

Southeast Island School District



Student/Parent Handbook

2022-2023 School Year

Sherry Becker, Superintendent

VISION STATEMENT

Students are equipped to realize their dreams and aspirations

MISSION STATEMENT

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

This handbook belongs to: _____

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WHY SHOULD YOU CARE ABOUT THIS HANDBOOK?

This handbook is here to help us work together so we can have a safe, fun, and successful school year.

Our handbook provides us with the expectations of the school community and school board, which guides the social norms within our schools. We all have a right to reach our highest potential. And when teachers, students, and administrators work together to follow the expectations in this book, we will create a learning environment where all students are prepared to live full and interesting lives.

As we all know, there is no way to predict all the disagreements that might arise between students and the school. There will be issues we may have failed to address in this handbook, and no situation is ever simple. When this happens, school administration will review school policies and evaluate student behavior in a way that creates a safer, more fun, and more productive learning environment for everyone in the school.

Our school community works very hard to make our learning environment as relevant and useful as possible. Together, we will acquire the tools we need to meet our definition of success and thrive in our ever-changing world. The teachers, students, and administrators in our schools maintain high expectations for themselves and are constantly reflecting on how we can develop our teaching and learning skills.

You, our students, are the future of our communities. The buildings, the classrooms, the greenhouses, the kayaks, and every adult in our schools are here to help you find and develop your talents. The expectations and social norms that make up this handbook are here to create a learning environment where students, teachers, and administrators take care of each other, take care of ourselves, and take care of our schools. Your schools have high expectations of you. Make sure you have high expectations of your schools. Your involvement and participation in every part of your school community is essential to maintaining the high level of education and individualized learning you should continue to expect to receive. We are excited to begin a new year and look forward to working with you!

4 – DAY SCHOOL WEEK CALENDAR

2022-2023 District-wide Calendar for ALL Schools																													
4-day School Week																													
LEGEND		Aug-22							Sep-22							Oct-22													
C	School Closes	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
E	End of Quarter		1	2	3	4	5	6						1	2	3												1	
H	Legal Holiday														I														
I	Inservice Day	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8							
M	Parent-Teacher Conf Meeting reqts									H																			
N	Parent-Teacher Conf Not meeting reqts	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15							
O	School Opens		W	W	W	I	I							W															
S	Saturday School	28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29								
T	Testing		O											W						E	W								
V	Vacation Day															30	31												
W	Teacher Workday																												
	Student Day	# of Inservice Days: 2							# of Inservice Days: 1							# of Inservice Days: 1													
		# of Student Days: 3							# of Student Days: 17							# of Student Days: 17													
		# of Teacher Days: 8							# of Teacher Days: 20							# of Teacher Days: 19													
Nov-22							Dec-22							Jan-23							Feb-23								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
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								H	V	V	V	V																	
		# of Inservice Days: 1							# of Inservice Days: 0							# of Inservice Days: 0													
		# of Student Days: 16							# of Student Days: 17							# of Student Days: 16													
		# of Teacher Days: 18							# of Teacher Days: 11							# of Teacher Days: 19													
Mar-23							Apr-23							May-23							Jun-23								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
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			V	V											H														
		# of Inservice Days: 1							# of Inservice Days: 1							# of Inservice Days: 0													
		# of Student Days: 16							# of Student Days: 16							# of Student Days: 18													
		# of Teacher Days: 18							# of Teacher Days: 18							# of Teacher Days: 20													

146 Student Days

142 days:

* Grades 1-12: 7 hours + lunch (8 am - 3:30 pm)

* Grade K: 5 hours, 5 minutes + lunch (schedule set by school)

4 days (P/T conferences 11/15, 11/16, 4/4, 4/5):

* Grades K-12: 5 hours + lunch

172 Teacher Working Days

146 student days: 7.75 hours/day

8 inservice days: 7 hours/day

18 workdays: 6 hours/day

School Schedules

AK-TRAILS Correspondence/Homeschool (4 day school week)	Barry C. Stewart Kasaan (4 day school week)
Monday-Thursday, 9:00 AM to 4:30 PM	Monday-Thursday, 8:00 AM to 3:30 PM
	Breakfast, 7:30 AM to 7:55 AM
Hollis (4 day school week)	Lunch, 11:35 AM to 12:05 PM
Monday-Thursday, 8:00 AM to 3:30 PM	
Breakfast, 7:45 AM to 8:00 AM	Coffman Cove (4 day school week)
Lunch (preK-8), 11:45 AM to 12:15 PM	Monday-Thursday, 8:00 AM to 3:30 PM
Lunch (HS), 12:15 PM to 12:45 PM	Breakfast, 7:30 AM to 7:55 AM
	Lunch, 11:35 AM to 12:05 PM
Naukati (4 day school week)	
Monday-Thursday, 8:00 AM to 3:30 PM	Port Alexander (4 day school week)
Breakfast, 7:30 AM to 7:55 AM	Monday-Thursday, 8:00 AM to 3:30 PM
Lunch, 11:35 AM to 12:05 PM	Breakfast, 7:30 AM to 7:55 AM
	Lunch, 11:35 AM to 12:05 PM
Thorne Bay (4 day school week)	
Monday-Thursday, 8:00 AM to 3:30 PM	Whale Pass (4 day school week)
Breakfast, 7:45 AM to 8:00 AM	Monday-Thursday, 8:00 AM to 3:30 PM
Lunch (MS/HS), 11:30 AM to 12:00 PM	Breakfast, 7:30 AM to 7:55 AM
Lunch (Elementary), 12:00 PM– 12:30 PM	Lunch (Elementary), 11: 00 AM to 11:30 AM
	Lunch (MS/HS), 11: 35 AM to 12:05

