

**SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES  
(Personal Property)**

BP 3270

Note: Borough and city districts should check city and borough ordinances for requirements, if any, regarding sale of equipment.

The School Board recognizes that the district may own personal property which is unusable, obsolete, or no longer needed by the district and that the disposal of such property may be in the best interests of the district. [Inoperable items remaining after a sale may be disposed of properly.](#)

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

[Surplus equipment \\$5000 or greater, purchased with Federal Fund must comply with Uniform Administrative Requirements - 2 CFR 200.313.](#)

Disposal of items with an estimated value of less than \$5,000 will be left to the discretion of the Superintendent or designee.

*(cf. 3440- Inventories)*

*Revised 10/2021/2023*

**Adopted: February 25, 1994**

*Revised: January 18, 2022*

*Revised:*

**~~BP-AR~~ 3270 SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (Personal Property)**

The District shall obtain a fair market value for surplus or obsolete books, equipment and supplies, or student group projects, and to include revenue from these sources in the budget. Disposal of any school property shall be accomplished only with the approval of:

the Superintendent for an item with a value of up to \$10,000 or;

the Board for an item with a value over \$10,000.

Sale of surplus, obsolete supplies, student group projects, and equipment with a value of \$2,500 or more will be by public auction or sealed bid. If the Superintendent determines that the property is worth no more than \$2,500, the property may be sold at a private sale without advertising.

Student group projects, under this section, shall be defined as those in which the materials were purchased by the District.

~~The Superintendent or designee shall arrange for the sale or disposal of district personal property in accordance with State law.~~

Commented [AE1]: This is in the BP.

Individual student projects, which are sold under a program offered by the school, shall be sold at prices established in conjunction with the program sponsor and the local administrator. Funds received under this program shall be returned to the School Student Activity Fund minus the cost of materials purchased by the District.

**Surplus Property Disposal**

It shall be the policy of the District to allow the local administrator, with approval of the Advisory School ~~Board-Council~~ and the Superintendent, to dispose of broken, obsolete, outdated or unusable materials and equipment. In such cases, the local administrator shall verify that the items in question no longer have monetary or educational value to the District before being destroyed or released to the public. Books not sold will be offered to the public free of charge. In the case of equipment, procedures shall be followed so that the item is removed from the District inventory.

~~Revised: January 18, 2022~~

~~Adopted: February 25, 1994~~

**Northwest Arctic Borough School District**

**BP 3541.1 SCHOOL-RELATED TRIPS**

**Trips by School Vehicles**

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

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

**Transportation by Private Automobile**

Note: The following option and exhibit are provided for districts that allow transportation by private vehicles.

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

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

Note: AASB strongly recommends that districts require at least \$100,000 minimum liability. If desired, however, the district may change the above specification to read "liability insurance in amounts required by law."

Owners, drivers and passengers shall be informed that the registered owner and his/her insurance company are responsible for any accidents which may occur. District

personnel who frequently transport students in their private vehicles are urged to carry liability insurance of ~~\$300,000~~\$1,000,000 or more per occurrence.

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

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

**Transportation by other private means (boat, ATV, off-road vehicles, snow machines)**

Note: AASB strongly recommends that districts require at least \$100,000 minimum liability. If desired, however, the district may change the above specification to read "liability insurance in amounts required by law."

The Superintendent or designee may authorize the transportation of students by other private means for approved field trips and activities when an adult registered with the district for such purposes operates the vehicle. Operators shall be issued safety instructions and emergency information. Operators must abide by the specific vehicle safety ratings such as passenger capacity, maximum speed and required safety equipment (helmets, life jackets, etc.)

All student passengers shall provide permission slips signed by their parents/guardians. Operators shall be required to possess a valid driver's license and strongly urged to carry liability insurance of at least \$100,000 per occurrence.

*(cf. 6153 - School-sponsored Trips)*

**Adopted: February 25, 1994**

Revised:

**Northwest Arctic Borough School District**

## **BP 4222 CLASSIFIED PERSONNEL - TEACHER AIDES/PARAPROFESSIONALS**

**Note:** Under the Every Student Succeeds Act, NCLB's requirement establishing minimum professional standards for paraprofessionals have been repealed. Now, paraprofessionals in Title 1 supported programs must meet licensure or certification requirements as adopted by the State of Alaska.

The School Board favors the use of paid and volunteer teacher aides/paraprofessionals and considers them to be members of a professional team dedicated to the best interests of students. By relieving teachers of duties that do not require professional training, noncertificated persons allow teachers to dedicate their skills, knowledge and efforts primarily to teaching. Paraprofessionals also can help teachers to provide individualized student instruction and an enriched educational program.

*(cf. 1240 - Volunteer Assistance)*

The district shall use paraprofessionals in those classes where they will provide the greatest benefit to students, taking into consideration such factors as large class size, student age group and teacher workload.

