

## **BP 2250 TEACHER-IN-CHARGE/PRINCIPAL'S DESIGNEE**

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

**When determining the Teacher-in-Charge/Principal's Designee, preference will be given to staff members who meet the following guidelines:**

- 1. Currently holds a Type B administrative certificate in the state of Alaska,**
- 2. Seniority within the Craig City School District certified staff members, and/or**
- 3. Availability and willingness to perform the duties and responsibilities of a Teacher-in-Charge/Principal's Designee.**

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

*Reviewed 9/2014*

*Reviewed 1/2021*

*Reviewed 10/2023*

*Revised 4/2024*

**Craig City School District**

**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 4/2024*

**The district shall purchase equipment, supplies and services on a competitive bidding basis when required by law and whenever it appears to be in the best interest of the district to do so. The Superintendent or designee shall establish procedures to implement these requirements. Prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with OMB's procurement procedures.**

#### **Purchases Made Under Federal OMB Funding Awards**

**All bids under federal awards must be made in accordance with the standards set forth in 2 CFR 200.320, set forth below. One of the following five methods of procurement shall be used for each purchase under a federal award:**

- 1. Micro-purchases: Less than \$3,000 (\$2,000 for purchases subject to the Davis-Bacon Act)**
  - a. No competitive quotes required**
  - b. Purchases should be spread among qualified suppliers**
- 2. Small Purchases: Between \$3,000 and \$150,000**
  - a. Rate quotes must be obtained from an adequate number of qualified sources**
  - b. Quotes can be obtained from suppliers or from public websites**
- 3. Sealed bids: Purchases more than \$150,000**
  - a. Two or more qualified bidders are required**
  - b. Bids must be publicly advertised and solicited from adequate suppliers**
  - c. Lowest bidder for the fixed price contract with specific requirements shall be awarded the contract**
- 4. Competitive Proposals: Purchases more than \$150,000**
  - a. A written policy must be adopted for conducting technical evaluations of reviewing proposals and selecting the recipient**
- 5. Sole Source: Purchases of any amount that meet one of the following four requirements**
  - a. Good/service is only available from a single source**
  - b. Only one source can provide the good/service in the time frame required**
  - c. Written pre-approval from the Federal awarding agency**
  - d. Competition is deemed inadequate, after solicitation attempts through one of the other methods**

**To ensure that good value is received for funds expended, specifications shall be carefully designed and shall describe in detail the quality, delivery and service required.**

**BIDS (continued)**

**BP 3311(b)**

**Minority Bidding**

**When procuring contracts under federal awards set forth in 2 CFR 200.320, the District must take affirmative steps to utilize minority businesses, women's business enterprises, and labor surplus area firms when possible. Affirmative steps must include:**

- (1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;**
- (2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;**
- (3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;**
- (4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;**
- (5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and**
- (6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section.**

**Exemptions**

**The following items are exempted from formal purchasing procedures:**

- A. Instructional materials for which purchasing guidelines have been established by School Board Policy in BP 6161.1(a); or**
- B. In-service presenters, speakers, or curriculum, instruction, or staff development experts selected for particular and unique expertise; or**
- C. Professional or consultant services such as medical, legal, negotiation, technical, or educational, not including architectural/engineering design services; or**
- D. Professional or consultant services (such as property and casualty insurance) purchased jointly with Local, State, or Federal agencies; or**
- E. Public services, utilities or energy-related expenses, site licenses, upgrades, maintenance contracts, and specialized services, software, or equipment where no competition exists (single source) or the District has established a need for standardization of equipment, supplies, or services; or**
- F. Emergency supplies or supplies and equipment that augment previously purchased items of a similar nature whereby the District would incur substantial costs to switch products or product lines; or**
- G. Purchases involving replacement of equipment where similar equipment is being traded in; or**

## Business & Non-Instructional Operations

### H. Purchases involving items regulated by Fair Trade Statutes; or

**BIDS (continued)**

**BP 3311(c)**

**I. Purchases made through cooperative purchasing agreements, existing Federal/State or inter-district contracts including GSA pricing; or when cooperatively bidding with other public agencies; or**

