

IMMUNIZATIONS

Prior to first entry into school, a child must be fully immunized as required by law against diphtheria, pertussis, tetanus, polio, measles, rubella, mumps, hepatitis A, hepatitis B, and varicella. Children over the age of 12 shall not be required to be immunized against rubella (4 AAC 06.055).

Any student who does not show evidence of required immunization or who does not present a letter or affidavit from the parent/guardian or physician, physician's assistant, or advanced nurse practitioner stating reasons for exemption based on medical reasons or personal beliefs, shall be excluded from school until such time as the immunization is obtained or affidavit of exemption has been filed with the school.

The Superintendent or designee shall exclude those students who fail to meet immunization requirements as required by law.

Provisional Admission

Where regular weekly medical services are not available, the Superintendent or designee may grant provisional admission to students in exceptional circumstances for up to 90 days.

(cf. 5112.2 - Exclusion)

Provisional admissions shall be reported to the Department of Health and Social Services. The Superintendent or designee shall inform parents/guardians of available immunization services and state or federal assistance.

*Legal Reference:*ALASKA STATUTES*14.30.065 Supervision**14.30.125 Immunization*ALASKA ADMINISTRATIVE CODE*4 AAC 06.055 IMMUNIZATIONS REQUIRED**Revised 10/11**Reviewed 04/2015**Reviewed 09/2019**Reviewed 1/2022*

IMMUNIZATIONS

Note: Effective July 1, 2009, school children must be immunized against varicella.

Prior to first entry into school, a child must be fully immunized as required by law against diphtheria, pertussis, tetanus, polio, measles, rubella, mumps, hepatitis A, hepatitis B, and varicella. Children over the age of 12 shall not be required to be immunized against rubella (4 AAC 06.055).

Any student who does not show evidence of required immunization or who does not present a letter or affidavit from the parent/guardian or physician, physician's assistant, or advanced nurse practitioner stating reasons for exemption based on medical reasons or personal beliefs, shall be excluded from school until such time as the immunization is obtained or affidavit of exemption has been filed with the school.

The Superintendent or designee shall exclude those students who fail to meet immunization requirements as required by law.

Provisional Admission

Where regular weekly medical services are not available, the Superintendent or designee may grant provisional admission to students in exceptional circumstances for up to 90 days.

(cf. 5112.2 - Exclusion)

Note: Pursuant to 4 AAC 06.055 immunizations must be provided by state or federal health services if otherwise unavailable in the district or if unaffordable.

Provisional admissions shall be reported to the Department of Health and Social Services. The Superintendent or designee shall inform parents/guardians of available immunization services and state or federal assistance.

*Legal Reference:*ALASKA STATUTES

14.30.065 Supervision

14.30.125 Immunization

ALASKA ADMINISTRATIVE CODE

4 AAC 06.055 IMMUNIZATIONS REQUIRED

Revised 1/09

CHILD ABUSE AND NEGLECT

With concern for the well-being of each student, teachers and school administrators and paid athletic coaches shall be trained on the recognition and reporting of child abuse and neglect in accordance with state law. District employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

In addition to the required training above, the Superintendent or designee may invite classified personnel who have regular contact with students to participate in child abuse and neglect training. Classified personnel should immediately report instances of suspected child abuse or neglect to the site administrator.

Legal Reference:

ALASKA STATUTES

14.08.111 Duties (Regional school boards)

14.14.090 Additional duties

47.17.010-47.17.070 Child protection

Revised 6/2014

Reviewed 09/2019

Reviewed 1/2022

CHILD ABUSE AND NEGLECT

Note: AS 14.08.111 and AS 14.14.090 require districts to provide mandated reporters training in child abuse recognition and reporting. Pursuant to 47.17.020 teachers and school administrators are mandated to report child abuse.

With concern for the well-being of each student, teachers and school administrators shall be trained to report known or suspected incidences of child abuse in accordance with state law. District employees shall cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

Note: Any individual may report suspected child abuse. The following optional language expands the number of school employees trained in child abuse recognition and reporting and may be revised or deleted as desired.

The Superintendent or designee shall provide training in child abuse recognition and reporting for all certificated personnel and for classified personnel who have regular contact with students and wish to participate in such training.

Note: Pursuant to AS 14.17.068, failing or refusing to report child abuse mandated by law is a misdemeanor if the person knew or should have known that circumstances gave rise to the need for a report.

*Legal Reference:*ALASKA STATUTES*14.08.111 Duties (Regional school boards)**14.14.090 Additional duties**47.17.010-47.17.070 Child protection*ALASKA ADMINISTRATIVE CODE*4 AAC 06.045 Training required*

CHILD ABUSE AND NEGLECT**Duty to Report**

Teachers and school administrators, and paid athletic coaches who have reasonable cause to suspect child abuse or neglect have a legal duty to report to the nearest office of the Department of Health and Social Services immediately. The reporting duties are individual and cannot be delegated to another individual.

Reporting Procedures

1. Any employee may report known or suspected child abuse or neglect, by telephone to the nearest office of the Department of Health and Social Services. This phoned report must be followed by a faxed or electronically submitted written report of harm.
2. If contact cannot reasonably be made with child protective services and immediate action is needed to protect the child, the employee shall make the report to a peace officer.
3. In addition to reporting to child protective services, employees may report harm from known or suspected child abuse or neglect to local law enforcement if the harm is believed to have been caused by a person not responsible for the child's welfare or if the employee is unable to determine who caused the harm or whether the person believed to have caused the harm has responsibility for the child's welfare.
4. School employees are required to cooperate and collaborate with child welfare agencies and law enforcement to provide the pertinent information needed to protect the health and safety of children.
5. School district employees should not contact suspects, nor should the victim be interviewed beyond the initial information disclosed.

Legal Responsibility and Liability

1. School employees are not civilly or criminally liable for filing in good faith, a required or authorized report of known or suspected child abuse or neglect, or for participating in related judicial proceedings.
2. A mandated reporter who fails or refuses to report an instance of child abuse or neglect, and knew or should have known that the circumstances gave rise to the need for a report, is guilty of a misdemeanor.

CHILD ABUSE AND NEGLECT (continued)

3. When two or more mandatory reporters have reasonable cause to suspect child abuse or neglect, and when there is agreement among them, the report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

(cf. 5145.11 - Questioning and Apprehension)

Confidentiality

All school employees are required to protect students' rights to privacy and confidentiality. As such, all information and reports regarding child abuse or neglect shall be treated as confidential and shall be maintained in a safe place. No employee shall make available, or allow access to the written information to other students, staff or members of the public, except as required by school rule, Board Policy or law. The principal/site administrator shall maintain the confidentiality of all reports of child abuse and neglect received, other than making the reports available to the appropriate agencies to which the reports were initially made. The principal/site administrator shall make provisions to protect and to maintain as confidential, the identity of the employee or employees making the report.

(cf. 4117.4 - Dismissal)

(cf. 4118 /4128 - Suspension/Disciplinary Action)

Revised 6/2014

Reviewed 09/2019

Reviewed 1/2022

CHILD ABUSE AND NEGLECT

Note: The following sample regulation may be revised as needed to reflect district circumstances.

Duty to Report

Teachers and school administrators have a legal duty to report known or suspected child abuse to the nearest office of the Department of Health and Social Services immediately. The reporting duties are individual and cannot be delegated to another individual.

Reporting Procedures

Note: AASB recommends that your administrative regulation include the name, address and phone number of the specific child protective agencies and law enforcement to whom reports must be made.

1. Any employee may report known or suspected child abuse, by telephone to the nearest office of the Department of Health and Social Services.
2. If contact cannot reasonably be made with child protective services and immediate action is needed to protect the child, the employee shall make the report of abuse to a peace officer.
3. In addition to reporting to child protective services, employees shall report harm from known or suspected child abuse to local law enforcement if the harm is believed to have been caused by a person not responsible for the child's welfare or if the employee is unable to determine who caused the harm or whether the person believed to have caused the harm has responsibility for the child's welfare.
4. When an employee is required to contact law enforcement but is unable to make that contact, then the employee should contact the Department of Health and Social Services.

Note: School districts may wish to establish procedures encouraging employees to notify administrators of reports that are made. These internal procedures must not prohibit or impede immediate and direct reporting by employees to child protective agencies and should not require that the identity of the mandated reporter be disclosed to the school district. The following paragraph is optional.

5. When an employee is required to contact Department of Health and Social Services but is unable to make that contact, then the employee should contact law enforcement.

CHILD ABUSE AND NEGLECT (continued)**Legal Responsibility and Liability**

1. School employees are not civilly or criminally liable for filing in good faith, a required or authorized report of known or suspected child abuse, or for participating in related judicial proceedings.
2. A mandated reporter who fails or refuses to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.
3. When two or more persons who are required to report have knowledge of suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

(cf. 5145.11 - Questioning and Apprehension)

When School Employees are Accused of Child Abuse

Note: The duty to report child abuse is an important one and applies even if the known or suspected child abuse involves a school employee or co-worker.

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to 1) identify incidents of suspected child abuse, and 2) comply with laws requiring reporting of suspected abuse to the proper authorities.

Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Note: We have provided the following options for removing an employee from the job site during the course of an investigation. Districts should consider what effect long-term reassignment or paid leave may have on district resources when implementing the following actions.

CHILD ABUSE AND NEGLECT (continued)

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action after the filing of formal charges shall be in accordance with district policies, regulations and/or collective bargaining agreements. The Superintendent or designee shall consult with legal counsel in implementing either suspension or dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 /4128 - Suspension/Disciplinary Action)

CHILD ABUSE AND REPORTING PROCEDURES (Memo to Staff)

Attached are School Board Policy and Administrative Regulation 5141.4 which the District has adopted in order to provide procedures for the reporting of suspected cases of child abuse and neglect. Such reports are required by law. The purpose of this memo is to describe those procedures and the reasons they are being implemented.

Alaska law sets for the following:

1. **WHO MUST REPORT** - The law specifies various types of persons who must report suspected cases of abuse and neglect. These include school teachers, administrators, nurses, and psychologists, and other district staff.
2. **WHAT MUST BE REPORTED** - Reports must be made when
 - a. a person described in paragraph 1 above, in the course of performing the person's professional duties,
 - b. Has "reasonable cause to suspect
 - c. That a child under the age of 18
 - d. Has suffered harm
 - e. As a result of "child abuse or neglect," which is defined as physical injury or neglect, mental injury, sexual abuse or exploitation, or maltreatment by any person.
3. **TO WHOM MADE** - The nearest office of the Department of Health and Social Services / Office of Children's Services.
4. **WHEN MADE** - Immediately and, in any case, no later than 24 hours.
5. **HOW MADE** - Unfortunately, the law does not specify and that is the reason the District has developed these procedures.

You should be aware that State law provides immunity to any person who, in good faith, makes a timely report or participates in subsequent judicial proceedings even if it should later be determined that the facts reported cannot be substantiated. Good faith belief in the truth of the report at the time it is made is the key.

You should also be aware that State law provides for the confidentiality of such reports. Naturally, they may be used in connection with investigations and judicial proceedings. Anyone who discloses information contained in one of these reports in violation of departmental regulations governing this confidentiality is guilty of a misdemeanor.

Failure to make a required report is a Class B misdemeanor and could result in criminal prosecution with a sentence of up to 90 days in jail and a fine of up to \$1,000.00. In addition, not only the District but the individual District employee might be held liable for damages arising from a failure to report. Claimants have succeeded in maintaining lawsuits against several districts on this basis across the nation.

Added 12/96

Reviewed 6/2015

Reviewed 09/2019

Reviewed 1/2022

CHILD ABUSE PREVENTION

Every child has the right to live free of physical and emotional abuse, including neglect and sexual assault. The School Board recognizes that such abuse has severe consequences for the child, sometimes resulting in the child's own violent behavior or in drug addiction. Schools are in a position to promote the prevention of child abuse and its reoccurrence, and to reduce the general vulnerability of children.

Age-appropriate and culturally-appropriate child abuse prevention curriculum shall be a component of the district's health and safety instruction. This curriculum shall explain students' rights to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

The Superintendent or designee shall provide coordinated training for teachers who will use the child abuse prevention curriculum, including instruction in the physical and behavioral indicators of abuse, crisis counseling techniques, community resources, rights and responsibilities to report abuse or neglect, and care for a child's needs after a report is made.

(cf. 5141.4 - Child Abuse and Neglect)

The Superintendent or designee shall seek to incorporate community resources into the schools' child abuse prevention programs. To the extent feasible, the Superintendent or designee shall also use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:

ALASKA STATUTES

14.30.360 Curriculum (Health and Safety Education)

Added 11/2019

Reviewed 1/2022

CHILD ABUSE PREVENTION

Note: School district child abuse prevention efforts are made at the Board's discretion. The following optional policy suggests alternatives for Board policy and may be revised or deleted as desired.

Every child has the right to live free of physical and emotional abuse, including neglect and sexual assault. The School Board recognizes that such abuse has severe consequences for the child, sometimes resulting in the child's own violent behavior or in drug addiction. Schools are in a position to promote the prevention of child abuse and its reoccurrence, and to reduce the general vulnerability of children.

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The Superintendent or designee shall provide coordinated training for teachers who will use the child abuse prevention curriculum, including instruction in the physical and behavioral indicators of abuse, crisis counseling techniques, community resources, rights and responsibilities to report abuse or neglect, and care for a child's needs after a report is made.

(cf. 5141.4 - Child Abuse and Neglect)

The Superintendent or designee shall seek to incorporate community resources into the schools' child abuse prevention programs. To the extent feasible, the Superintendent or designee shall also use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

(cf. 6142.1 - Family Life/Sex Education)

Legal Reference:

ALASKA STATUTES

14.30.360 Curriculum (Health and Safety Education)

CHILD ABUSE INVESTIGATION AND ASSUMPTIONS OF CUSTODY

When the Alaska Department of Health and Social Services or a law enforcement agency desires to interview a student who is believed to be a victim of child abuse or neglect, during school hours and without prior notification to the student's parents, the District will permit the interview to take place only under the following conditions:

1. The agency certifies in writing that a person responsible for the child's welfare is a suspect in the investigation, that an interview at school is necessary to the investigation, and that the interview is in the best interest of the child.
2. The principal or superintendent will be present at the beginning of the interview to verify that the social worker has explained to the student that s/he does not have to participate in the interview and that the student has consented to be interviewed.
3. The child's parents shall be advised of the interview by the Alaska Department of Health and Social Services within twenty-four hours.

When the Department desires to take a student into protective custody during school hours, the Department's representative shall complete the "OCS Custody Form" prior to the representative's assumption of custody.

Exceptions to this policy may be made only by the Superintendent.

*Added 1/98
Revised 5/2015
Reviewed 09/19
Reviewed 01/2022*



THE STATE
of **ALASKA**

GOVERNOR BILL WALKER

E 5141.42 (a)

Department of
Health and Social Services

OFFICE OF CHILDREN'S SERVICES
Director's Office

P.O. Box 110630
Juneau, Alaska 99811-0630
Main: 907.465.3170
Fax: 907.465.3397

REQUEST FOR INTERVIEW - CHILD ABUSE OR NEGLECT

This form is to be used by Department of Health and Social Services personnel when requesting authority to interview a student at school. As required by AS 47.17.027(a), the Alaska Department of Health and Social Services (DHSS) is to provide written certification of the following:

On behalf of DHSS, I formally request that the _____ School District make available to me,

on

Name of Child

Date

for the purpose of conducting an interview of said child at school in furtherance of a child abuse or neglect investigation by DHSS pursuant to AS 47.17.027.

The school district may not inform the parent(s) of said child of the interview prior to the interview occurring. Immediately after conducting an interview and after informing the child of the intention to notify the child's parent(s) or guardian, DHSS shall make every reasonable effort to notify the child's parent(s) or guardian that the interview occurred unless it is determined the notification would endanger the child.

