

# Southeast Island School District



# Student Handbook

2019-2020 School Year  
Sherry Becker, Superintendent

## **VISION STATEMENT**

Students are equipped to realize their dreams and aspirations

## **MISSION STATEMENT**

Together we will foster student skills to achieve their goals and adapt to an ever changing world.

**This handbook belongs to:** \_\_\_\_\_

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## FORWARD

The purpose of this handbook is to provide parents and students with basic information about programs, policies, and procedures in the Southeast Island School District.

We strive to recognize the values and individualism all Alaskan families cherish and have no interest in stifling the independence and self-reliance our students need to make a life in Southeast Alaska. However, no individual has the right to interfere with the learning of another, and all students have the right to feel safe while striving to reach their highest potential. Any school must establish guidelines in order to protect individual rights and no handbook can cover every possible issue that could arise. There will be issues we have failed to address, and no situation is ever simple. This is a living document that we review yearly. We welcome your feedback on areas that need attention. Anything not covered by this document will be resolved at the discretion of the administration.

Our staff works very hard to make education as relevant and useful as possible. Our challenge is to help students acquire the tools they will need in our changing world. We maintain high expectations and constantly review how best to help our students gain essential skills.

In order to provide your child an equal opportunity to classes during the regular school year, please limit any family/personal trips to scheduled breaks in the school year. One critical time is during our State testing (testing window dates are listed ~~under the Assessment section~~ on the Department of Education and Early Development website: [https://education.alaska.gov/tls/assessments/pdf\\_files/5-year-assessment-calendar.pdf](https://education.alaska.gov/tls/assessments/pdf_files/5-year-assessment-calendar.pdf)). If all students participate in the State testing it makes a significant difference for the district in funding a variety of programs and ~~achieving a proficiency rating of performing to a level indicating 3-stars-or-above~~ Universal Support. Therefore we ask that all students be present during these testing weeks.

As your child's first and most important teacher, your interest is vital. We encourage your involvement in the classroom and welcome your feedback. In fact, with declining revenues, parent volunteers are essential if we are to maintain the high level of education and individualized instruction and opportunities we have come to expect.

We are excited to begin a new year and look forward to working with you. Further details on items in this handbook may be obtained by talking to the Lead Teacher or Principal of your school. School Board Policy, Advisory School Council responsibilities, and assorted forms and documents are referenced throughout this handbook. A copy of anything referenced here is available at each school.

## **SOUTHEAST ISLAND SCHOOL DISTRICT STRATEGIC PLAN**

We can be proud of what we achieve in Southeast Island School District. Our entire plan is reviewed yearly by the School Board with the common goal of doing what is best for students. The plan is available through your lead teacher or on our website at [www.sisd.org](http://www.sisd.org). Included here is Strategy #1 and the specific objectives.

Strategy #1: Collaborate with Stakeholders to improve achievement for all students.

- Provide stakeholders with resources and support to achieve student success.
- Encourage consistent school attendance and timely graduation.
- Refine the SISD instructional model under the direction of the curriculum content committees.

## **PARENTAL INVOLVEMENT AND TITLE I**

Southeast Island School District receives Title I funding for those schools falling within the low-income guidelines. This money is used to enhance the educational programs and improve student success, especially for those students struggling to meet the state standards.

Each school that is designated as a Title I school will develop a school-wide plan in consultation with parents, community members, teachers, principals and administrators, and when appropriate, students. This plan will be in effect for the duration of the school's participation as a school-wide program and will be reviewed annually and updated as necessary.

All Title I schools must support and improve parent involvement. A Parent Involvement Handbook will be reviewed each year by the school site Advisory School Councils (ASCs)

Parent volunteers enhance opportunities for learning in today's classroom by increasing the effectiveness of individual pupil learning. SISD Schools have a continuing need for volunteers. Please contact your school for more information about volunteering. For more information regarding the Advisory School Council (ASC) in your child's school, please contact the lead teacher at your school and consult the index for further information in this booklet.

## **SCHOOL HOURS**

The Alaska Department of Education has approved a 4-day school week for Southeast Island School District schools with the following schedule: students attend school Monday – Thursday for 146 days. Students in kindergarten attend school for at least 5 hours + 5 minutes per day plus lunch. Students in grades 1 – 12 attend school for 7 hours per day plus lunch. The regulation day for students kindergarten through the third grade is 4 hours for students on a five-day school week and 5.25 hours/day for students on a four-day school week. Students above the third grade are required to attend five hours a day on a five-day school week and 6.25 hours a day on a four-day school week. Successful schools must find ways to maximize teacher contact time while allowing time for training, collaboration, parent and agency communication. We strive to keep students in school as much as possible, this is one of the ways we continue to be one of the rare rural districts meeting State goals for academics year after year.

## SCHOOL SCHEDULES

### Barry C. Stewart Kasaan (4 day school week)

<b>Monday-Thursday</b>	<b>8:00 AM to 3:30 PM</b>
Breakfast	7:30 AM to 7:55 AM
Lunch	11:35 AM to 12:05 PM

### Hyder (4 day school week)

<b>Monday-Thursday</b>	<b>9:00 AM to 4:30 PM</b>
Breakfast	8:30 AM to 8:55 AM
Lunch	12:30 <del>35</del> AM to 1:00 <del>05</del> PM

### Hollis (4 day school week)

<b>Monday-Thursday</b>	<b>8:00 AM to 3:30 PM</b>
Breakfast	7:45 <del>30</del> AM to 7:55 <del>58</del> :00 AM
Lunch (preK-8)	11:45 <del>35</del> AM to 12:15 <del>05</del> PM
Lunch (HS)	12:15 PM to 12:45 PM

### Coffman Cove (4 day school week)

<b>Monday-Thursday</b>	<b>8:00 AM to 3:30 PM</b>
Breakfast	7:30 AM to 7:55 AM
Lunch	11:35 AM to 12:05 PM

### Naukati (4 day school week)

<b>Monday-Thursday</b>	<b>8:00 AM to 3:30 PM</b>
Breakfast	7:30 AM to 7:55 AM
Lunch	11:35 AM to 12:05 PM

### Port Alexander (4 day school week)

<b>Monday-Thursday</b>	<b>8:00 AM to 3:30 PM</b>
Breakfast	7:30 AM to 7:55 AM
Lunch	11:35 AM to 12:05 PM

### Thorne Bay (4 day school week)

<b>Monday-Thursday</b>	<b>8:00 AM to 3:30 PM (1<sup>st</sup> -12<sup>th</sup> grade)</b>
	<b>8:00 AM to 1:35 PM (Kindergarten)</b>
Breakfast	7:30 AM to 7:55 AM
Lunch:	
Kindergarten – 1 <sup>st</sup> -4 <sup>th</sup> Grade	11:05 AM – 11:35 AM
HS & MS	11:35 AM to 12:05 PM
2 <sup>nd</sup> -5 <sup>th</sup> – 6 <sup>th</sup> Grade	12:05 PM– 12:35 PM

### Whale Pass (4 day school week)

<b>Monday-Thursday</b>	<b>8:00 AM to 3:30 PM</b>
Breakfast	7:30 AM to 7:55 AM
Lunch (elementary)	11: 00 AM to 11:30 AM
Lunch (MS/HS)	11: 35 AM to 12:05

# Southeast Island School District

## Administration

Superintendent/ <a href="#">Special Education Director</a> .....	Sherry Becker
Assistant Superintendent/TB Principal <del>/Curriculum/Prof Dev</del> .....	Alan Schwab
Assistant Principal/Coordinator/ <a href="#">Prof Dev/Curriculum</a> .....	Charles Becker
Assistant Principal .....	Shane Scamahorn
Executive Assistant/Human Resources .....	Chris Page Haufe
State and Federal <a href="#">Programs/Grants/Migrant Ed/Ag Program</a> .....	Brian Krosschell
Technology Coordinator/Webpage Manager.....	Airica Tripple
Maintenance Director.....	Branzon Anania
Activities Director .....	Janelle Wehrman
Business Manager .....	Lucienne Smith
Payroll/Accounting/ <a href="#">Fixed Assets</a> .....	Margie Eads/ <a href="#">Karen Clark</a>
Travel/Purchasing/Accts. Payable/Maintenance Data/ <a href="#">Vehicles</a> .....	Terri Kohn
District Library/Curricular Resources/ <a href="#">Food Service Programs</a> .....	Amanda Blankenship
Thorne Bay School Secretary/Immunizations/ <del>Vehicles</del> /District Registrar .....	Janelle Wehrman
Title VI of the Civil Rights Act of 1964 .....	Chris Page Haufe
Title XI of the Education Amendments of 1962 .....	Alan Schwab
Section 504 of the Rehabilitation Act of 1973.....	Sherry Becker
Title II of the Americans with Disabilities Act of 1990 .....	Sherry Becker

## COMPULSORY ATTENDANCE

AS 14.30.010

Every child between seven and sixteen years of age shall attend the public school in the district in which the child resides during each school term. Children 6 years of age on or before September 1 and children under 20 are of school age.

For students who have not yet graduated from high school with a regular diploma, the District's obligation to provide special education services to an eligible student who is age 21 by the first day of the school term continues for the entire school year, even if the student's 22nd birthday occurs during the school year.

