

Sitka School District Mission:
The Sitka School District will intentionally develop
Haa Latseení
(Our Strength of Mind, Body, and Spirit)
to inspire and prepare students to be compassionate, empowered,
and equipped critical thinkers within a global community.

School Board Meeting

**Wednesday, October 14, 2026 | 5:00 PM | District Office Board Room, 300 Kostrometinoff Street,
Sitka, AK 99835**

Proposed Agenda

- 1. 4000s Updates**
- 2. BP and AR 6159 Individualized Education Program**
- 3. BP and AR 4111 Recruitment and Selection**
- 4. Student Nutrition and Physical Activity**

Note: All items listed under Agenda & Consent Agenda are considered routine by the School Board and will be approved in one motion. Items may be removed at the request of a School Board Member.

Note: Meetings will adjourn by 10:30 p.m. Alaska Standard Time (or Alaska Daylight Standard Time) unless by a majority vote of the board the meeting is extended 30 minutes to 11:00 p.m. Further 30-minute extensions will require each a separate motion that will require a unanimous vote of those members present and constituting a quorum.

Note: The School Board reserves the right to go into executive session as and to the extent permitted by AS 44.62.310 and Board Bylaw 9321. An executive session may be called to consider the following subjects: (1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; and (4) matters involving consideration of government records that by law are not subject to public disclosure. The motion to go into executive session must clearly specify the subject of the proposed session without defeating the purpose of addressing the subject in executive session.

BP 4119.25/4219.25/4319.25 All Personnel - POLITICAL ACTIVITIES OF EMPLOYEES

Commented [DG1]: From AASB: This update clarifies that the District may regulate political activity on school property at any time (not just during the instructional day) in accordance with law.

The School Board believes that district employees have an obligation to prevent the improper use of school time, materials, or facilities for political or partisan purposes. The Superintendent or designee shall regulate political activities on school property **during the instructional day**. Employees are prohibited from engaging in any activity in the presence of students during performance of the employee's duties, where the activity is designed or intended to promote, further, or assert a position on any voting issue, board issue, or collective bargaining issue. This prohibition does not apply to classroom instruction that is part of the approved curriculum.

The Board respects the right of school employees to engage in political activities on their own time. When engaging in political activities, employees shall make it clear that they are acting as individuals and not as representatives of the district.

Nothing in the policy shall prevent the District or Board from disseminating factual information regarding school bond projects.

(cf. 4119.21 - *Code of Ethics*)

Legal References:

ALASKA STATUTES

[14.03.090](#) *Sectarian or denominational doctrines prohibited*

[14.20.095](#) *Right to comment and criticize not to be restricted*

[14.20.370-.510](#) *Professional Teaching Practices Act*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.135](#) *Use of school funds in elections*

[20 AAC 10.010-10.900](#) *Professional Teaching Practices Commission*

Adoption Date: December 5, 1995

Revision Date: February 14, 2002

Revision Date: August 19, 2020

Sitka School District

BP 4112.6/4212.6/4312.6 All Personnel - PERSONNEL RECORDS

Personnel records shall be kept for all current employees and shall include information usually expected in good personnel administration. Records shall be kept for all former employees, including such information as shall seem appropriate to the administration. Records shall be kept for applicants for District positions for the periods of time required by federal and state law.

(cf. 1340 - Access to District Records)

(cf. 3580 – District Records)

(cf. 1312.1 - Complaints Concerning Personnel)

All personnel records are confidential except as provided in BP 1340 and AR 1340. Confidential personnel records shall be available for inspection only to the individual who is the subject of the record, persons authorized by the individual, the Superintendent or designee, and those individuals authorized by the Superintendent or School Board in accordance with administrative procedures. Recommendations and other reports obtained during the application process as a result of confidential inquiries shall be used only for the purpose of making a decision regarding whether to hire an applicant and shall not be made available to the applicant or to anyone who is not involved in the hiring decision without the authorization of the Superintendent or School Board.

The School Board may collectively request to review an employee's file at an executive session of the School Board, pursuant to a specific employee action and/or complaint process, and in accordance with the Alaska Open Meetings Act.

Employees shall be notified whenever unfavorable information is to be placed in their personnel records. An employee may review and comment on the contents of his/her personnel record. Personnel records shall be made available for inspection by the employee at an off-duty time. Inspection shall take place in the presence of an administrator or designee.

Legal Reference:

ALASKA STATUTES

[44.62.310 Government meetings public](#)

[40.25.120 Inspection and copying of public records](#)

[23.40.070 Declaration of Policy \(PERA\)](#)

Commented [DG1]: (From AASB) This update clarifies when and how board members may review employee records and information.

[14.20.149](#) *Employee Evaluation*

ALASKA ADMINISTRATIVE CODE

[4 AAC 19.040](#) *Use of the evaluation*

Municipality of Anchorage v. Anchorage Daily News, 794 P.2d 584 (Alaska 1990)

City of Kenai v. Kenai Peninsula Newspapers, Inc., 642 P2d 1316 (Alaska 1982)

Adoption Date: DECEMBER 5, 1995

Revision Date: MAY 21, 1998

Revision Date: September 11, 2012

Sitka School District

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

BP 4119.22/4219.22/4319.22 - CERTIFICATED ALL PERSONNEL - DRESS AND GROOMING

Note: The following policy is **optional**. If the School Board wishes to expand the policy to proscribe or prohibit specific items of clothing, it is advisable to consult with legal counsel. In adopting such a policy, the district must ensure that its dress code is reasonable and reasonably enforced.

The School Board believes that since ~~teachers-staff~~ serve as role models, they should maintain professional standards of dress and grooming. ~~Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.~~

The School Board encourages staff during school hours to wear clothing that demonstrates their high regard for education and presents an image consistent with their job responsibilities. ~~Clothes that may be appropriate for shop instructors or gym teachers may not be appropriate for classroom teachers.~~

Legal Reference:

Breese v. Smith, 501 P.2d 195 (Alaska, 1979)

Revised ~~9/97~~12/2025

9/92

Commented [DG1]: From AASB: This update simplifies the model dress code policy, and applies it to all personnel. This is not currently in SSD policy.