**J. Contracts or purchases when time is of the essence for reasons of health or safety, or to comply with legal requirements in a timely manner.**

**K. Proprietary (sole-source) items or services or items that are only available from a single source.**

**When applicable, prior to any purchase, the District should review the federal funding award or grant to determine if it requires compliance with Uniform Guidance OMB's procurement procedures.**

*(cf. 9270 - Conflict of Interest)*

*(cf. 4030 - Nondiscrimination in Employment)*

*(e. 3310 – Purchasing Procedures, Procurement)*

#### *Legal Reference:*

##### ALASKA STATUTES

*14.14.060 Relationship between borough school district and borough*

*14.14.060(h) Procurement of supplies and equipment*

*14.14.065 Relationship between city school district and city*

*14.03.085 Procurement preference for recycled Alaska products*

*29.71.050 Procurement preferences for recycled Alaska products*

*35.15 Construction Procedures*

*36.15.020 Use of local agricultural and fisheries products required in purchases with state money*

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 27.085 Competitive pupil transportation proposals*

*4 AAC 31.080 Construction and acquisition of public school facilities*

##### CODE OF FEDERAL REGULATIONS

*2 C.F.R. 200.317-326, Procurement Standards*

*FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT v. BOWERS, 851 P.2d 56 (Alaska 1992)*

*Adopted 4/2024*

CONTRACTS

BP 3312

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

*(cf. 3300 - Expenditures/Expending Authority)*

Contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. Contracts, where appropriate, shall be submitted to the legal advisor of the district for review and approval.

A contract for professional and technical services or other purchased services or any amendment to a professional and technical services or other purchased services contract may not be enforced against the District unless its terms have been approved in accordance with Board Policy and Administrative Regulations and unless the contract or amendment(s) to the contract has been verified in writing that there are sufficient funds for the term of the contract.

**All contracts, leases, and agreements shall be signed by the Superintendent or designee. The District shall execute all contracts, leases, and agreements.**

The district shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, sex, religion, ancestry, national origin, age or non job-related handicap or disability, either in employment practices or in the provision of benefits or services to students or employees.

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

*Legal Reference:*

ALASKA STATUTES

14.08.101 Powers

ALASKA ADMINISTRATIVE CODE

4 AAC 27.085 Competitive pupil transportation proposals

4 AAC 27.100 Contractor's duties

4 AAC 31.065 Selection of designers and construction managers

4 AAC 31.080 Construction and acquisition of public school facilities

CODE OF FEDERAL REGULATIONS

2 C.F.R. 200.317-326, Procurement Standards

Revised 4/2024

Note: The following sample regulation may be revised or deleted as needed.

Purchasing Requisitions/Purchase Orders

1. Insofar as possible, goods and services purchased will meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practice. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price.
2. Requisitions for budgeted items shall originate from personnel directly responsible for their use. All requisitions shall be given proper review for approval or disapproval by the appropriate administrative personnel.
3. Every transaction between a buyer and seller involving the transfer of property, equipment, services, or supplies shall be made by purchase order, formal contract or credit card.
4. Purchase orders and other purchase obligations shall be signed by the Superintendent or designee.
5. The business office or other appropriate administrative entity shall verify the availability of funds and prepare purchase order to commit the expenditures.
6. Goods and services purchased shall be obtained at the best value consistent with standard purchasing practice. Best value shall be based on the total life cycle cost of the item; which can include an assessment of the functionality of the item and can use cost/benefit analysis to determine the best combinations of quality, service, time and cost considerations over the useful life of the item as well as possible trade-in values for items being replaced.
7. Insofar as possible, goods and services purchased will meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practice. Vendor responsiveness, maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price.
8. The District will maintain all records pertaining to the procurement of supplies, equipment, and services.
9. The District shall develop and maintain a log of contracts awarded for supplies, services and professional services together with any amendments to the contracts that include the rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price. The District may

## Business and Non-instructional Operations

### PURCHASING PROCEDURES

AR 3310(b)

join with other units of government in cooperative procurement ventures where the best interest of the district shall be served.