WHY IT'S IMPORTANT TO COME TO SCHOOL

The State of Alaska requires that every child between seven and sixteen years of age attends school. Children who are 5 years of age on or before September 1 are eligible to attend kindergarten. A student who has not yet turned 20 years of age by September 1 and who has not yet graduated may attend school.

A student with a disability who has not received a diploma and is 21 years of age or younger on September 1, is eligible to attend school for the entire school year, even if the student's 22nd birthday occurs during the school year.

According to Alaska law, your parent/guardian is responsible for your regular attendance. Each five days of unexcused absence will be a separate violation of this law. If your parent/guardian knowingly fails to comply with this law, they are guilty of a violation and the school district is required to address each violation. (Refer to AS 14.30.010, 14.30.020, and 14.30.030)

ATTENDANCE

We at Southeast Island School District believe that regular attendance is a crucial element of a good education. In order to provide you with an equal opportunity to attend classes during the regular school year, we encourage your family to limit any family/personal trips to scheduled breaks in the school year. We ask that your parents plan vacations, doctor's appointments, etc., for days when school is not in session. If an absence is unavoidable, we ask that parents give the teachers and principal as much notice as possible, so that they can plan make-up work for the student.

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

Attendance Interventions

- If a student has been absent for five or more consecutive days and the parent has been in contact with the school, the school will request a meeting. During this meeting, the school and the parents will work together to create a plan of action, which may include transfer to our AK-TRAILS Correspondence/Homeschool program.
- In the event of a prearranged school absence that extends beyond fifteen consecutive school days, an administrative meeting will be held to determine the

possibility of a transfer to our AK-TRAILS Correspondence/Homeschool program.

- If the school believes that the absences are the result of parental neglect, they will, in accordance with mandatory reporting laws, contact the Alaska Department of Health and Social Services, Office of Children's Services on behalf of the child.

Definition of Absence

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

Excused vs. Unexcused Absence

If you are going to be absent for personal reasons, your parent/guardian should write to the principal/lead-teacher to ask that the expected absence be excused. The principal/lead-teacher or designee may deny the request if the principal/lead-teacher believes that the absence would be educationally harmful to the student or set a poor example in matters of school attendance for the student or other students. If the request is denied, reasons will be given.

Absences and Checking Out

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

Makeup Work

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

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

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

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

Tardies

A tardy is defined as not being present in the classroom when the class is scheduled to begin. Teachers are required to keep records of tardies, and work with your school's lead teacher/principal/designee to determine appropriate consequences.

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

SISD MODEL OF INSTRUCTION

Elementary-Middle School

SISD recognizes grades (K-12) for chronological and state reporting purposes. Proficiency is set at 70% and mastery at 80%. Standards are identified for each grade level and students are assessed using multiple methods throughout the school year.

High School

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

MATERIALS & EQUIPMENT

Textbooks, workbooks, computers, and instructional equipment are supplied and maintained by the District. Students are expected to furnish their own general supplies, including pencils and notebooks. The lead teacher/principal is authorized to provide materials, including general supplies, for students who are unable to pay. Students shall

not be charged for any required activities held during school hours. Schools may charge for:

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

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

GRADES/REPORT CARDS

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

HIGH SCHOOL GRADUATION REQUIREMENTS **BOARD POLICY 6146.1**

A student with a minimum of 24 credits covering all required courses is eligible for a diploma.

Credits Required for Class Ranking

Once a student reaches the 9th grade, credits determine class standing.

Freshman	9 th grade	1-6 credits
Sophomore	10 th grade	7-12 credits
Junior	11 th grade	13-18 credits
Senior	12 th grade	19-28 credits

Credits Required for Graduation

Credits	Subject
4	Language Arts
3	Science
3.5	Math (Algebra 1)
1	Physical Education
1	Health
3	Social Studies (U.S. History/World History/Civics/Alaska History)
0.5	Careers and Portfolios
8	Electives (strongly recommend at least 1 credit of World Language)

Total = 24 credits

Awarding Credit

Course grades will be averaged based on the length of the course. A course completed in 18 weeks (a minimum of 80 hours of instruction) will have a grade with .50 credits awarded. A semester long course will average the two quarter (9 week each) report card grades. A yearlong class will be broken into two semesters and a final grade will be calculated on the report card. A failed semester grade will remain on your transcript. That grade will be averaged into the GPA until the course is repeated.

