

CONCEPTS AND ROLES

BP 6000 (a)

The School Board believes that the district and community must work together to ensure that educational goals and objectives are relevant to the lives and future of our students. The Board shall adopt policies which define district philosophy and goals. The Superintendent or designee shall provide for the development of districtwide instructional objectives.

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)

The Board recognizes the importance of planning, implementing and evaluating the instructional program and shall provide the resources necessary for ongoing review and improvement of the district curriculum.

(cf. 0500 - Review and Evaluation)
(cf. 6141 - Curriculum Development and Evaluation)

In order to keep abreast of educational trends and changing student needs, the Board supports a continuing program of in-service education for staff, the administration, and Board members.

(cf. 4331 - Staff Development)
(cf. 9240 - Board Development)

The district shall provide comparable educational opportunities for all students. The Superintendent shall schedule teachers and classes so that there is a minimum variation in the student-teacher ratio from school to school at the beginning of each school year. He/she shall further ensure that the amount and quality of textbooks, instructional supplies and equipment are closely comparable in every district school and at each level.

(cf. 0410 - Nondiscrimination)
(cf. 6171 - Title 1 Programs)

Instruction in the core curriculum shall not be diminished when students receive supplementary services funded by special governmental programs.

The School Board

1. Articulates the district's educational philosophy and goals through Board policy and approves districtwide instructional objectives which reinforce the district's philosophy and goals.
2. Adopts course of study and graduation requirements.
3. Selects the educational programs to be offered to the district's students.
4. Approves instructional materials and resources to be used in the district's curriculum.
5. Reviews the instructional program and evaluates the education received by students.

The Superintendent or Designee

1. Establishes procedures for the ongoing review, evaluation, and development of the district's curriculum.
2. Ensures the articulation and integration of the district curriculum between educational levels.
3. Administers the district's educational program and reports to the Board on the accomplishment of district goals and objectives through testing and other types of appraisal.
4. Decides the general methods of instruction to be used.
5. Assigns instructors and schedules classes for all curricular offerings.

Legal Reference:

ALASKA STATUTES

- 14.03.060 Elementary, junior high, and secondary schools*
- 14.03.090 Sectarian or denominational doctrines prohibited*
- 14.08.111 Duties (regional school boards)*
- 14.14.090 Additional duties*
- 14.14.110 Cooperation with other districts*

ALASKA ADMINISTRATIVE CODE

- 4 AAC 05.070 Program planning and evaluation*

UNITED STATES CODE, TITLE 20

- 2728(c) Fiscal requirements/comparability of services*
- 2971 (b) Federal funds supplementary*

CODE OF FEDERAL REGULATIONS, TITLE 34

- 200.43 Comparability of services requirements, Chapter 1*
- 298.23 Comparability of services requirements, Chapter 2*

Revised 1/04

Reviewed 5/2015

Reviewed 12/2019

Reviewed 5/22

Instruction

CONCEPTS AND ROLES

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(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

The School Board recognizes the importance of planning, implementing and evaluating the instructional program and shall provide the resources necessary for ongoing review and improvement of the district curriculum.

(cf. 0500 - Review and Evaluation)

(cf. 6141 - Curriculum Development and Evaluation)

In order to keep abreast of educational trends and changing student needs, the School Board supports a continuing program of inservice education for certificated staff, the administration, and School Board members.

(cf. 4331 - Staff Development)

(cf. 9240 - School Board Development)

Note: United States Code, Title 20, Section 2728 and the Code of Federal Regulations, Title 34, Section 200.43 mandate districts receiving Title 1 funds to establish and implement a districtwide salary schedule and written policy ensuring the equivalent provision of staff, curriculum materials and instructional supplies among schools. Pursuant to the Code of Federal Regulations, Title 34, Section 298.23 recipients of Chapter 2 funds also must demonstrate that program services, equipment, materials and supplies are supplementary to the regular program.
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The district shall provide comparable educational opportunities for all students. The Superintendent or designee shall schedule teachers and classes so that there is a minimum variation in the student-teacher ratio from school to school at the beginning of each school year. He/she shall further ensure that the amount and quality of textbooks, instructional supplies and equipment are closely comparable in every district school and at each level.

(cf. 0410 - Nondiscrimination)

(cf. 6171 - Title 1 Programs)

Instruction in the core curriculum shall not be diminished when students receive supplementary services funded by special governmental programs.

The School Board

1. Articulates the district's educational philosophy and goals through School Board policy and approves districtwide instructional objectives which reinforce the district's philosophy and goals.
2. Adopts all curriculum and graduation requirements.
3. Determines the educational programs to be offered to the district's students.
4. Approves instructional materials and resources to be used in the district's curriculum.
5. Reviews the instructional program and evaluates the education received by students using available data including results of state and district student assessments.

The Superintendent or Designee

1. Establishes procedures for the ongoing review, evaluation, and development of the district's curriculum.
2. Ensures the articulation and integration of the district curriculum between educational levels.
3. Administers the district's educational program and reports to the School Board on the accomplishment of district goals and objectives using available data including results of the state and district student assessments through testing and other types of appraisal.
4. Decides the general methods of instruction to be used.
5. Assigns instructors and schedules classes for all curricular offerings.

Instruction

CONCEPTS AND ROLES (continued)

BP 6000(c)

Legal Reference:

ALASKA STATUTES

- 14.03.060 Elementary, junior high, and secondary schools*
- 14.03.090 Sectarian or denominational doctrines prohibited*
- 14.08.111 Duties (regional school boards)*
- 14.14.090 Additional duties*
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UNITED STATES CODE, TITLE 20

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- 2971 (b) Federal funds supplementary*

CODE OF FEDERAL REGULATIONS, TITLE 34

- 200.43 Comparability of services requirements, Chapter 1*
- 298.23 Comparability of services requirements, Chapter 2*

Revised 3/2012

PARENT INVOLVEMENT

BP 6020(a)

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

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

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

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

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

(cf. 5141.41 – Sexual Abuse, Sexual Assault and Dating Violence and Prevention)

(cf. 6141.2 – Recognition of Religious Beliefs and Customs)

(cf. 6142.1 – Family Life/Sex Education)

(cf. 6142.2 – AIDS Instruction)

(cf. 6162.5 – Standardized Testing)

Teachers and parents/guardians can better understand and meet student needs if they work together. All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques which support classroom learning. Administrators and teachers should keep parents/guardians well informed about school expectations and tell them when and how they can assist their children in support of classroom learning activities. The School Board encourages staff training in effective communication with the home. The School Board encourages parents/guardians to serve as volunteers in the schools and to attend student performances and school meetings.