I affirm that (1) there is reasonable cause to suspect that the child has been abused or neglected by a person responsible for the child's welfare, or (2) as a result of conditions created by a person responsible for the child's welfare, an interview at school is a necessary part of the investigation to determine whether the child was abused or neglected, and (3) the interview at school is in the best interest of the child.

A school official ☐ shall ☐ shall not be present during the interview. [Alaska Statute 47.17.027(a)].

If a school official cannot be present during the interview, it is because

- the child objects or
- DHSS determines that the presence of the school official will interfere with the investigation.
- This child is being placed in the custody of the State Of Alaska. [Alaska Statute 47.10 Child in Need of Aid, Alaska Statute 47.17 Child Protection]

The Office of Children's Services will contact the parents regarding this action.

Worker's Name

Title

Phone

Added 5/2015/ Reviewed 09/19



Craig City School District

P.O. Box 800, Craig, Alaska 99921
www.craigschools.com
Phone (907) 826.3274
FAX (907) 826.3322

Chris Reitan, Superintendent
Jackie Hanson, Elem./MS Principal
Kim Brand, HS Principal
Mollie Harings, PACE Principal

E 5141.42(b)

REQUEST FOR INTERVIEW - CHILD ABUSE OR NEGLECT

In the absence of the State of Alaska, Department of Health and Social Services form, this form is to be used by Department of Health and Social Services personnel when requesting authority to interview a student at school. As required by AS 47.17.027(a), the Alaska Department of Health and Social Services (DHSS) is to provide written certification of the following:

On behalf of DHSS, I formally request that the _____ School District make available to me,

on

Name of Child

Date

for the purpose of conducting an interview of said child at school in furtherance of a child abuse or neglect investigation by DHSS pursuant to AS 47.17.027.

The school district may not inform the parent(s) of said child of the interview prior to the interview occurring. Immediately after conducting an interview and after informing the child of the intention to notify the child's parent(s) or guardian, DHSS shall make every reasonable effort to notify the child's parent(s) or guardian that the interview occurred unless it is determined the notification would endanger the child.

I affirm that (1) there is reasonable cause to suspect that the child has been abused or neglected by a person responsible for the child's welfare, or (2) as a result of conditions created by a person responsible for the child's welfare, an interview at school is a necessary part of the investigation to determine whether the child was abused or neglected, and (3) the interview at school is in the best interest of the child.

A school official ☐ shall or ☐ shall not be present during the interview.

[Alaska Statute 47.17.027(a)].

If a school official cannot be present during the interview, it is because

- the child objects or
- DHSS determines that the presence of the school official will interfere with the investigation.
- This child is being placed in the custody of the State Of Alaska.
[Alaska Statute 47.10 Child in Need of Aid, Alaska Statute 47.17 Child Protection]
The Office of Children's Services will contact the parents regarding this action.

Worker's Name

Title

Phone

Added 5/2015/Reviewed 1/2022

PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS**AR 5141.42 (a)****Boundary Invasions**

School employees and volunteers are professionally and ethically obligated to maintain professional boundaries with students when working in an educator's professional role. Staff is defined as school employees and volunteers. In any staff-student relationship, staff is expected to maintain professional boundaries with students and avoid any boundary invasion which does not have a legitimate health, safety, or educational reason.

Schools must pay attention to boundary invasions and unprofessionalism because inappropriate boundary invasions by staff can morph into sexual grooming of students. If there is no legitimate health, safety, or educational reason for such boundary invasions, such boundary invasions are unwise and prohibited. Curtailing inappropriate boundary invasions reduces the opportunity for sexual grooming.

Inappropriate Boundary Invasion Examples

Examples of possible inappropriate boundary invasions by staff members include, but are not limited to, the following:

Taking an undue interest in a Particular Student:

1. Having a "special friend or a "special relationship" with a particular student.
2. Favoring certain students by giving them special privileges.
3. Favoring certain students, inviting them to come to the classroom at non-class times.
4. Getting a particular student out of class to visit the teacher during the teacher's prep period.
5. Engaging in peer-like behavior with students including rough-housing.

Using poor judgment in relation to a particular student:

6. Allowing a particular student to get away with inappropriate behavior.
7. Being alone with the student behind closed doors at school.
8. Giving gifts or money to the student.
9. Being overly "touchy" with certain students.
10. Touching students for no educational or health reason.
11. Giving students rides in the educator's personal vehicle, especially alone.
12. Frequent electronic communication or phone contacts with a particular student.

Becoming involved in the student's private life:

13. Talking to the student about the educator's personal problems.
14. Talking to the student about the student's personal problems to the extent that the adult becomes a confidant of the student when it is not the adult's job role to do so.
15. Initiating or extending contact with students beyond the school day in a private or non-group setting.
16. Taking a particular student on personal outings, away from protective adults.
17. Using email, text-messaging, instant messaging, or social networking to discuss personal topics or interests with students.

PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS

AR 5141.42 (b)

Not respecting normal boundaries:

18. Invading the student's physical privacy. (*i.e.*, walking in on the student in the bathroom).
19. Inviting students to the educator's home.
20. Visiting the student's home.
21. Asking the student to keep certain things secret from his/her parents.

Sexually related conduct:

22. Engaging in sex talk with students (sexual innuendo, sexual banter, or sexual jokes).
23. Talking with a student about sexual topics that are not related to a specific curriculum.
24. Showing pornography to the student.
25. Hugging, kissing, or other affectionate physical contact with a student.

Reporting Violations and Administrative Follow Up

Reporting: Staff members must promptly report to the principal or administrative supervisor of any employee or volunteer suspected of engaging in inappropriate boundary invasions they become aware. Do not inform the employee or volunteer suspected of engaging in inappropriate boundary invasions that a report has been made.

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member may be engaging in conduct that violates this policy or procedure.

Administrative Follow Up: The administrator to whom a boundary invasion concern is initially reported must document the concern and promptly provide a copy of that documentation to the Superintendent or Superintendent's designee. The Superintendent or Superintendent's designee shall see to it that (a) the alleged conduct is investigated, (b) any students involved are protected, (c) parents are informed, (d) where appropriate Office of Children's Services (OCS) and/or law enforcement are contacted, and (e) where appropriate, remedial and/or disciplinary action is taken.

Reporting Sexual Abuse

A.S. 47.17.020 and Board Policy require that persons who are mandatory reporters who, in the performance of their occupational duties have reasonable cause to suspect that a child has suffered harm as a result of **child abuse** or **neglect**, shall immediately report the harm to OCS or to a peace officer if OCS cannot be reached and immediate action is necessary for the well-being of the child. If there is reasonable cause to suspect sexual abuse, a report must be promptly made to OCS. Any situation where a school employee or volunteer is believed to have engaged in sexual abuse of a student should also be reported to law enforcement.

PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS

AR 5141.42 (c)

Disciplinary Action

Staff violations of this policy may result in disciplinary action up to and including dismissal.

Training

Staff (including volunteers) will receive training on professional boundaries, inappropriate boundary invasions, and the relationship of inappropriate boundary invasions to sexual grooming. Such training shall take place at least every three years. All new employees and volunteers will receive such training within three months of employment or service. Such training will cover the information included in the training handout, E 5141.42-1, "School Guidelines for Preventing Sexual Abuse Against Students."

Dissemination of Policy and Reporting Protocols

This policy and procedure will be included on the district website and in all employee, student, and volunteer handbooks.

Added 09/19

Reviewed 1/2022

Students

SUICIDE PREVENTION

BP 5141.52(a)

The School Board finds it important that the tragic situation of adolescent suicide be openly addressed and that staff, students and parents/guardians be made aware of warning signs and procedures by which they may help suicidal students at this especially vulnerable age.

The Board recognizes that all suicide threats must be taken seriously. The Superintendent or designee shall provide appropriate staff members with procedures for intervening in low-risk and in high-risk crisis situations. These procedures shall include guidelines by which staff members may assess the seriousness of a student's risk for suicide.

The Board believes that school staff, students and parents/guardians all can contribute significantly towards the prevention of adolescent suicide. The district shall make available suicide prevention training for each of these segments of the school community.

Parent/Guardian Awareness

The Board believes all parents/guardians should be aware of the severity of the youth suicide problem. Before suicide prevention is taught in classrooms, parents/guardians shall be advised and invited to review the curriculum goals and the district suicide prevention policy. Parent/guardian information may be provided, and meetings may be held, to help parents/guardians recognize warning signs of suicide, learn basic steps for helping suicidal youths, and identify community resources that can help teenagers in crisis.

Staff Awareness & Training

The Board strongly encourages teachers to help students of all ages develop both a positive self-image and a realistic attitude towards potential accomplishments.

In order that district staff may learn suicide prevention strategies, to recognize the warning signs of suicidal crisis, to understand how to help suicidal youths, and to identify helpful community resources, the Superintendent or designee shall arrange annual suicide awareness and prevention training as required by law. Additional certificated and classified staff may also be included. The district suicide prevention policy and procedures shall be thoroughly reviewed at this time. Staff shall be expected to learn to identify potentially suicidal students, to assess the degree of risk, to take preventive precautions and to report suicide threats to the appropriate authorities.

Students

SUICIDE PREVENTION (continued)

BP 5141.52(b)

Curriculum

The Board finds it appropriate that suicide prevention instruction be incorporated into the Health I and Health II curriculum. This instruction shall help students:

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

Identify alternatives to suicide and develop new coping skills.

Recognize the warning signs of suicidal intentions in their friends.

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

Identify community resources where teenagers can get crisis intervention help.

Peer Counseling

The Board endorses the use of peer counselors who can provide an effective support system for students who are uncomfortable communicating with adults. Peer counselors shall be expected to have completed the suicide prevention curriculum and demonstrated that they are able to identify the warning signs of suicidal behavior, make contact rapidly, and get a suicidal student to adult help.

Legal Reference:

ALASKA STATUTES

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

Revised to AASB version 11/2016

Reviewed 11/2019

Reviewed 1/3/2022

SUICIDE PREVENTION

BP 5141.52(a)

Note: This optional policy may be revised or deleted as desired **and should not be adopted unless the district fully implements it as adopted.** In 1985, the Federal Ninth Circuit Court of Appeals (Kelson vs. The City of Springfield, Oregon 767 F. 2d 651) ruled that the parents/guardians of a youth who committed suicide may sue a school because the death allegedly resulted from inadequate training under a district's suicide prevention policy. In 2012, the Alaska Legislature passed the Jason Flatt Act requiring suicide awareness and prevention training for specific school personnel. The Act, which is uncodified and is found at Enrolled SB 137 (2012), also provides civil immunity for districts and employees from a death or personal injury that results from an act or omission in providing or obtaining that training.

The School Board finds it important that the tragic situation of adolescent suicide be openly addressed and that staff, students and parents/guardians be made aware of warning signs and procedures by which they may help suicidal students at this especially vulnerable age.

The Board recognizes that all suicide threats must be taken seriously. The Superintendent or designee shall provide appropriate staff members with procedures for intervening in low-risk and in high-risk crisis situations. These procedures shall include guidelines by which staff members may assess the seriousness of a student's risk for suicide.

The Board believes that school staff, students and parents/guardians all can contribute significantly towards the prevention of adolescent suicide. The district shall make available suicide prevention training for each of these segments of the school community.

Parent/Guardian Awareness

Note: The following parent/guardian involvement paragraph will affect school principals' responsibilities.

The Board believes all parents/guardians should be aware of the severity of the youth suicide problem. Before suicide prevention is taught in classrooms, parents/guardians shall be advised and invited to review the curriculum goals and the district suicide prevention policy. Parent/guardian information may be provided, and meetings may be held, to help parents/guardians recognize warning signs of suicide, learn basic steps for helping suicidal youths, and identify community resources that can help teenagers in crisis.

Staff Awareness & Training

Note: The Jason Flatt Act requires districts to provide annual training on youth suicide awareness and prevention to the following staff: each teacher, administrator, counselor, and specialist who is employed by the district to provide services to students in grades 7-12. The training must be approved by the Commissioner of Education and provided to teachers at no cost. Training must be not less than two hours in length and may be offered through videoconferencing or an individual program of study.

The Board strongly encourages teachers to help students of all ages develop both a positive self-image and a realistic attitude towards potential accomplishments.

In order that district staff may learn suicide prevention strategies, to recognize the warning signs of suicidal crisis, to understand how to help suicidal youths, and to identify helpful community resources, the Superintendent or designee shall arrange annual suicide awareness and prevention training as required by law. Additional certificated and classified staff may also be included. The district suicide prevention policy and procedures shall be thoroughly reviewed at this time. Staff shall be expected to learn to identify potentially suicidal students, to assess the degree of risk, to take preventive precautions and to report suicide threats to the appropriate authorities.

Curriculum

The Board finds it appropriate that suicide prevention instruction be incorporated into the ninth and tenth grade curriculum. This instruction shall help students:

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

Identify alternatives to suicide and develop new coping skills.

Recognize the warning signs of suicidal intentions in their friends.

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

Identify community resources where teenagers can get crisis intervention help.

Peer Counseling

The Board endorses the use of peer counselors who can provide an effective support system for students who are uncomfortable communicating with adults. Peer counselors shall be expected to have completed the suicide prevention curriculum and demonstrated that they are able to identify the warning signs of suicidal behavior, make contact rapidly, and get a suicidal student to adult help.

Legal Reference:

ALASKA STATUTES

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

Revised 3/2013

SAFETY

The School Board places a high priority on safety and on the prevention of student injury. The district shall make reasonable effort to ensure the safety and proper conduct of students from the time they come under school supervision until they leave school supervision, whether on school premises or not. The Superintendent or designee shall establish procedures as necessary to protect students from dangerous situations.

(cf. 3514 - Environmental Safety)

(cf. 3515 - School Safety and Security)

(cf. 3515.2 - Intruders on Campus)

(cf. 5131.1 - Bus Conduct)

(cf. 5141 - Health Care and Emergencies)

(cf. 5144 - Discipline)

(cf. 6114 - Emergencies and Disaster Preparedness Plan)

Personnel responsible for releasing a student from school custody shall exercise extreme diligence to prevent such release to any unauthorized or unidentified person.

Playgrounds

The Board recognizes that playgrounds present children with visible challenges which they may choose to take in order to test their skills and courage. Playground equipment shall be carefully selected and installed, so that while presenting such challenges, it minimizes accidents and present no unseen hazards. Safety shall receive prime consideration whenever playgrounds are planned or upgraded.

The principal or designee shall ensure that playgrounds and other school facilities are regularly inspected, well maintained, and adequately supervised whenever in use by students during the school day or at school-sponsored activities. The principal or designee shall establish playground safety rules.

Revised 10/11

Reviewed 5/2015

Reviewed 11/2019

Reviewed 1/2022

SAFETY

Note: The following sample policy should be revised to reflect district needs and resources.
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The School Board places a high priority on safety and on the prevention of student injury. The district shall make reasonable effort to ensure the safety and proper conduct of students from the time they come under school supervision until they leave school supervision, whether on school premises or not. The Superintendent or designee shall establish procedures as necessary to protect students from dangerous situations.

(cf. 3514 - Environmental Safety)

(cf. 3515 - School Safety and Security)

(cf. 3515.2 - Intruders on Campus)

(cf. 5131.1 - Bus Conduct)

(cf. 5141 - Health Care and Emergencies)

(cf. 5144 - Discipline)

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The principal or designee shall ensure that playgrounds and other school facilities are regularly inspected, well maintained, and adequately supervised whenever in use by students during the school day or at school-sponsored activities. The principal or designee shall establish playground safety rules.

SAFETY

Supervision

The principal shall ensure that certificated employees or teacher aides supervise the conduct and safety, of students of the school who are on school grounds during school hours.