It is not uncommon to have a course meet less frequently, and be awarded 0.25, 0.50, or 0.75 credits after the entire school year. Any class that deviates from the norm will be identified in the comment section of each report card. Credits will normally be limited to

6 each year. Seniors may exceed 6 credits per year in order to graduate on time. No student may exceed 7 credits without administrative review.

Incomplete Scores

We strive to give students every opportunity to succeed. Students failing a 9 or 18-week course will only have additional time to correct the problem if there are documented health concerns or other unusual and excusable circumstances that have impacted recent attendance or performance. The maximum allowable extension is 10 calendar days. If work is not satisfactorily completed within the allowed time, the grade will revert to what it would have been without the time extension. There will be no further opportunity to improve the grade. Failure to complete assignments is not acceptable as a reason for an incomplete. Not every course is offered every year. The older the student, the more essential that the course be passed the first time, as failure may require additional time in school or the purchase of acceptable replacement courses. No outside course will be accepted for credit without prior permission from the principal. The district takes no responsibility for the cost of these courses.

Credit for Repeat Courses

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

Credit from Other Programs

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

Pass the Class the First Time

Due to the size of our individual communities and schools, it is extremely difficult to offer every possible course every semester. Your success when a course is first offered is

essential. Regular attendance, frequent communication between you, your parent and the teacher, and the understanding that with age comes more homework and responsibility, are all critical elements. Not every course will be offered every year, and there may be situations where a student would have to take a course either through the SISD AK-TRAILS Correspondence/Homeschool program, or at their own expense, in order to graduate on time.

Early Graduation

Depending on the school, students could have the opportunity to earn as many as 28 credits during high school. Students are discouraged from early graduation. Our changing world requires all of the skills and maturity a student can acquire. On occasion, early graduation requests will be granted to students with a further education plan who are 17 years of age and have not completed their senior year. This process begins with the Lead Teacher or Principal and requires School Board approval following a student presentation to the School Board. You will also submit an application packet to the Board that includes at least the following: current transcripts, a letter from you that includes evidence of future plans such as acceptance into a post secondary career option, and recommendation letters from teacher(s), lead teacher or principal, and parent(s)/guardian(s). The presentation must be made by the November School Board meeting; the application packet must be submitted at least ten days before this meeting. You can be physically present at the meeting or attend the meeting virtually. Meeting minimum graduation requirements is not considered a reasonable excuse for early graduation.

Graduation Ceremonies

High School graduation ceremonies will be held to recognize those students who have successfully completed the district requirements. The superintendent or designee may deny a student the privilege of participating in graduation or promotion activities because of misconduct. The graduation ceremony may also be used to recognize the accomplishments of younger students and to recognize alternative methods of graduation.

Valedictorian/Salutatorian

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

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

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

College Courses for Dual Credit

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

UNIVERSITY OF ALASKA'S SCHOLAR AWARD

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

1. Highest overall GPA at the end of junior year
2. Lowest number of repeated courses
3. Highest score on the SAT or ACT or Work Keys Tests (Must compare like tests)
4. Total Credits Earned

5. Honors and College Dual Credit Courses (highest number of these)
6. Service Learning and Community Service

The determination is made by starting at the first criterion. The next criterion is only evaluated if there is a tie or conflict on the preceding criterion. UA Scholar is the student who ranks 1st using this method. Only juniors on track to graduate on time will be submitted. A student requesting early graduation will not displace a senior graduating on time.

POST-SECONDARY EDUCATION

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

COUNSELING AND GUIDANCE

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

SISD AK-TRAILS CORRESPONDENCE/HOMESCHOOL PROGRAM

The Southeast Island School District AK-TRAILS Correspondence/Homeschool offers a unique and highly individualized program for students living anywhere in the state of Alaska. Please see the AK-TRAILS <https://www.sisd.org/o/aktrails> webpage for more information.

SUMMER PROGRAMS

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

Academic Summer School

We strive to offer summer opportunities for students to improve their academic skills. These are generally targeted to opportunities that usually will not yield high school credit. We evaluate test results yearly to determine the academic focus for any summer opportunities. Extended School Year (ESY) services are available for students with disabilities as indicated by a student's Individualized Education Program (IEP).

Summer Camps and Service Learning

When grant funding allows, we offer summer camps and service learning opportunities.

ACTIVITIES/ATHLETICS

Right to Participate

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

Ultimately, the school district follows the guidelines of Alaska School Activities Association (ASAA) outlined below:

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

See Notice of Non-Discrimination in Appendix

Attendance and Participation

Overall, you must be in attendance the day of any practice, game, or special event in order to participate. If circumstances outside of your control keep you from attending school, let your principal or lead teacher know. If your reason is valid, the principal or lead teacher can work with you to still participate.

School Board Policy

“Must be in attendance the full day of any practice, event, or travel unless absence is documented by a doctor or hampered by weather. Students shall not participate nor attend practice on a day of absence from school.”

