sex Education)*  
*(cf. 6142.2 – AIDS Instruction)*  
*(cf. 6162.5 – Standardized Testing)*

Additions shown in *highlighted italic text*  
Deletions shown in ~~striketrough text~~

## **Instruction**

BP 6020(b)

### **PARENT INVOLVEMENT**

Teachers and parents/guardians can better understand and meet student needs if they work together. Teachers, administrators and parents have a responsibility to the students to practice and model good communication skills which support classroom learning. *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.* ~~Administrators, teachers and parents must discuss and align classroom learning with effective family management techniques and skills in order to maximize student learning of curricular materials as well as communication skills.~~ 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 - Title 1 Programs)*

#### **Legal Reference:**

##### **ALASKA STATUTES**

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

**14.30.361 Sex education, human reproductive education, and human sexuality education**

**14.30.355 Sexual abuse and sexual assault awareness and prevention**

**14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices**

*Revised 1/04*

Additions shown in *highlighted italic text*  
Deletions shown in ~~strike through text~~

## Instruction

BP 6141.2(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. In addition, AS 14.30.016 allows parents to withdraw their child from an activity, class, program, or state standards-based assessment for a religious holiday, as defined by the parent.* ~~As a condition of receiving Title I funds, school districts must annually certify, in writing, to the Dept. of Ed 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 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 Board not to prevent, or otherwise deny participation in, constitutionally protected prayer in the schools, consistent with guidance issued by the U.S. Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

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

*(cf. 6020 – Parent Involvement)*

Staff members shall be sensitive to their obligation not to interfere with the philosophical/religious development of each student, in whatever tradition the student embraces. Students may voluntarily pray at any time before, during, or after the school day when not engaged in instruction or other school activities, subject to the same rules of order that apply to other student activities. School-sponsored programs should not be, nor have the effect of being, religiously oriented or a religious celebration.

Additions shown in *highlighted italic text*  
Deletions shown in ~~striketrough text~~

## **Instruction**

BP 6141.2(b)

### **RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS**

(cf. 5113 - Absences and Excuses)  
(cf. 5145.2 - Freedom of Speech/Expression)  
(cf. 6115 - Ceremonies and Observances)  
(cf. 6144 - Controversial Issues)

#### *Legal Reference:*

##### ALASKA STATUTES

*14.03.090 Sectarian or denominational doctrines prohibited*

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

##### UNITED STATES CODE

*Elementary and Secondary Education Act,*

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

*~~NO CHILD LEFT BEHIND ACT, 9524, P.L. 107-110 (2002)~~*

*Revised 8/04*

Additions shown in *highlighted italic text*  
Deletions shown in ~~strikethrough text~~

## **Instruction**

BP 6142.1(a)

### **FAMILY LIFE/SEX EDUCATION**

Note: For districts receiving federal funds, section *7906 of the Every Student Succeeds Act* ~~9526 of the No Child Left Behind Act~~ sets limitations on how districts approach sexual subject matter and sex education. The law requires that federal funds not be used to (1) develop or distribute products or programs that encourage or promote sexual activity, (2) distribute or aid in the distribution by any organization of obscene materials on school grounds, (3) provide sex education or HIV prevention education unless that instruction is age appropriate and emphasizes abstinence, or (4) operate a program of contraceptive distribution in schools. Non-federal funds may be used for these activities.

The School Board believes that a wholesome, well-planned developmentally appropriate 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. 6020 – Parent Involvement)*

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6142.2 – AIDS Instruction)*

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

*Classes or programs in sex education, human reproduction education, or human sexuality education may only be instructed by a certificated teacher employed by or contracted with the district, or by an individual approved by the School Board who is supervised by a certificated teacher of the district.*

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

*Before curriculum, literature, or materials related to sex education, human reproduction education, or human sexuality education may be used in a class or distributed in a school, the materials shall be approved by the School Board and made available for parents to review.*

Additions shown in *highlighted italic text*  
Deletions shown in ~~strike through text~~

## **Instruction**

BP 6142.1(b)

### **FAMILY LIFE/SEX EDUCATION (continued)**

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 *at least two weeks* before students are offered any instruction, *description, illustration, or discussion on human reproduction or sexual matters, including* ~~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, *may review the credentials of any presenter who is not a certificated teacher of the district, and that they may request in writing that their child not attend the class.* ~~and that parental permission in writing will be required for their child to attend the class.~~ At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction, *except for awareness and prevention training provided to students concerning sexual assault, sexual abuse, and dating violence and abuse.* ~~Alternative study arrangements shall be made for students whose parents/guardians do not grant written permission to receive the instruction.~~

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

*(cf. 6020 – Parent Involvement)*

#### *Legal Reference:*

##### ALASKA STATUTES

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

*14.30.361 Sex education, human reproductive education, and human sexuality education*

*14.30.355 Sexual abuse and sexual assault awareness and prevention*

*14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices*

*14.30.360 Curriculum*

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

##### UNITED STATES CODE

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

*Revised 4/04*