AASB Policy Reference Manual

BP 4117.2/4217.2/4317.2 Certificated ALL Personnel - RESIGNATION

The Superintendent or designee is authorized to accept the written resignation of any employee on behalf of the School Board, and the resignation shall become effective immediately upon acceptance by the Superintendent or designee. The employee shall specify the effective date of resignation. A resignation presented to and accepted by the Superintendent or designee may not be withdrawn by the employee. The Superintendent shall present the resignation(s) to the Board at the Board's next regular meeting.

Note: The Alaska Professional Teaching Practices Commission recommends that districts adopt a policy, which addresses the situation of a teacher's request to resign during the teacher's contract term or abandoning the position without notice. The PTPC further recommends a policy that addresses what procedures the school district will follow when recruiting a teacher currently under contract with another district, including a teacher who has not obtained a written release from that district. The PTPC will implement possible sanctions against a teacher who unilaterally breaches their employment contract.

A certificated staff member should provide notice as early as possible to the district when the staff member knows that they do not plan to return for the following school year. The district may agree to release a certificated staff member who has signed a contract, provided notice is given to the district, in writing, post-marked thirty calendar days prior to the staff member's first contract day of the school year.

If a request to release a certificated staff member from their contract is made when fewer than thirty calendar days remain before the staff member's first contract day, or anytime thereafter, the district will consider filing a Professional Teaching Practices Commission (PTPC) complaint. When considering if the filing of a PTPC complaint is warranted, the district will weigh any mitigating circumstances including, but not limited to, factors impacting the staff member's family or health, factors related to the staff member's employment or working conditions, or unforeseen changes in the circumstances impacting the staff member's ability to continue employment with the district.

If a certificated staff member is currently under contract with the district and the district learns the staff member has contracted with another district without obtaining a written release, the district will consider a PTPC complaint against the staff member.

The district will not contract with a certificated staff member under contract with another district unless the staff member provides a written release from the current employer. If the district contracts with a certificated staff member who has not disclosed that they are under contract with another school district, the district reserves the right to terminate the contract for material misrepresentation and to file a PTPC complaint.

Commented [DG1]: From AASB: This update simplifies the process by which an employee resigns. It also merges the classified and certified resignation policies.

Commented [DG2]: The model policy continues..."OR on or before June 30th."

Commented [DJ3R2]: I think the 30th of June date is in regards to "breaking a contract" not requesting a release of contract. The June 30th date also is directly related to a PTPC complaint in relation to breaking the contract.

Commented [DG4]: "...OR after June 30th..."

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[4 AAC 18.010](#) *Teachers' and administrators' contracts*

[20 AAC 10.020](#) *Code of ethics and teaching standards*

Adoption Date: December 5, 1995

Revision Date: September 10, 2003

Revision Date: November 4, 2013

Sitka School District

BP 4118 Certificated Personnel - SUSPENSION/DISCIPLINARY ACTION

The School Board expects its employees to perform their duties in accordance with state law and Board policy and administrative regulations.

(cf. 4119.21 [/4219.21/4319.21](#) - Codes of Ethics)

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Nonretention)

The Superintendent or designee may take disciplinary action, including 1) verbal warning, 2) written warning, ~~reassignment~~ 3) letter of reprimand, 4) suspension with or without pay, and 5) dismissal, as they deem appropriate and may deviate from the progressive order of disciplinary actions in light of the particular facts and circumstances involved.

Note: A teacher may be suspended pending an investigation to determine whether cause exists for dismissal. However, the teacher's regular compensation must be continued during the temporary suspension. [AS 14.20.170](#)

The Superintendent or designee shall document all disciplinary actions thoroughly and accurately and shall ensure that such actions are taken in a consistent, nondiscriminatory manner.

Certificated management and supervisory personnel who are not covered by a collective bargaining agreement are subject to the disciplinary procedures set forth in BP 4218, except for discipline involving dismissal or nonretention. The District will provide the statutory and policy rights afforded to all certificated staff for dismissal and nonretention actions.

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4300 - [Management Employee](#) Definitions)

Legal Reference:

ALASKA STATUTES

[14.20.030](#) Causes for revocation and suspension

[14.20.170](#) Dismissal

[14.20.175](#) Nonretention

Commented [DG1]: From AASB: This update clarifies what constitutes progressive discipline, and that reassignment is not necessarily disciplinary.

Commented [DJ2]: Is "with" pay not included here because putting someone on administrative leave is not considered disciplinary but rather investigative procedure? I just wonder if we need to put "with" in there - COULD it be disciplinary? it sure seems disciplinary if they are needed to be put on administrative leave cause it could lead to dismissal.

[14.20.180](#) *Procedures upon notice of dismissal or nonretention*

ALASKA ADMINISTRATIVE CODE

[20 AAC 10.020](#) *Code Ethics and Teaching Standards*

Adoption Date: December 5, 1995

Revised August 7, 2019

Sitka School District

BP 4119.3/4219.3/4319.3 All Personnel - DUTIES OF PERSONNEL

Note: By requiring employers to reasonably accommodate persons with disabilities who are capable of performing the job, the Americans with Disabilities Act spotlights the need for complete, specific job descriptions. Job descriptions are expected to play an important part in implementing this federal law.

The School Board recognizes the importance of having adequate job descriptions for every district employee. Student safety, the district's fiscal stability, and the success of the educational program all depend on employees' fully understanding their responsibilities and duties.

The Superintendent or designee shall prepare and regularly update job descriptions for all positions. Job descriptions shall clearly specify all essential and peripheral/marginal functions and duties of the position, the degree of responsibility the position entails, the type and extent of training required, and the position of the person to whom the employee reports. As a best practice, job descriptions should be reviewed annually as part of the evaluation process.

All employees shall fulfill the duties and responsibilities set forth in their job descriptions and shall comply with Board policies, administrative regulations, applicable employee agreements, and local, state and federal laws.

(cf. 4030 - *Nondiscrimination in Employment*)

(cf. 4115/~~4215~~/~~4315~~ - *Evaluation/Supervision*)

(cf. 4118/~~4218~~/~~4318~~ - *Suspension/Disciplinary Action*)

Legal Reference:

AMERICANS WITH DISABILITIES ACT [P.L. 101-336](#)

[42 U.S.C.12101](#) et seq.

Adoption Date: DECEMBER 5, 1995

Sitka School District

Commented [DG1]: From AASB: This update requires that, as a best practice, job descriptions should be reviewed and updated annually.