However, the lead teacher or principal at your school site may waive this requirement if valid circumstances have caused the absence.

ATHLETICS

ATHLETIC SCHEDULES

Schedule for High School Activities Association (ASAA) found on ASAA.org

Schedule for Elementary and Middle School Sports

Native Youth Olympics (NYO): Junior NYO & Senior NYO (Year-Round Training)
State Competition is in April (Need grade/age levels)

September - February (Fall/Winter): Battle of the Books for grades K-12

August - May (year round) : Student Council for grades 3rd-8th

August - October (5 Weeks): Elementary and Middle School Cross Country

October - Thanksgiving Break (6 Weeks): Elementary K-5 Indoor Soccer

October - November: (8 Weeks): Middle School Basketball

January - February (7 Weeks) : Elementary/Middle School Wrestling Grades K-8

February - March (8 Weeks) : Middle School Volleyball Grades 6-8

March- April (6 Weeks): Elementary Basketball Grades K-5 (grouped K-2 and 3-5)

ATHLETIC EQUIPMENT

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

ALCOHOL, TOBACCO OR SUBSTANCE ABUSE OR POSSESSION

Participation in activities outside of the classroom is a privilege and is clearly not a right. A coach or lead teacher has the right to deny a student's participation in any extra-curricular or co-curricular activity (An extra-curricular activity occurs outside of normal school hours, but does not relate to or compliment the curriculum taught in school. Additionally, most extra-curricular activities have a governing body that also regulates student eligibility. Co-curricular also occur after school, but they directly relate to or compliment the curriculum being taught in school). Students are expected to obey all school rules and city, state and federal laws. Student athletes represent their school and community and are held to a higher standard than other students.

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

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

- If the event occurs during a school-sanctioned trip, the student will not be allowed to travel on any school sponsored trips for the remainder of the school year. This travel restriction is in addition to any other disciplinary action resulting from the behavior.
- Any student suspected of an infraction will be referred to local law enforcement.

Misconduct While Traveling

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

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

RULE INFRACTION VERIFICATION

The school administrator will determine the discipline based on guidelines established by the ASAA. A complete copy of ASAA guidelines and regulations can be found at your school or at www.asaa.org. These guidelines have been proposed by the ASAA and the district will follow them accordingly.

EXTRA-CURRICULAR ACTIVITIES

Expectations and Qualifications needed to Participate in Extracurricular Activity

Below you will find all the detailed information that has to do with participating in extracurricular activities. Mainly, it covers how your behavior, grades, and attendance affect your ability to participate. It also explains what your responsibilities are when covering the costs associated with your participation.

Students are expected to meet the financial obligations of travel not covered by the school district. All travel costs not covered by the School District or local ASC will be the responsibility of the student or parent. The student/parent is expected to provide money for meals, snacks, and emergencies.

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

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

The district follows Alaska statutes stating that “students enrolled in alternative education programs can participate in activities in their district of residence as follows: A full-time student (...) who is enrolled in grades nine through 12 in an alternative education program that is located in the state and that does not offer interscholastic activities is eligible to participate in any interscholastic activities program available in a public school (...) that, based on the residence of the parent or legal guardian, the student would be eligible to attend were the student not enrolled in an alternative education program.”

Students must be completing assignments, and passing all classes as determined on a weekly basis and have no grade below a “C” (70%). Have received no F’s on the most recent midterm or quarter grade report. Any incomplete grade will be considered an “F” until replaced by a letter grade. Students on high school sports teams must have passed 5 classes the semester before their sport with a “C” average. A student working to complete their GED would not qualify.

Must be in attendance the full day (dependent on number of classes enrolled) of any practice, event, or travel. Students will not participate or attend practice on a day of absence from school.

Students assigned to serve suspension(s) will NOT be allowed to participate, travel, compete in, or attend any school activities until the day after the suspension has been served in its entirety;

Must be in compliance with absence limits;

Athletes participating on a district team must have a way to practice at their home school on any day they do not attend the regular practice;

Individual coaches will set and regulate practice schedule for athletes coming to their team from other schools;

Must maintain appropriate behavior as per school and contract rules. Behavior considered in determining eligibility will include behavior at school, behavior in extra-curricular activities and school related misconduct outside class and extra-curricular activities;

The District will also consider misconduct unrelated to school which is otherwise relevant (substance abuse or criminal behavior), to the determination of eligibility;

Must meet all ASAA requirements;

An ineligible student may not practice, travel, dress in uniform, or participate in any game or competition including team warm-ups during the period of ineligibility. (The coach may expect a student to be present during practice and to do homework if the offense is academic);

In some cases, there may be a \$25.00 uniform deposit required if competing at a junior high or high school level in a sport requiring uniforms and/or special equipment. This is not true if items are purchased by students or clearly defined as remaining with the students as funds are being raised for that purpose;

Must have signed and dated SISD Participant Code of Conduct Contract for the specific activity;

Have a current physical examination on file in the office before the first practice for any athletic event. This is required for middle school and high school;

Ten practices are required before participating in any event;

Travel costs are the responsibility of the student. Participation in fundraising activities before and during the season is expected. We regret this additional burden on our students and communities. Funds raised and then not used will be allocated by the local ASC.