AS 14.30.030

The parent/guardian is responsible for regular attendance. A person who knowingly fails to comply with AS 14.30.010 is guilty of a violation and each five days of unlawful absence is a separate violation. Each school district is required to establish procedures to prevent and reduce truancy.

## ENTRANCE AGE

BOARD POLICY 5111(B)

Our schools provide educational experiences for all students who are developmentally ready to enter school. Students enter into our school system at kindergarten and progress through our curriculum model as is developmentally appropriate.

A child five years of age on or before September 1 may be admitted to kindergarten. The Board authorizes the admission of students under school age who exhibit the ability to perform satisfactorily, including advancement through the curriculum or grade level by the following year. Students under school age who were previously enrolled in public school shall be admitted to school at the level determined by the Superintendent or designee.

Parents of a four-year-old child may request early admission if the birthday occurs by August 15. Every four-year-old seeking early admittance will be tested using the current version of *The Brigance Diagnostic Inventory of Early Development/Early Childhood Screen* (Brigance). The Special Education teacher or trained general education teacher designee will administer this test at your school. Only a passing score on the Brigance will allow a student to advance the following year. ~~No four-year-old will be denied admission.~~

The Brigance was designed for use with children below the developmental level of seven years. ~~Any four-year-old with a score of 90 on the Brigance will be admitted with the presumption that the child could perform at the level of a five-year-old and advance the following year. A student with a score of less than 90 on the Brigance will remain in kindergarten the following year.~~ The assessment instrument measures fine and gross motor skills, vocabulary, and number concepts: prerequisites for school and school readiness. ~~It provides the following:~~

- ~~• Determines the developmental or performance level of the child;~~
- ~~• Identifies areas of strength and weakness;~~



- ~~Identifies instructional objectives at the child's level of development, which are needed to guide the growth of the child; and~~
- ~~Serves as a record keeping system.~~

Students with an Individual Education Program (IEP) can receive services as three-year-olds. Students under school age who were previously enrolled in public school shall be admitted to school at the level determined by the superintendent or designee. Admission requires superintendent or designee approval. There will be no consideration for early entry of four-year-olds after the third week of September.

## **PROGRESS REPORTING**

Aside from the many phone calls, notes, and class work folders being sent home, written progress reports are sent home at the end of each quarter. If a parent or teacher feels that a conference is necessary, it should be arranged as soon as possible so that we will be able to work together to help your child. If you have any questions pertaining to your child's progress or the instructional program in which he/she is involved, please do not hesitate to contact the teacher and request a conference. In addition to regular progress reports and conferences, teachers are expected to make contact with the parent/guardian when passing a class is in peril and when behavior is affecting performance. There should be no surprises. The district strives for clear and open communication.

## **INCOMPLETE SCORES**

We strive to give students every opportunity to succeed. Students failing a 9-week course will only have additional time to correct the problem if there are documented health concerns or other unusual and excusable circumstances that have impacted recent attendance or performance. The maximum allowable extension is 15 school days. If work is not satisfactorily completed within the allowed time, the grade will revert to what it would have been without the time extension. There will be no further opportunity to improve the grade. Failure to complete assignments is not acceptable as a reason for an incomplete. Not every course is offered every year. The older the student, the more essential that the course be passed the first time, as failure may require additional time in school or the purchase of acceptable replacement courses. No outside course will be accepted for credit without prior permission from the principal. The district takes no responsibility for the cost of these courses.

## **CREDIT FOR REPEAT COURSES**

With the approval of the principal, a student may repeat a course in order to raise his/her grade. The highest grade received will be the permanent grade on the student's transcript. The lower grade will be changed to NC – No Credit and remain on the transcript. This is only possible if repeating the course in the same way it was first taken, and if the course is offered again. For instance the content of a purchased course would be different than what was offered in the classroom. In that case both grades would remain, although only one of the two could be used for a graduation requirement. Any ties for academic awards at graduation will be settled with preference given to the student without repeated courses.

## AWARDING CREDIT

Course grades will be averaged based on the length of the course. A course completed in 18 weeks will have a grade with .50 credits awarded. A semester long course will average the two 9 week report card grades. A yearlong class will be broken into two semesters and a final grade will be calculated on the report card. A failed semester grade will remain on the transcript. That grade will be averaged into the GPA until the course is repeated. In cases where the failure would require a modest amount of additional work, a parent request must be made within two weeks of notice of the failure. The Correspondence teacher will take responsibility for the additional work. Once a course of action is determined the home teacher will have no further responsibility for the class.

It is not uncommon to have a course meet less frequently, and be awarded 0.25, 0.50, or 0.75 credits after the entire school year. Any class that deviates from the norm will be identified in the comment section of each report card. Credits will normally be limited to 6 each year. Seniors may exceed this number in order to graduate on time. No student may exceed 7 credits without administrative review.

## RETENTION

The School Board recognizes that research indicates very few children benefit from being retained. The superintendent or designee shall promote alternatives to retention. Early intervention, cooperation between the teacher and the parents, and regularly scheduled reviews of attempted interventions are our best defense against a step that seldom improves achievement. The exception can be with students ~~that~~ who enter early as four year olds. These students are admitted with the expectation that they can perform with students a year older. These students will be monitored closely and evaluated each April.

A teacher believing that retention is necessary will facilitate a meeting to consider the child's academic, social, and emotional performance. This meeting will take place during the first week of May and must be resolved before the last day of student attendance. In attendance will be the parent/ guardian, principal or designee, lead teacher, and primary teacher. Also present may be a Special Education teacher or other agency representative involved in the student's education. Before retaining a student, the principal or designee shall determine that:

- The student has not met grade-level standards of expected student achievement;
- Remedial help for the student has not sufficiently prepared the student for advancement;
- An effective plan is in place to meet the student's needs in addition to retention; or
- Retention will serve some purpose beyond punishment and improve the chance of school success.

Parental agreement is necessary for any change of placement, with the exception of the high school year (freshman, sophomore, junior and senior). These labels are dictated by the total credits earned, and may impact testing and graduation dates. For instance, remaining a freshman due to a lack of credits is not considered retention. See high school graduation requirements for further detail. Where attendance is a primary factor,

a review of past interventions and a consideration of more assertive measures will be considered.

### **CREDIT FROM OTHER PROGRAMS**

Middle school students are encouraged to take challenging courses enabling them to advance beyond the minimum expectations for graduation. High school credit is not awarded for courses completed during middle school. No student will be denied access to challenging work regardless of age, and it is possible that middle school students may be in classes with high school students.

### **PASS THE CLASS THE FIRST TIME**

Due to the difficulty of offering every possible course every semester, success when a course is offered is essential. Regular attendance, frequent communication between parent and the teacher, and understanding that with age comes more homework and responsibility, are all critical elements. Not every course will be offered every year, and there may be situations where a student would have to take a course either through Correspondence, or at their own expense, in order to graduate on time.

### **VIDEO TELECOMMUNICATION (VTC)**

SISD offers some of our higher-level courses through Video Telecommunication (VTC). This capability also provides opportunities for courses otherwise available at only one site. VTC courses are taught by highly qualified teachers at one site and delivered to the other sites. In all cases, students at remote sites will be monitored and assisted by a staff member in the room. Included are several expectations that make success possible:

- If responding with more than a one-word answer, turn on the video so others may see you.
- Keep the microphone on mute except when speaking.
- When there are several sites involved, turn your camera to auxiliary (aux) when not speaking.
- If there are only two sites involved, leave your camera on.
- Roll will be taken at the beginning of class. If you join late, indicate your presence at the earliest opportunity.
- You must check email regularly and have what you need for class.
- Work must be completed on time.
- Attendance is critical. Poor attendance makes completion unlikely.
- If a classmate is absent, record the presentation for later use. (Video tapes will be available at all sites.)

An aide or teacher will be present during these classes whenever possible. This staff member will be responsible for on-site preparation, daily grading, attendance, completion of work, and awarding a daily participation grade as outlined by the course instructor. The aide will monitor assignments and communicate with the instructor to assure the best service for our students.

Students lacking self-discipline or having attendance issues, including family trips and sports, have a hard time passing these classes. Remember that with any absence of

more than a day, increased communication between the parent/guardian, student and teacher is essential. These courses are not offered every year and failure may require taking a correspondence course from SISD, or taking a purchased course.

### **SISD CORRESPONDENCE PROGRAM**

Southeast Island School District offers a correspondence program for students living in remote areas of our district where traveling to school is unrealistic. The program is also available for students needing to make up credits. Students having a difficult time with attendance or behavior at our schools may be assigned to this program following other attempted interventions. No new courses will be offered after the start of the 4<sup>th</sup> quarter. Students not already enrolled in one of our schools must be signed up by September 15 of that school year. The program will not be used as preparation for the G.E.D. Any student wishing to participate in extra-curricular or co-curricular activities must be successfully working in their courses.

Students must turn in work every week. The teacher will notify the parent if no work has been returned by the second week and the student will be dropped at the end of the third week if no school work has been completed and turned in. Students under the age of 16 will be referred to Social Services for failing to participate in school. If dropped, readmission to the program will require a meeting of the parents/guardians, student, correspondence teacher and principal or designee.