10. The District shall compile and maintain, to the extent practicable, bidder and vendor lists for supplies, services and professional services utilized by the district.

11. All procurement transactions should provide full and open competition when in the best interest of the District. The District will adopt standard specifications for supplies and services wherever practicable. The standard specifications adopted by the district shall be based, insofar as possible, upon those proposed by the requesting person or department, modified as necessary to maximize clarity, uniformity, and open competition, while effectively meeting the requirements of the requesting department or individual as well as the efficient operation of the district.

#### Quantity Purchasing

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

Adopted 4/2024



## **STUDENT NUTRITION AND PHYSICAL ACTIVITY**

AR 5040 (a)

### **PLANNING AND PERIODIC REVIEW; REPORTING**

The superintendent or designee will provide an annual report to the School Board detailing progress toward reaching nutrition and physical activity goals and compliance with all physical education, physical activity and nutrition policies. Barriers to compliance, where and when they are encountered will be detailed in the annual report. A brief description of planning processes, including entities engaged in planning, will also be provided at that time.

### **NUTRITION**

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

Traditional cultural foods may be exempted from the nutritional requirements when offered free of charge and for educational purposes. Traditional cultural foods offered for sale or as a part of the school breakfast or lunch program must meet nutritional requirements.

#### **Nutrition Guidelines:**

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. To the extent practicable, all schools in the district will participate in available federal school meal programs.

All other foods and beverages made available on school campus (including, but not limited to vending, franchise vendors, concessions, a la carte, student stores, classroom parties and fundraising) during the school day, between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day, shall meet nutritional requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools, also known as Smart Snacks in School. For the purpose of this policy, the school campus is defined as all property under the jurisdiction of the school district that is accessible to students.

#### **Nutrition and Dining Environment Goals**

- (a) Schools shall provide enough space and serving areas to ensure all students have access to school meals with minimum wait time.

Students

Students

**STUDENT NUTRITION AND PHYSICAL ACTIVITY (continued)**

AR 5040 (b)

- (b) Schools shall encourage and facilitate access to handwashing before and after meals.
- (c) Schools shall provide adequate time for students to enjoy eating healthy foods with friends in school; a minimum of 20 minutes of eating time, after being served, for lunch and 10 minutes for breakfast.
- (d) The school district shall work to provide opportunities for on-going professional training and development for food service staff and teachers in the areas of nutrition and physical education.
- (e) The district supports and encourages the creation of school gardens and integrated food system education that provides hands-on learning experiences linking the cafeteria with the classroom and core curriculum, such as math, science and language arts.

**PHYSICAL EDUCATION**

Note: While federal law does not require the language in the following sections on Physical Education and Physical Activity, Districts *must* have physical activity goals. The following optional language meets those requirements.

Student achievement shall be assessed based on physical education standards, and a written physical education grade shall be reported for students according to the grading schedule of the district. A fitness assessment shall be performed using a valid and reliable tool and used to track student progress. Physical education classes shall have a pupil-teacher ratio comparable to that in the core classes. Waivers, exemptions, substitutions, and/or pass-fail options for physical education are discouraged. Accommodations will be made for those with medical, cultural, or religious considerations. To the extent practicable:

- (a) Physical education shall be taught by a certified/endorsed physical education teacher.
- (b) Physical education teachers shall receive annual professional development specific to physical education content.
- (c) Physical education equipment shall be age- appropriate, inviting, and available in sufficient quantities for all students to be able to participate. Equipment shall be inspected regularly for safety and replaced when needed.
- (d) At least 50% of physical education class time should be spent in moderate to vigorous physical activity.

Students

Students

**STUDENT NUTRITION AND PHYSICAL ACTIVITY (continued)**

AR 5040 (c)

**PHYSICAL ACTIVITY**

Schools shall strive to allow students the opportunity for moderate physical activity each day to include time before, during, and after school.