The district follows Alaska statutes stating that “students enrolled in alternative education programs can participate in activities in their district of residence as follows: A full-time student (...) who is enrolled in grades nine through 12 in an alternative education program that is located in the state and that does not offer interscholastic activities is eligible to participate in any interscholastic activities program available in a public school (...) that, based on the residence of the parent or legal guardian, the student would be eligible to attend were the student not enrolled in an alternative education program.”

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

School Board Policy

“Extracurricular activities are defined as: (a) school sponsored, endorsed, or supported activities, teams, or clubs not part of classroom instruction and (b) activities governed by the Alaska School Activities Association. Specific programs may be exempted at the discretion of the Superintendent. School proms are exempt from the academic requirements of this policy.

Students may participate in extracurricular activities if eligible based on performance, attendance, and behavior.

Minimum criteria for participation in extracurricular activities by students (...) include:

- A. Must be enrolled in a minimum of (4) spectrum areas.*
- B. Must be progressing towards proficiency in all spectrum areas, as determined on a weekly basis.*
- C. Must maintain appropriate behavior as per school rules. Behavior to be considered in determining eligibility will include school behavior, which includes behavior in District classes, behavior outside class but on school premises, behavior in extra-curricular activities and school related misconduct outside class and extra-curricular activities. In addition to such school behavior, the District will also consider misconduct unrelated to school which is otherwise relevant to the determination of eligibility.*
- D. Must meet all ASAA requirements.*

- E. Must participate as a responsible team member by turning out for every practice and suiting up for every home game or activity, even if temporarily ineligible to compete.*
- F. Must have made a \$25 uniform deposit to the appropriate school authority if competing at a junior high or high school level in a sport requiring uniforms and/or special equipment.*
- G. Must have a signed and stated SISD Participant Code of Conduct Contract for the specific activity.”*

FIELD TRIPS

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

Absolutely no student will attend any field trip or activity away from the school unless the responsible teacher has the highest confidence in that student's ability to meet our behavioral expectations. We expect students to be aware that classroom behavior, self-discipline and attitude will impact their ability to travel. Consequences and expectations are the same as for any extra-curricular or co-curricular activity.

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

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

SCHOOL DANCES

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

Dances must be scheduled three (3) days prior and approved by the lead teacher.

General Dance Rules:

- Students will not be allowed to leave and return while dances are in progress.
- Parents/guardians must contact the lead teacher in advance if they do not want their student(s) to be able to leave the dance early.
- Parents/guardians are responsible for making sure that their student(s) have entered the dance and are under school supervision, as staff may not be aware of students who have not entered the activity.

More details regarding dance rules are available from your lead teacher. All school rules and expectations apply to dances.

FUNDRAISING

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

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

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

raising money for school–sponsored activities have the priority if the fundraiser uses school facilities in any way.

Fundraising specific to Student Activities/Athletics are the responsibility of the Coach. Student athletes must work with their coach and the Advisory School Council (ASC)

STUDENT CONDUCT

School Culture and Social Norms

In order to learn and teach, students and teachers must be able to go to school knowing that they will be safe and respected. Our school community and school board have created social norms and expectations that protect and support the well-being of all students, teachers, and administrators.

Your school must explain the expectations and social norms created by the school community and the school board to you. This allows us all to do our part to take care of ourselves and to take care of others. Parents and guardians will also be notified in writing regarding the school board’s expectations of students.

While we are all valued and respected equally in our schools, students must cooperate with teachers and administrators who are reminding students to comply with the expectations of the school community and school board.

Our schools encourage students to be themselves, express their individuality, to have fun, and to be social, but we cannot allow this to happen if a student is harming themselves or others in the process. For example, students should be able to be individualistic, but we cannot allow students to wear clothing with inappropriate language. We want students to have fun, but we cannot allow students to bully other students because it seems funny.

All of our choices have consequences. When we all know the expectations and social norms of this handbook, we make the choice to either follow or not follow them. Ultimately, we are the only person responsible for our individual choices and the consequences that come with them.

If students choose to disregard or defy the expectations of the school community or the school board, students will be choosing to accept the following consequences.

If students must meet with the principal because they have chosen to disregard expectations, a guardian will be contacted by either a phone call or a letter describing the student’s actions and how they violated school community and school board policy.

If students continue to make choices that disregard the expectations of the school board, they may be subject to discipline, suspension, or transfer to a correspondence program or expulsion.

We want every student to be learning in a classroom, but we cannot allow students to be continuously disrespectful, unkind, or to behave in a way that is inappropriate for a school setting. Removing a student from the classroom so that other students can be safe, respected, and have a productive learning environment is a natural consequence. However, learning how to shift our behavior is always preferred over punishment. Because of this, students are given learning opportunities in conflict resolution and instruction in appropriate school and work behavior through the Youth Employability Skills (YES).