PARENT INVOLVEMENT (continued)

BP 6020(b)

- (cf. 1240 - Volunteer Assistance)*
- (cf. 1250 - Visits to the Schools)*
- (cf. 5124 - Reporting to Parents)*
- (cf. 6154 - Homework/Make-Up Work)*
- (cf. 6171 - Title I Programs)*

Legal Reference:

ALASKA STATUTES

- 14.30.016 A parent's right to direct the education of the parent's child*
- 14.30.361 Sex education, human reproductive education, and human sexuality education*
- 14.30.355 Sexual abuse and sexual assault awareness and prevention*
- 14.30.356 Dating violence and abuse policy, training, awareness, prevention, and notices*

- Reviewed 5/2015*
- Revised 11/2016*
- Reviewed 12/2019*
- Reviewed 5/22*

PARENT INVOLVEMENT

Note: The following optional policy may be revised or deleted as desired. However, for those districts receiving Title I funds, a policy on parental involvement is mandatory. (See BP/AR 6171)

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

Teachers and parents/guardians can better understand and meet student needs if they work together. All of our schools have a duty to communicate frequently with the home and to help parents/guardians develop skills and family management techniques which support classroom learning. Administrators and teachers should keep parents/guardians well informed about school expectations and tell them when and how they can assist their children in support of classroom learning activities. The Board encourages staff training in effective communication with the home.

The Board encourages parents/guardians to serve as volunteers in the schools and to attend student performances and school meetings.

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visits to the Schools)

(cf. 5124 - Reporting to Parents)

(cf. 6154 - Homework/Make-Up Work)

(cf. 6171 - Title I Programs)

Revised 1/03

SCHOOL CALENDAR

The Superintendent or designee shall recommend to the School Board a school calendar that will meet the requirements of the law as well as the needs and input of the community, staff, students and the work year as negotiated with district personnel.

The school calendar shall show the beginning and ending school dates, legal and local holidays, orientation and teacher in-service days, number of teaching days, vacation periods and other pertinent dates.

(cf. 0530 – Discontinuation or Closure of Schools)
(cf. 6115 – Ceremonies and Observances)

Legal Reference:

ALASKA STATUTES
14.03.030 School term

ALASKA ADMINISTRATIVE CODE
4 AAC 05.090 Discontinuation or Closure of Schools

Reviewed 5/2015
Reviewed 12/2019
Reviewed 5/22

SCHOOL CALENDAR

The Superintendent or designee shall recommend to the School Board a school calendar that will meet the requirements of the law as well as the needs of the community, students and the work year as negotiated with district personnel.

Note: Amended in 2004 and retroactive to July 1, 2003, AS 14.03.030 mandates a school term of 180 days with some exceptions. With the approval of the Commissioner of Education: up to ten days may be used for teacher inservice training; "emergency closure days" may be substituted for days in session because of conditions posing a threat to the health or safety of students; or the Board may adopt a different school term that includes at least 740 hours of instruction and study periods for students K-3 and at least 900 hours of instruction and study periods for pupils in grades 4-12. To utilize a different school term as just described, the Board must submit an acceptable plan to the Commissioner demonstrating that students will receive the approximate equivalent of a 180-day term.

The school calendar shall show the beginning and ending school dates, legal and local holidays, orientation and teacher inservice days, number of teaching days, vacation periods and other pertinent dates.

(cf. 0530 – Discontinuation or Closure of Schools)
(cf. 6115 – Ceremonies and Observances)

Legal Reference:

ALASKA STATUTES
14.03.030 School term

ALASKA ADMINISTRATIVE CODE
4 AAC 05.090 Discontinuation or Closure of Schools

Revised 2/2010

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 5/22

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.

Legal Reference:

ALASKA STATUTES

14.03.40 Day in session

EMERGENCIES AND DISASTER PREPAREDNESS PLAN

Principals shall hold emergency drills at least once a month, weather permitting. (AS 14.03.140)

The district disaster preparedness plan shall be available to staff, students and the public in the office of the Superintendent or designee and in the office of each principal. Individual building disaster plans shall be provided to each teacher and shall be available for public inspection at the principal's office. The principal shall make certain that students and staff are familiar with the plan and shall periodically conduct preparedness drills to ensure effective behavior in the event of an actual emergency or disaster.

The Superintendent or designee may appoint a committee each year to review the disaster preparedness plan and recommend changes and/or improvements.

1. Principal

The principal or designee may assume overall direction of disaster procedures. Each principal shall prepare written disaster plans for his/her school and present a copy to the Superintendent or designee.

The principal shall:

- a. Direct evacuation of buildings, using fire signals and procedures as required for fire, threatened explosion, or following cessation of earthquake tremors, and using a manual bell for signals in case of power failure.
- b. Arrange for transfer of students when their safety is threatened by floods or approaching fires.
- c. Issue orders to teachers if children are to assemble in preselected safer areas within the school.
- d. Schedule monthly/periodical fire drills and keep appropriate records.
- e. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.
- f. Inform the Superintendent or designee of all emergency actions taken as soon as possible.
- g. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.

EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued) AR 6114 (b)

2. Teachers

Teachers shall be responsible for supervision of students in their charge. Teachers shall:

- a. Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signals, warning written notification, or intercom orders.
- b. Give the DROP command during an earthquake.
- c. Take roll when the class is relocated in an outside or inside assembly area or at another location.
- d. Report missing students to the principal or designee.
- e. Send students in need of first aid to the school nurse or person trained in first aid.

3. Custodian/Maintenance Personnel

Custodians/maintenance personnel are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Custodians/maintenance personnel shall:

- a. Survey and report damage to the principal.
- b. Direct rescue operations as required.
- c. Direct fire-fighting efforts until regular fire-fighting personnel take over.
- d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines.
- e. Disburse supplies and equipment as needed.
- f. Conserve usable water supplies.

4. The school secretary shall:

- a. Report a fire or disaster to the appropriate authorities.
- b. Assist the principal as needed.
- c. Provide for the safety of essential school records and documents.

EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued) AR 6114 (c)

5. **The secretarial staff** shall man telephones, monitor radio emergency broadcasts, assist with injured individuals, and act as messengers and carriers when so directed.
6. **The school nurse** shall:
 - a. Administer first aid.
 - b. Supervise the administration of first aid.
 - c. Organize first aid and medical supplies.

Reviewed 12/2019
Reviewed 5/22

CRISIS RESPONSE PLAN

Note: Each district, and every school within the district, is required to have in place a crisis response plan. AS 14.33.100. AS 14.03.140 requires monthly emergency drills, such drills should be geared to the types of emergencies likely to be experienced. AS 14.33.100 requires annual employee training in crisis response, including evacuation and lock down drills.