**Physical Activity Goals**

The primary goals for physical activity are to: build knowledge and skills through physical education (PE) programs that enable all students to participate in a variety of lifetime physical activities; promote safe and appropriate physical activity opportunities for all students; increase the amount of movement for students throughout the school day, while decreasing sedentary time; and promote a physically active lifestyle for all community members, including students, staff, and families. To the extent practicable:

- (a) Schools shall encourage families to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
- (b) Schools shall provide adequate training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.
- (c) Schools shall encourage, promote and conduct physical activities that involve families, students, school staff and the community, including safe walking or biking to school.

**OTHER SCHOOL-BASED ACTIVITIES**

The primary goal for other school-based activities is to create a total school environment that is conducive to student well-being. This includes, but is not limited to the following:

**Communication Goals**

- (a) The school district shall encourage and provide opportunities for parents, staff, teachers, school administrators, students, nutrition service professionals and community members to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.
- (b) The district, to the extent possible, shall provide information and outreach materials about community food programs and other Food and Nutrition Service (FNS) programs such as Food Stamps, the Child Nutrition Program, and Women, Infants and Children (WIC) to students and parents.

Students

Students

**STUDENT NUTRITION AND PHYSICAL ACTIVITY (continued)**

AR 5040 (d)

- (c) Schools shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity, consistent with Board policy and federal regulation.

*Revised 4/2024*

**AASB POLICY REFERENCE MANUAL**  
**9/92**

Note: This is not a required policy and may 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)*

Adopted 4/2024

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;

## Students

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*

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

**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.**

**The learning community of students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty.**

**The Board expects that students will not cheat, lie, 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.**

*(cf. 5144 - Discipline)*

*Revised 4/2024*



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 believe 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**

**ACADEMIC HONESTY  
5131.9(b)**

**AR**

**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.**

Students

**7. Giving or receiving any test information.**

**ACADEMIC HONESTY**

**AR 5131.9(c)**

- 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 Academic Honesty Policy**

**To be considered when evaluating potential student infractions of the Academic Honesty Policy we strive 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 4/2024*

## UNIFORM INVESTIGATIONS

BP 5141.43(a)

**The purpose of this policy is to provide guidance and procedures for conducting fair, thorough, and consistent investigations within the District. This policy is designed to ensure the safety, well-being, and rights of all students, staff, and stakeholders involved in the investigative process. It aims to foster a safe and inclusive learning environment where concerns and allegations are taken seriously, investigated promptly, and resolved appropriately.**

**By implementing the Administrative Regulation associated with this uniform investigation policy, the district is committed to maintaining a safe, respectful, and inclusive learning environment for all. Through fair and thorough investigations, we strive to address concerns, promote accountability, and protect the rights and well-being of our students and staff.**

*(cf. 5141.42 – Professional Boundaries of Staff with Students  
(cf. 1312 – Public Complaints Concerning the Schools  
(cf. 1312.3 – Public Complaints Concerning Discrimination  
(cf. 4118 – Certificated Personnel – Suspension/Disciplinary Action  
(cf. 4119.11 – All Personnel – Sexual Harassment  
(cf. 4144/4244/4344 – Complaints*

**This policy is designed to supplement and reinforce the mandatory reporting requirements of AS 47.17, the reporting requirements of AS 14.33.210, and the concepts of Professional Boundaries of Staff with Students. This policy is not designed to replace or impact investigations conducted by the Professional Teaching Practices Commission pursuant to AS 14.20.**

**The associated Administrative Regulation has been developed to assist school administrators when it is necessary to investigate complaints or allegations of misconduct against school staff, including volunteers. These investigations are referred to as administrative investigations.**

*Legal Reference:*

### ALASKA STATUTES

AS 14.20 *Teacher and School Personnel*  
AS 40.25 *Public Record Disclosure*  
AS 47.17 *Child Protection*  
AS 14.33.210 *Reporting of Incidents of Harassment, Intimidation, or Bullying*