### **COLLEGE COURSES FOR DUAL CREDIT**

Students who choose to pursue an independent study college course may take the course of their choice. Students may receive dual credit for the course if pre-approved by an SISD principal or designee. Students will be allowed to have this course in their schedule during the regular day if there is a teacher available for supervision during the period. SISD takes no responsibility for the cost of these programs unless a student has exhausted all possible credit opportunities with SISD. Tuition (up to \$250 per course) will be reimbursed only upon successful completion and only with prior permission from the principal or lead teacher.

### **UNIVERSITY OF ALASKA'S SCHOLAR AWARD**

Calculation of grade point average (GPA) will occur at the end of the junior year for the purpose of determining the recipients of the UA Scholar's Award (top 10% of class) and will be based on the same grades as listed for valedictorian/salutatorian. The Lead Teacher is responsible for submitting names at the end of the junior year, and for submitting any changes for the scholarship at the beginning of the senior year. The determination for this award is based on the following criteria:

1. Highest overall GPA at the end of junior year
2. Lowest number of repeated courses
3. Highest score on the SAT or ACT or Work Keys Tests (Must compare like tests)
4. Total Credits Earned
5. Honors and College Dual Credit Courses (highest number of these)
6. Service Learning and Community Service

The determination is made by starting at the first criterion. The next criterion is only evaluated if there is a tie or conflict on the preceding criterion. UA Scholar is the

student who ranks 1st using this method. Only juniors on track to graduate on time will be submitted. A student requesting early graduation will not displace a senior graduating on time.

## POST-SECONDARY EDUCATION

Information about colleges, technical and vocational schools is available through your lead teacher or principal. Together with your parents and high school teacher, you can begin planning your future with help of this information. For those who plan to continue studies after high school graduation, there are a number of scholarships and student loans available to help you financially. Seniors must allow time for this paperwork and research. It is the student's responsibility to complete applications for financial assistance, and plan for a smooth transition to whatever school or career path desired. Taking classes in Language Arts and Math beyond our minimum expectations for graduation will greatly improve your opportunities.

## HIGH SCHOOL GRADUATION

### BOARD POLICY 6146.1

A student with a minimum of 24 credits covering all required courses and having passed taken a state approved College Career Readiness Assessment (CCRA) or received a waiver from the School Board is eligible for a diploma. Depending on the school, students could have opportunity to earn as many as 28 credits during high school. Students are discouraged from early graduation. Our changing world requires all of the skills and maturity a student can acquire.

## EARLY GRADUATION

On occasion, early graduation requests will be awarded-granted for-to students with a further education plan who are 17 years of age with-a-further-education-plan and have not completed their senior year. This process begins with the Lead Teacher or Principal and requires School Board approval following a student presentation to the School Board. The student will also submit an application packet to the Board that includes at least the following: current transcripts, a letter from the student that includes evidence of future plans such as acceptance into a post secondary career option, and recommendation letters from teacher(s), lead teacher or principal, and parent(s)/guardian(s). The presentation must be made by the November School Board meeting; the application packet must be submitted at least five-ten days before this meeting. The student does not have to be physically present at the meeting, but rather can address the School Board through Video Teleconferencing (VTC). Meeting minimum graduation requirements is not considered a reasonable excuse for early graduation.

## CREDITS REQUIRED FOR CLASS RANKING

Once a student reaches the 9<sup>th</sup> grade, credits determine class standing.

<b>Freshman</b>	9 <sup>th</sup> grade	1-6 credits
<b>Sophomore</b>	10 <sup>th</sup> grade	7-12 credits
<b>Junior</b>	11 <sup>th</sup> grade	13-18 credits
<b>Senior</b>	12 <sup>th</sup> grade	19-28 credits

## CREDITS REQUIRED FOR GRADUATION

CREDITS	SUBJECT
4	Language Arts
3	Science
3.5	Math (Algebra 1)
1	Physical Education
1	Health
3	Social Studies (U.S. History/World History/Government/Alaska History)
0.5	Work Skills
8	Electives (strongly recommend at least 1 credit of World Language)
Total = 24 credits	

## VALEDICTORIAN/SALUTATORIAN

Determination of valedictorian and salutatorian are made based on the following criteria:

1. Highest overall GPA at the end of third quarter of the student's senior year
2. Lowest number of repeated courses
3. Highest score on the SAT or ACT or Work Keys Tests (Must compare like tests)
4. Total Credits Earned
5. Honors and College Dual Credit Courses (highest number of these)
6. Service Learning and Community Service

The determination is made by starting at the first criterion. The next criterion is only evaluated if there is a tie or conflict on the preceding criterion. Valedictorian is the student who ranks 1<sup>st</sup> using this method. Salutatorian is the student who ranks 2<sup>nd</sup> using this method.

## GRADUATION CEREMONIES

AS 14.03.075

High School graduation ceremonies will be held to recognize those students who have successfully completed the district requirements. Students who have completed all credit requirements of the district, but have not successfully passed the state required College Career Readiness Assessment (CCRA) may participate in the activities, but will be awarded a "Certificate of Achievement" instead of a diploma, as prescribed by law. The superintendent or designee may deny a student the privilege of participating in graduation or promotion activities because of misconduct. The graduation ceremony may be used to recognize the accomplishments of younger students and to recognize alternative methods of graduation.

## HIGH SCHOOL GRADUATION EXIT EXAMS

Taking a high school College Career Readiness Assessment (CCRA) is required [unless a waiver has been granted by the School Board](#). The State will accept the ACT, SAT, and or Work Keys Assessments as CCRA's. There are no minimum passing requirements set by the State for these CCRA's.

## **SUMMER PROGRAMS**

Summer opportunities are tied directly to available grants. While our priority is to fund educational opportunities targeting specific needs shown through testing results, the focus of these opportunities vary with the requirements of available funding.

### **ACADEMIC SUMMER SCHOOL**

We strive to offer summer opportunities for students to improve their academic skills. These are generally targeted to opportunities that usually will not yield high school credit. We evaluate test results yearly to determine the academic focus for any summer opportunities.

### **SUMMER CAMPS AND SERVICE LEARNING**

When grant funding allows, we offer summer camps. These generally have a service learning component and take advantage of our bicycles and kayaks.

## **FOOD SERVICE**

During the school year, we offer breakfast and lunch free of charge for all students attending schools that offer these meals in our district. Currently, we do not turn away any students from this program; however, we do need all parents to complete the necessary paperwork regardless of whether the student will qualify. The statistics gathered from this paperwork are crucial if we are to keep the grants we have and if we hope to get other grants that require those numbers. Another critical issue is that if we are to keep this free service, students need to use it. We encourage your feedback on the program so that we can better meet the needs of our students and keep the program. Do not hesitate to contact Food Service staff or the Director if you have questions or concerns. We appreciate and encourage your cooperation.

## **COUNSELING AND GUIDANCE**

Each year, information on career planning is distributed to the high school students in the district. Students will be provided opportunity to take the SAT, and PSAT exams. Students are responsible for exam fees and transportation to and from the testing site. Financial aid information is made available to all students. This information includes grants, scholarships, and loans.

Southeast Island School District does not have psychologists, physical therapists, occupational therapists or speech and language specialists on staff. Specialists required to meet Individual Education Programs (IEP) are contracted as needed. Students or families needing these services are referred to outside agencies.

## **CRISIS INTERVENTION**

During a school crisis (suicide attempts or other traumatic community event), schools will follow direction given in the district and school Crisis Plans. You can review the district Crisis Plan by checking in with your lead teacher or Principal.



## **LEAVING SCHOOL PROPERTY FOR LUNCH**

No school or class may be dismissed before the regular hour for dismissal without the approval of the superintendent or designee except in case of an emergency. Students shall remain on the school premises during the hours school is in session, including the lunch break, unless specifically authorized by the lead teacher or principal to do otherwise. Leaving campus for lunch is a privilege and is not considered a right. Ultimate responsibility for the decision of an open campus rests with the local ASC.

## **DUE PROCESS AND APPEAL**

Due Process is a procedure, which the Supreme Court has directed to be a part of any school policy and procedures dealing with student rights. "Due Process" recognizes the right of the student to appeal a decision made by the Administration. The "Due Process" steps below outline a procedure for a student and his or her parents to follow in appealing decisions relating to rule infractions. It is understood that the student and parents will be expected to follow the "Due Process" procedures to insure that all student rights are acknowledged under the law.

It is the role of the School Board to serve as the supreme and impartial authority for the school district during a formal hearing. The School Board will consider all facts and information. The decision of the School Board will be final. The student parent/guardian/caretaker will be notified in writing within three school days of the decision of School Board.

For the sanctions of in-school suspension (ISS) and/or detention assigned by the lead teacher, any student will have the opportunity to explain his/her conduct to the principal. An additional conference/hearing with the principal can be requested. Until the ISS is served, or the appeal is won, there will be no school attendance. There is no appeal beyond the principal for ISS or detention.

For the sanctions of short-term school suspension (10 days or less) assigned by the lead teacher, the student will have the opportunity to explain his/her conduct to the principal prior to imposition of the sanction. If not successfully resolved, an informal hearing will be held within 24 hours. The principal will order a short-term suspension from school to begin immediately and it will remain in effect until the appeal hearing.

Students/parents dissatisfied with the imposition of discipline following a hearing with the principal may request a hearing before the superintendent by submitting a written request within one (1) school day of the imposition of discipline. (This step is not available to challenge ISS or lesser detentions.)