Principals and site administrators shall hold emergency drills at least once a month, weather permitting. (AS 14.03.140)

The district crisis response plan shall be available to staff, students and the public in the office of the Superintendent or designee and in the office of each principal. Individual building crisis response plans shall be provided to each teacher and shall be available for public inspection at the principal's office. The principal shall make certain that students and staff are familiar with the plan and shall periodically conduct preparedness drills to ensure effective behavior in the event of an actual emergency or disaster.

The crisis response team for each school shall meet each year to review the crisis response plan and recommend changes and/or improvements.

1. Principal

The principal or designee may assume overall direction of disaster procedures. Each principal shall prepare written disaster plans for his/her school and present a copy to the Superintendent or designee.

The principal shall:

- a. Direct evacuation of buildings, using fire signals and procedures as required for fire, threatened explosion, or following cessation of earthquake tremors, and using a manual bell for signals in case of power failure.
- b. Arrange for transfer of students when their safety is threatened by floods or approaching fires.
- c. Issue orders to teachers if children are to assemble in preselected safer areas within the school.
- d. Schedule monthly/periodical fire drills and keep appropriate records.

CRISIS RESPONSE PLAN

- e. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.
- f. Inform the Superintendent or designee of all emergency actions taken as soon as possible.
- g. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.

2. Teachers

Teachers shall be responsible for supervision of students in their charge. Teachers shall:

- a. Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signals, warning written notification, or intercom orders.
- b. Give the DROP command during an earthquake.
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Custodians/maintenance personnel are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Custodians/maintenance personnel shall:

- a. Survey and report damage to the principal.
- b. Direct rescue operations as required.
- c. Direct fire fighting efforts until regular fire fighting personnel take over.

CRISIS RESPONSE PLAN

- d. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines.
 - e. Disburse supplies and equipment as needed.
 - f. Conserve usable water supplies.
4. **The school secretary** shall:
- a. Report a fire or disaster to the appropriate authorities.
 - b. Assist the principal as needed.
 - c. Provide for the safety of essential school records and documents.
5. **The secretarial staff** shall man telephones, monitor radio emergency broadcasts, assist the school nurse as needed, and act as messengers and carriers when so directed.
6. **The school nurse** shall:
- a. Administer first aid.
 - b. Supervise the administration of first aid.
 - c. Organize first aid and medical supplies.

CRISIS RESPONSE PLAN

All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, or other crisis which create distress, hardship, fear or grief. The Superintendent or designee shall develop and maintain a crisis response plan for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually.

A crisis response team for each school shall augment the district plan with working plans and procedures specific to each school building. The crisis response team must include the principal, one certified and one classified member of the school staff, and one parent whose child attends the school. Additionally, the team may include a school board or advisory school board member, a school counselor, a member of local law enforcement, and a student in grade 10 or higher.

All students and employees shall receive instruction regarding these plans. Employees shall be trained annually in crisis response, including evacuation and lock down drills. Disaster simulation exercises may be held annually at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies.

The Superintendent or designee shall consult with local social service agencies and law enforcement authorities so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school.

The crisis response plan for each school must:

1. Identify the person in charge and a designated substitute.
2. Identify the crisis response team members and their specific job functions relating to a crisis.
3. Include a communication plan.
4. Include protocol for responding to immediate physical harm of students, faculty, or staff, to traumatic events, including the period after the events have concluded.
5. Include disaster and emergency procedures to respond to earthquakes, fire, flood, explosions, or other events or conditions in which death or serious injury is likely.
6. Include crisis procedures for safe entrance to and exit from the school by students, parents, and employees, including an evacuation and lock down plan.
7. Include policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis.

(cf. 3514 - Safety)

(cf. 3515 – School Safety & Security)

(cf. 5142 - Student Safety)

CRISIS RESPONSE PLAN (CONTINUED)

The crisis response plans shall be reviewed annually and updated as appropriate. The district shall retain a copy of each school's crisis response plan and a copy provided to each local agency that has a role in the plan. Notice of completion of the annual review and update and the location of a school's crisis response plan shall be posted at each school in the district. Each school's crisis response plan shall be printed and available for inspection by the public.

The School Board shall grant the use of school buildings, grounds and equipment to public agencies for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

The Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation. Each principal shall ascertain that at least one staff member at each school holds a valid certificate in these areas. The Superintendent or designee shall provide for CPR in-service training to be offered to district staff annually.

Legal Reference:

ALASKA STATUTES

14.03.030 School term

14.03.140 Emergency drills

14.33.100 Required school crisis response planning

18.70.080-18.70.300 Fire protection

Reviewed 6/2015

Reviewed 12/2019

Reviewed 5/22

CRISIS RESPONSE PLAN

Note: By July 1, 2000, all school districts must have developed a model school crisis response plan for use by each school in the district. By December 31, 2000, each school must have developed a school specific crisis response plan.

All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, or other crisis which create distress, hardship, fear or grief. The Superintendent or designee shall develop and maintain a crisis response plan for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually.

A crisis response team for each school shall augment the district plan with working plans and procedures specific to each school building. The crisis response team must include the principal, one certified and one classified member of the school staff, and one parent whose child attends the school. Additionally, the team may include a school board or advisory school board member, a school counselor, a member of local law enforcement, and a student in grade 10 or higher.

All students and employees shall receive instruction regarding these plans. Employees shall be trained annually in crisis response, including evacuation and lock down drills. Disaster simulation exercises may be held annually at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies.

The Superintendent or designee shall consult with local social service agencies and law enforcement authorities so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school.

Note: The crisis response plan must include the following information. Districts should add to this list as appropriate.

The crisis response plan for each school must:

1. identify the person in charge and a designated substitute;
2. identify the crisis response team members and their specific job functions relating to a crisis;
3. include a communication plan;
4. include protocols for responding to immediate physical harm of students, faculty, or staff and to traumatic events, including the period after the events have concluded;

CRISIS RESPONSE PLAN

5. include disaster and emergency procedures to respond to earthquakes, fire, flood, explosions, or other events or conditions in which death or serious injury is likely;
6. include crisis procedures for safe entrance to and exit from the school by students, parents, and employees, including an evacuation and lock down plan; and
7. include policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis.

(cf. 3514 - Safety)

(cf. 3515 - School Safety & Security)

(cf. 5142 - Student Safety)

The crisis response plans shall be reviewed annually and updated as appropriate. A copy of each school's crisis response plan shall be retained by the district and a copy provided to each local agency that has a role in the plan. Notice of completion of the annual review and update and the location of a school's crisis response plan shall be posted at each school in the district. Each school's crisis response plan shall be printed and available for inspection by the public.