### ALASKA ADMINISTRATIVE CODE

4 AAC 12.210 *Reporting Instances of Prohibited Sexual Conduct*  
4 AAC 12.220 *Failure to Report Instances of Prohibited Sexual Conduct*  
20 AAC 10.020(b)(4)(A) *Code of Ethics and Teaching Standards*  
20 AAC 10.020(b)(4)(B) *Code of Ethics and Teaching Standards*

*Adopted 4/2024*



## UNIFORM INVESTIGATIONS

AR 5141.43(a)

**It is essential to select an investigator free from any personal, professional, or financial conflicts of interest. The investigator must have the skills, knowledge, experience, and time to conduct an appropriate investigation. The investigator should be objective, thorough, ethical, professional, and capable as a writer.**

**The goal of an administrative investigation is to gather all reasonably available information involving the complaint or allegation. The information gathered must be analyzed to determine whether the complaint or allegation is factual.**

**If an investigation of allegations is determined to be warranted, then the investigating school administrator must determine what laws, regulations, and/or policies apply to the allegations. It is critical for the investigating school administrator to consult with District legal counsel at this stage.**

**The result of an administrative investigation may be reduced to a comprehensive report of investigation which compiles all relevant statements and evidence obtained through the investigation.**

**School administrators need to be aware of employees' right to the presence of a union representative during investigatory meetings which could reasonably result in discipline of the employee. These are referred to as Weingarten rights. School administrators should refer to collective bargaining agreements for further details on employees' rights to representation during investigatory meetings.**

- 1. Investigators must be impartial and have the ability to act independently. Investigators should also have the knowledge, skills, and experience to conduct an investigation.**
- 2. An investigation should be conducted and completed in a timely manner, based upon the nature of the investigation.**
- 3. An administrative investigation should be confidential and exempt from disclosure under the Public Records Act, AS 40.25.**
- 4. School administrators should take steps to ensure the safety of students upon receipt of a complaint, including the potential removal of any school-based contact between student(s) and suspected employee(s).**
- 5. Interviews should be conducted in a private setting. Interview questions should be planned in advance, but the interview should allow for a natural flow and follow up on areas. It is critical to allow the interviewee to fully understand and to fully answer questions, as well as offer additional information outside the scope of the interview questions.**
- 6. If the interviews are being recorded, the interviewee should be properly advised. If the interviews are not being recorded, the interviewees should disclose whether or not they are recording the interview. If the interviews are not being recorded, the information provided by witnesses should be documented by the investigator.**
- 7. Interviews should start with rapport building. Accusatory and intimidating tones should be avoided.**
- 8. It is critical not to cut off witnesses. Silence between questions usually results in additional information.**
- 9. At the close of interviews, ask variations of "is there anything else I have not asked**

**you which you believe would be relevant to this investigation?”**

**UNIFORM INVESTIGATIONS**

**AR 5141.43(a)**

- 10. Interviewees should be encouraged to report any retaliation and/or any attempts to influence witnesses.**
- 11. Interviewees should be advised the investigation, including the interview and the interview questions are confidential and should remain so.**
- 12. Interviewees should be provided with contact information of the investigator to provide additional information and/or to report any retaliation.**
- 13. Investigators must analyze interviews for credibility, or determining whether witnesses were believable. Investigators should consider whether a witness was motivated to lie, has a history of lying, or showed signs of lying. Investigators should also consider if there is evidence that corroborates witness statements.**
- 14. Investigators should collect, analyze, document and secure physical and digital evidence. For example, class schedules, seating charts, attendance records, student disciplinary records, personnel records, social media posts, digital images and/or video, emails, text messages, and any other reliable evidence.**
- 15. Investigators must then reach a conclusion, and document that conclusion in a written report. The investigation report should include the allegations, the investigation plan, list of evidence collected, factual findings, and recommendations, if requested.**
- 16. The applicable standard of proof for the investigation is an issue that should be discussed with the District's attorney. Depending on the nature of the allegations, the standard of proof could be substantial evidence or preponderance of evidence.**
- 17. The investigation report is confidential and should not be shared with the public. School administrators should develop a communications plan following the conclusion of the investigation.**

Adopted 4/2024

## **BP 6112 SCHOOL DAY**

The Superintendent shall fix the length of the school day subject to the provisions of law and negotiated agreements.