The Superintendent or designee shall ensure that all paraprofessionals have appropriate training and supervision, including the training set forth in BP/AR 5141.42, Professional Boundaries for staff and students.

*(cf. 5141.42 - Professional Boundaries for staff and students)*

**Note:** Special Education aides must serve under the supervision of qualified personnel and receive training in accordance with 4 AAC 52.250.

Paraprofessionals are expected to employ high ethical standards as they work with students, and to respect school rules, district policies and administrative regulations.

The Board recognizes the need for qualified teaching staff and encourages paraprofessionals to seek opportunities leading to a teaching credential. The district shall support these efforts to the extent possible, particularly as they relate to obtaining bilingual or special education credentials.

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

### **Paraprofessionals Working in Title I Programs**

Note: Under 4 AAC 04.220, paraprofessionals working in programs supported with Title I funds who do not meet the higher education requirements must: 1) take and pass the ParaPro Assessment by achieving a score of at least 459; and, 2) show, through

observations and interviews conducted by qualified district personnel, mastery of all entry level requirements of the instructional content/assisting practice content standard set out in the Alaska State Paraprofessional Performance Standards.

Paraprofessionals working in a program supported with Title I funds must have a high school diploma or its recognized equivalent and must meet at least one of the following requirements: (1) completed at least two years of study, or 48 semester hours or equivalent, at an accredited institution of higher education; (2) obtained an Associate's or higher degree at an accredited institution; or (3) demonstrated, through formal assessment, the instructional content/assisting practice standards required by the State of Alaska.

Exceptions to the above requirements may be made for paraprofessionals who act as translators, who have instructional-support duties that consist solely of parent involvement activities, or who have only non-instructional duties.

Note: Non-instructional duties include providing computer technical support, personal care duties, and clerical duties. 4 AAC 04.220(e).

*Legal Reference:*

ALASKA ADMINISTRATIVE CODE

[4 AAC 04.220 Paraprofessional standards](#)

[4 AAC 05.080 School curriculum and personnel](#)

[4 AAC 52.250 Special education aides](#)

[4 AAC 52.255 Interpreters](#)

UNITED STATES CODE

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

*Revised: August 30, 2016*

*Adopted: June 09, 2004*

*Revised: August 30, 2016*

*Revised:*

**Northwest Arctic Borough School District**

Note: This is not a required policy and may be updated at the discretion of the Board.

The Board recognizes families provide early and ongoing education to their children, and a strong collaboration between families and schools will ensure students continue to receive the supports they need to thrive and be prepared in school and beyond. The board also believes that partnerships with parents, guardians, and families are an important part of the educational program. Current research indicates a home to school partnership and greater involvement on the part of parents and families in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents, guardians, family members and foster caregivers have clear and active roles to contribute to the education of their children or foster children. All students can be successful when schools and families partner in children's education.

The District is committed to promoting family engagement as an integral part of the educational experience. Through family engagement we will:

1. Establish a welcoming and inclusive environment that actively encourages family involvement in their child's education.
2. Foster effective communication and collaboration between families, schools, and the community to support student success.
3. Provide resources, training, and opportunities for families to enhance their capacity to support their child's learning and well-being.
4. Provide resources, training, and opportunities for school staff to enhance their capacity to engage in meaningful partnerships with families.
5. Recognize and respect the diverse cultures, backgrounds, and perspectives of all families in our district.

By implementing this Family Engagement Policy, the District aims to strengthen the partnership between parents, guardians, families, schools, and the community, ultimately enhancing student achievement and fostering a supportive educational environment.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parent and family involvement policy and guidelines that increases family interest in partnership and involvement. The requirements of the policy and guidelines are consistent with Federal and State law.

*(cf. 6171 – Title I Programs)*

*Approved:*



Note: This is not a required administrative regulation and may be updated at the discretion of the Board.

The administration may train, support, and improve school and family partnership by integrating some of the following approaches:

**Welcome and Inclusive Environment**

1. Creating a welcoming and inclusive environment for parents, guardians, and families by providing clear and accessible information about school policies, programs, and activities;
2. Supporting meaningful two-way communication between school and home that welcomes families into the school and learning environment;
3. Hosting orientation events, open houses, and parent-teacher conferences to foster connections between parents, guardians, and families;
4. Respecting and welcoming parents, guardians, and family members as partners in decisions affecting children and families, as well as visitors to the schools;
5. Encouraging parents, guardians, and family members to be in the schools and help co-lead school-related activities;
6. Encouraging school administrators to set expectations and create a climate conducive to parent, guardian, and family participation;