Minor Offenses

Teachers are responsible for maintaining a safe and productive learning environment for all of their students. Therefore, if students are not meeting the classroom expectations, the teacher must address negative student behavior immediately. If students refuse to meet the expectations of the classroom they may miss out on class time, and make up missed time with the teacher during non-curricular times of the school day (lunch detention).

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

Moderate Offenses

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

Moderate Offense Consequences

- Detention(s) as assigned by lead teacher
- In-School Suspension in a designated quiet place without distractions
- Out-of-School Suspension

- Possible long-term suspension or placement out of the regular school setting (This can include our correspondence program or some combination of all of our educational opportunities.)

Extreme Offenses

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

Extreme Offense Consequences:

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

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

In addition to the above disciplinary actions, students who possess, use, buy, sell, or give alcoholic beverages or any other drugs at any time during the school day or while participating in any school activity will be referred to the police.

Classroom Etiquette

- Neither food nor drink will be allowed in the classroom unless the teacher makes special arrangements.
- Portable electronic devices including, but not limited to radio/cassette/disc players, gaming devices, iPods or mp3 players, and cell phones may not be used in the classroom. Any music will be under the direct control of the teacher. Listening to music on a district assigned computer with headphones is at teacher discretion. Any use of music will be directly connected to positive student behavior.

- Students are expected to complete their own homework and other assignments. Cheating will not be tolerated and may result in loss of academic credit. This includes copying material from the Internet and claiming it as your own.
- Students must come prepared for class and on time.
- No behavior will be allowed which disrupts the learning of others.
- Students should be alert and active. It is expected at all times that students keep objects and body parts to themselves.

Hallway Behavior

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

Suspensions

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

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

In-school Suspension

In-School Suspension (ISS) is offered as an opportunity for students to learn from their mistakes while keeping up on their studies. Included in their day will be a reading and writing assignment tailored to their particular issue. The ISS monitor will review and discuss this project with the student. Failure to meet the behavioral, writing, or reading assignment expectations will require an out-of-school suspension. In-school suspension

does not require a conference before a return to the classroom, unless multiple days are required to fulfill a one-day commitment.

Out-of-school Suspension

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

Expulsion

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

Weapons and Dangerous Instruments

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

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

Federal law states that any student in possession of, or determined to have brought a gun or other firearm on school property shall be expelled from the District for a period of not less than one year. (Federal Statute 18 U.S.C. 921) The term "firearm" is defined in Section 921 of Title 18 of the United States Code and includes bombs and other incendiary devices. The term also includes parts from which a firearm may be assembled, weapons or dangerous objects used in an act of aggression and stun guns.

SEARCH & SEIZURE

BP 5145.12

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

School Property

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

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

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

School Board Policy does not authorize any school employee to conduct a strip search of a student. Student permission to search possessions is not required. Permission will be requested and when possible a parent or guardian will be present for any search of

an individual. Searches are not to be considered lightly and any search will be conducted by or under the supervision of an SISD administrator.

PUBLIC DISPLAY OF AFFECTION

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

VANDALISM, THEFT AND GRAFFITI

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

ALCOHOL AND OTHER DRUGS

BP 5131.6

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

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

- Parent/guardian contact.
- One- to five-day suspension.
- Contact of law enforcement authority within one school day of the suspension.
- Impose extra-curricular, co-curricular travel restrictions for as long as the remainder of the school year.

- If any access to field trips, or sports is eventually permitted, the student will be closely monitored and will be in sight of a chaperone at all times.

Drug/Alcohol Free Zone

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

Tobacco Free Zone

BP 5131.62

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

DRESS AND GROOMING

BP 5132

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

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

and what the school believes is inappropriate. General guidelines for appropriate dress are below. This list is not exhaustive.

- Shoes shall be worn.
- Clothing that would expose the entire shoulder, may only be worn with additional clothing that covers the area (blouse, dress shirt, shirt).
- Clothing exposing the torsos or the midriffs of both male and female students, either front, back or sides, shall not be worn. Underwear shall not be visible. Consequences will increase if behavior is repeated.
- Head coverings shall not be worn without express permission from the lead teacher.
- Hemlines shall be no shorter than mid-thigh for all shorts, skirts, and dresses.
- Garments and/or jewelry which display or suggest sexual, vulgar, drug, gang, or alcohol-related wording or graphics, or which provoke or may tend to provoke violence or disruption in the school, shall not be worn.

DIGITAL CITIZENSHIP

Our school district uses many digital tools in its curriculum. In order to maximize the learning experiences gained with these tools, it is important to practice the skills needed to be an active and productive member of our schools digital citizenry. There are many things that make-up the qualities and attributes of a model digital citizen. Here are a few examples. Protect your personal information. Think before you post, avoid oversharing, protect your privacy, check for sources of information. Use good judgment. Do not give any personal information to anyone from a school computer unless you have verified that they are a school or district employee. Avoid malware or phishing attacks aimed at stealing your personal information. Lastly, treat others with respect. Cyberbullying is a growing problem in the United States that often leads to negative consequences for those bullying and those being bullied. Be kind, respectful, and school appropriate. Remember, your digital footprint (all of your communication, searches, and activity) generally remains forever, and cannot be taken back. It is always a good idea to keep your personal digital activities separate from your school devices. This is especially true with social media. If we work together we can make sure that our digital activities lead to an enhanced school experience and culture.