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

The School Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

The Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation. Each principal shall ascertain that at least one staff member at each school holds a valid certificate in these areas. The Superintendent or designee shall provide for CPR inservice training to be offered to district staff annually.

Legal Reference:

ALASKA STATUTES

14.03.030 School term

14.03.140 Emergency drills

14.33.100 Required school crisis response planning

18.70.080-18.70.300 Fire protection

Revised 9/99

FIRE DRILLS AND FIRES

All students, teachers, and other employees shall be instructed as to leaving the school building in an orderly and rapid manner.

Principals and teachers shall recognize that it is essential in any emergency to prevent panic by giving students clear direction and supervision. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated escape route is blocked.

(cf. 6114 – Crisis Response)

A record shall be kept in the principal's office of each fire drill conducted. A copy of the record shall also be filed in the office of the Superintendent or designee.

In the event that fire is discovered in any part of the school, the fire department shall be called immediately after the signal is given to evacuate the building. Students and adults evacuate the building to outside assembly areas. Teachers shall ascertain that no student remains in the building. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to injured students.

If the fire is serious, students may be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Legal Reference:

ALASKA STATUTES

14.33.100 Emergency drills

14.33.100 Required school crisis response planning

Revised 8/02

Reviewed 06/2015

Reviewed 12/2019

Reviewed 5/22

FIRE DRILLS AND FIRES

Note: All districts, and each school within a district, are required to have in place a crisis response plan which contains emergency procedures to address disasters, including fire. AS 14.33.100.

All students, teachers, and other employees shall be instructed as to leaving the school building in an orderly and rapid manner.

Principals and teachers shall recognize that it is essential in any emergency to prevent panic by giving students clear direction and supervision. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated escape route is blocked.

(cf. 6114 – Crisis Response)

A record shall be kept in the principal’s office of each fire drill conducted. A copy of the record shall also be filed in the office of the Superintendent or designee.

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If the fire is serious, students may be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Legal Reference:

ALASKA STATUTES

14.33.100 *Emergency drills*

14.33.100 *Required school crisis response planning*

Revised 9/99

BOMB THREATS

Receiving Threats

Anyone answering a telephoned bomb threat shall try to keep the caller on the line and get answers to the following questions:

1. When is the bomb scheduled to go off?
2. Where is the bomb located?
3. What kind of bomb is it?
4. Who placed the bomb?
5. How do you know about the bomb?
6. What is your name and address?

The person who receives the call should also try to determine the caller's sex, age, and distinctive features of voice or speech and should take note of background noises such as music, traffic, machinery or other voices.

Anyone who receives a written bomb threat shall place it in an envelope and note where and by whom it was found.

Any employee or student who receives a bomb threat shall immediately report the threat to the principal or designee.

Procedures

Upon perceiving that a danger may exist, the principal or designee shall:

1. Immediately use fire drill signals to evacuate threatened areas.
 - a. Students and staff shall follow standard fire drill procedures.
 - b. Teachers shall take roll at their assigned areas and immediately report any absences to the principal or designee.
 - c. Teachers shall remain with their classes, well away from the school buildings, until relieved.

BOMB THREATS (Continued)

2. Immediately turn off any two-way radio equipment which is located in a threatened building.
3. Immediately inform law enforcement authorities, the fire department, and the Superintendent or designee.

Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. **No other school staff shall search for or handle any explosive or incendiary device.**

Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the principal or designee that reentry is safe.

Within 24 hours, the principal or designee shall send the Superintendent or designee a complete report of the incident, identifying the person who received the threat and the grounds for believing the danger to be real.

The Superintendent or designee shall make every effort to identify individuals who make bomb threats and have them prosecuted. Students who make such threats shall be disciplined accordingly.

(cf. 5144.1 - Suspension and Expulsion)
(cf. 6114 – Crisis Response Plan)

Revised 8/02
Reviewed 06/2015
Reviewed 12/2019
Reviewed 5/22

BOMB THREATS

Note: Although many bomb threats prove to be a hoax, the principal or designee should evaluate every such threat carefully and independently on the basis of circumstances existing at the moment. If a school gets a series of bomb threats, the school may want to request that local law enforcement obtain a tap on the phone to trace calls. The following sample regulation may be revised or deleted.

Receiving Threats

Anyone answering a telephoned bomb threat shall try to keep the caller on the line and get answers to the following questions:

1. When is the bomb scheduled to go off?
2. Where is the bomb located?
3. What kind of bomb is it?
4. Who placed the bomb?
5. How do you know about the bomb?
6. What is your name and address?

The person who receives the call should also try to determine the caller's sex, age, and distinctive features of voice or speech and should take note of background noises such as music, traffic, machinery or other voices.

Anyone who receives a written bomb threat shall place it in an envelope and note where and by whom it was found.

Any employee or student who receives a bomb threat shall immediately report the threat to the principal or designee.

Procedures

Upon perceiving that a danger may exist, the principal or designee shall:

1. Immediately use fire drill signals to evacuate threatened areas.
 - a. Students and staff shall follow standard fire drill procedures.
 - b. Teachers shall take roll at their assigned areas and immediately report any absences to the principal or designee.

BOMB THREATS

- c. Teachers shall remain with their classes, well away from the school buildings, until relieved.
2. Immediately turn off any two-way radio equipment which is located in a threatened building.
3. Immediately inform law enforcement authorities, the fire department, and the Superintendent or designee.

Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. **No other school staff shall search for or handle any explosive or incendiary device.**

Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the principal or designee that reentry is safe.

Within 24 hours, the principal or designee shall send the Superintendent or designee a complete report of the incident, identifying the person who received the threat and the grounds for believing the danger to be real.

The Superintendent or designee shall make every effort to identify individuals who make bomb threats and have them prosecuted. Students who make such threats shall be disciplined accordingly.

(cf. 5144.1 - Suspension and Expulsion)

(cf. 6114 - Crisis Response Plan)

Revised 9/99

EARTHQUAKE EMERGENCY PROCEDURES

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside the school building and in individual classrooms:

1. The teacher or other person in authority shall implement the DROP action. Each student shall:
 - a. Get under equipment (desk, table, etc.) where available. Otherwise get next to an inside wall or under an inside doorway.
 - b. Drop to knees with back to the windows and knees together.
 - c. Clasp both hands firmly behind the head, covering the neck.
 - d. Bury face in arms, protecting the head. Close the eyes tightly.
 - e. Stay there until the procedure or emergency is over or until subsequent instructions are given. Such instructions will depend upon circumstances and the extent of damage to the buildings.
2. As soon as possible, teachers shall move the children away from windows and out from under heavy suspended light fixtures.
3. Teachers shall implement action to leave the building when the earthquake is over. Teachers shall ensure that students do not run, particularly on stairways.