**Communication and Collaboration**

7. Communicating with parents, guardians, and family members about Board policies and regulations, as well as how to navigate to them;
8. Establishing multiple channels of communication to facilitate regular and meaningful dialogue between parents, guardians, families, and school staff, including newsletters, emails, school websites, social media, and other appropriate platforms;
9. Providing parents, guardians, and families with timely and relevant information about their child's academic progress, attendance, and behavior. Progress reports, report cards, and parent teacher conferences will be utilized to maintain ongoing communication;
10. Engaging in meaningful parent-teacher conferences to discuss student progress toward meeting academic content standards and other family learning goals, individual instructional needs and student welfare issues;
11. Providing opportunities for parents, guardians, and families to engage in decision making processes, such as through family surveys, focus groups, and participation in school improvement planning will be provided;
12. Expanding parent, guardian, and family involvement in decision-making through parent groups and Board and school advisory committees;

**Capacity Building**

13. Creating meaningful roles for parents, guardian, and family members to play in supporting, reinforcing, and assisting student learning;
14. Promoting parent, guardian, family involvement in their child's learning through the provision of tools, strategies, and resources that families can use at home.
15. Providing opportunities for parent, guardian, and family input in school programs and curriculum;

16. Promoting the creation of authentic opportunities for families to support one another in school and with parenting that integrate the diverse knowledge, learning styles, and cultural backgrounds within the school community;
17. Offering workshops, training sessions, and resources to support parents, guardians, and families in understanding the curriculum, effective parenting practices, and strategies to support their child's learning and well-being.
18. Collaborating with community organizations and agencies will be encouraged to provide additional support and resources for parents, guardians, and families, such as workshops on health and wellness, financial literacy, and college and career readiness.

### **School Staff Capacity**

19. Support meaningful roles for school staff in supporting and reinforcing meaningful partnerships with families;
20. Supporting appropriate professional development opportunities that enable staff members to build stronger relationships and increase the effectiveness of school staff working on parent, guardian, and family involvement strategies;

### **Cultural Responsiveness**

21. Striving to create an inclusive environment that celebrates and honors the cultural backgrounds, languages, and traditions of all families.
22. Actively seeking input from parents, guardians, and families to inform culturally responsive teaching practices and curriculum development.
23. Developing methods to accommodate and support parent, guardian, and family involvement for parents with special needs such as Special Education.
24. Developing methods to accommodate and support parent, guardian, and family involvement for parents who are English Language Learners.
25. Assessing the effectiveness of family and school partnership, including previously underserved parents, guardians, and families with special needs.

### **Monitoring and Evaluation**

The effectiveness of this Family Engagement Policy will be periodically assessed and reviewed by the district. Feedback from parents, guardians, families, staff, and community members will be sought to identify areas of improvement and make necessary revisions to the policy.

*Revised 9/2023*

## BP 5131.9 ACADEMIC HONESTY

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

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

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

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

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

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

*(cf. 5144 - Discipline)*

*Adopted: April 28, 2004*

*Revised:*

**Northwest Arctic Borough School District**

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

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

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

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

**Definition of Academic Dishonesty:**

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

**Responsibilities of Students:**

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

**Responsibilities of Staff:**

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

**Consequences for Academic Dishonesty:**

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

**Reporting Academic Dishonesty:**

Students, teachers, and other members of the school community have a responsibility to report

incidents of academic dishonesty. Reports should be made to the teacher, a school administrator, or the district superintendent.

**Educational Opportunities:**

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

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

**Expanded Definitions**

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

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

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

1. Looking at someone else's paper during a test or quiz.
2. Unauthorized talking with another student during a test or quiz.
3. Using any unauthorized "cheat notes."
4. Allowing someone to see or use one's own or another's paper during a test or on any individual assignment.
5. Copying work assigned to be done independently or allowing someone else to copy one's own or another's work. Because individual teachers hold different expectations with regard to homework, it is up to the teacher to clarify their expectations to the students regarding individual assignments.
6. Copying sentences, phrases, or passages from an uncited source while writing a paper or doing research.
7. Giving or receiving any test information.

8. Submitting individual projects or assignments not wholly one's own, with or without the permission of the author. This may also include AI generated information and content downloaded from the internet without citing its source.
9. Fabrication or altering any information or lab data.

### **Tenets of ~~our~~ the District Academic Honesty Policy**

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

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

*(cf. 5144 - Discipline)*

*Adopted:*

## BP 6112 SCHOOL DAY

Note: Pursuant to AS 14.03.040, the school board may approve Saturday as a day in session. The following sample policy may be revised or deleted to reflect district philosophy and needs.

The School Board shall fix the length of the school day subject to the provisions of law.

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities and requirements of state law and regulations.

A school that offers kindergarten shall provide a kindergarten day in session that consists of at least two hours of instructional time. A kindergarten student who attends school for less than four hours per day, exclusive of intermissions, will be counted for funding purposes under 4 AAC 09.040, *Counting of correspondence students and part-time public school students.*

*Legal Reference:*

### ALASKA STATUTES

[14.03.40](#) Day in session

### ALASKA REGULATIONS

[4 AAC 05.100](#) Kindergarten day in session

[4 AAC 09.040](#) Counting of correspondence students and part-time public school students

*Adopted: April 28, 2004*

*Revised:*

**Northwest Arctic Borough School District**