Commented [DJ2R1]: wow. That is a big lift and if it's a part of our evaluation process, I think we are going to need to change of evaluation process before we change this. I would say wait on this change. But we could say we have reviewed it. OR put in some different wording about job descriptions, but I'm not sure what that should be right now.

BP 4119.23/4219.23/4319.23 All Personnel - UNAUTHORIZED **RELEASE** OF CONFIDENTIAL INFORMATION

District employees shall maintain the confidentiality of all confidential records until such time as laws, state regulations and/or bylaws of this district permit disclosure. Records that are not subject to public disclosure should be treated as confidential, except where their release to a particular person or in a particular situation is expressly authorized by law or district policy, or where the Superintendent or designee has expressly authorized their release.

(cf. 1340 - Access to District Records)

Any employee who ~~willfully~~ releases confidential district information without appropriate authorization from district records or violates any other obligation of confidentiality, including the obligation to maintain the confidentiality of discussions properly conducted in executive session, shall be subject to disciplinary action up to and including dismissal from district service. ~~Any negligent action on the part of an employee which results in release of confidential information shall be recorded, and the record shall be placed in the employee's personnel file.~~ Repeated instances of negligent release of confidential information shall be grounds for disciplinary action, up to and including dismissal from district service.

~~Depending on the circumstances, the~~ The Superintendent or designee may also deny employees who have inappropriately released confidential information further access to any privileged information and shall take any steps necessary to prevent any further unauthorized release of such information.

(cf. 3580 - District Records)

(cf. 5125 - Student Records; Confidentiality)

(cf. 9321 - Executive Sessions)

Legal References:

ALASKA STATUTES

[14.03.115](#) Access to school records by parent, foster parent, or guardian

[14.14.090](#) Additional duties

25.220 Public Records Act

[23.40.235](#) Public Involvement in School District Negotiations

ALASKA ADMINISTRATIVE CODE

Commented [DG1]: From AASB: This update clarifies best practices regarding the release of unauthorized District information.

Commented [DJ2R1]: no comments from me on this one.

[4 AAC 06.738](#) *Standards-Based Test Results*

[4 AAC 06.765](#) *Test Security: Consequences of Breach*

UNITED STATES CODE, TITLE 20

[1232g](#) *FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
OF 1974*

City of Kenai v. Kenai Peninsula Newspapers, Inc., 642 P.2d 1316 (Alaska 1982)

Adoption Date: December 5, 1995

Revision Date: October 16, 1998

Revision Date: June 19, 2000

Revision Date: May 1, 2001

Sitka School District

BP 4113 ASSIGNMENT

The School Board recognizes strategic assignments are essential to supporting student success and maintaining a healthy, consistent school environment. While assignments must comply with applicable laws and credentialing requirements, the strengths, experiences, and well-being of district staff are important considerations. Since both students and staff benefit from stability, continuity, and positive relationships, assignment decisions should also consider the impact on school climate by minimizing unnecessary disruptions and promoting consistency in student-teacher relationships. ~~respects the importance of assigning teachers in accordance with law, so as to serve the best interests of our students and the educational program.~~ The Superintendent or designee may assign certificated personnel to any position for which their preparation, certification, experience, and aptitude qualify them.

Teachers may be assigned to any school within the district. Teachers shall not be assigned outside the scope of their teaching certificates or their fields of study except as allowed by law.

(cf. 4112.8 - *Employment of Relatives*)

The assignment of certificated personnel shall comply with applicable collective bargaining agreements and alternative and charter school contracts. ~~provisions.~~

Legal Reference:

ALASKA STATUTES

[14.20.147](#) *Transfer or absorption of attendance area or federal agency school*

[14.20.148](#) *Interdistrict teacher assignment*

[14.20.158](#) *Continued contract provisions*

[23.40.070](#) *Declaration of policy (PERA)*

UNITED STATES CODE, TITLE 20

Every Student Succeeds Act, [P.L. 114-95](#)

Adoption Date: DECEMBER 5, 1995

Revision Date: July 17, 2003

Revision Date: April 2022

Commented [DG1]: From AASB: This update provides additional guidance regarding the assignment of certificated personnel.

Commented [DJ2]: I'm not sure what this means... is provisions more broad and therefor is that better?

Sitka School District

BP 4161.1 Certificated Personnel - SICK LEAVE

Every certificated employee ~~working five school days each week who works the majority of a contractual month~~ is entitled to one and one-third days of sick leave ~~a-for that month. Such leave for employees working less than five days per week shall be proportionately less.~~ Unused days of sick leave shall be accumulated from year to year without limitation.

The Superintendent or designee shall establish procedures for reporting and verifying such absences.

Teachers are subject to disciplinary action, ~~up to and including termination,~~ for providing the district false information regarding the use of sick leave.

Certificated employees may transfer accumulated sick leave between districts and the Department of Education. Employees are responsible for initiating a request for transfer of sick leave credits within 90 days of commencing employment in the district.

The School Board authorizes the establishment of a sick leave bank to provide certificated employees sick leave benefits in unusual circumstances. Certificated employees may draw not more than twice the number of days of sick leave the teacher has accumulated before the first day of school in any school year, or 24 days, whichever is greater. The School Board may grant additional leave in cases of severe illness or external hardship.

(cf. 4161.4 - Family and Medical Leave)

Legal Reference:

ALASKA STATUTES

14.14.105 Sick leave bank

14.14.107 Sick leave and sick leave transfer

14.20.147 Transfer or absorption of attendance area or federal agency school

14.10.500 - 23.10.550 Alaska Family Leave Act

ALASKA ADMINISTRATIVE CODE

4 AAC 15.040 Sick leave

4 AAC 15.900 Definitions

Commented [DG1]: From AASB: This update revises BP 4161.1 to clarify and better align it with state law.

Commented [KR2]: Do we need to define majority? >51%?

Commented [KR3]: Termination should be mentioned in disciplinary action AR

Commented [DG4R3]: There is no disciplinary action stated in AR 4161.1

Commented [KR5]: This should move up prior to as 3rd point.

Commented [KR6]: Should this be moved to under the 1st paragraph for flow of policy thoughts?

Commented [KS7]: How is someone approved to take from the sick leave bank? Is that for the AR?

Commented [DG8R7]: SEA and SESPA have sick leave bank committees who review and approve/deny applications

Family and Medical Leave Act

[29 U.S.C. 2601](#) et. seq.;

[29 CFT Part 825](#), amended 2008

Adoption Date: DECEMBER 5, 1995

Revision Date: October 16, 1998

Revision Date: July 10, 2010

Sitka School District

Model Policy(Adopt?)