Earthquake While on School Grounds

When an earthquake occurs, the following actions shall be taken if teachers and students are on school playgrounds:

1. The teacher or other person in authority shall direct the children to WALK away from buildings, trees, poles, or exposed wires.
2. The teacher shall implement the DROP action. Teachers and students shall cover as much skin surface as possible, close eyes, and cover ears.
3. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.

Earthquake While on the Bus

When students are on the school bus and an earthquake occurs, the following actions shall be taken:

1. The bus driver shall pull to the side of the road away from any buildings, poles, wires, overhead structures or bridges, if possible, and issue the DROP action.

EARTHQUAKE EMERGENCY PROCEDURES (Continued)

2. The driver shall set the brakes and turn off the ignition.
3. The bus driver shall wait until the earthquake is over before proceeding on the route.
4. The bus driver shall contact the Superintendent for instructions.
5. If the bus driver continues on, he/she shall watch for hazards created by earthquakes, such as fallen electrical wires, cracked roads, or fallen poles.

Subsequent Emergency Procedures

1. Teachers shall see that students avoid touching electrical wires that may have fallen.
2. Teachers or students shall not light any fires after the earthquake until the area is declared safe. Laboratory or shop teachers shall be watchful of students' relighting burners or stoves.
3. First aid shall be rendered if necessary.
4. Teachers shall take roll of their classes.
5. Guards shall be posted at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
6. Custodian/maintenance personnel shall shut off all pilot lights on water heaters or furnaces, as well as stoves in homemaking classrooms.
7. Assistance shall be requested as needed, through appropriate channels, for the local civil defense office or fire and police departments.
8. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. The principal shall, if possible, contact the Superintendent for further instructions.
10. The principal shall determine the advisability of closing the school, with the advice of the Superintendent or designee if possible.
11. Following the quake, the principal and custodian shall inspect all buildings for safety in accordance with inspection procedures below.
12. If the building is safe for use, the principal or designee shall clear debris in order to resume educational activities as soon as possible.
13. Until such time as the buildings are safe for use, the principal shall arrange for other facility use, if available, so that the educational program may be continued with as little interruption as possible.

EARTHQUAKE EMERGENCY PROCEDURES (Continued)

General Procedures

Students shall be taught the following safety precautions to be taken during an earthquake in the event that adults are not present to give specific directions:

1. The safest place to be is in the open. Stay there.
2. Move away from buildings, trees, and exposed wires. **DO NOT RUN!**
3. After the earthquake, if you are on your way to school, continue to school.
4. After the earthquake, if you are on your way home, continue home.

Inspections After Earthquake

1. The school custodian/maintenance personnel shall make a thorough inspection immediately after a severe earthquake.

Check points:

- Large cracks affecting buildings
- Earth slippage affecting buildings
- Water leaks
- Gas leaks
- Electrical breakages

If leaks are detected, the custodian/maintenance personnel shall shut off the utility in the building affected and notify the maintenance department.

2. The building principal shall inspect the facility. If the principal believes the school is damaged sufficiently to be a hazard, he/she shall notify the Superintendent or designee and ask the Building Inspector to check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.
3. The Maintenance Director shall advise the Superintendent if the structure is safe for occupancy. The Superintendent or designee shall expedite reconstruction and replacement of equipment.

Reviewed 12/2019

Reviewed 5/22

EARTHQUAKE EMERGENCY PROCEDURES

Note: All districts, and each school within a district, are required to have in place a crisis response plan which contains emergency procedures to address disasters, including earthquakes.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside the school building and in individual classrooms:

1. The teacher or other person in authority shall implement the DROP action. Each student shall:
 - a. Get under equipment (desk, table, etc.) where available. Otherwise get next to an inside wall or under an inside doorway.
 - b. Drop to knees with back to the windows and knees together.
 - c. Clasp both hands firmly behind the head, covering the neck.
 - d. Bury face in arms, protecting the head. Close the eyes tightly.
 - e. Stay there until the procedure or emergency is over or until subsequent instructions are given. Such instructions will depend upon circumstances and the extent of damage to the buildings.
2. As soon as possible, teachers shall move the children away from windows and out from under heavy suspended light fixtures.
3. Teachers shall implement action to leave the building when the earthquake is over. Teachers shall ensure that students do not run, particularly on stairways.

Earthquake While on School Grounds

When an earthquake occurs, the following actions shall be taken if teachers and students are on school playgrounds:

1. The teacher or other person in authority shall direct the children to WALK away from buildings, trees, poles, or exposed wires.
2. The teacher shall implement the DROP action. Teachers and students shall cover as much skin surface as possible, close eyes, and cover ears.

EARTHQUAKE EMERGENCY PROCEDURES

3. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.

Earthquake While on the Bus

When students are on the school bus and an earthquake occurs, the following actions shall be taken:

1. The bus driver shall pull to the side of the road away from any buildings, poles, wires, overhead structures or bridges, if possible, and issue the DROP action.
2. The driver shall set the brakes and turn off the ignition.
3. The bus driver shall wait until the earthquake is over before proceeding on the route.
4. The bus driver shall contact the director of transportation for instructions.
5. If the bus driver continues on, he/she shall watch for hazards created by earthquakes, such as fallen electrical wires, cracked roads, or fallen poles.

Subsequent Emergency Procedures

1. Teachers shall see that students avoid touching electrical wires that may have fallen.
2. Teachers or students shall not light any fires after the earthquake until the area is declared safe. Laboratory or shop teachers shall be watchful of students' relighting burners or stoves.
3. First aid shall be rendered if necessary.
4. Teachers shall take roll of their classes.
5. Guards shall be posted at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.

EARTHQUAKE EMERGENCY PROCEDURES

6. Custodian/maintenance personnel shall shut off all pilot lights on water heaters or furnaces, as well as stoves in homemaking classrooms.
7. Assistance shall be requested as needed, through appropriate channels, from the local civil defense office or fire and police departments.
8. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. The principal shall, if possible, contact the district office for further instructions.
10. The principal shall determine the advisability of closing the school, with the advice of the Building Inspector if possible.
11. Following the quake, the principal and custodian shall inspect all buildings for safety in accordance with inspection procedures below.
12. If the building is safe for use, the principal or designee shall clear debris in order to resume educational activities as soon as possible.
13. Until such time as the buildings are safe for use, the principal shall arrange for other facility use, if available, so that the educational program may be continued with as little interruption as possible.

General Procedures

Students shall be taught the following safety precautions to be taken during an earthquake in the event that adults are not present to give specific directions:

1. The safest place to be is in the open. Stay there.
2. Move away from buildings, trees, and exposed wires. DO NOT RUN!
3. After the earthquake, if you are on your way to school, continue to school.