Students/parents dissatisfied with the imposition of discipline following a hearing with the superintendent may request a hearing before the School Board, by submitting a request within three (3) days of the superintendent's decision. Long-term suspension (more than 10 days) and/or expulsion may be ordered only by the School Board after a formal hearing. A return to school is contingent upon the School Board's satisfaction that the cause for long-term suspension or expulsion has been remedied. All procedures in School Board Policy are the minimum standards for imposing discipline. More formal procedures may be invoked under special circumstances.



## RIGHT TO PARTICIPATE

No student shall be denied the right to participate in any school activity solely on the basis of gender, age, race, color, national origin, religion, disability, marriage, or pregnancy, nor shall students be denied the right to participate as a method of collecting fines or fees.

Activities requiring travel of any sort (walking, bus, car pool, air, or ferry) will require that students maintain high behavioral, attendance, academic, and self-discipline standards. Persistent difficulties with behavior or problems with attendance may lead to a student remaining behind. A teacher can deny access to a student with prior notice to the parent/guardian, lead teacher, and principal.

**See Notice of Discrimination in Appendix**

## MATERIALS & EQUIPMENT

Textbooks, workbooks, computers, and instructional equipment are supplied and maintained by the District. Students are expected to furnish their own general supplies, including pencils and notebooks. The lead teacher is authorized to provide materials, including general supplies, for students who are unable to pay. Students shall not be charged for any required activities held during school hours. Schools may charge for:

- Costs and materials used for vocational course projects that will become the property of the student;
- Lost and damaged books, materials, supplies, and equipment including computers.

Students are responsible for the care of their materials and any equipment they are using. Students are required to sign a computer use agreement form outlining appropriate use and will sign out specific textbooks and equipment. Students are not held liable for normal wear and tear on items in their care but will be charged for the repair or replacement due to damage caused by student negligence, vandalism or loss. Replacement cost for textbooks and computers will reflect actual cost of replacement and not the initial cost to the district. Transcripts will not be released until all fines or fees are paid.

## SISD MODEL OF INSTRUCTION

### ELEMENTARY-MIDDLE SCHOOL

SISD recognizes grades for chronological and state reporting purposes. Proficiency is set at 70% and mastery at 80%. Standards are identified for each grade level and students are assessed using multiple methods. These methods may include, but are not limited to contextual, analytical, and ~~skills-based~~ skills-based tests. Summer school opportunities may be offered to students who fail to meet their current grade level standards or are at risk of not meeting their future grade level standards.

### HIGH SCHOOL

Credit earning courses start at 9<sup>th</sup> grade and continue through 12<sup>th</sup> grade. Multiple assessments are also expected at the secondary level. Good attendance and persistent daily effort are essential for success.

# EXTRA CURRICULAR ACTIVITIES

## EXTRA-CURRICULAR ACTIVITIES

Students may participate in extracurricular activities if eligible based on performance, attendance, and behavior. Students are expected to meet the financial obligations of travel not covered by the school district. All travel costs not covered by the School District or local ASC will be the responsibility of the student or parent. The student/parent is expected to provide money for meals, snacks, and emergencies.

Students will be transported to school sponsored activities from the school and returned to the school. The parent/guardian is expected to provide transportation from home to the school and from the school to the home. There is no transportation provided to or from practice.

A student becomes ineligible for interscholastic competition regulated by the Alaska School Activities Association (ASAA) on his/her 20<sup>th</sup> birthday or at the beginning of his/her ninth semester in high school. Minimum criteria for participation in extracurricular activities by students 12 through 19 years of age include the following:

- Must be enrolled in a minimum of (1) SISD course. A full time student in another correspondence program is not eligible for extra-curricular or co-curricular activities. The only exception is for elementary sports and then only if no SISD student is displaced or otherwise denied playing time;
- Must be completing assignments, and passing all classes as determined on a weekly basis and have no grade below a "C" (70%). Have received no F's on the most recent midterm or quarter grade report. Any incomplete grade will be considered an "F" until replaced by a letter grade. Students on high school sports teams must have passed 5 classes the semester before their sport with a "C" average. A student working to complete their GED would not qualify.
- Must be in attendance the full day (dependent on number of classes enrolled) of any practice, event, or travel. Students will not participate or attend practice on a day of absence from school. A student violating this rule will be ineligible to practice, participate or travel on the day of the violation, and may not participate that weekend if the absence is on a Friday. If a student is over 20 minutes late to any class he/she will be considered absent;
- Students assigned to serve suspension(s) will NOT be allowed to participate, travel, compete in, or attend any school activities until the day after the suspension has been served in its entirety;
- The penalty days counted for any school suspension will begin the full day following verification of the violation and will be in addition to the remainder of that school day on which the violation is verified;
- Must be in compliance with absence limits;
- Athletes participating on a district team must have a way to practice at their home school on any day they do not attend the regular practice;
- Individual coaches will set and regulate practice schedule for athletes coming to their team from other schools;
- Must maintain appropriate behavior as per school and contract rules. Behavior considered in determining eligibility will include behavior at school, behavior in

extra-curricular activities and school related misconduct outside class and extra-curricular activities;

- The District will also consider misconduct unrelated to school which is otherwise relevant (substance abuse or criminal behavior), to the determination of eligibility;
- Must meet all ASAA requirements;
- An ineligible student may not practice, travel, dress in uniform, or participate in any game or competition including team warm-ups during the period of ineligibility. (The coach may expect a student to be present during practice and to do homework if the offense is academic);
- In some cases, there may be a \$25.00 uniform deposit required if competing at a junior high or high school level in a sport requiring uniforms and/or special equipment. This is not true if items are purchased by students or clearly defined as remaining with the students as funds are being raised for that purpose;
- Must have signed and dated SISD Participant Code of Conduct Contract for the specific activity;
- Have a current physical examination on file in the office before the first practice for any athletic event. This is required for middle school and high school;
- Ten practices are required before participating in any event;
- Travel costs are the responsibility of the student. Participation in fundraising activities before and during the season is expected. We regret this additional burden on our students and communities. Funds raised and then not used will be allocated by the local ASC.

## **ALCOHOL, TOBACCO OR SUBSTANCE ABUSE OR POSSESSION**

Participation in activities outside of the classroom is a privilege and is clearly not a right. A coach or lead teacher has the right to deny a student's participation in any extra-curricular or co-curricular activity. Students are expected to obey all school rules and city, state and federal laws. Student athletes represent their school and community and are held to a higher standard than other students.

- No student is allowed to possess or use tobacco, alcohol or any controlled substance.
- Attendance at any activity or place at which alcohol, other drugs or other intoxicants are being exchanged, sold or consumed is not permitted. To protect themselves, students are expected to promptly notify the coach, lead teacher, or other responsible adult of the event. Self-reporting will not waive consequences for use.
- Any student issued a citation or summons to appear in court involving alcohol or controlled substances will be immediately deemed ineligible to participate in athletics or other school travel in accordance with policy. The concept of "burden of proof" will not deter from the application of the consequences. The administrator only has to verify that a legal charge has been filed.
- These rules apply from day one of school to the last day of school. For instance, being cited for use a few days prior to the beginning of the season will carry the

same penalties as if cited during the season. Those consequences will begin as soon as the district becomes aware of the situation.

- If the event occurs during a school-sanctioned trip, the student will not be allowed to travel on any school sponsored trips for the remainder of the school year. This travel restriction is in addition to any other disciplinary action resulting from the behavior.
- Any student suspected of an infraction will be referred to either the local Village Public Safety Officer (VPSO) or the State Troopers in Klawock.

## **MISCONDUCT WHILE TRAVELING**

As with all areas of conduct for athletes, infractions will result in immediate return home at parent expense. The first available transportation is generally going to be a flight at considerable expense. We cannot send a student unsupervised on a ferry. A student returned home would be under constant supervision until placed on the plane. Parents are expected to make arrangements for pick up upon return, and to be present when that flight arrives.

If the loss of the student means that there is no longer a full team, the rest of the team will return home as quickly as economical transportation can be arranged.

## **RULE INFRACTION VERIFICATION**

The teacher will determine the discipline based on guidelines established by the Alaska School Activities Association (ASAA). A complete copy of ASAA guidelines and regulations can be found at your school or at [www.asaa.org](http://www.asaa.org). The following guidelines have been proposed by the ASAA and we will follow them. Currently there is no means of tracking the cumulative effect if a students changes districts.

## **ATHLETIC EQUIPMENT**

It is the responsibility of each athlete or participant to make sure the uniform and equipment are maintained in a state of proper cleanliness and repair. Unless students purchased their own uniforms, parents will be notified of the responsibility of the athlete or participant to return or pay for any equipment or uniforms damaged or not returned to the coach at the end of the season or activity. Uniforms and equipment acquired through student fundraising are the property of the team and must be available for continued team use, unless clearly defined as student property during fundraising activities.

## **FIELD TRIPS**

Realizing the educational opportunities afforded by activities away from the school site, the Southeast Island School District Board of Education supports and encourages schools to plan for and involve students in educational field trips. If money is raised at school for the trip, the money is collected through a school or ASC account, the trip uses school personnel or vehicles, regardless of the time of year, the trip is considered a school trip and will follow all school expectations and guidelines. All field trips will involve educational objectives.