BP 4161.2/4261.2/4361.2 - ALL PERSONNEL - PERSONAL LEAVES

Personal Necessity

Note: [4 AAC 15.040](#) authorizes the School Board to limit the use of sick leave because of death, illness or welfare of a person in the teacher's immediate family. The following sample policy may be revised or deleted as appropriate.

Personal leave is generally subject to collective bargaining. In the absence of collectively bargained personal leave, the Superintendent may authorize for following reasons:

1. Death of a member of the immediate family.
2. An accident involving the employee's property or the person or property of a member of the immediate family.
3. An illness of a member of the employee's immediate family.
4. Fire, flood, or other immediate danger to the home of the employee.
5. Required court appearance other than those court appearances for which the employee is obligated to be absent from duty and compensation is required by law.
6. Personal business of a serious nature which the employee cannot disregard.

Leave for personal necessity may be allowed for other reasons at the discretion of the Superintendent or designee. However, no such leave shall be granted for purposes of personal convenience, for the extension of a holiday or vacation period, or for matters which can be taken care of outside of working hours.

(cf. 4161.4/4261.4/4361.4 - Family and Medical Leave)

Note: Pursuant to [4 AAC 15.040](#), "immediate family" includes at least husband and wife, father and son or daughter, mother and son or daughter, and brother and sister.

Legal Reference:

ALASKA STATUTES

[23.10.500 - 23.10.550](#) Alaska Family Leave Act

ALASKA ADMINISTRATIVE CODE

[4 AAC 09.020](#) Teachers entitled to pay

Commented [DG1]: Not currently in SSD policy - do we need it?

Commented [KR2]: I like this- and it gives guidance. The BP could be shortened significantly and an AR be create to lay out the specifics. Just a suggestion. Since this BP basically states Superintendent has authority. An AR could lay out what those specific reasons could be.

Commented [KS3]: I like this list of reasons more than on the other model but I prefer the way the other model says the "board recognizes" and not "superintendent may"

Commented [KR4]: #2 and # 4 seem a bit redundant

[4 AAC 15.040](#) Sick leave

Revised 12/2025

9/92

AASB Policy Reference Manual

Model Policy (Adopt?)

BP 4161/4261/4361 - ALL PERSONNEL - LEAVES

Note: This policy and our other sample leave policies are offered as models for districts. Districts should take into careful account their past practices and collective bargaining agreements when providing for leave privileges.

The School Board shall authorize employee absences as provided by law and School Board policy. The School Board recognizes the following justifiable reasons for absence:

1. Personal sickness or injury, pregnancy, jury duty, military service or emergencies beyond the employee's control.
2. Family illness, bereavement, religious observances and other personal reasons.
3. Situations stemming from occupational status such as attendance at meetings, conventions, inservice courses, seminars, etc.
4. Other situations for which leave is provided by law.

(cf. 4161.4/4261.4/4361.4 - Family and Medical Leave)

Note: The Alaska Family Leave Act became law September 16, 1992, and applies to employers that have employed 21 or more employees for each working day during any period of 20 consecutive workweeks in the preceding two calendar years. Family leave includes, at a minimum, "unpaid leave" for "serious" health conditions for a total of 18 weeks during any 12 month period, and unpaid leave for pregnancy and childbirth or adoption for a total of 18 work weeks within a 12 month period. Employees are entitled to apply accrued paid leave toward the unpaid leave time. Employers must allow employees to continue their existing health insurance coverage at the same level the employee had before going on leave. However, the employee may be required to pay the premium cost for the continuation of the insurance coverage. The Commissioner of Education may approve a labor contract that does not meet the family leave requirements if the district can show a lack of qualified, available substitutes to replace a teacher on leave or a lack of available housing for replacement teachers who do not live in the community.

Legal Reference:

ALASKA STATUTES

14.14.107 Sick leave and sick leave transfer

Commented [DG1]: Not currently in SSD policy - do we need it?

Commented [KR2]: ALSO... how would this relate to already established BP on leave? Is this taking the place of them so it isn't just certified? A search of the current policy I found multiple leave BP.

4161.1
4161.3
4161.4
4261.4
4361.4
4161.7

Commented [KR3]: I would lay the list out differently. Since this list has personal leave, sick leave, and law required leave all jumbled together.

[14.20.147](#) *Transfer or absorption of attendance area or federal agency school*

[23.10.500 - 23.10.550](#) *Alaska Family Leave Act*

ALASKA ADMINISTRATIVE CODE

[4 AAC 09.020](#) *Teachers entitled to pay*

FAMILY AND MEDICAL LEAVE ACT, [29 U.S.C. 2601](#) et. seq.; [29 CFR Part 825](#), amend. 2008

NATIONAL DEFENSE AUTHORIZATION ACT for fiscal year 2008, [Public Law 110-181](#), § 585(a)

Revised 12/2025

9/92

AASB Policy Reference Manual

BP 4158/4258/4358 ALL PERSONNEL EMPLOYEE SECURITY

Note: Alaska school districts are required to adopt standards relating to when a teacher, teacher's assistant, or other person responsible for students is authorized to use reasonable and appropriate force to maintain classroom safety and discipline. Effective October 2014, the use of restraint and seclusion of students is strictly limited ~~and in some situations~~ and, in some situations, prohibited by law. [AS 14.33.125](#). Any use of restraint or seclusion by a district employee of a student must comply with all legal requirements. A teacher, teacher's assistant, principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary action for lawful enforcement of a school disciplinary and safety program, including behavior standards. [AS 14.33.130](#). This group is protected from civil liability for acts or omissions arising out of enforcement of the disciplinary and safety program while in the course of employment, unless the act constitutes gross negligence or reckless or intentional misconduct. [AS 14.33.140](#), and the Every Student Succeeds Act.

An employee may use reasonably necessary and appropriate methods of physical restraint if a student's behavior poses an imminent danger of physical injury to the student or others and less restrictive interventions would be ineffective at stopping the imminent danger. Restraint must be limited to that necessary to address the emergency and must be immediately discontinued when the student no longer poses an imminent danger or when a less restrictive intervention is effective to stop the danger.