EARTHQUAKE EMERGENCY PROCEDURES

4. After the earthquake, if you are on your way home, continue home.

Inspections After Earthquake

1. The school custodian/maintenance personnel shall make a thorough inspection immediately after a severe earthquake.

Check points: Large cracks affecting buildings
 Earth slippage affecting buildings
 Water leaks
 Gas leaks
 Electrical breakages

If leaks are detected, the custodian/maintenance personnel shall shut off the utility in the building affected and notify the maintenance department.

2. The building principal shall inspect the facility. If the principal believes the school is damaged sufficiently to be a hazard, he/she shall notify the Superintendent or designee and ask the Building Inspector to check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.
3. The Building Inspector shall be responsible for determining if the structure is safe for occupancy. The Superintendent or designee shall expedite reconstruction and replacement of equipment.

Revised 9/99

PANDEMIC/EPIDEMIC EMERGENCIES

BP 6114.4(a)

The Board recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the Board establishes this policy in the event the town/municipality and/or school district is affected by a pandemic/epidemic outbreak. At all times the health, safety and welfare of the students shall be the first priority.

Planning and Coordination

The Superintendent shall designate one or more staff members to serve as a liaison between the school district and local and state health officials. This designee is responsible for connecting with health officials to identify local hazards, determine what crisis plans exist in the school district and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school district.

With fiscal concerns in mind, the District may purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by health officials.

The Superintendent shall develop procedures and plans for the transportation of students in the event of an evacuation. Such procedures shall include provisions for students who cannot be transported to home at the time of the evacuation.

Response

In the event anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic, that person may be quarantined pending further medical examination. Parents/guardians and local and state health officials shall be notified immediately.

In conjunction with local and state health officials, the Superintendent shall ascertain whether an evacuation, lockdown, or shelter-in-place needs to be established. As soon as such a decision has been made, the school district shall attempt to notify the parents of all students.

In the event of an evacuation, the Superintendent is charged with determining when the school shall re-open. In the event of a lockdown or shelter-in-place, the Superintendent shall notify all proper authorities and relief agencies to seek their assistance for the duration of the lockdown or shelter-in-place.

In addition to powers already delegated, the School Board may delegate authority to the Superintendent to make emergency decisions in a pandemic/epidemic response which are consistent with federal, state, and local law and these Board Policies. Consistent with applicable law, the Superintendent may take action including, but not limited to, adopting a teleworking

PANDEMIC/EPIDEMIC EMERGENCIES

BP 6114.4(b)

agreement for school staff and establishing remote education.

Infection Control

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by that individual's primary care physician or other medical personnel indicating that that person does not bear the risk of transmitting the communicable disease.

Continuance of Education

The Superintendent shall develop a plan of alternate means of educating students in the event of prolonged school closings and/or extended absences. Such a plan may include providing students with assignments via mail, local access cable television, or the school district's website.

(cf. 5141.22 – Infectious Diseases)
(cf. 5141.23 – Infectious Disease Prevention)
(cf. 5144.1 – Suspension and Expulsion)
(cf. 6114 – Crisis Response Plan)

Legal Reference:

ALASKA STATUTES

14.03.02 School Year

14.30.045 (4) Grounds for suspension or denial of admission

ALASKA ADMINISTRATIVE CODE

4 AAC 05.090 The Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99

Revised to AASB Update 6/2020
Reviewed 5/22

Instruction

PANDEMIC/EPIDEMIC EMERGENCIES

BP 6114.4(a)

Note: This optional policy may be revised or deleted.

The Board recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the Board establishes this policy in the event the town/municipality and/or school district is affected by a pandemic/epidemic outbreak. At all times the health, safety and welfare of the students shall be the first priority.

Planning and Coordination

The Superintendent shall designate one or more staff members to serve as a liaison between the school district and local and state health officials. This designee is responsible for connecting with health officials to identify local hazards, determine what crisis plans exist in the school district and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school district.

With fiscal concerns in mind, the District may purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by health officials.

The Superintendent shall develop procedures and plans for the transportation of students in the event of an evacuation. Such procedures shall include provisions for students who cannot be transported to home at the time of the evacuation.

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In the event anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic, that person may be quarantined pending further medical examination. Parents/guardians and local and state health officials shall be notified immediately.

In conjunction with local and state health officials, the Superintendent shall ascertain whether an evacuation, lockdown, or shelter-in-place needs to be established. As soon as such a decision has been made, the school district shall attempt to notify the parents of all students.

In the event of an evacuation, the Superintendent is charged with determining when the school shall re-open. In the event of a lockdown or shelter-in-place, the Superintendent shall notify all proper authorities and relief agencies to seek their assistance for the duration of the lockdown or shelter-in-place.

In addition to powers already delegated, the School Board may delegate authority to the Superintendent to make emergency decisions in a pandemic/epidemic response which are consistent with federal, state, and local law and these Board Policies. Consistent with applicable law, the Superintendent may take action including, but not limited to, adopting a teleworking

agreement for school staff and establishing remote education.

Infection Control

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by that individual's primary care physician or other medical personnel indicating that that person does not bear the risk of transmitting the communicable disease.

Continuance of Education

The Superintendent shall develop a plan of alternate means of educating students in the event of prolonged school closings and/or extended absences. Such a plan may include providing students with assignments via mail, local access cable television, or the school district's website.

(cf. 5141.22 – Infectious Diseases)
(cf. 5141.23 – Infectious Disease Prevention)
(cf. 5144.1 – Suspension and Expulsion)
(cf. 6114 – Crisis Response Plan)

Legal Reference:

ALASKA STATUTES
14.03.02 School Year
14.30.045 (4) Grounds for suspension or denial of admission

ALASKA ADMINISTRATIVE CODE
4 AAC 05.090 The Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99

Revised 4/2020

Instruction

CEREMONIES AND OBSERVANCES

BP 6115

PATRIOTIC EXERCISES

Note: By state law, the Pledge of Allegiance must be recited daily. AS 14.03.130. A person/student is permitted to recite the salute to the flag or to maintain a respectful silence.

The School Board encourages activities that instill pride in our country, state and city. The Pledge of Allegiance shall be recited or patriotic exercises conducted each day. The Board encourages students and staff to recite the Pledge of Allegiance in their indigenous language if they desire.

The District respects the legal right of individuals not to participate in the salute to the flag for personal reasons. An individual not participating in the salute to the flag must maintain a respectful silence.

The School Board recognizes the potential importance and relevance of local ceremonies in addition to the Pledge of Allegiance. With Board approval, and provided that such ceremonies do not contravene state or federal law, the Board encourages such local ceremonies as a way of celebrating and recognizing place and local culture as an important part of the educational day.