Safety rules for the use of facilities and equipment shall include as appropriate:

1. Rules on acceptable playground behavior and on the proper use of play apparatus in elementary schools.
2. Rules relating to gymnasium and field areas in high schools.
3. Safety rules clearly posted in chemistry, art, SEALS, shop, and home economic classes.
4. Shop class rules, including the requirement that power equipment never be used without the teacher's presence in the shop. Students must pass safety tests at mastery level before using such equipment, and test results must be kept on record.

School staff shall train students on the above rules.

The principal or designee shall:

1. Clearly identify supervision zones on the playground and require that supervisors remain at a location from which they can observe their entire zone of supervision.
2. Require that all individuals supervising students remain alert in spotting dangerous conditions, remedy those conditions immediately where possible or restrict student exposure to them, and report any such conditions to the principal or designee promptly and in writing.
3. Establish emergency procedures that ensure swift response to accidents, fighting, and potentially dangerous situations such as overcrowding or unusually large or dense gatherings of students.

The Principal shall ensure that teachers, teacher aides and volunteers who supervise students receive training in the above safety practices and in supervisory techniques which will help them to forestall problems and resolve conflicts.

SAFETY (continued)

When determining the ratio of playground supervisors to students, the Principal shall consider the size of the playground area, the number of blind spots that are not immediately visible, the age and gender of the students, and the general nature of their behavior.

Release of Student to Adult

Students shall be released during the school day in the custody of an adult only if:

1. The adult is the student's parent/legal guardian.
2. The adult has appropriate identification and the verified authorization of the student's parent/legal guardian.
3. The adult is a properly authorized law officer acting in accordance with law.
4. The adult is taking the student to emergency medical care.

(cf. 5021 - Noncustodial Parents)

(cf. 5141.4 - Child Abuse and Neglect (Reporting Procedures))

(cf. 5145.11 - Questioning and Apprehension)

Laboratory Safety

The principal of each school offering laboratory work to students shall designate a trained certificated employee to regularly review and update the school's procedures for laboratory safety.

Playground Design, Equipment and Maintenance

Teachers, teacher aides, maintenance staff, parents/guardians and students are encouraged to contribute their ideas for making the playground as safe as possible.

Playgrounds should be designed for ease of supervision and should have:

1. Clearly defined entry and exit routes that lead to and from play areas without crossing other major activities.
2. Fences or other barriers limiting vehicle access to play areas.
3. Proper water drainage.
4. Bicycle racks that are fenced and located where easily visible.
5. Safety rules posted at the entrance and near play equipment.

The age, size and ability of the students who will use playground equipment shall determine the choice of equipment, the height of platforms and slides, and the diameter of climbing bars.

STUDENTS

Playground equipment must be purchased from a certified playground equipment supplier and installation of playground equipment shall be done in accordance with the manufacturer's specifications.

The following guidelines shall be observed when playground equipment is installed:

1. Concrete footings shall be kept from six to twelve inches below finished grade.
2. Appropriate cushioning material shall be installed under the equipment before it is used.
 - a. Except for tetherball poles and basketball standards, playground equipment shall not be installed over blacktop.
 - b. Cushioning material shall be placed in all areas where a student might fall when using the equipment.
 - c. Cushioning material shall be maintained at the depth recommended by the manufacturer, always at least eight inches.
 - d. Cushioning material shall be resupplied on a regular basis to ensure adequate depth at all times, including vacation breaks.
3. The equipment and its cushioning border shall be set back at least eight feet from other equipment. Swings shall be set back at least two times the crossbar height, both front and back.

Maintenance staff shall:

1. Remove foreign objects from cushioning material when conducting regular litter pickup.
2. Rake and reapply additional cushioning material as needed.
3. Regularly inspect playground equipment and fences to ensure that all parts are in good condition.
 - a. Check wooden structures for holes, cracks, splinters, and possible rot at ground level.
 - b. Look for protruding nails or sharp edges and repair as needed.

Added 12/96
Revised 5/2015
Reviewed 1/2022

SAFETY

Note: The following optional regulation includes suggested safety practices. To avoid liability for not carrying out its own rules, the district should use only those portions of our sample regulation which it will fully implement.

Supervision

The principal of each school shall ensure that certificated employees, teacher aides or yard aides supervise the conduct and safety, and direct the play, of students of the school who are on school grounds during school hours before and after school, during recess, and during other intermissions.

The principal shall inform parents/guardians of the hours before or after school that students may be on campus.

Safety rules for the use of facilities and equipment shall include as appropriate:

1. Rules on acceptable playground behavior and on the proper use of play apparatus in elementary schools.
2. Rules relating to gymnasium and field areas in high schools.
3. Safety rules clearly posted in chemistry classes.
4. Shop class rules, including the requirement that power equipment never be used without the teacher's presence in the shop. Students must pass safety tests at mastery level before using such equipment, and test results must be kept on record.

School staff shall train students on the above rules and include safety instruction in their lesson plans when appropriate. Copies of the rules shall be sent to parents/guardians and be readily available at the school at all times.

The principal or designee shall:

1. Clearly identify supervision zones on the playground and require that supervisors remain outside at a location from which they can observe their entire zone of supervision.
2. Require that all individuals supervising students remain alert in spotting dangerous conditions and report any such conditions to the principal or designee promptly and in writing.

SAFETY (continued)

3. Establish emergency procedures that ensure swift response to accidents, fighting, and situations that could become dangerous, such as overcrowding or unusual gatherings of students.

The Superintendent or designee shall ensure that teachers, teacher aides, yard aides and volunteers who supervise students receive training in the above safety practices and in supervisory techniques which will help them to forestall problems and resolve conflicts.

Note: Supervisors' training should be documented and kept on file. Staff evaluation forms should include an evaluation of the employee's success with supervisory responsibilities.

When determining the ratio of playground supervisors to students, the Superintendent or designee shall consider the size of the playground area, the number of blind spots that are not immediately visible, the age and gender of the students, and the general nature of their behavior.

Release of Student to Adult

Students shall be released during the school day in the custody of an adult only if:

1. The adult is the student's parent/legal guardian.
2. The adult has appropriate identification and the verified authorization of the student's parent/legal guardian.
3. The adult is a properly authorized law officer acting in accordance with law.
4. The adult is taking the student to emergency medical care.

(cf. 5021 - Noncustodial Parents)

(cf. 5141.4 - Child Abuse and Neglect (Reporting Procedures))

(cf. 5145.11 - Questioning and Apprehension)

Laboratory Safety

The principal of each school offering laboratory work to students shall designate a trained certificated employee to regularly review and update the school's procedures for laboratory safety.

SAFETY (continued)**Playground Design, Equipment and Maintenance**

Teachers, teacher aides, maintenance staff, parents/guardians and students are encouraged to contribute their ideas for making the playground as safe as possible.

Playgrounds should be designed for ease of supervision and should have:

1. Clearly defined entry and exit routes that lead to and from play areas without crossing other major activities.
2. Fences or other barriers limiting vehicle access to play areas.
3. Proper water drainage.
4. Bicycle racks that are fenced and located where easily visible.
5. Safety rules posted at the entrance and near play equipment.

The age, size and ability of the students who will use playground equipment shall determine the choice of equipment, the height of platforms and slides, and the diameter of climbing bars.

Note: The following optional paragraph is recommended so that liability related to the construction and installation of playground equipment may be covered by the manufacturer.

Whenever possible, playground equipment shall be installed by the manufacturer, by the manufacturer's representative, or by district maintenance staff under the direct supervision of the manufacturer's representative. A signed statement shall be secured from the manufacturer's representative stating that the equipment has been properly installed in accordance with the manufacturer's specifications.

The following guidelines shall be observed when playground equipment is installed:

1. Concrete footings shall be kept from six to twelve inches below finished grade.
2. Appropriate cushioning material shall be installed under the equipment before it is used.
 - a. Except for tetherball poles and basketball standards, playground equipment shall not be installed over blacktop.

SAFETY (continued)

- b. Cushioning material shall be placed in all areas where a student might fall when using the equipment.
 - c. Cushioning material shall be maintained at the depth recommended by the manufacturer, always at least eight inches.
 - d. Cushioning material shall be resupplied on a regular basis to ensure adequate depth at all times, including vacation breaks.
3. The equipment and its cushioning border shall be set back at least eight feet from other equipment. Swings shall be set back at least two times the crossbar height, both front and back.

Maintenance staff shall:

- 1. Rake cushioning material daily and remove foreign objects.
- 2. Regularly clean cushioning material from areas surrounding the cushioned area so as to minimize slipping.
- 3. Regularly inspect playground equipment and fences to ensure that all parts are in good condition.
 - a. Check wooden structures for holes, cracks, splinters, and possible rot at ground level.
 - b. Look for protruding nails or sharp edges and repair as needed.

RESTRAINT AND SECLUSION

BP 5142.3(a)

The Board believes that a safe educational environment is necessary for learning and understands there are times when student behavior may impact on the safety of that student or others. To the maximum extent appropriate, the safety and welfare of students and staff should be secured through positive behavioral interventions. The use of physical restraint and seclusion is prohibited except in emergency situations as set forth below.

Chemical or mechanical restraint of students is never allowed. Chemical restraint means a psychopharmacological drug that is administered to a student for discipline or convenience and that is not required to treat a medical symptom. Mechanical restraint refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as: 1) adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; 2) vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

This policy shall be annually reviewed with school personnel.

(cf. 5030 – School Discipline and Safety)
(cf. 5137 - Positive School Climate)

Physical Restraint

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student's arms, legs, or head freely. Physical restraint does not include briefly holding a student in order to calm or comfort, or the use of contact that is reasonably necessary to safely escort a person from one area to another.

Physical restraint is prohibited unless the student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger. To the extent possible without compromising safety, other interventions should be attempted prior to the use of restraint. Restraint must be limited to that necessary to address the emergency and must be immediately discontinued when the student no longer poses an imminent danger or when a less restrictive intervention is effective to stop the danger.

(cf. 4158 – Employee Security)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.7 – Weapons and Dangerous Instruments)

RESTRAINT AND SECLUSION

BP 5142.3(b)

Restraint may not be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support. The use of emergency restraint under this policy does not constitute corporal punishment.

Physical restraint must be implemented in a manner that protects the health and safety of the student and others. Restraint may be administered only by staff trained in crisis intervention, de-escalation, and safe restraint, unless a trained person is not immediately available and the circumstances are rare and present an unavoidable and unforeseen emergency. Restraint may not prevent or restrict the student from breathing or speaking nor may it restrict circulation. Prone or supine restraint, which occurs when the student is placed on his or her stomach or back, is expressly prohibited. A student's well-being must be monitored during restraint through the use of continuous face-to face contact or, if face-to-face contact is unsafe, by continuous direct visual supervision.

Seclusion

Seclusion means the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving. Seclusion does not include time-outs, a student's voluntary choice to enter a secluded environment, supervised detention or in-school suspension rooms that are utilized for instructional purposes, or suspension from school. "Time-outs" are behavior interventions to provide a student with an opportunity to regain self-control or engage in problem solving where the student is separated from other students for a limited period in a setting from which the student is not physically prevented from leaving. Time-out includes placing a student in an area of the classroom where the student observes classroom instruction but does not participate.

Seclusion of a student is prohibited unless the student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger.

(cf. 4158 – Employee Security)

(cf. 5131.41 – Violent and Aggressive Conduct)

(cf. 5131.7 – Weapons and Dangerous Instruments)

Seclusion should last only as long as necessary to resolve the actual risk of imminent danger or when a less restrictive intervention is effective to stop the danger. Seclusion should never be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support.

While in a seclusion setting, a student must be continuously monitored by an adult in face-to-face contact or, if face-to-face contact is unsafe, by continuous direct visual contact with the student. Students must be provided necessities such as restroom breaks and food and water as needed. Any signs of medical distress should be immediately addressed. Seclusion must be sensitive to any particular vulnerabilities of the student and to the student's developmental level.

RESTRAINT AND SECLUSION

BP 5142.3(c)

Follow-up and Review

As soon as practicable after restraint or seclusion have been used, staff shall review the incident. The review shall include review of and recommendations for adjusting or amending, as applicable, procedures, strategies, accommodations, the IEP, a student behavior plan, or additional staff training. Follow-up communication shall occur with the student and parent/legal guardian regarding the review process and outcomes.

Students with Disabilities

This policy does not prohibit the inclusion of safe restraint or seclusion in a student's Individualized Education Plan or behavioral intervention plan if determined appropriate by the IEP team after considering all less restrictive alternatives. However, in all instances, the use of physical restraint or seclusion must be in compliance with this policy and federal and state law regarding the restraint and seclusion of students with disabilities.

(cf. 6159 – Individualized Education Program)

Reporting/Notification Requirements

The parent/legal guardian of a student who has been physically restrained or secluded shall be notified on the same day and provided information about the incident.

Instances of physical restraint or seclusion shall be documented. A written report must be prepared by school personnel who restrain or seclude a student and provided to the school administrator. The report must include: the date and time of the incident; names and job titles of the school personnel who participated or supervised; a description of the conduct that preceded the incident, including efforts and strategies utilized prior to restraint or seclusion; a description of the restraint or seclusion, including duration; and a description of how the incident ended, including any further action taken. A copy of the written report shall be provided to the parent/legal guardian.

Annually, the District shall report to the Department of Education and Early Development the following information: the total number of restraints and seclusion; the number of injuries or deaths of students or personnel; the number of restraints or seclusion by untrained personnel; and the number of students with a disability who were restrained or secluded, including the category of disability.

RESTRAINT AND SECLUSION

BP 5142.3(d)

Crisis Intervention Training

The Superintendent or designee shall provide for periodic crisis intervention training for a sufficient number of school staff members to meet the needs of the school population. Training should include evidence based techniques effective at preventing restraint and seclusion; evidence-based skills related to positive behavior supports, conflict prevention and management techniques, skills to de-escalate student behavior, and understanding antecedents; the safe use of restraint or seclusion in emergency situations; first aid and cardiopulmonary resuscitations; and applicable policies and procedures. The form of training may vary depending upon the staff member's role and the instructional setting.

(cf. 4131 – Staff Development)

Policy Not Applicable to Law Enforcement

This policy is applicable to District employees. It is not intended to limit the use or type of restraint or seclusion by law enforcement personnel who may need to utilize these methods while on District property.

(cf. 1410 – Interagency Cooperation for Student and Staff Safety)

Legal Reference:

UNITED STATES CODE

20 U.S.C. §§ 1400, et seq. *Individuals with Disabilities Education Act*

Every Student Succeeds Act, 20 U.S.C. §§ 7941-7948 (P.L. 114-95, December 10, 2015)

ALASKA STATUTES

11.81.430 *Justification, use of force, special relationships*

11.81.900 *Definitions*

14.03.078 *Report*

14.30.180-.350 *Education for Exceptional Children*

14.33.120 *School disciplinary and safety program*

14.33.125 *Student restraint or seclusion; limitations*

14.33.127 *Crisis Intervention Training*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.172 -177 *Reporting of school disciplinary and safety programs and incidents of R&S and crisis intervention programs*

4 AAC 06.200-.270 *Safe schools*

4 AAC 06.250 *Reporting*

4 AAC 07.010-4 AAC 07.900 *Student rights and responsibilities*

4 AAC 52.010-.990 *Education for exceptional children*

Revised 3/2017

Adopted 5/2018

Reviewed 11/2019

Reviewed 1/2022

RESTRAINT AND SECLUSION

BP 5142.3(a)

Note: The following policy is based upon 2012 guidelines issued by the United States Department of Education in its *Restraint and Seclusion: Resource Document*. Those guidelines discourage the use of restraint and seclusion in the schools except as necessary for the immediate protection of student or staff safety.

The Board believes that a safe educational environment is necessary for learning and understands there are times when student behavior may impact on the safety of that student or others. To the maximum extent appropriate, the safety and welfare of students and staff should be secured through positive behavioral interventions. The use of physical restraint and seclusion is prohibited except in emergency situations as set forth below.