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

*Legal Reference:*

### ALASKA STATUTES

[14.03.40](#) *Day in session*

*Reviewed 12/2019*

*Reviewed 4/2024*

**Craig City School District**



Note: The purpose of this policy is to implement the intervention programs set forth in the Alaska Reads Act, HB 114.

**The Superintendent shall coordinate the establishment of a District-wide reading intervention program in accordance with AS 14.30.765. The services provided under this program must, to the extent practicable:**

- 1. Be provided by a district reading teacher, or paraprofessional under the supervision of a reading teacher, to all students in grades kindergarten through three who are determined to have a reading deficiency based on the statewide screening tool provided by the Department.**
- 2. Provide explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, oral language skills, and reading comprehension, as necessary.**
- 3. Use evidence-based reading intervention methods that have shown proven results in accelerating student reading achievement within a single school year.**
- 4. Include instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error correction and feedback.**
- 5. Incorporate daily targeted small group reading instruction based on student needs, either in person or online.**
- 6. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.**
- 7. Be implemented during regular school hours through any available method, including in person or through online delivery by teachers or specialty reading coaches.**
- 8. Be implemented outside of regular school hours, as directed in the student's individual reading improvement plan, for a student who scores at the lowest achievement level on the statewide screening tool.**
- 9. Be reviewed based on a department-approved response to intervention or multi-tiered system support models, addressing additional support and services needed to remedy identified needs.**
- 10. Support reading intervention at home by parents or guardians by offering a list of adult literacy resources and organizations, providing opportunities for parent or guardian participation in training workshops, and encouraging regular parent or guardian-guided home reading activities.**

### **Individual Reading Improvement Plans**

**The District shall provide each student in grades kindergarten through three who is determined to have a reading deficiency based on the statewide screening tool an individual reading improvement plan. This plan must be in accordance with the provisions set forth in AS 14.30.765(b).**

### **Notice Requirements**

**If at any time during the school year a student in grades kindergarten through three demonstrates a reading deficiency, a District representative shall notify the student's parent or guardian. This notification must be not later 15 days after identification of the reading deficiency and include the information described in AS 14.30.765(c).**

**Progression**

**Students identified with a reading deficiency shall progress through grades as set forth under AS 14.30.765(d) – (m).**

*Legal Reference:*

*ALASKA STATUTES*

*AS 14.30.760 Statewide screening and support*

*AS 14.30.765 Reading intervention services and strategies; progression*

*ALASKA ADMINISTRATIVE CODE*

*4 AAC 06.400 Statewide literacy screening and support*

*4 AAC 06.405 Reading intervention services and strategies*

*4 AAC 06.410 Individual reading improvement plan*

*4 AAC 06.415 Student Progression*

*4 AAC 06.490 Definitions*

*Adopted 4/2024*

Note: The purpose of this policy is to implement early education programs established by the Alaska Reads Act, HB 114. Early education programs are voluntary, and grant funds can be used to either develop a Pre-K program or improve upon an existing program.

The Superintendent, in consideration of appropriate District need, may seek a grant for an early education program under AS 14.03.410 and 4 AAC 60.200. Before applying for a grant, the District shall, to avoid duplicate programs and facilitate resource sharing to improve early education within the district, consult with each local and tribal head start program within the district's boundaries. The Superintendent must ensure that the District has the resources and intent to create an early education program.

The District-wide early education program must:

1. Adopt an evidence-based program of learning.
2. Have a certificated teacher in charge of the program.
3. Implement the guidelines for an early education program described in the department's *State of Alaska Early Learning Guidelines* under 4 AAC 60.170.
4. Have a minimum day in session of two hours per day, five days per week.
5. Accommodate the early education needs of district children and their families, regardless of socioeconomic circumstances.