(cf. 5145.2 – Freedom of Speech/Expression)

(cf. 6141.2 – Recognition of Religious Beliefs and Customs)

(cf. 6141.3 – Multicultural Education)

SPECIAL DAYS AND EVENTS

District schools shall commemorate special days, events in accordance with law. Schools are encouraged to recognize days and events of local historical and cultural importance.

District schools shall be closed in observance of Labor Day, Thanksgiving Day and the day after, Christmas Day, New-Year's Day, Memorial Day, and the Fourth of July.

Holidays which fall on a Sunday shall be observed the following Monday. Holidays that fall on a Saturday shall be observed on the preceding Friday.

Furthermore, the Craig City School District Board of Education specifically recognizes the cultural and civic importance of the following people or events and encourages school leaders and students to incorporate celebrations or recognition within the school's activities and curriculum. These people or events for the Craig City School District to recognize are Elizabeth Peratrovich Day and Indigenous Peoples Day.

(cf. 6111 – School Calendar)

Legal Reference (see next page):

Legal Reference:

ALASKA STATUTES

14.03.050 – School Holidays

14.03.130 – Display of Flag and Pledge of Allegiance

41.15.900 – Observance of Arbor Day

West Virginia State Board of Education, et al. v. Burnette, et al. 319 U.S. 624 (1943)

Banks v. Board of Public Instruction, 314 F. Supp. 285

Hanover v. Northrup, 325 F Supp. 170

Revised to AASB Update 08/19

Reviewed 12/2019

Reviewed 5/22

CEREMONIES AND OBSERVANCES

Patriotic Exercises

Note: By state law, the Pledge of Allegiance must be recited regularly. AS 14.03.130. A person/student is permitted to recite the salute to the flag or to maintain a respectful silence.

The School Board encourages activities that instill pride in our country. The Pledge of Allegiance shall be recited or patriotic exercises conducted on a regular basis as determined by the School Board.

Note: Federal courts have held that individuals may not be compelled to salute the flag or even to stand during the salute.

The district respects the legal right of individuals not to participate in the salute to the flag for personal reasons. An individual not participating in the salute to the flag must maintain a respectful silence.

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 6141.6 - Multicultural Education)

Special Days and Events

District schools shall commemorate special days and events in accordance with law. Schools are encouraged to recognize days and events of local significance.

Note: AS 14.03.050 allows the Board to designate additional holidays. The following reflects school holidays designated by AS 14.030.050 and may be expanded as deemed appropriate.

District schools shall be closed in observance of Labor Day, Thanksgiving Day and the day after, Christmas Day, New Year's Day, Memorial Day, and the Fourth of July.

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday.

(cf. 6111 - School Calendar)

Legal Reference (see next page):

CEREMONIES AND OBSERVANCES (continued)

Legal Reference:

ALASKA STATUTES

14.03.050 School holidays

14.03.130 Display of flag and pledge of allegiance

41.15.900 Observance of Arbor Day

West Virginia State Board of Education, et al. v. Burnette, et al 319 U.S. 624 (1943)

Banks v. Board of Public Instruction, 314 F. Supp. 285

Hanover v. Northrup, 325 F. Supp. 170

Revised 9/01

CLASSROOM INTERRUPTIONS

The principal or designee shall keep announcements made through intercom or public address systems to a minimum and limit announcements to specific times during the day. Announcements that apply only to teachers shall be distributed in writing.

The principal shall establish a fixed time for the delivery of messages to students, except in the case of emergencies.

School maintenance operations involving noise or classroom disruption shall be performed before or after school hours whenever possible.

Reviewed 12/2019

Reviewed 5/22

CLASSROOM INTERRUPTIONS

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

The principal or designee shall keep announcements made through intercom or public address systems to a minimum and limit announcements to specific times during the day. Announcements that apply only to teachers shall be distributed in writing.

The principal shall establish a fixed time for the delivery of messages to students, except in the case of emergencies.

School maintenance operations involving noise or classroom disruption shall be performed before or after school hours whenever possible.

CLASSROOM INTERRUPTIONS

The School Board recognizes that class time should be dedicated to student learning. The Board believes that classroom interruptions which are not related to the educational program should be kept at an absolute minimum.

Reviewed 06/2015
Reviewed 12/2019
Reviewed 5/22

CLASSROOM INTERRUPTIONS

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

The School Board recognizes that class time should be dedicated to student learning. The Board believes that classroom interruptions which are not related to the educational program should be kept at an absolute minimum.

CURRICULUM DEVELOPMENT AND EVALUATION

Note: 4 AAC 05.080 mandates that the School Board formally adopt at a regular meeting a curriculum, as specified, describing what will be taught. The following sample policy may be revised to reflect district philosophy and needs.

The School Board shall provide a comprehensive instructional program to serve the educational needs of the district's students. The School Board accepts responsibility for establishing what students should learn. Therefore, the School Board shall adopt a district curriculum which to the extent possible reflects the desires of the community, the needs of society, and the requirements of law.

Curriculum development and improvement is of primary importance and as such will be part of an ongoing process in this district. The Superintendent or designee shall have general coordinating authority over the design and development of curriculum. The Superintendent or designee shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students and parents/guardians. The School Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and inservice training.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Note: 4 AAC 05.080 requires that the adopted curriculum include a statement that the curriculum is a guide for planning instructional strategies, a statement of goals the curriculum is expected to accomplish, the content designed to accomplish the goals, and a description of the means of evaluating the effectiveness of the curriculum.

The curriculum shall be consistent with and aligned to established state standards and the philosophy, goals and objectives of the district. The Superintendent or designee shall keep the School Board informed regarding current district curriculum efforts and student achievement. The Superintendent or designee shall provide all necessary assistance to the School Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the School Board. Prior to adoption of districtwide curriculum, the School Board shall discuss its findings with the staff, community and students.

Note: 4 AAC 05.080 requires the review of content areas every six years.

The School Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for districtwide curriculum development. The School Board shall review each content area at least once every six years.

Learning will be enhanced by an adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and school to school. Teachers are to align their teaching to district standards and curriculum.

(cf. 6190 - Evaluation of Instructional Program)

Legal Reference:

ALASKA STATUTES

14.03.120 Education planning; reports

14.14.110 Cooperation with other districts

ALASKA ADMINISTRATIVE CODE

4 AAC 04.140 Content Standards

4 AAC 04.150 Performance Standards

4 AAC 05.020 Definitions

4 AAC 05.080 School curriculum and personnel

4 AAC 06.805 Adequate Yearly Progress

4 AAC 06.885 School and District Recognition

4 AAC 51.310 Evaluation

Revised 3/2012

CURRICULUM DEVELOPMENT AND EVALUATION

BP 6141

The School Board shall provide a comprehensive instructional program to serve the educational needs of the district's students. The Board accepts responsibility for establishing what students should learn. Therefore, the Board shall adopt a district curriculum which to the extent possible reflects the desires of the community, the needs of society, and the requirements of law.