(cf. 5030 – School Discipline and Safety)
(cf. 5137 Positive School Climate)

Physical Restraint

Physical restraint means the use of any mechanical or physical restriction that immobilizes or reduces the free movement of all or a portion of a student's body. Physical restraint does not include briefly holding a student in order to calm or comfort or the use of contact that is reasonably necessary to safely escort a person from one area to another. Physical restraint also does not include the use of medical or therapeutic devices, including but not limited to, devices or protective gear designed to protect a student from injury due to falling, to achieve proper body position or balance, or to protect a student from self-injuring behavior if the use of that device or gear is documented in a student's Individualized Education Program (IEP) or 504 plan.

Physical restraint is prohibited unless needed as an emergency intervention. A district employee may use reasonable and necessary physical restraint only if necessary to ensure the immediate safety of the employee, the student, or others. This includes protecting the student or others from physical injury; to obtain possession of weapons or other dangerous objects, including a controlled substance upon or within the control of the student; or to protect property from serious damage or destruction. To the extent possible without compromising safety, other interventions should be attempted prior to the use of restraint. Restraint must be limited to that necessary to address the emergency and should be discontinued when the situation is controlled.

(cf. 4158 – Employee Security)
(cf. 5131.41 – Violent and Aggressive Conduct)
(cf. 5131.7 – Weapons and Dangerous Instruments)

Restraint may not be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support. The use of emergency restraint under this policy does not constitute corporal punishment.

RESTRAINT AND SECLUSION (continued)

BP 5142.3(b)

Physical restraint must be implemented in a manner that protects the health and safety of the student and others. Restraint may not prevent or restrict the student from breathing or speaking nor may it restrict circulation. Prone or supine restraint, which occurs when the student is placed on his or her stomach or back, is expressly prohibited. A student's well-being must be monitored during restraint through the use of continuous visual supervision.

Seclusion

Seclusion means the involuntary confinement of a student alone in a room or area in a manner that prevents the student from leaving. Seclusion does not include time-outs, a student's voluntary choice to enter a secluded environment, detention or in-school suspension rooms that are utilized for instructional purposes, and other environments where a student is not alone in the room or where the student is not prevented from leaving. "Time-outs" are behavior interventions to provide a student with an opportunity to regain self-control or engage in problem solving where the student is separated from other students for a limited period in a setting that is not locked and from which the student is not physically prevented from leaving. Time-out includes placing a student in an area of the classroom where the student observes classroom instruction but does not participate.

Seclusion of a student is prohibited unless needed as an emergency response to protect the employee, the student, or others from physical injury; to prevent the use of a weapon, other dangerous object, or controlled substance; or to protect property from serious damage or destruction.

(cf. 4158 – Employee Security)

(cf. 5131.41 – Violent and Aggressive Conduct)

(cf. 5131.7 – Weapons and Dangerous Instruments)

Seclusion should be employed only when less restrictive interventions have been determined to be ineffective or inappropriate for maintaining safety. Seclusion should last only as long as necessary to resolve the actual risk of danger or harm, to allow the student at risk to compose him or herself and return to the educational environment, or while awaiting the arrival of law enforcement or crisis intervention personnel. Seclusion should never be used as a form of discipline, to force compliance, as a convenience for staff, or as a substitute for appropriate educational support.

While in a seclusion setting, a student must be continuously observed by an adult both visually and aurally for the entire period. Students must be provided necessities such as restroom breaks and food and water as needed. Any signs of medical distress should be immediately addressed. Seclusion must be sensitive to any particular vulnerabilities of the student and to the student's developmental level.

RESTRAINT AND SECLUSION (continued)

BP 5142.3(c)

Students with Disabilities

This policy does not prohibit the inclusion of safe restraint or seclusion in a student's Individualized Education Plan or behavioral intervention plan if determined appropriate by the IEP team after considering all less restrictive alternatives. However, in all instances, the use of physical restraint or seclusion must be in compliance with this policy.

(cf. 6159 – Individualized Education Program)

Reporting/Notification Requirements

The parent/guardian of a student who has been physically restrained or secluded shall be notified as soon as reasonably possible.

Instances of physical restraint or seclusion shall be documented, including the nature of the emergency necessitating such use and the length of time of the restraint or seclusion.

Training

The Superintendent or designee shall provide for appropriate training of staff members regarding this policy; the use of positive support interventions, classroom management techniques, and skills to de-escalate student behavior; the safe use of restraint or seclusion in emergency situations; and procedures for documentation and parent contact. The form of training may vary depending upon the staff member's role and the instructional setting.

Policy Not Applicable to Law Enforcement

This policy is applicable to District employees. It is not intended to limit the use or type of restraint or seclusion by law enforcement personnel who may need to utilize these methods while on District property.

(cf. 1410 – Interagency Cooperation for Student and Staff Safety)

Legal Reference (see next page)

RESTRAINT AND SECLUSION (continued)

BP 5142.3(d)

Legal Reference:

UNITED STATES CODE

20 U.S.C. §§ 1400, et seq. *Individuals with Disabilities Education Act*

No Child Left Behind Act of 2001, 20 U.S.C. §§ 2361-2368 (P.L. 107-110)

ALASKA STATUTES

11.81.430 *Justification, use of force, special relationships*

11.81.900 *Definitions*

14.03.078 *Report*

14.30.180-.350 *Education for Exceptional Children*

14.33.120-.140 *School disciplinary and safety program*

ALASKA ADMINISTRATIVE CODE

4 AAC 06.172 *Reporting of school disciplinary and safety programs*

4 AAC 06.200-.270 *Safe schools*

4 AAC 06.250 *Reporting*

4 AAC 07.010-4 AAC 07.900 *Student rights and responsibilities*

4 AAC 52.010-.990 *Education for exceptional children*

Added 3/2013

STUDENTS

DISCIPLINE

BP 5144(a)

The School Board believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district shall foster a learning environment which reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult-directed to self-directed with minimal application of disciplinary measures.

The Board recognizes that there must exist certain disciplinary policies and regulations relating to student conduct which delineate acceptable behavior and provides the basis for sound disciplinary practices within each school in the district in order to maintain an environment conducive to learning. These policies and regulations will be enforced fairly and uniformly and consistently without regard to race, creed, color or sex.

(cf. 5131 et seq. - Student Conduct)

The administration, teachers and classified staff share mutual responsibility for the enforcement of district policies and regulations pertaining to student conduct and safety. The Board shall give reasonable support and assistance to employees with respect to student discipline. The Board shall review its policies related to student rights and responsibility at least once every three years and shall modify its policies as needed in accordance with law.

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Sufficient support services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior. Students may be assigned to other alternative programs or be subject to removal from school.

In-School Suspension

In an effort to establish disciplinary procedures that are effective in reducing student truancy and misbehavior and do not interrupt the educational process, the School Board, Superintendent, or designee may authorize in-school suspension as an alternative to out-of-school suspension. In-school suspension removes the student from the school social scene while still requiring him/her to maintain the same basic school day schedule and to keep up with required academic assignments. Failure to serve in-school suspension or removal from the in-school suspension program for disciplinary reasons shall result in out-of-school suspension or additional time assigned.

(cf. 5144.1 - Suspension and Expulsion)

Each principal shall publish school rules for student discipline which describe the school's behavior management plan and consequences for student misconduct. Special care shall be taken when developing school rules to solicit the views of the school community, including administrators, teachers, school security personnel, parents/guardians and students.

DISCIPLINE**BP 5144 (b)**

School site rules must be strictly based on district policy, regulation and state and federal laws and be enforced fairly and uniformly. The Superintendent or designee shall establish procedures for the approval of such rules.

At the beginning of each school year, the Superintendent or designee shall ensure that every student and his/her parents/guardians are notified in writing of the availability of Board policies and administrative regulations related to student rights and responsibilities. Such policies shall be posted in accordance with law. (4 AAC 07.030)

Corporal Punishment

Corporal punishment is prohibited by law as a disciplinary measure against any student. School administrators and teachers shall employ other means of disciplining students. Restraint and seclusion, if used in full compliance with applicable law, is not corporal punishment.

(cf. 3514 - Safety)

(cf. 4158 - Employee Security)

(cf 5142.3 – Restraint and Seclusion)

Reporting to Law Enforcement

In addition to subjecting a student to discipline, any crime committed by a student while at school, on school grounds, or during any school sponsored activity on or off campus shall be reported to law enforcement. Criminal proceedings are independent of actions taken by the School District. The District may impose discipline for misconduct regardless of whether criminal charges are filed or a conviction is obtained. The Superintendent should ensure cooperation with law enforcement in the criminal investigation of students who commit crimes while under the jurisdiction of the school.

(cf. 1410 – Interagency Cooperation for Student and Staff Safety)

Legal Reference:**ALASKA STATUTES**

11.81.430 Justification, use of force, special relationships

11.81.900 Definitions

14.33.120-.140 School disciplinary and safety program

ALASKA ADMINISTRATIVE CODE

4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities

4 AAC 06.175-177 Reporting and training on restraint and seclusion

Reviewed 5/2015

Revised 10/2015

Reviewed 11/2019

Reviewed 1/2022

DISCIPLINE

Note: 4 AAC 07.010 **mandates** districts to adopt policies regarding student rights and responsibilities including substantive and procedural matters related to student behavior, treatment, and discipline. 4 AAC 07.010 further **mandates** a uniform discipline policy throughout the district and prohibits the use of corporal punishment. 4 AAC 07.050 requires Board review of these policies every three years.

The School Board believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district shall foster a learning environment which reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult-directed to self-directed with minimal application of disciplinary measures.

The Board recognizes that there must exist certain disciplinary policies and regulations relating to student conduct which delineate acceptable behavior and provides the basis for sound disciplinary practices within each school in the district in order to maintain an environment conducive to learning. These policies and regulations will be enforced fairly and uniformly and consistently without regard to race, creed, color or sex.

(cf. 5131 et seq. - Student Conduct)

The administration, teachers and classified staff share mutual responsibility for the enforcement of district policies and regulations pertaining to student conduct and safety. The Board shall give reasonable support and assistance to employees with respect to student discipline. The Board shall review its policies related to student rights and responsibility at least once every three years and shall modify its policies as needed in accordance with law.

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Sufficient support services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior. Students may be assigned to other alternative programs or be subject to removal from school.

Note: The following optional paragraph is based on material developed by the Anchorage School District and may be revised or deleted as desired.

DISCIPLINE (continued)**In-School Suspension**

In an effort to establish disciplinary procedures that are effective in reducing student truancy and misbehavior and do not interrupt the educational process, the School Board, Superintendent, or designee may authorize in-school suspension as an alternative to out-of-school suspension. In-school suspension removes the student from the school social scene while still requiring him/her to maintain the same basic school day schedule and to keep up with required academic assignments. Failure to serve in-school suspension or removal from the in-school suspension program for disciplinary reasons shall result in out-of-school suspension or additional time assigned.

(cf. 5144.1 - Suspension and Expulsion)

Note: The following optional language requires each school site to establish specific school site rules for student discipline.

Each principal shall publish school rules for student discipline which describe the school's behavior management plan and consequences for student misconduct. Special care shall be taken when developing school rules to solicit the views of the school community, including administrators, teachers, school security personnel, parents/guardians and students.

School site rules must be strictly based on district policy, regulation and state and federal laws and be enforced fairly and uniformly. The Superintendent or designee shall establish procedures for the approval of such rules.

Note: 4 AAC 07.030 requires districts at the beginning of the school year to make available to parents/guardians, students, and staff copies of district policies regarding student rights and responsibilities and to post such policies in accessible locations throughout the year.

At the beginning of each school year, the Superintendent or designee shall ensure that every student and his/her parents/guardians are notified in writing of the availability of Board policies and administrative regulations related to student rights and responsibilities. Such policies shall be posted in accordance with law. (4 AAC 07.030)

DISCIPLINE (continued)**Corporal Punishment**

Note: The use of corporal punishment is prohibited in Alaska's schools. 4 AAC 07.010. Corporal punishment is defined as the application of physical force to the body of a student for disciplinary purposes. 4 AAC 07.900. In 2000, the state enacted a law requiring school districts to adopt standards relating to when a teacher, teacher's assistant, or other person responsible for students is authorized to use reasonable and appropriate force to maintain classroom safety and discipline as described in a criminal statute, AS 11.81.430(a)(2). That statute provides for the use by a supervising teacher of reasonable and appropriate nondeadly force if authorized by school regulations adopted by the school board. AS 14.33.120(a)(4). The following standards are based upon guidelines found in AS 11.81.430 and 4 AAC 07.900, which excludes certain reasonable and necessary physical restraint from the definition of corporal punishment.

Corporal punishment is prohibited by law as a disciplinary measure against any student. School administrators and teachers shall employ other means of disciplining students.

The prohibition on corporal punishment does not prevent the use of reasonable and appropriate force by a teacher or other supervising employee which is necessary to maintain order or protect student welfare. Reasonable and necessary force or physical restraint against a student may be used to protect the student, or others, from physical injury; to obtain possession of a weapon or other dangerous object; to maintain reasonable order in the classroom or on school grounds; or to protect property from serious damage or destruction. The force shall not be greater than necessary to control the misconduct or dangerous situation. In no event may deadly force be used against a student.

(cf. 3514 - Safety)

(cf. 4158 - Employee Security)

DISCIPLINE (continued)**Reporting to Law Enforcement**

Note: Effective January 1, 2001, a teacher, teacher's assistant, administrator, or other employee responsible for students who, during the course of employment, observes a student committing a crime must report the crime to local law enforcement. AS 14.33.130. The obligation to report to law enforcement resides with the staff member observing the crime. "Crime" means an offense for which a sentence of imprisonment is authorized; a crime is either a felony or a misdemeanor. AS 11.81.900.

In addition to subjecting a student to discipline, any crime committed by a student while at school, on school grounds, or during any school sponsored activity on or off campus shall be reported to law enforcement. Criminal proceedings are independent of actions taken by the School District. The District may impose discipline for misconduct regardless of whether criminal charges are filed or a conviction is obtained. The Superintendent should ensure cooperation with law enforcement in the criminal investigation of students who commit crimes while under the jurisdiction of the school.

(cf. 1410 – Interagency Cooperation for Student and Staff Safety)

Legal Reference:

ALASKA STATUTES

11.81.430 *Justification, use of force, special relationships*

11.81.900 *Definitions*

14.33.120-.140 *School disciplinary and safety program*

ALASKA ADMINISTRATIVE CODE

4 AAC 07.010-4 AAC 07.900 *Student rights and responsibilities*

Revised 9/2000

SUSPENSION AND EXPULSION

The School Board recognizes that maintaining an environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify student behavior standards.

(cf. 5131 - Student Conduct)

(cf. 5144 - Discipline)

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

The Superintendent or principal may impose suspension when other means of correction fail to bring about proper conduct or for serious misconduct.

The Board may expel a student for severe or prolonged breaches of discipline. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

The Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall specify procedures for notices and appeals.

(cf. 3514 - Safety)

(cf. 5144.2 - Suspension and Expulsion/Due Process - Individuals with Exceptional Needs)

(cf. 6164.3 – Student Mental Health – Medication and Services)

Legal Reference:

ALASKA STATUTES

14.03.160 Suspension or expulsion of students for possessing weapons

14.30.045 Grounds for suspension or denial of admission

14.30.047 Admission or readmission, when cause no longer exists

14.30.172 Communications not prohibited

ALASKA ADMINISTRATIVE CODE

4 AAC 06.060 Suspension or denial of admission

4 AAC 07.010 - 4 AAC 07.900 Student rights and responsibilities

Goss v. Lopez, 419 U.S. 565 (1975)

Revised to AASB version 11/2016

Reviewed 11/2019

Reviewed 1/2022

SUSPENSION AND EXPULSION

Note: 4 AAC 07.010 mandates district policies on substantive and procedural matters related to student behavior, treatment and discipline. The following sample policy may be revised reflect district philosophy and needs.