The District shall provide an annual ADM assurances report regarding its early education program in a format prescribed by the Department of Education and Early Development.

During the grant period, a school district that receives a grant award under 4 AAC 60.200 must demonstrate progress towards meeting or exceeding the standards for a high quality early education program under AS 14.07.165(a)(5) and 4 AAC 60.190 by complying with the department's grant reporting requirements and submitting a year-end report to the department.

The District's early education program must also comply with the requirements under 4 AAC 60.205.

*Legal References:*

ALASKA STATUTES

AS 14.03.410 *Early education programs; grants*

ALASKA ADMINISTRATIVE CODE

4 AAC 60.190 *High quality early education program standards*

4 AAC 60.195 *District accountability; revocation of approval of district-wide early education program*

4 AAC 60.20 *District-wide early education program grants; applications; duration; award determinations*

4 AAC 60.205 *District-wide early education program grant recipient obligations*

4 AAC 60.210 *Criteria for inclusion of district-wide early education program students within a district's ADM*

Instruction

4 AAC 60.990 *Definitions*

*Adopted 4/2024*

**AASB POLICY REFERENCE MANUAL**  
**9/92**

## BOARD MEMBERS

BB 9200(a)

Note: The following sample bylaw may be revised to reflect district philosophy and needs.

### Limits of Board Members Authority

The School Board has broad but clearly limited powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting. Board members have authority only in regularly called meetings of the Board, or when delegated specific tasks by Board action.

The Board is the unit of authority. The Board member is a part of the governing body which represents and acts for the community as a whole. Apart from the normal function as part of the unit, the Board member has no individual authority. No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools; nor, as an individual, command the services of any school employee. Individually, the Board member may not commit the district to any policy, act or expenditure.

### Optional:

School visits by Board members are encouraged. Principals should receive a courtesy call in advance of a visit. Board members, as with all visitors, must check in with the school office. Board members who visit schools of their own volition have no more authority than any other citizen.

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

Note: The following is an optional process for Board members to make information requests.

### Board Member Requests for Information

Board members should make informed decisions on matters before them for a vote. The Superintendent or designee is responsible for providing the Board with relevant materials to inform the Board on those matters on which it is to act. If Board members desire further information, a request for information shall be directed to the Superintendent, pursuant to the following guidelines:

1. Requests for simple facts. Any Board member may make a request for simple facts to the Superintendent who will forward the request to the appropriate staff member. All responses to requests for simple facts will be provided to the requesting Board member, and copied to the Board President.

2. Requests for reports, research, administrative studies, detailed information, or for information relating to a problem or a potential problem in the District. Some information requests require significant administrative time and explanation to provide the requested response. Individual Board members shall submit such requests to the full Board for consideration. Upon [concurrence of the other board members/majority request of the Board], the request shall then be forwarded to the Superintendent for response.

**BOARD MEMBERS** (continued)

BB 9200(b)

3. Complaints regarding personnel. Board members may have their own complaints regarding District personnel. These concerns should be privately communicated to the Superintendent.

**4. When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy. Such information will be conveyed to the superintendent.**

**5. Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. Legal counsel is responsible to the Board.**

*(cf. 6162.8 - Research)*

*(cf. 9322 - Agenda/Meeting Materials)*

**Obligations of Members**

Members of the Board must endeavor to attend all meetings, study all materials presented with the agenda prior to attending the meeting, participate in the discussion of any items which come before the Board, and vote on all motions and resolutions, abstaining only for compelling reasons. If no compelling reason requires abstention, members of the Board shall not abstain.

The Board member should not subordinate the education of children and youth to any partisan principle, group interest, or the member's own personal interest.

The Board member should be prepared and willing to devote a sufficient amount of time to the study of the problems of education in the district, the state, and the nation in order to interpret them to the people of the district.

*(cf. 9230 - Meetings)*

*Legal Reference:*

ALASKA STATUTES

*14.14.140 Restrictions on employment*

**Revised 4/2024**