(cf. 5144 - Discipline)

(cf. 5142.3 – Restraint and Seclusion)

Employees shall promptly report any ~~student attack~~, assault or threat against them to their direct supervisor. The employee and the principal or other immediate supervisor ~~both~~ may promptly report such instances to the appropriate local law enforcement agency, ~~as appropriate~~. The Superintendent or designee shall be made aware of all police reports made by district personnel. Any reports to local law enforcement will be reported to the superintendent as soon as practicable.

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

Legal Reference:

ALASKA STATUTES

[11.81.430](#) Justification, use of force, special relationships

[11.81.900](#) Definitions

Commented [DG1]: From AASB: This update requires that the superintendent or designee is made aware of all police reports made by personnel in the course of their duties.

Commented [KR2]: teacher assistant verses paraprofessional? Is this state language that has to be followed?

Commented [KS3]: Do we mention providing training on this?

Commented [DG4R3]: Good question - we do provide CPI training yearly. We did look into state statute regarding SpEd law for the timeline for training untrained employees who have had to use physical restraint. We had an attorney review the policy before it was adopted in 2025.

Commented [KS5]: "Employees shall use de-escalation and other less restrictive interventions whenever feasible before implementing physical restraint. Physical restraint shall be used only as a last resort in response to an imminent danger of serious physical injury to the student or others." shows we use other tactics first... maybe not needed

Commented [DG6R5]: "Employees shall" means that they have to use the less restrictive interventions before physical restraint. The current wording in the policy allows for the employee to use their judgement in when to bypass the less restrictive interventions.

Commented [KS7]: "Employees who in good faith report threats, assaults, acts of violence, or safety concerns shall not be subject to retaliation." ??

Commented [KR8]: Do we have space somewhere else to address suicidal acts? I ask because AS 11.81.430 touches base on restraint to keep students safe.

[14.33.120-.140](#) *School disciplinary and safety program*

ALASKA ADMINISTRATIVE CODE

[4 AAC 07.010-4 AAC 07.900](#) *Student rights and responsibilities*

UNITED STATES CODE

Every Student Succeeds Act, [P.L. 114-95](#)

ADOPTED: June 18, 2025

Sitka School District

BP 4212 CLASSIFIED PERSONNEL - APPOINTMENT AND CONDITIONS OF EMPLOYMENT

The Superintendent or designee will appoint and report the hire of all regular full-time and part-time and regular hourly employees to the School Board. Selection of regular full-time and part-time and regular hourly employees will be based upon competence and will be in accordance with Board policy and administrative regulations, and state and federal laws of the State and regulations.

Temporary, substitute, short-term and student help may be appointed by the Superintendent or designee. The position and the pay rate shall be reported at a regular meeting of the School Board.

The district personnel policies and regulations apply only to the extent that they are not in conflict with any collective bargaining agreement between the district and an employee organization officially recognized to meet and negotiate with the Board.

(cf. ~~6181~~ Charter School 10000 Concepts and Roles)

Adoption Date: December 5, 1995

Revision Date: October 16, 1998

Sitka School District

Commented [DG1]: From AASB: Related to BP 4111/4211/4311, this update clarifies that the Board may delegate the hire of classified employees to the superintendent.

Commented [PR2]: interesting...

Commented [JE3]: How does this align to the SESPA CBA? Is there a student rate in their contract?

Commented [JE4]: This should be reviewed by SESPA

BP 4314 Management and Supervisory Personnel TRANSFER/REASSIGNMENT

The Superintendent or designee shall assess the needs of the district and assign management personnel to positions which will meet those needs.

Voluntary Change of Assignment

~~In order to promote administrative professional growth and career development, broaden management background, and share administrative and personnel skills within the district, the School Board encourages management personnel at all levels to apply for transfers and reassignments.~~

Involuntary Reassignment of Certificated Administrators

Note: [AS 14.20.158](#) protects the authority of the Superintendent or designee to assign a certificated employee to any teaching, administrative or counseling position for which the teacher is qualified, or assign the teacher, as a reasonably necessary, to any school in the district. Involuntary reassignment within the administrator's classification (same job title) may be initiated upon the recommendation of the Superintendent or designee in the best interests of the district.

Administrators in job-alike and equal compensation positions shall be subject to rotation of assignments on a lateral basis. ~~The Superintendent or designee may rotate administrators as deemed necessary.~~

Legal Reference:

ALASKA STATUTE

[14.20.158](#) *Continued Contract Provisions*

Adoption Date: DECEMBER 5, 1995

Revision Date: October 20, 1998

Sitka School District

Commented [DG1]: From AASB: This update simplifies language regarding the assignment of management and supervisory staff, while removing the recommendation that management personnel routinely apply for transfers (or be involuntarily rotated).

Commented [JE2]: Does this align with the admin CBA?

BP 4122 Certificated Personnel - STUDENT TEACHERS/INTERNS

Note: Effective August 1, 2015, a student teacher must be under the general supervision of a teacher who holds a valid teaching certificate, has at least one year of teaching experience in the district where the student teacher is serving, has at least three years total teaching experience, and meets or exceeds professional content and performance standards described in [4 AAC 04.200](#). Additional requirements for student teachers are stated in [4 AAC 30.020](#).

The School Board is legitimately interested in the quality of teacher training programs and encourages the use of student teachers/interns in the district. Such use shall support the instructional needs of the district and may enable future teachers to fulfill state requirements, learn how to teach, and receive valuable feedback which can enhance their competence.

The Superintendent or designee may enter into agreements with accredited colleges and universities to allow student teachers/interns to have supervised teaching experiences and/or observations within the district. The Superintendent or designee may collaborate with the program administrators of teacher preparation institutions to jointly develop, supervise, and evaluate practical programs which provide training, support and evaluation for the student teacher/intern.

The Superintendent or designee shall establish the criteria for host teacher participation in a teacher training program, such as including a minimum number of years of teaching experience and positive evaluations.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[4 AAC 30.020](#) *Student teachers*

[4 AAC 04.200](#) *Professional Content and Performance Standards*

Adoption Date: DECEMBER 5, 1995

Sitka School District

Commented [DG1]: From AASB: This update requires that the superintendent establish criteria for a student teacher program.

Commented [JE2]: I do like the addition of guidelines for this. The quality of a host teacher makes a big difference in a student teacher's experience and preparedness.