The School Board recognizes that maintaining an environment which promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify student behavior standards.

(cf. 5131 - Student Conduct)

(cf. 5144 - Discipline)

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

The Superintendent or principal may impose suspension when other means of correction fail to bring about proper conduct or for serious misconduct.

The Board may expel a student for severe or prolonged breaches of discipline. Except for single acts of a grave nature, expulsion is usually used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students.

Note: The optional language below excludes suspended or expelled students' participation in extracurricular activities.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

The Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall specify procedures for notices and appeals.

(cf. 3514 - Safety)

(cf. 5144.2 - Suspension and Expulsion/Due Process - Individuals with Exceptional Needs)

(cf. 6164.3 - Student Mental Health - Medication and Services)

Legal Reference: (See next page)

SUSPENSION AND EXPULSION (continued)

Legal Reference:

ALASKA STATUTES

14.03.160 Suspension or expulsion of students for possessing weapons

14.30.045 Grounds for suspension or denial of admission

14.30.047 Admission or readmission, when cause no longer exists

14.30.172 Communications not prohibited

ALASKA ADMINISTRATIVE CODE

4 AAC 06.060 Suspension or denial of admission

4 AAC 07.010 - 4 AAC 07.900 Student rights and responsibilities

Goss v. Lopez, 419 U.S. 565 (1975)

Revised 01/07

SUSPENSION AND EXPULSION

Notice of Regulations

At the beginning of each school year, the principal of each school shall notify all students and parents/guardians in writing of all school rules related to discipline, suspension and expulsion. Staff, students, and parent/guardian shall be notified about district policies and regulations. Transfer students and their parents/guardians shall be notified at the time of enrollment.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for the following causes:

1. Continued willful disobedience or open and persistent defiance of reasonable school authority;
2. Behavior which is in some way harmful to the welfare, safety or morals of other students;
3. Conviction of a felony which the Board determines will cause the attendance of the child to be in some way harmful to the welfare or education of other students.

(cf. 5112.2 - Exclusions from Attendance)

A student may be suspended or expelled for behavior occurring at any time, including but not limited to the following circumstances:

1. While on school grounds.
2. While going to or coming from school or a school-sponsored activity.
3. During the lunch period, whether on or off the school campus.

Authority to Suspend

A *Superintendent or Principal* may suspend a student from school for any of the acts listed under "Grounds for Suspension and Expulsion" for not more than five (5) consecutive days.

Suspension may be imposed upon a first offense if the principal determines the student's behavior to be in some way harmful to the welfare, safety or morals of other students or the student's presence represents a danger to persons or property or threatens to disrupt the instructional process.

SUSPENSION AND EXPULSION (continued)

If the expulsion of a suspended student is being considered by the Board, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision.

(cf. 5144.2 - Suspension and Expulsion/Due Process - Individuals with Exceptional Needs)

Short Term Suspension Procedures (10 days or less)**1. Informal Conference**

Suspension shall be preceded by an informal conference conducted by the Superintendent or principal, and shall include the student, and whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to explain his/her version and evidence in support of his/her defense.

If at the end of this discussion the Superintendent or principal believes the student is guilty of the misconduct charged, the student may be suspended for 10 days or less.

This conference may be omitted if the principal, designee or the Superintendent determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the pre-suspension conference is not held, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school.

2. Administrative Actions

All requests for student suspension are to be processed by the principal of the school in which the student is enrolled at the time of the misbehavior.

A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee, who in turn will inform the Board.

SUSPENSION AND EXPULSION (continued)

3. Notice to Parents/Guardians

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/ guardian shall be notified in writing of the suspension.

This notice shall state the reasons for suspension and the date and time when the student may return to school, and may request that the parent/guardian confer with school authorities regarding matters pertinent to the suspension.

No penalties may be imposed on the student for the failure or refusal of the parent/guardian to meet with school authorities. The student may not be denied readmission solely because the parent/ guardian failed to meet with school authorities.

Long Term Suspension (more than 10 days)

Where alleged misconduct of a student warrants a suspension of more than 10 days, the student will be provided the opportunity for a hearing as outlined under the expulsion procedure. The long term suspension procedure does not preclude a student from being suspended for up to 10 days if procedures for short term suspension have been followed.

A student requesting a hearing regarding a long term suspension will be readmitted in the program (at the end of a short term suspension if applicable) pending the outcome of the hearing except where the superintendent determines that the student's presence in school poses a threat to harm to him or herself or others.

Authority to Expel

A student may be expelled only by the Board.

The Superintendent or principal shall recommend a student's expulsion for any of the following acts, unless the principal or Superintendent finds, and reports in writing to the Board, that expulsion is inappropriate due to particular circumstances which shall be set out in the report of the incident:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any firearm, knife, explosive or other dangerous object at school or at a school activity off school grounds.

SUSPENSION AND EXPULSION (continued)

3. Unlawful sale of any controlled substance.
4. Robbery, extortion, or the conviction of any other felony which will cause the attendance of the student to be injurious to the welfare or education of other students.

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))

Expulsion Procedures

1. Student's Right to Hearing

The student is entitled to a hearing to challenge the recommendation that the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that cause for expulsion exists.

If the Board finds it impracticable to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

2. Written Notice of the Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:

- a. The date and place of the hearing.
- b. A statement of the specific facts and charges upon which the proposed expulsion is based.
- c. A copy of district disciplinary rules which relate to the alleged violation.
- d. The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel.
- e. The right to inspect and obtain copies of all documents to be used at the hearing.
- f. The opportunity to confront and question all witnesses who testify at the hearing.
- g. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

SUSPENSION AND EXPULSION (continued)

3. Conduct of Hearing

- a. **Executive Session:** The Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public.
- b. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, so long as a reasonably accurate written and complete transcription of the proceedings can be made.
- c. **Presentation of Evidence:** While technical rules of evidence do not apply to such hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure may subject them to an unreasonable risk of harm.

In cases where a search of a student's person or property has occurred, evidence describing the reason for conducting the search shall be included in the hearing record.

4. Alternative Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may appoint a hearing officer or an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board.

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated.

(cf. 5145.12 - Search and Seizure)

SUSPENSION AND EXPULSION (continued)

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order.

The hearing officer or administrative panel may recommend that the Board suspend the expulsion (see below).

5. Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel must be taken by the Board at a public meeting. The Board shall maintain a record of each expulsion, including its cause.

Upon ordering the expulsion, the Board may recommend a plan for the student's rehabilitation, which may include:

- a. Periodic review and assessment at the time of application for readmission.
- b. Recommendations for counseling, employment, community service and other rehabilitation programs.
- c. Such other recommendations as the Board approves, such as enrollment in a drug rehabilitation program, if appropriate, before returning to school.

(cf. 6164.3 – Student Mental Health – Medication and Services)

6. Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian.

Readmission

An expulsion order shall remain in effect until the Board may order the readmission of the student. Readmission procedures shall be as follows:

SUSPENSION AND EXPULSION (continued)

1. A written request for review of expulsion action and request for readmission shall be submitted by the parent/guardian to the Superintendent or designee.
2. The Superintendent or designee will hold a conference with the parent/guardian and the student.

At the conference the conditions for readmission will be reviewed. The Superintendent or designee shall verify that the conditions have been met. School regulations will be reviewed and the student and parent/guardian will be asked to indicate in writing their willingness to comply with these regulations.

3. The Superintendent or designee will transmit the request for readmission to the Board, along with his/her recommendation.
4. The Superintendent or designee will notify the student or parent/guardian, by registered mail, of the Board's decision regarding readmission.

Suspension of Expulsion

1. The Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. When deciding whether to suspend an expulsion, the Board shall take into account the following criteria:
 - a. The student's previous behavior.
 - b. The seriousness of the misconduct.
 - c. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.
2. During this period the student shall be on probationary status.
3. The suspension of expulsion order may be revoked by the Board if the student commits any of the acts which would constitute grounds for suspension or expulsion or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

STUDENTS

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon rein-statement, the Board may order the expungement of any or all records of the expulsion proceedings.
6. Suspension of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order.
7. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

Added 5/2015

Reviewed 11/2016

Reviewed 1/2022

SUSPENSION AND EXPULSION

Note: The following sample regulation may be revised or deleted in keeping with district needs.

Notice of Regulations

Note: 4 AAC 07.030 requires annual notice regarding district policies concerning student rights and responsibilities.

At the beginning of each school year, the principal of each school shall notify all students and parents/guardians in writing of all school rules related to discipline, suspension and expulsion. Staff, students, and parent/guardian shall be notified about district policies and regulations. Transfer students and their parents/guardians shall be notified at the time of enrollment.

Grounds for Suspension and Expulsion

Note: AS 14.30.045 limits suspension or expulsion for disciplinary reasons to the following list of causes. For additional causes for denial of admission as listed in AS 14.30.045 see BP 5112.2, Exclusions.

A student may be suspended or expelled for the following causes:

1. Continued willful disobedience or open and persistent defiance of reasonable school authority;
2. Behavior which is in some way harmful to the welfare, safety or morals of other students;
3. Conviction of a felony which the Board determines will cause the attendance of the child to be in some way harmful to the welfare or education of other students.

(cf. 5112.2 - Exclusions from Attendance)

A student may be suspended or expelled for behavior occurring at any time, including but not limited to the following circumstances:

1. While on school grounds.
2. While going to or coming from school or a school-sponsored activity.
3. During the lunch period, whether on or off the school campus.

SUSPENSION AND EXPULSION (continued)

Authority to Suspend

A *Superintendent or Principal* may suspend a student from school for any of the acts listed under "Grounds for Suspension and Expulsion" for not more than _____ consecutive days.

Suspension may be imposed upon a first offense if the principal determines the student's behavior to be in some way harmful to the welfare, safety or morals of other students or the student's presence represents a danger to persons or property or threatens to disrupt the instructional process.

If the expulsion of a suspended student is being considered by the Board, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision.

(cf. 5144.2 - Suspension and Expulsion/Due Process - Individuals with Exceptional Needs)

Short Term Suspension Procedures (10 days or less)

Note: In all student disciplinary suspensions from a school program, a student's constitutional right to procedural due process must be observed. For short term suspensions (10 days or less) the U.S. Supreme Court has held that, at a minimum, a student must be informed of the charge against him/her and given an opportunity to present his/her side of the story. This can be done at an informal meeting between the school official and student. Once accomplished, the school official may take action deemed reasonable. (*Goss v. Lopez*). The Supreme Court in *Goss* further indicated that for student suspensions more than ten days, more due process may be required such as the right to call witnesses, put forth evidence and cross examine witnesses.

1. Informal Conference

Suspension shall be preceded by an informal conference conducted by the Superintendent or principal, and shall include the student, and whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to explain his/her version and evidence in support of his/her defense.

If at the end of this discussion the Superintendent or principal believes the student is guilty of the misconduct charged, the student may be suspended for 10 days or less.

SUSPENSION AND EXPULSION (continued)

This conference may be omitted if the principal, designee or the Superintendent determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the presuspension conference is not held, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school.

2. Administrative Actions

All requests for student suspension are to be processed by the principal of the school in which the student is enrolled at the time of the misbehavior.

A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee, who in turn will inform the Board.

3. Notice to Parents/Guardians

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension.

This notice shall state the reasons for suspension and the date and time when the student may return to school, and may request that the parent/guardian confer with school authorities regarding matters pertinent to the suspension.

No penalties may be imposed on the student for the failure or refusal of the parent/guardian to meet with school authorities. The student may not be denied readmission solely because the parent/ guardian failed to meet with school authorities.

SUSPENSION AND EXPULSION (continued)**Long Term Suspension (more than 10 days)**

Where alleged misconduct of a student warrants a suspension of more than 10 days, the student will be provided the opportunity for a hearing as outlined under the expulsion procedure. The long term suspension procedure does not preclude a student from being suspended for up to 10 days if procedures for short term suspension have been followed.

A student requesting a hearing regarding a long term suspension will be readmitted in the program (at the end of a short term suspension if applicable) pending the outcome of the hearing except where the superintendent determines that the student's presence in school poses a threat to harm to him or herself or others.

Authority to Expel

A student may be expelled only by the Board.

The Superintendent or principal shall recommend a student's expulsion for any of the following acts, unless the principal or Superintendent finds, and reports in writing to the Board, that expulsion is inappropriate due to particular circumstances which shall be set out in the report of the incident:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any firearm, knife, explosive or other dangerous object at school or at a school activity off school grounds.
3. Unlawful sale of any controlled substance.
4. Robbery, extortion, or the conviction of any other felony which will cause the attendance of the student to be injurious to the welfare or education of other students.

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))

Expulsion Procedures

1. Student's Right to Hearing

The student is entitled to a hearing to challenge the recommendation that the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that cause for expulsion exists.

SUSPENSION AND EXPULSION (continued)

If the Board finds it impracticable to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

2. **Written Notice of the Hearing**

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. The notice shall include:

- a. The date and place of the hearing.
- b. A statement of the specific facts and charges upon which the proposed expulsion is based.
- c. A copy of district disciplinary rules which relate to the alleged violation.
- d. The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel.
- e. The right to inspect and obtain copies of all documents to be used at the hearing.
- f. The opportunity to confront and question all witnesses who testify at the hearing.
- g. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

SUSPENSION AND EXPULSION (continued)**3. Conduct of Hearing**

- a. **Executive Session:** The Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public.
- b. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, so long as a reasonably accurate written and complete transcription of the proceedings can be made.
- c. **Presentation of Evidence:** While technical rules of evidence do not apply to such hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure may subject them to an unreasonable risk of harm.

In cases where a search of a student's person or property has occurred, evidence describing the reason for conducting the search shall be included in the hearing record.

(cf. 5145.12 - Search and Seizure)

4. Alternative Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may appoint a hearing officer or an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled.

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board.

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated.

SUSPENSION AND EXPULSION (continued)

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order.

The hearing officer or administrative panel may recommend that the Board suspend the expulsion (see below).

5. **Final Action by the Board**

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel must be taken by the Board at a public meeting. The Board shall maintain a record of each expulsion, including its cause.

Upon ordering the expulsion, the Board may recommend a plan for the student's rehabilitation, which may include:

- a. Periodic review and assessment at the time of application for readmission.
- b. Recommendations for counseling, employment, community service and other rehabilitation programs.
- c. Such other recommendations as the Board approves, such as enrollment in a drug rehabilitation program, if appropriate, before returning to school.

(cf. 6164.3 – Student Mental Health – Medication and Services)

6. **Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian.

Readmission

An expulsion order shall remain in effect until the Board may order the readmission of the student. Readmission procedures shall be as follows:

SUSPENSION AND EXPULSION (continued)

1. A written request for review of expulsion action and request for readmission shall be submitted by the parent/guardian to the Superintendent or designee.
2. The Superintendent or designee will hold a conference with the parent/guardian and the student.

At the conference the conditions for readmission will be reviewed. The Superintendent or designee shall verify that the conditions have been met. School regulations will be reviewed and the student and parent/guardian will be asked to indicate in writing their willingness to comply with these regulations.

3. The Superintendent or designee will transmit the request for readmission to the Board, along with his/her recommendation.
4. The Superintendent or designee will notify the student or parent/guardian, by registered mail, of the Board's decision regarding readmission.

Suspension of Expulsion

1. The Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. When deciding whether to suspend an expulsion, the Board shall take into account the following criteria:
 - a. The student's previous behavior.
 - b. The seriousness of the misconduct.
 - c. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.
2. During this period the student shall be on probationary status.
3. The suspension of expulsion order may be revoked by the Board if the student commits any of the acts which would constitute grounds for suspension or expulsion or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

SUSPENSION AND EXPULSION (continued)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon rein-statement, the Board may order the expungement of any or all records of the expulsion proceedings.
6. Suspension of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order.
7. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian.