Absolutely no student will attend any field trip or activity away from the school unless the responsible teacher has the highest confidence in that student's ability to meet our

behavioral expectations. We expect students to be aware that classroom behavior, self-discipline and attitude will impact their ability to travel. Consequences and expectations are the same as for any extra-curricular or co-curricular activity.

Students representing SISD are expected to behave in a mature manner, dress appropriately, and conduct themselves with grace and politeness. When a student is under the supervision of the school district, either while on school grounds or traveling, any allegation of misconduct will be thoroughly investigated. Students representing SISD are expected to obey all school rules and city, state, and federal laws.

Traveling students are not allowed to ride in automobiles except those provided by housing parents. Students must wear seat belts at all times. Students are not allowed to drive a car in another town while traveling for the school district. Traveling students who violate laws or school rules may be sent home by the first available transportation, at their own expense. Students violating major school policies including drug and alcohol policies may lose travel privileges for up to a calendar year. Students may be disciplined for behavior prohibited by student discipline rules that occur on or off campus at any time of the year, if the behavior is either related to school, school activities, or while on school sponsored trips.

## **FUNDRAISING**

Continuing reductions in school funding has forced students into fundraising activities. General funds for student travel and activities are very limited. We use grants as much as possible to cover this gap. Students will still need to raise funds for a multitude of worthwhile activities. When solicitations are made on behalf of the school or on behalf of a charitable organization, the School Board particularly desires that no person be made to feel uncomfortable or pressured to provide funds. All staff members are expected to emphasize that donations are always voluntary.

The superintendent or designee may limit fund-raising activities in order to prevent interference with the instructional program or to protect students from dangerous or unsafe situations. Lead teachers who are planning fund raising activities must first have the approval of the principal before proceeding with the activity. It is important to control fund raising to avoid duplication of sales between groups of students or student organizations and to keep from over-burdening the public.

A senior trip would occur during the school year and have an educational objective with behavioral expectations similar to any other school trip. Seniors taking a trip after the end of the school year are not on a school-sponsored activity. Such a trip is in no way connected to school and the ASC cannot manage fundraising accounts. Students raising money for school-sponsored activities have the priority if the fundraiser uses school facilities in any way.

## **ATTENDANCE**

Alaska law requires that all students between the ages of seven (7) and sixteen (16) attend school. In addition, we at Southeast Island School District believe that regular attendance is a crucial element of a good education. We ask that parents plan vacations, doctor's appointments, etc., for days when school is not in session. If an absence is unavoidable, we ask that parents give the teachers and principal as much notice as possible, so that they can plan make-up work for the student.

In the event of an unexplained absence, the lead teacher will make a prompt and reasonable effort to contact parents. *Please note that if a student is absent without explanation for ten or more consecutive days, he or she will be dropped from our enrollment.* Ultimately, a child's attendance is the responsibility of the parent/guardian.

## **DEFINITION OF ABSENCE**

A student will be counted absent when not present at school. A student is considered present only if physically present at school or engaged in a school activity, even if the activity is away from the school.

## **EXCUSED VS. UNEXCUSED ABSENCE**

When students contemplate absence for personal reasons, their parents/guardians should write the principal/lead-teacher to ask that the expected absence be excused. The principal/lead-teacher or designee may deny the request if the principal/lead-teacher believe that the absence would be educationally harmful to the student or set a poor example in matters of school attendance for the student or other students. If the request is denied, reasons will be given.

## **ABSENCES AND CHECKING OUT**

- Parents are asked to call the school as soon as they know the absence will occur. This will allow the teacher to plan make-up work, to know approximately how long the student will be absent, and to arrange to send assignments home.
- Students who leave school grounds for any reason are to check out. Students will not be permitted to leave the building without parent's/guardian's stated or written permission and permission of the lead teacher.
- Students who become ill must report to the lead teacher or designee before receiving permission to leave the building
- A student returning to school during the day must check in with the lead teacher or designee before re-entering class.

## **MAKEUP WORK**

Each teacher may determine the policy for his/her classroom. If that policy is different from that listed below, it must be clearly stated in a formal document signed by both parent/guardian and student.

Student Activities: Students must be eligible according to the policy described in *Activities: Co-curricular and Extra Curricular* section of this handbook. All school-related activity trips will require completion of missing work, which will be due on a day agreed upon with the lead teacher. These plans should be complete, and copies provided to the student, parent, and coaches/chaperones before the student leaves on the trip.

Excused Pre-planned Absences: Any assigned homework will be due on a day agreed upon by the teacher.

Excused Unplanned Absences: After returning to school, students will have additional time equal to the number of days missed to make up their work.

Skipping: The teacher is under no obligation to provide make up work in this case; the student should expect to earn zeros for all missed work.

## **TARDIES**

A tardy is defined as not being present in the classroom when the class is scheduled to begin. Teachers should keep records of tardies, and work with their lead teacher to determine appropriate consequences.

For high school students, teachers should keep records of attendance for each class. Students are considered tardy if they arrive within ten (10) minutes of class; students who arrive in class more than ten (10) minutes late will be marked absent for that class period.

## **SUSPENSIONS**

- In-school suspension (ISS) is the removal of a student from the classroom and school activities by the principal, lead teacher, or designee, and assignment to a designated area within the school building. A student in ISS will take breaks when other students are not in the halls.
- Students in ISS will be counted as present
- Out of school suspension (OSS) will be used as a last resort for students unwilling to comply with ISS, or in the case of an event too serious to deal with in any other manner. For short-term suspensions, students will receive zeroes for missing work. For long-term suspensions, the lead teacher may make arrangements for the student to complete the work at home.

## **ATTENDANCE INTERVENTIONS**

- If a student has been absent for more than ten consecutive days without contacting the school, the school will drop the student from enrollment.
- If a student has been absent for five or more consecutive days and the parent has been in contact with the school, the school will request a meeting. During this meeting, the school and the parents will work together to create a plan of action, which may include transfer to correspondence school.
- In the event of a prearranged school absence that extends beyond fifteen consecutive school days, an administrative meeting will be held to determine the transfer date to correspondence.
- If the school believes that the absences are the result of parent neglect, they will, in accordance with mandatory reporting laws, contact the Alaska Department of Health and Social Services, Office of Children's Services on behalf of the child.

## **ATTENDANCE AND PARTICIPATION**

Any student who is absent the full day or any part of the day will not be eligible for participation (participation includes competing in, practicing, or traveling to or from any school activity or event) in a school activity or event on that day or night, or subsequent days of a weekend if the absence is on Friday. A student may be required to present a written statement from a doctor, dentist, or other qualified medical professional indicating it is not harmful for the student to participate in the activity.

## **TRANSPORTATION**

Bus and District vehicle transportation is a privilege extended only to students who display good conduct while preparing to ride, riding, or leaving the vehicle. Riders shall

be courteous to the driver and to fellow passengers. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation. In regards to field trips, the supervising teacher may deny access to students with classroom behavior problems.

## **BUS CONDUCT**

Because passengers' behavior can directly affect their safety and the safety of others, the following basic safety rules apply at all times when students are riding a school van or bus, including field trips and other special trips. Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding, or leaving the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation. Problems will be reported to the lead teacher, and the parent/guardian will be notified of problem behaviors before removal from the bus whenever possible.

- Riders shall follow the instructions and directions of the driver at all times.
- Riders should arrive at the bus stop on time and stand in a safe place to wait quietly for entering the vehicle. Riders should be alert to traffic. Riders shall enter the vehicle in an orderly manner, go directly to their seats, fasten their seatbelts, and remain seated while the vehicle is in motion. They shall not obstruct the aisle with their legs, feet, or other objects. Riders shall remain seated until the vehicle stops. When entering and exiting, riders should be alert for traffic.
- Serious safety hazards can result from inappropriate behavior that distracts the driver. Such behavior may lead to suspension of riding privileges.
- No part of the body, hands, arms or head should be put out of the window. Nothing should be thrown from the vehicle.
- Riders shall help keep the bus clean. Riders shall not damage nor deface the vehicle or tamper with bus equipment.
- No animals are allowed on the bus without permission from the parents, bus driver and the chaperone, if there is one.
- Bus riders caught vandalizing the bus will have privileges suspended and be required to pay for damages.
- Students are expected to remain on school grounds after arriving on the bus.

Riders who fail to comply with the above rules shall be reported to the lead teacher, who shall determine the consequence. Consequences may include short-term denial of bus privileges. In all instances of misconduct, the rider and his/her parent/guardian shall be given notice. In the case of a severe violation or repeated offenses, the principal may deny transportation for a period of time as long as the remainder of the school year. The driver will not assign consequences. Only students and chaperones may be on the bus. The use of food, beverages and bringing pets remains a driver decision.

## **DISPLAY OF FLAGS/PLEDGE OF ALLEGIANCE**

AS 14.03.130

United States and Alaska flags shall be displayed and the pledge of allegiance will be recited regularly. A person may recite the following salute to the flag of the United States of America or maintain a respectful silence. "I pledge allegiance to the flag of the



United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

A school district shall inform all affected persons at the school of their right not to participate in the pledge of allegiance. The exercise of the right not to participate in the pledge of allegiance may not be used to evaluate a student or employee or for any other purpose.

## **CHILD ABUSE REPORTING**

AS 47.17.010-070.