BP 4133/4233/4333 All Personnel - TRAVEL EXPENSES

The School Board shall pay for ~~actual and necessary~~approved expenses, including travel, incurred by any employee performing authorized services for the district. ~~Expenses~~Approved expenses shall be reimbursed ~~within limits established by the Board according to district procedures. The employee shall be on work status when on district funded travel.~~

The Superintendent or designee may approve employee requests to attend meetings in accordance with the ~~adopted district~~ budget.

~~The Superintendent or designee may authorize an advance of funds to cover necessary expenses.~~ The Superintendent or designee shall establish procedures for the submission and verification of expense claims. All expenditures shall be made in accordance with established standard operating procedures and shall reflect current, reasonable, and customary rates. Other expenses may be allowed for reimbursement if pre-authorized and receipts are presented.

The Board may establish an allowance on either a mileage, monthly or annual basis to reimburse designated employees for the use of their own vehicles in the performance of assigned duties.

(cf. 3300 - Expenditures/Expending Authority)

Adoption Date: December 5, 1995

Revision Date: January 7, 2014

Revision Date: January 7, 2026

Sitka School District

Commented [JE1]: All changes are fine

Commented [DG2]: From AASB: This update provides clearer guidelines on employee use of travel expenses.

BP 6159 INDIVIDUALIZED EDUCATION PROGRAM

Students with disabilities shall be placed, to the maximum extent appropriate, in the least restrictive environment which meets their needs. The Board provides a full range of educational alternatives to facilitate this placement so that these students may interact with students without disabilities in an understanding, cooperative and mutually respectful environment. Students shall be placed outside of the regular classroom only when the student's specific needs cannot be met in that setting.

Upon the identification of a student with disabilities and a determination of student eligibility, the Superintendent or designee shall appoint an individualized education program (IEP) team. This team shall consider the student's needs, determine the content of his/her IEP, make placement decisions, and determine whether alternative assessments and curricular offerings are necessary and appropriate. An IEP must be completed within 30 days after a student is determined eligible for services. Students and parents/guardians shall have the right to participate in the development of the IEP in accordance with law.

(cf. 6164.4 - Child Find)

Note: The IEP team shall consider the factors specified in law and administrative regulation, as well as the educational and nonacademic benefits of placing the student in a regular class. The IEP team shall determine what support services would be needed in order to maintain this placement. All placement decisions should promote maximum social interaction between students with disabilities and their nondisabled peers, in a manner that is appropriate to the needs of each.

Each IEP shall be consistent, to the maximum extent appropriate, with the curriculum and course of study pursued in the regular education program. Students with disabilities should also receive instruction which fosters their independence and integration into the community.

(cf. 6143 - Courses of Study)

Note: The following paragraph reflects parental consent requirements provided in [AS 14.30.191 - .194](#); [20 U.S.C. 1414\(a\)\(1\)\(d\)](#); [34 CFR 300.300](#); and [4 AAC 52.200](#). School districts are required to document their reasonable efforts to obtain informed parental consent. This includes maintaining detailed records of telephone calls made or attempted and the results of those calls; correspondence sent to the parents and any responses received; and detailed records of visits made to the parent's home or place of employment and the results of those visits.

Parents/guardians must consent in writing to the student's placement in a special education program. The district will make reasonable efforts to obtain informed consent, which must be obtained before any placement is made. If parents refuse initial consent

Commented [DG1]: @Jessica Keaveny all model policies are updated by AASB when there is a change to state statute - then they send us updates so we can make the same changes to our policies. These should be good.

for services, the district is not required to convene IEP meetings for the child, or to develop an IEP.

(cf. 1312.3 - Public Complaints Concerning Discrimination of Exceptional Children)

(cf. 3541.2 - Transportation)

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

(cf. 6146.5 - Different Graduation and Competency Standards for Individuals with Exceptional Needs)

Legal Reference:

ALASKA STATUTES

[14.30.180 - .350](#) *Education for Exceptional Children*

ALASKA ADMINISTRATIVE CODE

[4 AAC 52.010 - 52.990](#) *Education for Children with Disabilities*

UNITED STATES CODE, TITLE 20

[1232g](#) *Family Educational Rights and Privacy Act of 1974*

[20 USC § 1400 - 1487](#) *Individuals with Disabilities Education Act 2004*

CODE OF FEDERAL REGULATIONS, TITLE 34

[34 CFR 300.1 - 300.756](#) *Individuals with Disabilities Education Act*

Adoption Date: November 4, 2008

Revision Date: August 14, 2013

Sitka School District

From: [Jessica Keaveny](#)
To: [Dawn Georgia](#)
Subject: Fw: board policy question
Date: Thursday, April 16, 2026 7:55:37 AM
Attachments: [image001.png](#)

Get [Outlook for iOS](#)

From: Chris Voron <voronc@sitkaschools.org>
Sent: Thursday, April 16, 2026 7:48:35 AM
To: Jessica Keaveny <keavenyj@sitkaschools.org>
Subject: RE: board policy question

It's a reference to state assessment system way back when only 4th, 8th, and 11th tested. The policy needs to be updated to reference AK STAR and AK Science expectations.

Chris Voron

Learning Support Director
Sitka School District
(907)621-8086

From: Jessica Keaveny <keavenyj@sitkaschools.org>
Sent: Wednesday, April 15, 2026 6:30 PM
To: Chris Voron <voronc@sitkaschools.org>
Subject: board policy question

This is in a BP we're looking at.....what does this mean? The grades 4 8 and 11

(cf. 3541.2 - Transportation of Exceptional Children)

4. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in the activities described in item #3 above.

Note: Pursuant to [20 USC 1412\(a\)](#), students with disabilities must be included in state and districtwide assessments, with appropriate accommodations and alternate assessments where necessary and as indicated in a student's IEP. Alaska regulations requires districts to administer a standardized norm referenced test for students in grades 4, 8, and 11. However, if the IEP team determines that a student with disabilities should be exempted from these exams, the IEP must contain a statement of any individual appropriate accommodations and what alternative assessment will be provided. The IEP team for a student with a significant cognitive disability may determine whether the student will take the college and career readiness assessment based on the IEP team's determination of whether the assessment supports the transition plan set forth in the student's IEP. Alternative assessment requirements for students with disabilities in Alaska are found at [4 AAC 06.775](#).