Revised 01/07

SUSPENSION AND EXPULSION (STUDENTS WITH DISABILITIES)

A student receiving special education services is expected to follow the same behavior and conduct rules applicable to all students and is subject to discipline as set forth in those rules. The procedural safeguards established by district policies and regulations shall be observed in considering the suspension of special education students. In addition, students receiving special education may have additional rights relating to discipline and continuing services as set forth in the Individuals with Disabilities Education Act ("IDEA").

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates behavior and conduct rules.

A student who has not been identified as a student with disabilities pursuant to the IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards under this administrative regulation only if the district had a basis of knowledge that the student had a disability before the behavior occurred.

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

(cf. 5144.1 - Suspension and Expulsion)

(cf. 6164.4 – Child Find)

Removal for Up to 10 Days

District personnel may suspend a special education student for up to ten school days per year without providing educational services. The days need not be consecutive. Removals for up to ten school days may be out of school suspensions, or, alternatively, an interim alternative educational setting or another setting. Parents must be immediately notified of the discipline decision.

Removal for More Than 10 Days or Placement in an Interim Alternative Educational Setting

Students whose suspension constitutes a change in placement must continue to receive a free and appropriate public education. This means that beginning with the change in placement for disciplinary purposes, educational services must continue to be provided and procedural protections are triggered.

SUSPENSION AND EXPULSION (STUDENTS WITH DISABILITIES) *continued*

A change in placement occurs if:

- 1) The removal is for more than 10 consecutive school days; or
- 2) The student has been subjected to a series of removals that constitute a pattern because:
 - a) the series of removals total more than 10 school days in a school year;
 - b) the student's behavior is substantially similar to the behavior in previous incidents that resulted in removal; and
 - c) such additional factors support a pattern such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

The District shall determine whether a pattern of removals constitutes a change in placement. This determination is subject to review through due process or judicial proceedings.

The parents shall be immediately notified of the discipline decision and provided a notice of procedural safeguards on the day the change in placement decision is made.

Manifestation Determination

When a change in placement is contemplated for disciplinary purposes, the District must conduct a manifestation determination.

A. Timeframe for Making Determination

Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of student conduct rules, a manifestation determination shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.

B. How Determination is Made

In making a manifestation determination, the District, the parent, and relevant members of the student's IEP team (as determined by the District and the parent) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

SUSPENSION AND EXPULSION (STUDENTS WITH DISABILITIES) *continued*

1. if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. if the conduct in question was the direct result of the District's failure to implement the IEP.

C. Manifestation is Found

If the District, the parent, and relevant members of the IEP team determine that either of the conditions above is met, the conduct shall be determined to be a manifestation of the student's disability. If the team determines that the student's conduct is a manifestation, then the child's placement cannot be changed except via the IEP team process. If a manifestation is found, the IEP team must either:

1. conduct a functional behavioral assessment, unless the District had already conducted one prior to the behavior leading to the change in placement, and implement a behavioral intervention plan for the student; or
2. if a behavior intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior; and
3. except under special circumstances for drugs, weapons or serious bodily injury as set forth below, return the student to the placement from which the student was removed, unless the parent and the District agree to a change of placement as part of the behavior intervention plan.

D. No Manifestation is Found

If it is determined that the conduct is not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration as applied to students without disabilities, except that a free appropriate public education must continue to be provided. The educational services may be provided in an alternate setting.

Drugs, Weapons, or Serious Bodily Injury

For violations of school policies involving weapons, drugs, or serious bodily injury, school personnel may remove a student to an interim alternative educational setting for up to a maximum of 45 school days without regard to whether the behavior is a manifestation of the student's disability. The interim alternative educational setting shall be determined by the IEP team.

SUSPENSION AND EXPULSION (STUDENTS WITH DISABILITIES) *continued*

Removal under these special circumstances is available for infractions where a student:

1. carries or possesses a weapon to school or at school, on school premises, or to or at a school function; or
2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. has inflicted serious bodily injury upon another person while at school, or on school premises, or at a school function.

Disciplinary Appeals

In accordance with IDEA, the parent of a student with a disability who disagrees with any decision regarding a change in placement or a manifestation determination may request a due process hearing. Similarly, the District may request a hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the student or to others.

A hearing officer shall hear, and make a determination regarding, an appeal. The State of Alaska Department of Education and Early Development and the District shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

In making the determination on appeal, the hearing officer may order a change in placement of a student with a disability. In such situations, the hearing officer may:

1. return the student to the placement from which the student was removed; or
2. order a change in placement to an appropriate alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

Placement during appeals:

When an appeal has been requested by either the parent or the District, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for deciding the hearing, whichever occurs first, unless the parent and the District agree otherwise.

SUSPENSION AND EXPULSION (STUDENTS WITH DISABILITIES) *continued*

Dangerousness:

A hearing officer may place a student in an appropriate interim alternative educational setting on the grounds of dangerousness if there is a substantial likelihood of injury to the student or others if the student remains in his current placement. Such placement may be ordered for up to 45 days at a time.

Added 5/2015

Reviewed 11/2016

Reviewed 11/2019

Reviewed 1/2022

SUSPENSION AND EXPULSION (STUDENTS WITH DISABILITIES)

Note: The Individuals with Disabilities Education Act ("IDEA"), as amended in 2004, sets forth specific requirements for the discipline of students with disabilities. In 2006, federal regulations were amended to provide additional guidance to schools in implementing disciplinary sanctions.

A student receiving special education services is expected to follow the same behavior and conduct rules applicable to all students and is subject to discipline as set forth in those rules. The procedural safeguards established by district policies and regulations shall be observed in considering the suspension of special education students. In addition, students receiving special education may have additional rights relating to discipline and continuing services as set forth in the Individuals with Disabilities Education Act ("IDEA").

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates behavior and conduct rules.

A student who has not been identified as a student with disabilities pursuant to the IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards under this administrative regulation only if the district had a basis of knowledge that the student had a disability before the behavior occurred.

Note: The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415)(k)(5); (34 C.F.R. 300.534).

1. The parent/guardian has expressed concern in writing to supervisory or administrative personnel, or the student's teacher, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education.

3. The teacher of the student or other district personnel have expressed specific concerns about a pattern of behavior by the student directly to the district's Director of Special Education or to other supervisory personnel.

A district is not deemed to "have knowledge" as specified in items #1-3 above if the parent/guardian has not allowed an evaluation or has refused special education services; or, as a result of receiving such information, the district conducted an evaluation and determined that the student was not a student with a disability.

If it is determined that the district did not have knowledge that the student is a student with a disability, then the student shall be disciplined in accordance with procedures established for students without disabilities.

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

(cf. 5144.1 - Suspension and Expulsion)

(cf. 6164.4 - Child Find)

SUSPENSION AND EXPULSION (STUDENTS WITH DISABILITIES) (continued)**Removal for Up to 10 Days**

District personnel may suspend a special education student for up to ten school days per year without providing educational services. The days need not be consecutive. Removals for up to ten school days may be out of school suspensions, or, alternatively, an interim alternative educational setting or another setting. Parents must be immediately notified of the discipline decision.

Removal for More Than 10 Days or Placement in an Interim Alternative Educational Setting

Note: In 2006, the federal regulations were changed so that removal in a single school year in excess of 10 days does not automatically constitute a change in placement requiring the provision of educational services and a manifestation determination. Specifically, a student with disabilities may be removed for up to 10 consecutive school days, and there may be additional removals of up to 10 consecutive school days for separate incidents, so long as the removals do not constitute a change in placement. 34 C.F.R. 300.530. A change in placement occurs if: 1) the removal is for more than 10 consecutive school days; or 2) a series of removals constitutes a pattern because they total more than 10 school days in a year; the child's behavior is substantially similar to that in previous incidents; and additional factors such as length of each removal, total time of removal from school, and proximity of removals to one another. The District is responsible for determining whether a pattern of removals constitutes a change in placement. That determination is subject to review through due process or court proceedings. 34 C.F.R. § 300.536.

Students whose suspension constitutes a change in placement must continue to receive a free and appropriate public education. This means that beginning with the change in placement for disciplinary purposes, educational services must continue to be provided and procedural protections are triggered.

A change in placement occurs if:

- 1) The removal is for more than 10 consecutive school days; or
- 2) The student has been subjected to a series of removals that constitute a pattern because:
 - a) the series of removals total more than 10 school days in a school year;
 - b) the student's behavior is substantially similar to the behavior in previous incidents that resulted in removal; and
 - c) such additional factors support a pattern such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

The District shall determine whether a pattern of removals constitutes a change in placement. This determination is subject to review through due process or judicial proceedings.

SUSPENSION AND EXPULSION (STUDENTS WITH DISABILITIES) (continued)

Note: Districts may not impose repeated short-term suspension as a means of avoiding the normal change in placement procedures governing long-term removals. Such treatment could result in a finding that the district has changed the placement of a student with a disability without complying with the necessary formalities and safeguards.

The parents shall be immediately notified of the discipline decision and provided a notice of procedural safeguards on the day the change in placement decision is made.

Manifestation Determination

When a change in placement is contemplated for disciplinary purposes, the District must conduct a manifestation determination.

A. Timeframe for Making Determination

Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of student conduct rules, a manifestation determination shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.

B. How Determination is Made

In making a manifestation determination, the District, the parent, and relevant members of the student's IEP team (as determined by the District and the parent) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. if the conduct in question was the direct result of the District's failure to implement the IEP.

C. Manifestation is Found

If the District, the parent, and relevant members of the IEP team determine that either of the conditions above is met, the conduct shall be determined to be a manifestation of the student's disability. If the team determines that the student's conduct is a manifestation, then the child's placement cannot be changed except via the IEP team process. If a manifestation is found, the IEP team must either:

SUSPENSION AND EXPULSION (STUDENTS WITH DISABILITIES) (continued)

1. conduct a functional behavioral assessment, unless the District had already conducted one prior to the behavior leading to the change in placement, and implement a behavioral intervention plan for the student; or
2. if a behavior intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior; and
3. except under special circumstances for drugs, weapons or serious bodily injury as set forth below, return the student to the placement from which the student was removed, unless the parent and the District agree to a change of placement as part of the behavior intervention plan.

D. No Manifestation is Found

If it is determined that the conduct is not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration as applied to students without disabilities, except that a free appropriate public education must continue to be provided. The educational services may be provided in an alternate setting.

Drugs, Weapons, or Serious Bodily Injury

For violations of school policies involving weapons, drugs, or serious bodily injury, school personnel may remove a student to an interim alternative educational setting for up to a maximum of 45 school days without regard to whether the behavior is a manifestation of the student's disability. The interim alternative educational setting shall be determined by the IEP team.

Removal under these special circumstances is available for infractions where a student:

1. carries or possesses a weapon to school or at school, on school premises, or to or at a school function; or
2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. has inflicted serious bodily injury upon another person while at school, or on school premises, or at a school function.

SUSPENSION AND EXPULSION (STUDENTS WITH DISABILITIES) (continued)

Note: The following definitions are applicable to special circumstance removals as set forth above:

Controlled Substance: The term “controlled substance” means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812 (c)).

Illegal Drug: The term “illegal drug” means a controlled substance but does not include a controlled substance that is legally possessed or used under supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of federal law.

Weapon: The term “weapon” has the meaning given the term “dangerous weapon” under 18 USC section 930(g)(2) which means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.

Serious bodily injury: The term “serious bodily injury” has the meaning given the term “serious bodily injury” under 18 USC 1365(h)(3) which means bodily injury involving — (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

School Day: The term “school day” is defined as any day, including a partial day, that students are in attendance at school for instructional purposes. 34 CFR 300.309(c)(1).

Disciplinary Appeals

Note: If the manifestation determination or the interim setting is challenged by the parent, an expedited hearing must be held. The child is to stay in the interim alternative setting pending the decision of the hearing officer or until the expiration of the time period provided for, unless the parent and district agree otherwise. If the district places the child in an interim setting and the district proposes a longer-term change in placement that is challenged by the parent, the child goes back to the current placement (the child’s placement prior to the interim alternative educational setting). However, if school personnel feel it is dangerous for the child to remain in the current placement during the pendency of the due process proceedings, the district may request an expedited hearing.

In accordance with IDEA, the parent of a student with a disability who disagrees with any decision regarding a change in placement or a manifestation determination may request a due process hearing. Similarly, the District may request a hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the student or to others.

A hearing officer shall hear, and make a determination regarding, an appeal. The State of Alaska Department of Education and Early Development and the District shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

SUSPENSION AND EXPULSION (STUDENTS WITH DISABILITIES) (continued)

In making the determination on appeal, the hearing officer may order a change in placement of a student with a disability. In such situations, the hearing officer may:

1. return the student to the placement from which the student was removed; or
2. order a change in placement to an appropriate alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

Placement during appeals:

When an appeal has been requested by either the parent or the District, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for deciding the hearing, whichever occurs first, unless the parent and the District agree otherwise.

Dangerousness: A hearing officer may place a student in an appropriate interim alternative educational setting on the grounds of dangerousness if there is a substantial likelihood of injury to the student or others if the student remains in his current placement. Such placement may be ordered for up to 45 days at a time.

Note: The standard for determining dangerousness provides that a hearing officer may order placement in an interim alternative educational setting for not more than 45 days if the hearing officer:

- (1) determines that the District has demonstrated by substantial evidence that maintaining the student's current placement is substantially likely to result in injury to the student or to others;
- (2) considers the appropriateness of the student's current placement;
- (3) considers whether the district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services;
- (4) determines that the interim alternative educational setting that is proposed by school personnel who have consulted with the student's special education teacher meets the requirements of the IDEA and its regulations.

Revised 2/08

STUDENTS

QUESTIONING AND APPREHENSION

BP 5145.11

Law enforcement officers may interview students on school premises, as suspects or witnesses. When such an interview is requested, the principal or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. If the officer needs to interview the student immediately, the principal or designee shall accommodate the questioning in a way that causes the least possible disruption to the school process, gives the student appropriate privacy, and models exemplary cooperation with community law enforcement authorities.

Except when prohibited by law enforcement, such as in cases of child abuse or neglect, the principal or designee shall attempt to notify the student's parent/guardian when a law enforcement officer requests an interview on school premises.

At the law officer's discretion and with the student's approval, the principal or designee may be present during the interview.

When a site administrator releases a student into the custody of a law enforcement officer, he/she shall immediately notify the parent/guardian or responsible relative of the student's release and the place to which the student is reportedly taken, except when prohibited by law enforcement such as in cases of suspected child abuse.

Whenever a student is suspected of being a victim of child abuse and is being removed from the school premises, the Superintendent or designee shall give the telephone number and address of the student's parent/guardian to the law enforcement officer so that the appropriate authorities may contact the parent/guardian.

(cf. 5141.4 – Child Abuse and Neglect)

(cf. 5142 – Safety)

Revised 11/2011

Reviewed 11/2019

Reviewed 1/2022

QUESTIONING AND APPREHENSION

Note: The following sample policy may be revised or deleted to reflect district philosophy and circumstances.

Law enforcement officers may interview students on school premises, as suspects or witnesses. When such an interview is requested, the principal or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. If the officer needs to interview the student immediately, the principal or designee shall accommodate the questioning in a way that causes the least possible disruption to the school process, gives the student appropriate privacy, and models exemplary cooperation with community law enforcement authorities.

Note: Since parents/guardians do not need to be informed or to give consent before interviews on school premises, the following paragraph is optional.

Except when prohibited by law enforcement, such as in cases of child abuse or neglect, the principal or designee shall attempt to notify the student's parent/guardian when a law enforcement officer requests an interview on school premises.

At the law officer's discretion and with the student's approval, the principal or designee may be present during the interview.

When a site administrator releases a student into the custody of a law enforcement officer, he/she shall immediately notify the parent/guardian or responsible relative of the student's release and the place to which the student is reportedly taken, except when prohibited by law enforcement such as in cases of suspected child abuse.