LEAVING SCHOOL PROPERTY FOR LUNCH

No school or class may be dismissed before the regular hour for dismissal without the approval of the superintendent or designee except in case of an emergency. Students shall remain on the school premises during the hours school is in session, including the

lunch break, unless specifically authorized by the lead teacher or principal to do otherwise. Leaving campus for lunch is a privilege and is not considered a right. Ultimate responsibility for the decision of an open campus rests with the local ASC.

TRANSPORTATION

Bus and District vehicle transportation is a privilege extended only to students who display good conduct while preparing to ride, riding, or leaving the vehicle. Riders shall be courteous to the driver and to fellow passengers. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation. In regards to field trips, the supervising teacher may deny access to students with classroom behavior problems.

Bus Conduct

Because passengers' behavior can directly affect their safety and the safety of others, the following basic safety rules apply at all times when students are riding a school van or bus, including field trips and other special trips. Problems will be reported to the lead teacher, and the parent/guardian will be notified of problem behaviors before removal from the bus whenever possible.

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

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

DUE PROCESS AND APPEAL

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

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

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

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

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

Students/parents dissatisfied with the imposition of discipline following a hearing with the superintendent may request a hearing before the School Board, by submitting a request within three (3) days of the superintendent's decision.

Long-term suspension (more than 10 days) and/or expulsion may be ordered only by the School Board after a formal hearing. A return to school is contingent upon the School Board's satisfaction that the cause for long-term suspension or expulsion has been remedied. All procedures in School Board Policy are the minimum standards for imposing discipline. More formal procedures may be invoked under special circumstances.

VISITORS

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

PARENT SECTION

PARENT/GUARDIAN INVOLVEMENT

Parent/Guardian involvement in school is widely seen as one of the most important factors in ensuring student success. It increases the communication between the home and school, enriches the school community and culture, and also increases the academic achievement of students. We encourage parents/guardians to get involved and volunteer before, during, or after school if possible. Contact your school for more information on volunteer opportunities. We also encourage parents/guardians to contact lead teachers or principals for more information regarding the opportunity to serve on your school’s Advisory School Council (ASC).

VISITORS

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

SOUTHEAST ISLAND SCHOOL DISTRICT CONTACTS

Administration

- Superintendent/Special Education Director Sherry Becker
- Thorne Bay School Principal/Special Education Director..... Deidre Jenson
- Area Principal..... Shaine Nixon
- Executive Assistant/Human Resources..... Chris Page Haufe
- State and Federal Programs/Grants/Migrant Ed..... Sherry Becker

Technology Coordinator.....	Matt Gore
Maintenance Director.....	Branzon Anania
Activities Director.....	Shaine Nixon
Business Manager.....	Lucienne Smith
Agricultural/Greenhouse Program Manager.....	Amanda Keiley
Payroll/Accounting/Fixed Assets.....	Karen Clark
Travel/Purchasing/Accts. Payable/Maintenance Data/Vehicles.....	Terri Kohn
Curricular Resources.....	Deidre Jenson
Child Nutrition Program.....	Mariia Taylor
Thorne Bay School Secretary/Immunizations/ District Registrar.....	Amy Jennings
Title VI of the Civil Rights Act of 1964.....	Sherry Becker
Title XI of the Education Amendments of 1962.....	Sherry Becker
Section 504 of the Rehabilitation Act of 1973.....	Sherry Becker
Title II of the Americans with Disabilities Act of 1990.....	Sherry Becker

ENTRANCE AGE BOARD POLICY 5111(B)

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

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

school shall be admitted to school at the level determined by the Superintendent or designee.

Parents of a four-year-old child may request early admission if the birthday occurs by August 15. Every four-year-old seeking early admittance will be tested using the current version of *The Brigance Early Childhood Screen* (Brigance). The Special Education teacher or trained general education teacher will administer this test at your school. Only a passing score on the Brigance will allow a student to advance the following year.

The Brigance was designed for use with children below the developmental level of seven years. The assessment instrument measures fine and gross motor skills, vocabulary, and number concepts: prerequisites for school and school readiness

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

PROGRESS REPORTING

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

Retention

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

with students a year older. These students will be monitored closely and evaluated each April.

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

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

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

STATE TESTING

While regular attendance is always important for your child's education, one critical time to make sure your child is in school is during our State testing. Testing window dates are listed below and on the Department of Education and Early Development website: https://education.alaska.gov/tls/Assessments/pdf_files/5_year_assessment_calendar.pdf.