School employees have a legal obligation to report known or suspected child abuse immediately to the nearest office of the Department of Health and Social Services. The reporting duties cannot be delegated to another individual. The District acknowledges its statutory obligation to report and cooperate in the investigation of possible cases of child abuse or neglect. Failure to report puts staff at risk of losing their job and career. It is not the responsibility of staff to research issues, and they do not seek to verify any allegation. The law is clear and other agencies have the right to investigate or to ignore once we file a report. Regardless of any doubt they might have, staff is expected to report what they know immediately.

## **DIVERSITY AND TOLERANCE**

SISD is a diverse school district with our residents representing various ethnic, cultural, and racial backgrounds. We take great pride and celebrate this diversity and believe it adds to our strength as a school district. We believe strongly in mutual respect and tolerance for all people. Any actions of discrimination, prejudice, or harassment will not be tolerated at any level of the school district. The superintendent serves as the Title IX officer, and is responsible to investigate any allegations of discrimination.

# 4 – DAY SCHOOL WEEK CALENDAR

Southeast Island School District																											
School Calendar 2019-2020																											
4 Day School Week																											
Legend		Aug-19							Sep-19							Oct-19											
		S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
C	School Closes					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5					
E	End of Quarter								H					W							W						
H	Legal Holiday	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12					
I	Inservice Day													I							I						
M	Parent-Teacher Conf Meeting reqts	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19					
O	School Opens													W						E	W						
T	Testing		L	W	I	I	W																				
V	Vacation Day	25	26	27	28	29	30	31	29	30																	
W	Teacher Workday		O															M	M								
L	Lead Teacher Workday																										
X	Emergency Closure Day	# of Inservice Days: 2							# of Inservice Days: 1							# of Inservice Days: 1											
		# of Student Days: 4							# of Student Days: 16							# of Student Days: 19											
		# of Teacher Days: 8							# of Teacher Days: 19							# of Teacher Days: 22											
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
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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
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24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29
			V	H	H			V	V																		
# of Inservice Days: 1							# of Inservice Days: 0							# of Inservice Days: 0							# of Inservice Days: 1						
# of Student Days: 14							# of Student Days: 12							# of Student Days: 16							# of Student Days: 16						
# of Teacher Days: 16							# of Teacher Days: 14							# of Teacher Days: 18							# of Teacher Days: 18						
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
					W						E	W							W								
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
					W				M	M																	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
			V	V								W							W								
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
					W																						
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
															H			C	W	L							
														31													
# of Inservice Days: 0							# of Inservice Days: 0							# of Inservice Days: 0							# of Inservice Days: 0						
# of Student Days: 16							# of Student Days: 18							# of Student Days: 15							# of Student Days: 0						
# of Teacher Days: 19							# of Teacher Days: 20							# of Teacher Days: 18							# of Teacher Days: 0						

## **A POSITIVE, SAFE SCHOOL CLIMATE**

### **ASSET BUILDING 1998**

A vital factor for a successful school district is the priority placed on creating a positive, safe school climate. Nurturing healthy relationships, student-to-student, student-to-staff, staff-to-staff and staff-to-parent/guardian are all-important at SISD. Students need opportunities like school sponsored activities, student government, and fair and consistent discipline and support. Staff members need to be respected, be empowered to do their job, and to feel they are a part of the team. Parents/guardians need to be included in their children's education, and to be able to contribute as part of the team. No one group can make this work on without the others. In all things, we strive to build these relationships and maintain the trust, honesty, and integrity necessary to meet the sometimes challenging and diverse needs of our students.

### **HARASSMENT**

The district is committed to maintaining a learning and working environment free from all forms of harassment. The district prohibits sexual harassment in any form by employees, students, volunteers, and others involved in school district activities. Sexual harassment shall include issues of sexual orientation and gender identity.

Harassment occurs when:

- Submitting to the harasser's demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
- Submission to or rejection of demands is a factor in an academic, work or other school-related decision affecting an individual; or
- Unwelcome conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Harassment can occur adult-to-student, student-to-adult, student-to-student, adult-to-adult, male-to-female, female-to-male, male-to-male, and female-to-female.

The district will take prompt and reasonable corrective measures to eliminate harassment and prevent its reoccurrence. Allegations of criminal misconduct will be reported to law enforcement or Child Protective Services. When deemed appropriate by the district, the district shall provide reasonable support and/or assistance for individuals who have been subjected to harassment in the district's educational or work environment.

Engaging in harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff and contractors. Such disciplinary action will be consistent with any applicable collaborative agreement, district policy, and state and federal law. Grievance procedures are available from your lead teacher or through the district office.

No person shall be retaliated against for making a report of harassment or for providing testimony or assisting in the investigation of such a report. Retaliation will lead to disciplinary action against the offender.

It is also a violation of this policy to knowingly report false allegations of harassment. Persons found to knowingly report false allegations will also be subject to disciplinary action.

To promote an environment free of sexual harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing school rules, and providing staff in-service or student instruction and counseling. Teachers shall discuss this policy with their students in age-appropriate ways and shall assure them that they need not endure any form of sexual harassment.

## **BULLYING**

Bullying takes many forms: gossip, cruel comments, insults, snubbing, put-downs, threats (physical or verbal) and violent attacks. It is deliberate, hurtful behavior that is often repeated, and is a form of anti-social behavior that has no place at school. It is the intent of this policy to make sure all members of our school community remain vigilant and consistent to help ensure that bullying behavior is actively resisted and stopped, and that we provide a safe school environment for all students. Acts of bullying, at any level, will not be tolerated, and will result in disciplinary action.

## **CYBERBULLYING**

All forms of harassment, intimidation or bullying via electronic means, commonly referred to as cyberbullying, are prohibited. Cyberbullying also includes, but is not limited to, other misuses of technology to threaten, harass, intimidate, or bully, including sending or posting inappropriate email messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs. An individual who redistributes a cyberbullying communication can be found in violation of this policy, even if the individual did not author or create the original communication or image.

## **WEAPONS AND DANGEROUS INSTRUMENTS**

Students shall not possess or use weapons, explosive materials, dangerous instruments, or their replicas in school buildings, on school grounds or district-provided transportation, or at any school-related or school-sponsored activity away from school, unless written permission has been previously obtained from the superintendent or designee specifically authorizing that possession or use. Students who violate this policy are subject to disciplinary action in accordance with district policy and procedures and may be expelled for a period of one year. School employees will confiscate weapons or dangerous instruments on school grounds or at school-related or school sponsored activities in order to maintain discipline and to protect the welfare and safety of students, staff and the public. Knives of any size are not permitted.

The superintendent may, on a case-by-case basis, recommend a modification of this period of expulsion. Such modification recommendation shall involve consideration of all relevant factors, including those in aggravation and mitigation of the violation, and whether suspension is appropriate if the student has an individual education plan.

Federal law states that any student in possession of, or determined to have brought a gun or other firearm on school property shall be expelled from the District for a period of not less than one year. (Federal Statute 18 U.S.C. 921) The term "firearm" is defined in Section 921 of Title 18 of the United States Code and includes bombs and other

incendiary devices. The term also includes parts from which a firearm may be assembled, weapons or dangerous objects used in an act of aggression and stun guns.

## **SEARCH & SEIZURE**

BP 5145.12

The following rules shall apply to search and seizure pertaining to students and school property assigned to them (e.g., lockers, desks, etc.):

### **SCHOOL PROPERTY**

The School Board authorizes school officials to conduct searches when there are reasonable grounds or suspicion that the search will uncover evidence that the student is violating the law or the rules of the district or the school. All lockers and other containers provided to students by the District are owned, supervised and controlled by the District. Lockers and other District-provided containers are subject to search by the Superintendent, or designee, who may authorize a District employee to search them at any time.

In determining whether reasonable cause for a search exists, school officials shall consider:

- The student's age and previous behavior patterns.
- The prevalence and seriousness of the problem to which the search was directed.
- The urgency requiring the search without delay (e.g. odors, smoke, fire and/or other threats to student health, welfare or safety emanate from the locker).
- The substantiate value and reliability of the information used as a justification for the search.
- The location of the student at the time of the incident that gave rise to reasonable suspicion.
- There are reasonable grounds or suspicion that the search will disclose evidence of illegal possessions or activity.

School Board Policy does not authorize any school employee to conduct a strip search of a student. Student permission to search possessions is not required. Permission will be requested and when possible a parent or guardian will be present for any search of an individual. Searches are not to be considered lightly and any search will be conducted by or under the supervision of an SISD administrator.

## **STUDENT CONDUCT**

We believe the district discipline program should advance the learning of social and life skills and should be based on maintaining a safe and effective learning environment within an atmosphere of mutual respect. Students must feel safe while they are in our care. Age appropriateness, frequency and severity of the violation will be considered when dealing with behavior and consequences. School hours for a student is considered to be all hours between when the student leaves the house in the morning and until they return home in the evening. Actions taken during school hours involving another student will be considered a school offense.

The School Board believes that all students have the right to a public education in a safe and positive environment that fosters the maximum opportunity for learning. An effective school discipline and safety program is necessary to ensure a learning environment free of disruptions.

Students shall be properly instructed in the rules and regulations pertaining to acceptable conduct as set by the school and board policy. At the beginning of each school year the lead teacher shall ensure that each student and his/her guardian are notified in writing of the discipline policy. All students shall comply with the regulations of the school district, comply with the course of study and submit to the authority of the teachers and administration of the schools. Students should have the freedom and be encouraged to express their individuality in any way as long as their conduct does not infringe upon the freedom of other students or interfere with the instructional program. Students who violate the law or the rules and regulations of the school district may be subject to discipline, suspension, or transfer to a correspondence program or expulsion.