Whenever a student is suspected of being a victim of child abuse and is being removed from the school premises, the Superintendent or designee shall give the telephone number and address of the student's parent/guardian to the law enforcement officer so that the appropriate authorities may contact the parent/guardian.

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5142 - Safety)

SEARCH AND SEIZURE

The Board is committed to maintaining an environment for students and staff which is safe and conducive to learning and working. The Board recognizes that incidents may occur where the health, safety and welfare of students and staff are jeopardized and which necessitate the search and seizure of students, their property, or their lockers by school officials.

(cf. 5145.11 – Questioning and Apprehension)

The Board authorizes school officials to conduct searches when there are reasonable grounds that the search will uncover evidence that the student is violating the law or school rules.

Before searching a student's person or possessions, school officials should seek, but need not receive, the consent of the student. Whenever reasonably possible, a search of a student's person shall be conducted in the presence of the student's parent/guardian, a staff member, and/or the principal. The parent/guardian of the student being searched shall be notified by the district as soon after the search as possible.

Student Lockers

Lockers are the property of the District. Safety considerations require that lockers remain under the control of the District. Students are not entitled to an expectation of privacy regarding access to, or the contents of, their lockers. School officials shall have the right and ability to open and inspect any school locker without student permission when they have reasonable suspicion that the search will disclose evidence of a violation of school rules or when a threat to student safety requires a search of a designated area or areas of the school.

For health and safety reasons, general inspections of school properties such as lockers and desks may be conducted from time to time. Any items contained in a locker shall be considered to be the property of the student to whom the locker was assigned. Notice of this policy shall be given to all students when lockers are assigned.

(cf. 5131.6 – Drugs, Alcohol, Tobacco)

(cf. 5131.7 – Weapons and Dangerous Instruments)

Legal Reference:

ALASKA STATUTES

14.03.105 Search of school lockers

ALASKA ADMINISTRATIVE CODE

4 AAC 07.010 – 4 AAC 07.900 Student rights and responsibilities

New Jersey v. T.L.O., 469 U.S. 325 (1985)

Added 10/96

Reviewed 5/2015

Reviewed 11/2019

Reviewed 1/2022

SEARCH AND SEIZURE

Note: 4 AAC 07.010 requires districts to adopt policies regarding student rights and responsibilities. The U.S. Supreme Court decision *New Jersey v. T.L.O.*, holds that the legality of a student search will depend on the reasonableness of the search. Determining the reasonableness of any search involves determining whether the search was justified at its inception and whether, as conducted, it was reasonably related in scope to the circumstances that justified the interference in the first place. Under ordinary circumstances, the search of a student by a school official is justified at its inception when there is reason to suspect that it will turn up evidence of a student's violation of the law or school rules. The search is permissible in scope when the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the student's age or sex and the nature of the infraction. The following sample policy may be revised as needed with advice from legal counsel.

The School Board is committed to maintaining an environment for students and staff which is safe and conducive to learning and working. The Board recognizes that incidents may occur where the health, safety and welfare of students and staff are jeopardized and which necessitate the search and seizure of students, their property, or their lockers by school officials.

(*cf.* 5145.11 - *Questioning and Apprehension*)

The Board authorizes school officials to conduct searches when there are reasonable grounds or suspicion that the search will uncover evidence that the student is violating the law or the rules of the district or the school.

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

1. The student's age and previous behavior patterns.
2. The prevalence and seriousness in the school of the problem to which the search was directed.
3. The urgency requiring the search without delay.
4. The substantive value and reliability of the information used as a justification for the search.
5. The location of the student at the time of the incident which gave rise to reasonable suspicion.

The Board urges that discretion, good judgment and common sense be exercised in all cases of search and seizure. Before searching a student's possessions, school officials will seek, but need not receive, the freely offered consent of the student. Whenever reasonably possible, a search of a student's person shall be conducted in the presence of the student's parent/guardian, a staff member, and/or the principal. The parent/guardian of the student being searched shall be notified by the district as soon after the search as possible.

SEARCH AND SEIZURE

Note: The following optional language may be adopted or revised to reflect district philosophy. Districts should consult with legal counsel prior to the implementation of a search through the use of drug-sniffing dogs or metal detectors.

The use of drug-detection dogs and metal detectors, or similar detection devices, may be used upon express authorization of the Board/Superintendent.

Because lockers are under the joint control of the student and the district, school officials shall have the right and ability to open and inspect any school locker without student permission when they have reasonable suspicion that the search will disclose evidence of illegal possessions or activity or when odors, smoke, fire and/or other threats to student health, welfare or safety emanate from the locker.

Note: The courts have repeatedly held that the standard of reasonable grounds applies to unannounced locker searches. Some districts, however, conduct regular, announced locker inspections. The following paragraph is optional.

For health and safety reasons, a general inspection of school properties such as lockers and desks may be conducted on a regular, announced basis. Any items contained in a locker shall be considered to be the property of the student to whom the locker was assigned. Notice of this policy shall be given to all students when lockers are assigned. Notice will also be posted in prominent locations throughout the school.

(cf. 5131.6 - *Drugs, Alcohol, Tobacco*)

(cf. 5131.7 - *Weapons and Dangerous Instruments*)

Legal Reference:

ALASKA STATUTES

14.03.105 *Search of school lockers*

ALASKA ADMINISTRATIVE CODE

4 AAC 07.010 - 4 AAC 07.900 *Student rights and responsibilities*

New Jersey v. T.L.O., 469 U.S. 325 (1985)

Revised 9/99

STUDENT SEARCHES CHECKLIST

E 5145.12(a)

This checklist is to be used in conjunction with a student search incident.

1. What factors caused you to have a reasonable suspicion that a search of this student, of the student's effects, will provide evidence that the student has violated or is violating the law or rules of the school?

A. Eyewitness account:

1. By whom _____
2. Date/time _____
3. Place _____
4. What was observed _____

B. Information from a reliable source:

1. From whom information received _____
2. Dated and time received _____
3. How was information received _____
4. Who received the information _____
5. Described information received _____

C. Suspicious behavior. Please explain:

D. Date and time search was conducted _____

E. Location (where search was conducted) _____

F. Reason given to student for search _____

G. Was student's consent requested? _____ Given? _____

STUDENT SEARCHES CHECKLIST

2. Reasonableness of search in terms of scope and intrusiveness
 - A. What were (are) you searching for? _____

 - B. Age and sex of student _____
 - C. Exigency of the situation _____
 - D. What type of search was (is being) conducted?

 - E. Who conducted (is conducting) the search? _____
Position: _____ Sex: _____
 - F. Who witnessed the search? _____
3. Explanation of search
 - A. Describe the time and location of the search _____

 - B. Describe exactly what was searched _____
 - C. What did the search yield? _____
 - D. What was seized? _____
 - E. Was anything released to police? _____
 - F. Were parents notified of the search, including the reasons and the scope?

Added 9/98

STUDENT AND FAMILY PRIVACY RIGHTS

BP 5145.15(a)

The Board believes that personal information gathered from a student may be helpful or necessary to facilitate school safety, student welfare, or the continued success of academic programs. However, these goals must be balanced with the expectations of privacy of our students and their families. The following procedures shall be followed so that parents may make informed choices regarding the disclosure or collection of personal information from their student.

Student Surveys

The Board recognizes that student surveys administered in the public schools may be beneficial for the purposes of study, the improvement of education, for class assignment, and to assist in providing guidance or counseling services to students and their families. In administering surveys or questionnaires to the District's students, the District shall comply with state and federal laws concerning parental notice and consent.

Surveys will not be administered to students without prior parental consent.

Annual Consent: The District may seek written parent/guardian permission, on an annual basis, for the administration of anonymous student surveys. Consent to anonymous surveys obtained annually will be valid until the beginning of the subsequent school year, or until written notice of withdrawal of consent is provided to the school principal. Parents or guardians shall receive at least two weeks' notice prior to the administration of an anonymous questionnaire or survey.

Consent for Surveys that are Not Anonymous: Prior to the administration of a survey that is not anonymous the District shall obtain written permission from the parent/guardian at least two weeks prior to the survey.

Notice Requirements: At least two weeks prior to the administration of a questionnaire or survey, whether anonymous or not, that requires parental consent as identified above, the school shall provide each student's parent or legal guardian with written notice explaining:

- (1) how and where the parent may preview the survey;
- (2) how the survey will be administered;
- (3) how the survey results will be used;
- (4) who will have access to the questionnaire, survey or results; and
- (5) for those surveys which are not anonymous, explain that written parental consent is required before participation in the particular survey, and include a permission form to be returned by the parents, with instructions that the form must be returned at least two weeks before the survey.

STUDENT AND FAMILY PRIVACY RIGHTS

BP 5145.15(b)

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

A student's parent(s)/guardian(s) may refuse to allow their child to participate in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance; and (c) not necessary to protect the immediate health and safety of the student, or of other students. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*)
3. Is otherwise authorized by board policy.

(cf. 5141 – Health Care and Emergencies)

(cf. 5141.3 – Health Examinations)

(cf. 5141.31 – Immunizations)

(cf. 5131.61 – Drug/Alcohol Testing Policy)

Collection of Personal Information from Students for Marketing

The term "personal information" means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, or (4) a Social Security identification number.

STUDENT AND FAMILY PRIVACY RIGHTS (continued)

BP 5145.15(c)

No school official or staff member shall administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or sale.

The above paragraph does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other post-secondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Legal Reference:

ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools.

14.30.070 Physical Examination required.

14.30.127 Vision and hearing screening examinations.

UNITED STATES CODE

20 U.S.C. 1232(h) Protection of Pupil Rights Act

Revised to AASB version 11/2016

Reviewed 11/2019

Reviewed 1/2022

STUDENT AND FAMILY PRIVACY RIGHTS

Note: The No Child Left Behind Act of 2001 significantly changed the Protection of Pupil Rights Act, a/k/a the Hatch Amendments. The Protection of Pupil Rights Act now requires any school district "that receives funds under any applicable program [to] develop and adopt policies, in consultation with parents, regarding [statutory privacy rights]." (20 U.S.C. § 1232h(c)(1)). "Any applicable program" generally refers to any federal program administered by the U.S. Department of Education (20 U.S.C. § 1221(c)). "Consultation with parents" is not defined; boards are advised, at minimum, to publicize the issue and request public comment during the policy's adoption.

The Board believes that personal information gathered from a student may be helpful or necessary to facilitate school safety, student welfare, or the continued success of academic programs. However, these goals must be balanced with the expectations of privacy of our students and their families. The following procedures shall be followed so that parents may make informed choices regarding the disclosure or collection of personal information from their student.

STUDENT SURVEYS

Note: Both state and federal law require prior written parental consent before certain surveys may be administered to students. The following policy sets forth the notice and consent provisions required by law and identifies when parental consent and notice are required. Additionally, state law provides that no student may be required to participate in a questionnaire or survey if the student objects to participation. AS 14.03.110.

The Board recognizes that student surveys administered in the public schools may be beneficial for the purposes of study, the improvement of education, for class assignment, and to assist in providing guidance or counseling services to students and their families. In administering surveys or questionnaires to the District's students, the District shall comply with state and federal laws concerning parental notice and consent.

Surveys which inquire into personal or private family affairs of a student which are not a matter of public record or subject to public observation will not be administered to students without prior parental consent. In addition, no student may be required to participate in a federal survey, analysis, or evaluation as part of any program administered by the U.S. Department of Education, without prior written parent permission, if that survey inquires into the following areas:

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

STUDENT AND FAMILY PRIVACY RIGHTS (continued)

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

Annual Consent: The District may seek written parent/guardian permission, on an annual basis, for the administration of anonymous student surveys. Consent to anonymous surveys obtained annually will be valid until the beginning of the subsequent school year, or until written notice of withdrawal of consent is provided to the school principal. Parents or guardians shall receive at least two weeks' notice prior to the administration of an anonymous questionnaire or survey.

Consent for Surveys that are Not Anonymous: Prior to the administration of a survey that is not anonymous and which inquires into personal or private family affairs not a matter of public record or public observation, the District shall obtain written permission from the parent/guardian at least two weeks prior to the survey.

Notice Requirements: At least two weeks prior to the administration of a questionnaire or survey, whether anonymous or not, that requires parental consent as identified above, the school shall provide each student's parent or legal guardian with written notice explaining:

- (1) how and where the parent may preview the survey;
- (2) how the survey will be administered;
- (3) how the survey results will be used;
- (4) who will have access to the questionnaire or survey; and
- (5) for those surveys which are not anonymous, explain that written parental consent is required before participation in the particular survey, and include a permission form to be returned by the parents, with instructions that the form must be returned at least two weeks before the survey.

INSTRUCTIONAL MATERIAL

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

STUDENT AND FAMILY PRIVACY RIGHTS (continued)

The term “instructional material” means instructional content that is provided to a student regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

PHYSICAL EXAMS OR SCREENINGS

Note: The Protection of Pupil Rights Act states that student’s parent(s)/guardian(s) may refuse to allow their child or ward to participate in “non-emergency, invasive physical examination or screening.” (20 U.S.C. § 1232h(c)(2)(A)(ii).
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A student’s parent(s)/guardian(s) may refuse to allow their child to participate in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance; and (c) not necessary to protect the immediate health and safety of the student, or of other students. The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*)
3. Is otherwise authorized by board policy.

(*cf.* 5141 – Health Care and Emergencies)

(*cf.* 5141.3 – Health Examinations)

(*cf.* 5141.31 – Immunizations)

(*cf.* 5131.61 – Drug/Alcohol Testing Policy)

STUDENT AND FAMILY PRIVACY RIGHTS (continued)**COLLECTION OF PERSONAL INFORMATION FROM STUDENTS FOR MARKETING**

Note: Federal law allows schools to collect personal information from students for marketing (20 U.S.C. § 1232h(c)(1)(E)), provided the board, by policy, allows parents to preview the instrument and opt their child out of the activity. **Option 1** prohibits the collection of personal information from students for marketing purposes. **Option 2** retains this option and contains the required notice provisions.

The term “personal information” means individually identifiable information including: (1) a student or parent’s first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, or (4) a Social Security identification number.

Option 1:

No school official or staff member shall administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or sale.

The above paragraph does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other post-secondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

STUDENT AND FAMILY PRIVACY RIGHTS (continued)**Option 2:**

Before a school administers or distributes an instrument to a student for the purpose of collecting personal information for marketing or for sale that information (or otherwise providing that information to others for that purpose), the student's parent(s)/guardian(s) may:

1. Inspect, upon their request, that instrument and/or
2. Refuse to allow their child to participate in the activity. The school will not penalize any student whose parent(s)/guardian(s) exercise this option.

Notification of Rights and Procedures

The Superintendent or designee shall notify parent(s)/guardian(s) of:

1. This policy, as well as its availability upon request.
2. How to opt their child out of participation in activities as provided in this policy. This notification shall be given parent(s)/guardian(s) at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

Note: The rights provided to parent(s)/guardian(s) in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

*Legal Reference:*ALASKA STATUTES

14.03.110 Questionnaires and surveys administered in public schools.

UNITED STATES CODE

20 U.S.C. 1232(h) (Hatch Amendments)

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

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

Revised 1/03

FREEDOM OF SPEECH/EXPRESSION

Free inquiry and exchange of ideas are essential parts of a democratic education. The School Board respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of members of the school community.

(cf. 1325 - Advertising and Promotion)

(cf. 6145.5 - Organizations/Associations)

Student free speech extends to religious expression. Students may pray or practice other religious expression when not engaged in school activities or instruction, subject to the same rules of order and decorum that apply to other private expressive activity.

The Superintendent or designee shall develop due process procedures for resolving disputes regarding student freedom of expression.