5. A statement of any individual accommodations in the administration of state or districtwide assessments that are necessary to measure academic achievement and functional performance in such assessment.
 - a. If the IEP team determines that the student will take an alternate districtwide assessment of student achievement (or part of such an assessment), a statement of:

Jessica Keaveny

Special Education Teacher

Keet Gooshi Heen Elementary School

907-621-8066

AR 6159 INDIVIDUALIZED EDUCATION PROGRAM

Note: The following sample regulation reflects requirements found in the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) ([20 USC 1400 – 1487](#)); the 2006 and 2008 amendments to the implementing regulations ([34 C.F.R. 300.1 – 300.818](#)); and the 2007 and 2009 changes to DEED's regulations ([4 AAC 52.010-52.900](#)).

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within the district's jurisdiction. ([34 CFR 300.323](#))

MEMBERS OF THE IEP TEAM

The IEP team for any student shall include at least the following members: ([20 USC 1414\(d\)\(1\)](#); [34 CFR 300.321](#))

1. The parents/guardians of the student with a disability.
2. If the student is or may be participating in the regular education program, not less than one regular education teacher.
3. Not less than one special education teacher, or where appropriate, not less than one special education provider for the student.
4. A representative of the district who is:
 - a. qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - b. knowledgeable of the general curriculum; and
 - c. knowledgeable about the availability of district and state resources.
5. An individual who can interpret the instructional implication of evaluation results, who may already be a member of the team as described above.
6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate.

Note: Pursuant to [34 CFR 300.321](#), the determination as to whether an individual has "knowledge or special expertise" must be made by the party (either the district or parent) who invited the individual to the IEP meeting.

7. Whenever appropriate, the student with a disability.

Note: [34 CFR 300.321](#), as amended, clarifies the circumstances under which it is appropriate to include students' who receive transition services as members of the IEP team.

8. Transition service participants, to include:
 - a. The student with the disability if a purpose of the meeting will be to consider post-secondary goals and transition services needed to assist the student to meet those goals. If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.
 - b. To the extent appropriate and with consent of the parent or student who has reached the age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services.

Note: "Transition services" means a coordinated set of activities for a student with a disability that is designed as part of an outcome-oriented process that promotes the student's movement from school to post-school activities, such as post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, and community participation. The transition services must be based on the individual student's needs, taking into account the student's preferences and interests. The services must address the student's needs in the areas of instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, the acquisition of daily living skills and functional vocational evaluation. [4 AAC 52.145](#).

9. For students enrolled in a private school who receive special education services from the District, a representative of the private school.

Note: The following optional section lists additional individuals who may also be invited to participate.

In addition, any of the following may participate, as appropriate:

1. Related services personnel if the student's evaluation indicates the need for a specific related service.
2. Any other person whose competence is needed because of the nature and extent of the student's disability.
3. A public agency representative fluent in the student's primary language.

Note: A member of the IEP team may be excused from an IEP meeting, in whole or in part, if the parent/guardian and the district agree that the member's attendance is not necessary because the member's area of curriculum or related services is not at issue for that specific meeting. Additionally, a member may be excused from attending an IEP meeting, in whole or in part, when the meeting does involve a discussion and/or change to the member's area of the curriculum or related services if: 1) the parent/guardian and district consent; and 2) the member submits written input regarding development of the IEP and this input is submitted to the parent and district

prior to the meeting. In either instance just discussed, the parent/guardian consent must be in writing. [20 USC § 1414](#); [34 C.F.R. 300.321](#).

IEP MEETINGS

The IEP team shall meet: ([20 USC 1414\(d\)](#))

1. Within 30 days of determining a child eligible for special education and related services.
2. When considering a change in the IEP, including placement.
3. Whenever the parent/guardian or other IEP team member makes a request for a meeting to develop, review or revise the IEP.
4. On or before the annual review date to:
 - a. Review the student's progress and to determine whether the student's annual goals are being achieved.
 - b. Review the IEP and the appropriateness of placement.
 - c. Make any necessary revisions to the IEP.
5. To review or create an assessment plan to develop a behavior intervention plan in discipline matters related to suspensions or expulsions.

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed on time and place. ([34 CFR 300.322](#)). When conducting IEP meetings, the parent and district may agree to use alternative means to attend or participate in the meeting, such as video conferences or telephone conference calls.

An IEP meeting may be conducted without a parent/guardian in attendance only if the district is unable to convince the parent/guardian that they should attend. In this case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, such as: ([34 CFR 300.322](#))

1. detailed records of telephone calls made or attempted and the results of those calls;
2. copies of correspondence sent to the parent/guardian and any response received; and
3. detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.

CONTENTS OF THE IEP

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following: ([20 USC 1414\(d\)](#); [34 CFR 300.320](#) and [300.324](#); [AS 14.30.278](#); [4 AAC 52.140](#))

1. A statement of the present levels of the student's academic achievement and functional performance, including of the following:
 - a. How the student's disability affects his/her involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students).
 - b. How the student will be involved and progress in the general education curriculum.
 - c. For the preschool child, as appropriate, how the disability affects his/her participation in appropriate activities.
2. A statement of measurable annual goals, including both academic and functional goals and short-term objectives or benchmarks related to:
 - a. Meeting the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general curriculum.
 - b. For a preschool child, as appropriate, meeting the child's needs that result from his/her disability to enable the child to participate in appropriate activities.
 - c. Meeting each of the student's other educational needs that result from the student's disability.
3. A statement of the program modification accommodations for the student and support that will be provided to school personnel in order for the student to:
 - a. Advance appropriately towards attaining the annual goals.
 - b. Be involved and progress in the general curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities.

(cf. 6145 - Extracurricular and Cocurricular Activities)

- c. Be educated and participate with other students, with and without disabilities, in the activities in this item.

(cf. 3541.2 - Transportation of Exceptional Children)

4. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in the activities described in item #3 above.

Note: Pursuant to [20 USC 1412](#)(a), students with disabilities must be included in state and districtwide assessments, with appropriate accommodations and alternate assessments where necessary and as indicated in a student's IEP. Alaska regulations requires districts to administer a standardized norm referenced test for students in grades 4, 8, and 11. However, if the IEP team determines that a student with disabilities should be exempted from these exams, the IEP must contain a statement of any individual appropriate accommodations and what alternative assessment will be provided. The IEP team for a student with a significant cognitive disability may determine whether the student will take the college and career readiness assessment

Commented [JK1]: Is this AK Star and does AK regulations really require the standardized test in 4, 8, and 11? Not 3rd grade and up? Just a wondering....

based on the IEP team's determination of whether the assessment supports the transition plan set forth in the student's IEP Alternative assessment requirements for students with disabilities in Alaska are found at [4 AAC 06.775](#).