In all disciplinary actions handled by the lead teacher, a parent letter will be sent home with a copy of the infraction and the Discipline Policy. In addition, the parent may also be contacted by phone. The District will comply with all state and federal laws. It is understood that not all situations or circumstances can possibly be outlined in this Handbook. Students must feel safe and any student accused of a serious crime may be denied access to the classroom.

Providing young people with the knowledge and skills to settle disputes peacefully is a critical component of an effective disciplinary and safety program. District students will be provided conflict resolution education and learn the skills for the nonviolent resolution of conflicts. In addition, Youth Employability Skills (YES) will be taught and monitored to complement these efforts.

## **MINOR OFFENSES**

The teacher is expected to address classroom behavioral problems within the classroom setting. All minor offenses are handled on the spot by the teacher. This includes possible detention with the classroom teacher.

- Repeated minor offenses may be deemed a Moderate Offense. Refusal by the student to solve the problem at the lowest possible level will also escalate the consequence.
- Consequences may be escalated or repeated if warranted based on the severity or past history of behaviors.

## **MODERATE OFFENSES**

- Physical / Verbal Abuse, threats, hazing, harassment, intimidation, or bullying.
- Defiance of authority, disrupting class, not following directions, (this includes: failure to follow a reasonable request from staff, or failure to attend detention or to comply with any level of the Discipline Policy for which a student is assigned)
- Truancy / unexcused absence.
- Disrespectful or abusive language (and gestures), profanity, and inappropriate response to correction.

- Repeated Moderate Offenses may be deemed a Major Offense.

#### **MODERATE OFFENSE CONSEQUENCES**

- Detention(s) as assigned by lead teacher
- In-School Suspension in a designated quiet place without distractions
- Out-of-School Suspension
- Possible long-term suspension or placement out of the regular school setting (This can include our correspondence program or some combination of all of our educational opportunities.)

#### **EXTREME OFFENSES**

- Physical / Verbal Assault / Fighting
- Possession or use of alcohol or other drugs (this includes tobacco products)
- Possession of a dangerous weapon (i.e. knives) or the use of an object to inflict bodily injury to another person.
- Persistent Defiance of School Authority / Gross disrespect.
- Damaging property, vandalism, and theft (may require restitution).

#### **EXTREME OFFENSE CONSEQUENCES:**

- One (1) to three (3) days of out of school suspension
- Four (4) to ten (10) days of out of school suspension
- Recommendation for expulsion or placement outside of the regular school program.

The penalty days counted for any school suspension will begin the full day following verification of the violation and will be in addition to the remainder of that school day on which the violation is verified. The lead teacher has the option to suspend for the remainder of the day. Students who are suspended will not be allowed to attend school-sponsored activities until after the first full day of attendance following the completion of the suspension. Suspended students may not be on school property at any time before the re-entry conference on the morning of their return to school. Discipline Levels for both Moderate and Major Offenses may be skipped or repeated if warranted by the situation.

In addition to the above disciplinary actions, students who possess, use, buy, sell, or give alcoholic beverages or any other drugs at anytime during the school day or while participating in any school activity will be referred to police. Counseling, chemical dependency assessment and treatment may be required at student/parent expense.

#### **IN-SCHOOL SUSPENSION**

In-School Suspension (ISS) is offered as an opportunity for students to learn from their mistakes while keeping up on their studies. Included in their day will be a reading and writing assignment tailored to their particular issue. The ISS monitor will review and discuss this project with the student. Failure to meet the behavioral, writing, or reading assignment expectations will require an out-of-school suspension. In-school suspension does not require a conference before a return to the classroom, unless multiple days are required to fulfill a one-day commitment.

## OUT-OF-SCHOOL SUSPENSION

Out-of-school suspension is last resort effort to change a behavior that can lead to more serious consequences unless changed quickly. A conference with parent/guardian, lead teacher, and student is required before the student returns to school after any out-of-school suspension or return from required placement in correspondence. The principal or designee will attend the re-entry conference along with other involved agencies or district specialists. This meeting will look at the event--or pattern of events--and problem solve for resolution. Repetition will result in escalating consequences, including removal from regular school attendance and an opportunity to do our correspondence program. An eventual return to school will require success with correspondence.

## EXPULSION

Expulsion leaves us all disappointed. With the exception of uncommon acts of violence or other threats to the safety of other students or staff, this step will have been preceded by countless interventions, and we will have left no stone unturned in our effort to find an alternative. However, all students deserve the opportunity to learn and to feel safe, and teachers need to be able to teach. Any student who makes this difficult for others is disrupting the educational process.

## CLASSROOM ETIQUETTE

- Neither food nor drink will be allowed in the classroom unless the teacher makes special arrangements.
- ~~A~~ Portable electronic devices including, but not limited to radio/cassette/disc players, ~~Game Boy~~ gaming devices, iPods or mp3 players, ~~or~~ and cell phones may not be used in the classroom. Any music will be under the direct control of the teacher. Listening to music on a district assigned computer with headphones is at teacher discretion. Any use of music will be directly connected to positive student behavior.
- Students are expected to complete their own homework and other assignments. Cheating will not be tolerated and may result in loss of academic credit. This includes copying material from the Internet and claiming it as your own.
- Students must come prepared for class and on time.
- No behavior will be allowed which disrupts the learning of others.
- Attentive body posture is expected at all times while keeping objects and body parts to oneself.

## HALLWAY BEHAVIOR

Students are not to be out of the classroom or library when school is in session unless they have permission from the teacher. Those who receive such permission are expected to be quiet while in the halls.

## PUBLIC DISPLAY OF AFFECTION

Holding hands is the only acceptable public display of affection (PDA) permitted. There will be no body-to-body contact, intertwining body parts, or kissing. Students are to be supervised at all times. Attempts to find inappropriate privacy will have escalating consequences. The school is not the place to show intimate affection.



## **VANDALISM, THEFT AND GRAFFITI**

Any district student who commits an act of vandalism shall be subject to disciplinary action, must make reparation for damages, and also may be reported to the appropriate authorities for legal prosecution. If reparation of damages is not made, the district also may withhold the student's diploma and/or transcripts.

## **ALCOHOL AND ILLEGAL DRUGS**

Students possessing, selling and/or using alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures which may result in suspension or expulsion. Coming to school, school functions, or field trips under the influence carries the same consequence.

The principal or designee may search students and school properties for the possession of alcohol and other drugs as long as such searches are conducted in accordance with law. Any search must comply with School Board Policy on Search and Seizure BP 5145.12(b). No search will be made without direct permission from the superintendent or principal. When any student comes to school under the influence, possesses alcohol or illegal drugs at school or while under school jurisdiction, the following shall result:

- Parent/guardian contact.
- One- to five-day suspension.
- Contact of law enforcement authority within one school day of the suspension.
- Impose extra-curricular, co-curricular travel restrictions for as long as the remainder of the school year.
- If any access to field trips, or sports is eventually permitted, the student will be closely monitored and will be in sight of a chaperone at all times.

## **DRUG/ALCOHOL FREE ZONE**

Federal and State statutes provide for penalties for the distribution of drugs within 500 feet of a school, the "Drug Free School Zone", subject to the following conditions: does not require knowledge of the proximity of a school, does not require evidence that children are currently or likely to congregate, does not require proof that the sale of drugs had a detrimental effect on children.

## **TOBACCO FREE ZONE**

BP 5131.62

In accordance with law and to promote the health and safety of all students and staff, School Board Policy prohibits smoking ~~or~~, the use, **or the possession** of tobacco products anywhere and anytime in district vehicles, at athletic events and meetings, while under the supervision of a district employee, or on district property. This zone includes the lands surrounding district buildings.

## **DRESS AND GROOMING**

BP 5132

Student attire should be appropriate for school and not disruptive or a distraction to the educational process. The dress and grooming of students shall contribute to the health and safety of the individual, promote a positive educational environment and good

school spirit, and will be non-disruptive of the educational activities and processes of the school.

Profanity, nudity (real or in caricature), depiction of sexually inappropriate behavior, promotion of drugs, alcohol, and tobacco products are inappropriate attire. Revealing or inappropriate attire will result in the parents being notified and student will be required to change into appropriate clothing. Turning a shirt inside out can solve the problem for that day. Problem items are not expected to reappear that day or any other day. Hats are allowed only with lead teacher permission or are left in the locker. Sunglasses are not permitted. Repeat offense with the same item may result in ISS or removal from school. The lead teacher will have the final word on dress. All teachers at a site will reach a consensus on the standard at the school and any staff member can ask a student to comply.

- Shoes shall be worn.
- Clothing that exposes the entire shoulder, tube tops, spaghetti straps, or similar type clothing, may be worn only with a blouse or shirt.
- Clothing exposing the torso or the midriff, either front, back or sides, shall not be worn. Underwear shall not be visible. Zippers will remain up. Teachers do not need to argue about chest exposure repeatedly. Consequences will escalate when repeated.
- Head coverings shall not be worn without express permission from the lead teacher.
- Mini skirts, mini dresses, and short shorts are not permitted. Hemlines shall be no shorter than mid-thigh.
- Garments and/or jewelry which display or suggest sexual, vulgar, drug, gang, or alcohol-related wording or graphics, or which provoke or may tend to provoke violence or disruption in the school, shall not be worn.