2022 – 2023 Assessments

Tentative Dates	Assessment Name	Grade Levels
September 15 – November 1, 2022	Alaska Developmental Profile (ADP)	Kindergarten (and eligible 1 st graders)
February 1 – March 31, 2023	WIDA ACCESS for ELLs	ELs in grades Kindergarten through 12 th grade
March 20 – May 5, 2023	Dynamic Learning Maps (DLM) Alternate Assessments	Grades 3 through 10
March 27 – April 28, 2023	Alaska Science Assessment	Grades 5, 8, and 10
March 27 – April 28, 2023	Alaska System of Academic Readiness (AK STAR)	Grades 3 through 9

If all students participate in the State testing, it makes a significant difference for the district in funding a variety of programs. It also gives educators, students, and families meaningful insights into student strengths and areas of need to support students in reaching their highest academic potential. Therefore we ask that all students be present during these testing weeks.

DISPLAY OF FLAGS/PLEDGE OF ALLEGIANCE AS 14.03.130

United States and Alaska flags shall be displayed and the pledge of allegiance will be recited regularly. A person may recite the following salute to the flag of the United States of America or maintain a respectful silence. "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

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

FOOD SERVICE/CHILD NUTRITION PROGRAM

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

CRISIS INTERVENTION

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

CHILD ABUSE REPORTING

AS 47.17.010-070.

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

ANTI-HARASSMENT POLICIES

SISD is a diverse school district with our residents representing various ethnic, cultural, and racial backgrounds. We take great pride and celebrate this diversity and believe it adds to our strength as a school district. We believe strongly in mutual respect for all people. Any actions of discrimination, prejudice, or harassment will not be tolerated at

any level of the school district. The superintendent serves as the Title IX officer, and is responsible to investigate any allegations of discrimination.

Harassment

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

Harassment occurs when:

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

Harassment can occur when an adult harasses a student, a student harasses an adult, a student harasses another student, an adult harasses another adult, and harassment can occur between individuals of the same gender as well as individuals of differing genders.

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

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

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

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

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

Bullying

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

Cyberbullying

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

DUE PROCESS AND APPEAL

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

It is the role of the School Board to serve as the supreme and impartial authority for the school district during a formal hearing. The School Board will consider all facts and information. The decision of the School Board will be final. The student

parent/guardian/caretaker will be notified in writing within three school days of the decision of the School Board.

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

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

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

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

APPENDIX A: AHERA (ASBESTOS NOTIFICATIONS)

2022-2023 ASBESTOS NOTIFICATION: Coffman Cove, Edna Bay, Hollis, Naukati, Port Alexander, Port Protection, Thorne Bay, and Whale Pass

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

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

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

2022-2023 ASBESTOS NOTIFICATION: Kasaan

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

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

BGES, Inc. Environmental Consultants completed a property assessment and asbestos cleanup plan in December 2019. In June 2020, the Alaska Department of Conservation drafted an Analysis of Brownfields Cleanup Alternatives for the Kasaan Library and finalized it in August 2020. In February 2021, Sartori Group, Inc., completed asbestos abatement activities at the Kasaan Library.

APPENDIX B: NOTICE OF NON-DISCRIMINATION

Notice of Nondiscrimination

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

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

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

Chris Page Haufe
Name of Title IX Coordinator

Executive Assistant/HR Manager
Title

Thorne Bay, Alaska
Office Location

907-828-8254
Phone

907-828-8257
Fax

cpage@sisd.org
Email

Deidre Jenson
Name of Section 504 Coordinator

Thorne Bay Principal/Student Services Director
Title

Thorne Bay, Alaska
Office Location

907-828-3921
Phone

907-828-3901
Fax

djenson@sisd.org
Email

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

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

Students attending Southeast island School District schools may participate in education programs and activities, including, but not limited to health, physical education, and career & technical education, regardless of gender, gender identity, sexual orientation, race, color, religion, national origin, ethnic group, marital or parental status, and physical or mental disability.

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

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

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

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

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

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

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education

records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

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

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

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

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is

already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))

· To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))

· To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

APPENDIX D: NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

· *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
 8. Income, other than as required by law to determine program eligibility.

· *Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This 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.)

· *Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The district will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. We will also directly notify, such as through the U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The district will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

APPENDIX E: ACKNOWLEDGEMENT OF HANDBOOK RECEIPT

Student Agreement

As a student of one of the SISD Schools, I acknowledge that I have received a copy of the Student/Parent Handbook for the 2022-2023 school year. I understand and agree to abide by the procedures, guidelines, specific rules, and regulations included in this Handbook. I recognize and understand that rules cannot be written to cover all behaviors in all situations. I understand that school personnel may need to assess and address a given situation and take action (which may include disciplinary action), in light of the school's Mission Statement, state and federal laws and regulations, and School Board Policies. I further acknowledge, understand, and agree that I will be held accountable for my behavior.

Name of Student: _____

Date: _____

Signature of Student: _____

Parental Agreement

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

Name of Parent/Guardian: _____

Date: _____

Signature of Parent/Guardian: _____

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