Curriculum development and improvement is of primary importance and as such will be part of an ongoing process in this district. The Superintendent or designee shall have general coordinating authority over the design and development of curriculum. The Superintendent or designee shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students and parents/guardians. The Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and in-service training.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The curriculum shall be consistent with the philosophy, goals and objectives of the district. The Superintendent or designee shall keep the Board informed regarding current district curriculum efforts and student achievement. The Superintendent or designee shall provide all necessary assistance to the Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the Board. Prior to adoption of districtwide curriculum, the Board shall discuss its findings with the staff, community and students.

The Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for districtwide curriculum development. The Board shall review each content area at least once every six years.

Learning will be enhanced by an adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and school to school. Teachers are to align their teaching to district standards and curriculum.

(cf. 6190 - Evaluation of Instructional Program)

Legal Reference:

ALASKA STATUTES

14.03.120 Education planning; reports

14.14.110 Cooperation with other districts

ALASKA ADMINISTRATIVE CODE

4 AAC 04.140 Content Standards

4 AAC 05.010 Program Planning and Evaluation

4 AAC 05.020 Definitions

4 AAC 05.080 School curriculum and personnel

4 AAC 06.885 School Recognition

4 AAC 51.310 Evaluation

Revised 8/2014

Reviewed 12/2019

Reviewed 5/22

CURRICULUM DEVELOPMENT AND EVALUATION

BP 6141

The School Board shall provide a comprehensive instructional program to serve the educational needs of the district's students. The Board accepts responsibility for establishing what students should learn. Therefore, the Board shall adopt a district curriculum which to the extent possible reflects the desires of the community, the needs of society, and the requirements of law.

Curriculum development and improvement is of primary importance and as such will be part of an ongoing process in this district. The Superintendent or designee shall have general coordinating authority over the design and development of curriculum. The Superintendent or designee shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students and parents/guardians. The Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and in-service training.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The curriculum shall be consistent with the philosophy, goals and objectives of the district. The Superintendent or designee shall keep the Board informed regarding current district curriculum efforts and student achievement. The Superintendent or designee shall provide all necessary assistance to the Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the Board. Prior to adoption of districtwide curriculum, the Board shall discuss its findings with the staff, community and students.

The Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for districtwide curriculum development. The Board shall review each content area at least once every six years.

Learning will be enhanced by an adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and school to school. Teachers are to align their teaching to district standards and curriculum.

(cf. 6190 - Evaluation of Instructional Program)

Legal Reference:

ALASKA STATUTES

14.03.120 Education planning; reports

14.14.110 Cooperation with other districts

ALASKA ADMINISTRATIVE CODE

4 AAC 04.140 Content Standards

4 AAC 05.010 Program Planning and Evaluation

4 AAC 05.020 Definitions

4 AAC 05.080 School curriculum and personnel

4 AAC 06.885 School Recognition

4 AAC 51.310 Evaluation

Revised 8/2014

Reviewed 12/2019

Reviewed 5/22

Physical Education Waiver

Students may petition to substitute up to one credit of PE with participation in varsity athletics, within the following parameters:

1. The purpose of the substitution is to allow the student to take a course not otherwise available because it conflicts with the schedule for PE courses,
2. The petition must be completed in advance of the substitution and must include the name of the course the student desires to take that conflicts with the PE schedule,
3. A copy of the schedule must be attached to the petition,
4. The request must be approved by the parent and recommended by the counselor. Final approval rests with the principal.

A full season of CCSD varsity athletics may be substituted for one quarter of credit for PE. Therefore, two (2) full seasons are required for the equivalent of one half credit, and four (4) full seasons are required for the equivalent of one full credit.

No credit is actually granted for the athletic participation; the student earns a credit for another course which is applied to the twenty-five credit graduation requirement.

This waiver process results in all students being required to take at least one credit of combined health and PE in order to satisfy graduation requirements.

Revised 3/13
Reviewed 1/2020
Reviewed 5/22

HIGH SCHOOL GRADUATION REQUIREMENTS**BP 6146.10**

The Superintendent or designee shall prepare for Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation requirements, as well as successful completion of any required high school competency examination:

Graduation Requirements for Craig High School

<u>Subject</u>	<u>Units of Credit</u>
Language Arts	4
Social Studies	3 (.5 credit AK History / see *Note below) (1 credit American History) (.5 credit American Government)
Mathematics	3
Science	3 (1 credit Physical Science)
Health	1
Physical Education	1
Electives	<u>10</u>
	25

Graduation Requirements for students enrolled PACE (Personal Academic Choices in Education) Statewide Homeschool

<u>Subject</u>	<u>Units of Credit</u>
Language Arts	4
Social Studies	3 (.5 credit AK History / see *Note below)
Mathematics	3
Science	3
Health	.5
Physical Education	.5
Electives	<u>7</u>
	21

*Note: The three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student's second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6164.2 - Guidance and Counseling Services)

INSTRUCTION

(cf. 6146.3 - Competency Testing)
(cf. 6184 - Virtual/Online Courses)

Legal Reference

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

4 AAC 06.721 College and career readiness assessment waivers

4 AAC 06.755-790 State wide assessment program for students with disabilities

Revised 1/12
Reviewed 10/2015
Reviewed 6/2020
Reviewed 5/22

INSTRUCTION

E 6146.1

Craig City School District
P.O. Box 800
Craig, Alaska 99921

PETITION FOR PHYSICAL EDUCATION WAIVER

Name of Student _____ Grade _____ School Year _____
The above named student by this form is petitioning the Craig City School district for a waiver for Physical Education.

Name of Course which will be substituted for P.E. _____
*Please attach master schedule and mark where conflict in P.E. scheduling occurs, and your (student's) schedule.

Name of varsity sport, and school year participated, which supports this request:

Varsity Sport	School Year
_____	_____
_____	_____
_____	_____
_____	_____

Student Signature _____
Date

I, _____, parent/guardian of the above named student approve of the waiver requested for P.E. credit.

_____ Parent/Guardian Signature	_____ Date	
_____ Counselor Signature	_____ Date	Recommended Y ___ N ___
_____ Principal Signature	_____ Date	Approved Y ___ N ___

*One athletic season participation = ¼ credit
(For example: basketball participation for one year = ¼ credit)
Maximum credit eligible for waiver = 1 full credit

*Revised 4/08
Reviewed 11/11
Reviewed 1/2020
Reviewed 5/22*