## VISITORS

Visitors to the school must check into the office or with the Lead Teacher. Rules for visitation vary by site. In general, student visitors are not allowed. Parents, guardians and volunteers are welcome and encouraged. At sites without an office, other visitors should plan to visit when classes are not in session.

## SCHOOL DANCES

A certified teacher ~~chaperone~~chaperone must attend school dances from the host school and sufficient chaperones for the number of students attending. If other SISD schools send students they must be chaperoned by an adult approved by their own lead teacher. All students must meet eligibility requirements as established by their home school. The host school will determine the ages eligible to attend.

Dances must be scheduled three (3) days prior and approved by the lead teacher. Students will not be allowed to leave and return while dances are in progress. A student that leaves the dance early may not return. A parent wishing to have their student's ability to leave early restricted must contact their lead teacher in advance. Staff may not be aware of students that have not entered the activity. It is the parents/guardians responsibility to see the student admitted to the dance to assure supervision. No such

monitoring takes place at athletic games or other school functions. More details regarding dance rules are available from your lead teacher. All school rules and expectations apply to dances.

## ACKNOWLEDGEMENT OF HANDBOOK RECEIPT

### STUDENT AGREEMENT

~~As a student of one of the SISD Schools, I acknowledge that I have received a copy of the Handbook for the 2019-2020 school year. I understand and agree to abide by the procedures, guidelines, specific rules, and regulations included in this Handbook. I recognize and understand that rules cannot be written to cover all behaviors in all situations. I understand that school personnel may need to assess and address a given situation and take action (which may include disciplinary action), in light of the school's Mission Statement, state and federal laws and regulations, and School Board Policies. I further acknowledge, understand, and agree that I will be held accountable for my behavior.~~

~~Name of Student:~~ \_\_\_\_\_

~~Date:~~ \_\_\_\_\_

~~Signature of Student:~~ \_\_\_\_\_

### PARENTAL AGREEMENT

~~As a parent(s)/guardian(s), I (we) acknowledge that I (we) have read the SISD Handbook and I (we) agree to assist my child to obey the procedures, guidelines, specific rules, and regulations included in this Handbook while he or she is enrolled in and attending any SISD School. I (we) further acknowledge that I (we) understand the penalties for violations as noted in the Handbook. I (we) recognize and understand that rules cannot be written to cover all behaviors in all situations. I (we) understand that school personnel may need to assess and address a given situation and take action (which may include disciplinary action) in light of the school's Mission Statement, as well as state and federal laws and regulations, and School Board Policies. I (we) further acknowledge, understand, and agree that my child will be held accountable for his or her behavior.~~

~~Name of Parent/Guardian:~~ \_\_\_\_\_

~~Date:~~ \_\_\_\_\_

~~Signature of Parent/Guardian:~~ \_\_\_\_\_

~~Please complete and sign this form within 10 days of receipt of Handbook. A signature is necessary before participation in any activity beyond the classroom.~~

## **APPENDIX A: AHERA (ASBESTOS NOTIFICATIONS)**

### **2018 – 2019 ASBESTOS NOTIFICATION: COFFMAN COVE, EDNA BAY, HOLLIS, NAUKATI, PORT ALEXANDER, PORT PROTECTION, THORNE BAY, AND WHALE PASS**

As a result of federal legislation (Asbestos Hazard Emergency Response Act – AHERA), each primary and secondary school in the nation was required to complete a stringent inspection for asbestos and to develop a plan of management for all asbestos-containing building materials.

In 1988 and in accordance with the EPA final rule of the Asbestos Hazard Emergency Response Act 40 CFR Part 763, the Southeast Island School District conducted inspections of its school facilities. The inspection indicated that there was no friable or non-friable asbestos located within the schools in the communities of Coffman Cove, Edna Bay, Hollis, Naukati, Port Alexander, Port Protection, Thorne Bay, and Whale Pass.

A copy of the school's AHERA Inspection/Management Plan is available for public review. The plan is located in the office of the school and the District office of Southeast Island School District. Please call ahead in the event you wish to review the plan.

### **2018 – 2019 ASBESTOS NOTIFICATION: KASAAN**

As a result of federal legislation (Asbestos Hazard Emergency Response Act – AHERA), each primary and secondary school in the nation was required to complete a stringent inspection for asbestos and to develop a plan of management for all asbestos-containing building materials.

In 1988 and in accordance with the EPA final rule of the Asbestos Hazard Emergency Response Act 40 CFR Part 763, the Southeast Island School District conducted inspections of its school facilities. In April 2009 the school's triennial inspection was conducted by Matthew Cox of Environmental Management Incorporated. Periodic surveillance and operations and maintenance have been ongoing. The triennial inspection indicated that there was friable and non-friable asbestos located within the Kasaan school library. Provided this material is left alone, it poses little consequences. No friable or non-friable asbestos was found in the Kasaan K-12 school building.

This past year Southeast Island School District conducted the following with respect to its asbestos containing building materials:

#### *\*Continued our Operations and Maintenance Program*

Federal law requires a periodic walk-through (called "surveillance") every six months of each area containing asbestos. Our maintenance department will accomplish this task.

Short-term workers (outside contractors – i.e., telephone repair workers, electricians and exterminators) must be provided information regarding the location of asbestos in which they may come into contact. All short-term workers shall contact the lead maintenance person before commencing work to be given this information.

Southeast Island School District has a list of the location(s); type(s) of asbestos containing materials found in the Kasaan School Library building. A copy of the Asbestos Management Plan is available for review in the school office. Questions related to the plan should be directed to Larry Helgeson with Environmental Management Incorporated by contacting Southeast Island School District at 907-828-8254.

## APPENDIX B: NOTICE OF NON-DISCRIMINATION

### Notice of Nondiscrimination

In compliance with the Executive Order 11246; Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and all other Federal, State, School rules, laws, regulations, and policies, the Southeast Island School District shall not discriminate on the basis of gender, age, race, color, national origin, religion, or handicap in its educational programs or activities.

It is the intent of the \_\_\_\_\_ to comply with both the letter and  
(School Name)

spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Grievance procedures in accordance with Title IX and Section 504 have been established for students, parents, and agency employees who feel discrimination has been shown by the Southeast Island School District.

Specific complaints of alleged discrimination due to gender, race or disability should be referred to:

Alan Schwab  
Name of Title IX Coordinator

Asst Superintendent/Thorne Bay Principal  
Title

Thorne Bay, Alaska  
Office Location

907-828-3921  
Phone

907-828-3901  
Fax

aschwab@sisd.org  
Email

Sherry Becker  
Name of Section 504 Coordinator

Superintendent/Special Education Dir.  
Title

Thorne Bay, Alaska  
Office Location

907-828-8254 x210  
Phone

907-828-8257  
Fax

sbecker@sisd.org  
Email

Title IX complaints may also be filed with the U.S. Department of Education Office for Civil Rights:

U.S. Department of Education  
Office for Civil Rights  
330 C Street SW  
Switzer Building, Room 5054  
Washington, DC 20201-2516  
Phone: (202) 205-9496 Fax: (202) 260-3040

Students attending \_\_\_\_\_ may participate in education programs and  
(School Name)

activities, including, but not limited to health, physical education, and career & technical education, regardless of gender, gender identity, sexual orientation, race, color, religion, national origin, ethnic group, marital or parental status, and physical or mental disability.

## APPENDIX C: NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the student's school receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal, lead teacher, or secretary a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend their child's or their education record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

[NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))



- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

## APPENDIX D: ACKNOWLEDGEMENT OF HANDBOOK RECEIPT

### STUDENT AGREEMENT

As a student of one of the SISD Schools, I acknowledge that I have received a copy of the Handbook for the 2019-2020 school year. I understand and agree to abide by the procedures, guidelines, specific rules, and regulations included in this Handbook. I recognize and understand that rules cannot be written to cover all behaviors in all situations. I understand that school personnel may need to assess and address a given situation and take action (which may include disciplinary action), in light of the school's Mission Statement, state and federal laws and regulations, and School Board Policies. I further acknowledge, understand, and agree that I will be held accountable for my behavior.

**Name of Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature of Student:** \_\_\_\_\_

### PARENTAL AGREEMENT

As a parent(s)/guardian(s), I (we) acknowledge that I (we) have read the SISD Handbook and I (we) agree to assist my child to obey the procedures, guidelines, specific rules, and regulations included in this Handbook while he or she is enrolled in and attending any SISD School. I (we) further acknowledge that I (we) understand the penalties for violations as noted in the Handbook. I (we) recognize and understand that rules cannot be written to cover all behaviors in all situations. I (we) understand that school personnel may need to assess and address a given situation and take action (which may include disciplinary action) in light of the school's Mission Statement, as well as state and federal laws and regulations, and School Board Policies. I (we) further acknowledge, understand, and agree that my child will be held accountable for his or her behavior.

**Name of Parent/Guardian:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature of Parent/Guardian:** \_\_\_\_\_

Please complete and, sign, and return this form within 10 days of receipt of Handbook. A signature is necessary before participation in any activity beyond the classroom.