(cf. 6145.3 - Publications)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 07.10 - 4 AAC 07.900 *Student rights and responsibilities*

Breese v. Smith, 501 P.2d 159 (Alaska 1972)

Hazelwood School District v. Kuhlmer, 484 U.S. 260 (1988)

Tinker v. Des Moines, 393 U.S. 503 (1969)

Bethel School District v. Fraser, 478 U.S. 675 (1986)

Elementary and Secondary Education Act, 20 U.S.C. § 9524, as amended by the *No Child Left Behind Act of 2001* (P.L. 107-110)

Revised 1/04

Reviewed 5/2015

Reviewed 11/2019

Reviewed 1/2022

FREEDOM OF SPEECH/EXPRESSION

Note: 4 AAC 07.010 **mandates** districts to adopt policies regarding student rights and responsibilities. Limiting a student's constitutional right to freedom of speech involves balancing the right to free expression against the school's right to maintain discipline or order in the school. When a student speaks as an individual, school officials cannot censor that expression unless it creates a substantial disruption to the school. For student speech connected to the curriculum or school activities, school officials have discretion to regulate the speech.

Free inquiry and exchange of ideas are essential parts of a democratic education. The School Board respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, and the printed materials they choose to post or distribute.

Student liberties of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of members of the school community.

(cf. 1325 - Advertising and Promotion)

(cf. 6145.5 - Organizations/Associations)

Note: Under the No Child Left Behind Act, each school district receiving federal funds must certify in writing to the Alaska Department of Education and Early Development that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools. Under NCLB, a school's policy must be in compliance with the current state of the law as identified in the U.S. Department of Education's Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, released February 7, 2003. The following language expressly incorporates the Guidance.

Student free speech extends to religious expression. It is the policy of the Board not to prevent, or otherwise deny participation in, constitutionally protected prayer in District schools, consistent with guidance issued by the U.S. Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution. This policy supersedes any other Board policy that is inconsistent with it.

The Superintendent or designee shall develop due process procedures for resolving disputes regarding student freedom of expression.

(cf. 6145.3 - Publications)

Legal Reference (see next page)

FREEDOM OF SPEECH/EXPRESSION

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 07.10 - 4 AAC 07.900 *Student rights and responsibilities*

Breese v. Smith, 501 P.2d 159 (Alaska 1972)

Hazelwood School District v. Kuhlmer, 484 U.S. 260 (1988)

Tinker v. Des Moines, 393 U.S. 503 (1969)

Bethel School District v. Fraser, 478 U.S. 675 (1986)

Elementary and Secondary Education Act, 20 U.S.C. § 9524, as amended by the *No Child Left Behind Act of 2001* (P.L. 107-110)

Revised 1/04

FREEDOM OF SPEECH/EXPRESSION

Students are prohibited from making any expressions or distributing any materials which are obscene, libel any person in the absence of privilege, or which demonstrably incite students to commit unlawful acts, violate school rules, or substantially disrupt the school's orderly operation.

All printed matter and petitions distributed, circulated or posted on school property shall bear the name and the address or contact location of the sponsoring organization or individual.

Printed materials or petitions may be distributed only:

1. Before school begins, during lunch time, or after dismissal.
2. In locations that do not obstruct the normal flow of traffic within school or at entrances.
3. Without undue noise.

No student shall use coercion to induce students or any other persons to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students violating any of these regulations are subject to disciplinary action.

(cf. 5144 - Discipline)

Appeals

The following procedures shall be used to address disputes regarding student freedom of expression:

1. The student and faculty member shall first attempt to resolve the problem by themselves.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the principal, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. If the principal is unable to resolve the dispute, the student and/or faculty member may bring the matter to the Superintendent, who shall hear both sides and strive to resolve the dispute as quickly as possible.
4. If the Superintendent is unable to resolve the dispute, the student and/or faculty member may ask for a hearing to determine whether a deprivation of freedom of expression was justified under the above regulations. This hearing shall be held before the Board or impartial person(s) appointed by the Board as soon as possible after it is requested. Both sides shall be given an opportunity to demonstrate that Board policy and administrative regulations were properly applied.

Reviewed 5/2015

Reviewed 11/2019

Reviewed 1/2022

FREEDOM OF SPEECH/EXPRESSION

Students are prohibited from making any expressions or distributing or posting any materials which are obscene, libelous or slanderous, or which demonstrably incite students to commit unlawful acts on school premises, violate school rules, or substantially disrupt the school's orderly operation.

All printed matter and petitions distributed, circulated or posted on school property shall bear the name and the address or contact location of the sponsoring organization or individual.

Printed materials or petitions may be distributed only:

1. Before school begins, during lunch time, or after dismissal.
2. In locations that do not obstruct the normal flow of traffic within school or at entrances.
3. Without undue noise.

No student shall use coercion to induce students or any other persons to accept printed matter or to sign petitions. No funds or donations shall be collected for any material distributed.

Students violating any of these regulations are subject to disciplinary action.

(cf. 5144 - Discipline)

Appeals

The following procedures shall be used to address disputes regarding student freedom of expression:

1. The student and faculty member shall first attempt to resolve the problem by themselves.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the principal or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. If the principal or designee is unable to resolve the dispute, the student and/or faculty member may bring the matter to the Superintendent or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.

FREEDOM OF SPEECH/EXPRESSION

(continued)

4. If the Superintendent or designee is unable to resolve the dispute, the student and/or faculty member may ask for a hearing to determine whether a deprivation of freedom of expression was justified under the above regulations. This hearing shall be held before the Board or impartial person(s) appointed by the Board as soon as possible after it is requested. Both sides shall be given an opportunity to demonstrate that Board policy and administrative regulations were properly applied.

NONDISCRIMINATION

District programs and activities shall be free from discrimination with respect to sex, race, color, religion, national origin, sexual orientation, gender identity, ethnic group, pregnancy, marital or parental status, and physical or mental disability. The Board shall ensure equal opportunities for all students in admission and access to academic courses, guidance and counseling programs, athletic programs, testing procedures, vocational education and other activities.

(cf. 0410 – Nondiscrimination)

(cf. 1312.3 – Uniform Complaint Procedures)

(cf. 5145.7 – Sexual Harassment)

Separate arrangements may be made for students according to sex during sex education programs and physical education activities involving bodily contact. (AS 14.18.050)

School staff and volunteers must be especially careful to guard against unconscious sex discrimination and stereotyping in instruction, guidance and supervision.

(cf. 6164.2- Guidance Services)

Legal Reference:

ALASKA STATUTES

14.18.010 Discrimination based on sex and race prohibited

14.18.050 Discrimination in course offerings prohibited

14.18.090 Enforcement by board of education

ALASKA ADMINISTRATIVE CODE

4 AAC 06.520 Recreational and athletic activities

4 AAC 06.530 Guidance and counseling services

4 AAC 06.540 Course offerings

4 AAC 06.600 Definitions

4 AAC 51.270 Equal opportunities

Revised 5/2015

Revised 2/2020

Reviewed 1/2022

Note: AS 14.18.010 prohibits discrimination on the basis of sex against an employee or a student in public education. Under Title IX, all students in schools receiving any federal funding are protected from discrimination based on sex. Sex includes male, female, straight, gay, lesbian, bisexual, and transgender. In 2014, the United States Department of Education issued its *Questions and Answers on Title IX and Sexual violence*. This guidance provides that "Title IX's sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation." *U.S. Dept. of Educ., Office for Civil Rights (Apr. 29, 2014). Questions and Answers on Title IX and Sexual Violence, accessible at <http://www2.ed.gov/about/offices/list/ocr/>*

District programs and activities shall be free from discrimination with respect to sex, race, color, religion, national origin, ethnic group, sexual orientation, gender identity, marital or parental status, and physical or mental disability. The School Board shall ensure equal opportunities for all students in admission and access to academic courses, guidance and counseling programs, athletic programs, testing procedures, career and technical education and other activities.

(cf. 0410 – Nondiscrimination)

(cf. 1312.3 – Uniform Complaint Procedures)

(cf. 5145.7 – Sexual Harassment)

Separate arrangements may be made for students according to sex during sex education programs and physical education activities involving bodily contact.

School staff and volunteers must guard against sex discrimination and stereotyping in instruction, guidance and supervision.

(cf. 6164.2- Guidance Services)

Legal Reference:

ALASKA STATUTES

14.18.010-14.18.100 Prohibition Against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

4 AAC 06.500 – 4 AAC 06.600 Prohibition of Gender or Race Discrimination

4 AAC 51.270 Equal opportunities

UNITED STATES CODE

Title VI, Civil Rights Act of 1964, 42 U.S.C. §§ 2000d-2000d-7

Title IX, Education Amendments of 1972, 20 U.S.C. §§ 1681-1688

Vocational Rehabilitation Act of 1973, Sections 503 and 504, 29 U.S.C. § 794

Individuals With Disabilities Education Act, 20 U.S.C. §§ 1401-1491

Americans With Disabilities Act, 42 U.S.C. §§ 12101-12213

Age Discrimination In Employment Act, 29 U.S.C. §§ 621-634

Revised 10/2015

SEXUAL HARASSMENT

The School Board recognizes that sexual harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform schoolwork, and increased absenteeism or tardiness.

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

The Board shall not tolerate the sexual harassment of any student by any other student or any district employee. Any student or employee who is found guilty of sexual harassment shall be subject to disciplinary action.

(cf. 4119.11 - Sexual Harassment)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Students or staff should immediately report incidences of sexual harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of sexual harassment in a way that ensures the privacy of all parties concerned. In no case shall the student be required to resolve the complaint directly with the offending person.

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

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

(cf. 1312.3 - Complaints Concerning Discrimination)

Legal Reference

Davis v. Monroe County Bd. of Educ., 119 S.Ct. 1661 (1999)

Ellison v. Brady, 924 F.2d 872 (9th Cir., 1991)

Franklin v. Gwinnett, 503 U.S. 60 (1992)

Meritor Savings Bank v. Vision, 477 U.S. 57 (1986)

Reviewed 5/2015

Reviewed 11/2019

Reviewed 1/2022

SEXUAL HARASSMENT

Note: In 1999, the U.S. Supreme Court ruled that a school district can be liable under Title IX when staff members ignore student-to-student sexual harassment. The court found that school districts can be liable when school officials know about and are deliberately indifferent to sexual harassment “so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school.” This ruling makes it more important than ever to educate students and staff on preventing and handling student-to-student sexual harassment. By setting a liability standard based on “deliberate indifference,” the Court has made it possible for school districts to mount a defense based on a policy defining and prohibiting sexual harassment and a grievance procedure that is readily accessible to students.

Note: Districts should be aware that when a student misses school or withdraws from a course to avoid sexual harassment, he/she may be deprived of equal educational opportunities.

The School Board recognizes that sexual harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform schoolwork, and increased absenteeism or tardiness.

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

The Board shall not tolerate the sexual harassment of any student by any other student or any district employee. Any student or employee who is found guilty of sexual harassment shall be subject to disciplinary action.

(cf. 4119.11 - Sexual Harassment)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Students or staff should immediately report incidences of sexual harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of sexual harassment in a way that ensures the privacy of all parties concerned. In no case shall the student be required to resolve the complaint directly with the offending person.

SEXUAL HARASSMENT

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

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

(cf. 1312.3 - Complaints Concerning Discrimination)

Legal Reference

Davis v. Monroe County Bd. of Educ., 119 S.Ct. 1661 (1999)

Ellison v. Brady, 924 F.2d 872 (9th Cir., 1991)

Franklin v. Gwinnett, 503 U.S. 60 (1992)

Meritor Savings Bank v. Vision, 477 U.S. 57 (1986)

Revised 9/99

SEXUAL HARASSMENT

Types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome sexual flirtations or propositions.
2. Verbal abuse of a sexual nature.
3. Sexual or "dirty" jokes.
4. Graphic verbal comments about an individual's body.
5. Sexually degrading words used to describe an individual.
6. Display of sexually suggestive objects or pictures in the educational environment.
7. Unwelcome touching, such as patting, pinching, or constant brushing against another's body.
8. Graffiti of a sexual nature.
9. Sexual gestures.
10. Touching oneself sexually or talking about one's sexual activity in front of others.
11. Spreading rumors about or rating other students as to sexual activity, performance or sexual orientation.
12. Electronic communications containing commands, words, or images described above.
13. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Added 11/11
Reviewed 5/2015
Revised 12/2019
Reviewed 1/2022

SEXUAL HARASSMENT

Note: The following sample regulation may be expanded or deleted.

Types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome sexual flirtations or propositions.
2. Verbal abuse of a sexual nature.
3. Sexual or “dirty” jokes.
4. Graphic verbal comments about an individual's body.
5. Sexually degrading words used to describe an individual.
6. Display of sexually suggestive objects or pictures in the educational environment.
7. Unwelcome touching, such as patting, pinching, or constant brushing against another’s body.
8. Graffiti of a sexual nature.
9. Sexual gestures.
10. Touching oneself sexually or talking about one’s sexual activity in front of others.
11. Spreading rumors about or rating other students as to sexual activity, performance or sexual orientation.
12. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Revised 9/01

MARRIED/PREGNANT/PARENTING STUDENTS

Married, pregnant and parenting students in the district shall have the same educational opportunities as all students.

The School Board believes that pregnancy and parenting should not be a barrier to education or a reason for dropping out of school. Rather than ending the teenager's need for education, pregnancy and parenting increase the need to cope with adult responsibilities and to prepare for an economically self-sufficient future.

The instructional program provided for pregnant students shall be determined on a case-by-case basis and shall be appropriate to the student's individual needs. The student may continue attending school in the regular classroom setting, may attend a separate program established for pregnant students, or may pursue a home instruction or correspondence study program.

Wherever possible, program staff shall work closely with the pregnant student's partner and/or parents/guardians and shall collaborate with local public and private agencies in order to expand the student's learning opportunities and support system.

After the birth of the baby, the student may:

1. Return to regular school program.
2. Remain in an alternative program.
3. Request exemption from attendance because of personal reasons which may relate to the care of the child.

(cf. 5112.1 - Exemptions)

Legal Reference:

TITLE IX, EDUCATION AMENDMENTS OF 1972

Revised 5/2015

Reviewed 11/2019

Reviewed 1/2022

MARRIED/PREGNANT/PARENTING STUDENTS

Note: The following sample policy may be revised or deleted as appropriate.

Married, pregnant and parenting students in the district shall have the same educational opportunities as all students.

The School Board believes that pregnancy and parenting should not be a barrier to education or a reason for dropping out of school. Rather than ending the teenager's need for education, pregnancy and parenting increase the need to cope with adult responsibilities and to prepare for an economically self-sufficient future.

Note: Title IX of federal law forbids sex discrimination in any school receiving federal assistance. No such school may deny participation in a class or extracurricular activity because of a student's pregnancy, childbirth, false pregnancy, abortion, parenthood or marital status unless the student requests otherwise. If a student's physician requires her to be absent for a period of time due to pregnancy, childbirth or abortion, the school must allow such leave and subsequently reinstate her to the status she had when the leave began. The school cannot require pregnant students to attend special programs for pregnant minors.

The following paragraph represents possible program choices for this special, high-risk student group and should be modified to represent the programs currently provided in your school system.

The instructional program provided for pregnant students shall be determined on a case-by-case basis and shall be appropriate to the student's individual needs. The student may continue attending school in the regular classroom setting, may attend a separate program established for pregnant students, or may pursue a home instruction or correspondence study program.

Wherever possible, program staff shall work closely with the pregnant student's partner and/or parents/guardians and shall collaborate with local public and private agencies in order to expand the student's learning opportunities and support system.

After the birth of her baby, the student may:

1. Return to regular school program.
2. Remain in an alternative program.

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

3. Request exemption from attendance because of personal reasons which may relate to the care of the child.

(cf. 5112.1 - Exemptions)

Legal Reference:

TITLE IX, EDUCATION AMENDMENTS OF 1972