5. A statement of any individual accommodations in the administration of state or districtwide assessments that are necessary to measure academic achievement and functional performance in such assessment.
 - a. If the IEP team determines that the student will take an alternate districtwide assessment of student achievement (or part of such an assessment), a statement of:
 - (1) why the student cannot participate in the regular assessment; and
 - (2) identify the particular alternate assessment selected and why it is appropriate for the student.
6. The projected date for the beginning of the services and modifications described in item #3 above and the anticipated frequency, location and duration of those services and modifications.

Note: When providing transition services, a school district's primary objective and preferred outcome is to help the child become gainfully employed in an integrated workplace where individuals with disabilities work with and alongside of individuals without disabilities or become enrolled in postsecondary education. Gainfully employed means employed full time or part time within one year of leaving high school. [AS 14.30.278](#)(b) and (c).

7. A statement of secondary transition service needs, as follows:
 - a. Beginning at 16, and annually thereafter, a statement of appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.
 - b. The transition services (including courses of study) needed to assist the student in reaching those goals.
 - c. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to IDEA that will transfer to the student upon reaching age 18.
8. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved.
 - a. How the student's progress toward the annual goals described in item #2 above will be measured.

- b. When the student's parents/guardians will be regularly informed (by such means as periodic reports on progress), at least as often as parent/guardians of students without disabilities, of:

(1) Their child's progress towards the annual goals described in item #2 above.

(2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.

9. A statement of special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student and a statement of the program modifications or supports for school personnel that will be provided for the student.

(cf. 6146.5 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Where appropriate, the IEP shall also include:

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation.
2. Linguistically appropriate goals, objectives, programs and services for students whose primary language is not English.
3. Extended school year services when needed, as determined by the IEP team.
4. Provision for transition into the regular education program if the student is to be transferred from a special class or center, or nonpublic, nonsectarian school, into a regular education program in a public school for any part of the school day.

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week.
- b. Support the transition of the student from the special education program into the regular education program.

(cf. 6178 - Vocational Education)

(cf. 6181 - Charter Schools)

5. Specialized services, materials, and equipment for students with low incidence disabilities.

DEVELOPMENT, REVIEW AND REVISION OF THE IEP

Note: Pursuant to [20 USC 1414\(d\)](#) and [34 CFR 300.324](#), the IEP team should consider the following factors when developing the IEP.

In developing or revising the IEP, the IEP team shall consider the following: ([20 USC 1414\(d\)](#); [34 CFR 300.324](#)).

1. The strengths of the student.
2. The concerns of the parents/guardians for enhancing the education of their child.
3. The results of the initial evaluation or most recent evaluation of the student.
4. The academic, developmental, and functional needs of the student.
5. As appropriate, the results of the student's performance on any general state or districtwide assessment programs.
6. In the case of a student whose behavior impedes his/her learning or that of others, if appropriate, positive behavioral interventions, strategies and supports to address that behavior.
7. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP.
8. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the student.

Note: [34 CFR 300.346](#) require the IEP team to consider the following factors to meet the needs of a deaf or hard-of-hearing student.

9. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
10. Whether the student requires assistive technology devices and services.

If, in considering the special factors in items 1-10 above, the IEP team determines that a student needs a particular device or service in order to receive a free and appropriate public education (FAPE), the IEP team must include a statement to that effect in the student's IEP. ([34 CFR 300.324](#))

The IEP may be revised, as appropriate, to address: ([20 USC 1414\(d\)](#)).

1. Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate.
2. The results of any reevaluation conducted.

3. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to [20 USC 1414\(c\)\(1\)\(B\)](#).
4. The student's anticipated needs.
5. Other matters.

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review and revision of the student's IEP. ([34 CFR 300.324](#))

PARENT/GUARDIAN NOTICE

The Superintendent or designee shall send parent/guardians notice of the IEP team meetings early enough to ensure that they will have an opportunity to attend. This notice shall: ([34 CFR 300.322](#))

1. Indicate the purpose, time and location of the meeting.
2. Indicate who has been invited to attend and their role.
3. Inform the parents/guardians of the provisions of [34 CFR 300.321\(a\)\(6\)](#) and (c), relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student.
4. For students age 16, or younger when appropriate:
 - a. Indicate that the purpose of the meeting is the consideration of needed transition services for the student.
 - b. Indicate that the district will invite the student to the IEP meeting.
 - c. Identify any other agency that will be invited to send a representative, assuming the parent or eligible student consents.

IMPLEMENTATION DATE: November 4, 2008

Revision Date: October 28, 2015

Sitka School District

AR 4111/4211 RECRUITMENT AND SELECTION

Note: The procedures outlined in this AR apply to the hiring of full-time permanent employees. See the district's Standard Operating Procedure for hiring temporary and part-time staff.

Commented [DG1]: I added this - we can wordsmith it together.

The recruitment and selection process for vacancies and/or new positions shall begin with the declaration of a vacancy by the superintendent or his/her designee. The vacancy announcement shall be prepared by the office of the superintendent and advertised as appropriate for the particular position.

For most **classified** positions, local advertising will be all that is required, except when the requirements of the position indicate a wider circulation of advertising is appropriate. For most **certified** positions, advertising shall be local, state-wide, and in some cases, national. The District will use electronic means to make all certified position vacancies known to the public, encouraging candidates to use the District web site to gather information about vacancy announcements and ~~to download the application~~ to apply for ~~the a position through the portal on the district website, or directly on the Alaska Educator Retention and Recruitment Center (AERRC) website.~~

~~Applications shall be made to the District Office only on the application form provided.~~ When a position vacancy application period has closed, or a sufficient number of applications have been received for a position that has been listed "position open until filled," an Interviewing Committee shall be formed by the administrator or department director in charge of filling the vacancy. The interviewing Committee ~~for~~ shall consist at of at least the following:

Principal or Director

One current employee of the relevant department

One parent (if the position is in a school)

A representative of the Native Community*

District Office representative

Optional: Student representative as appropriate

Other member(s) as selected by Principal or Director

**From a list of recommendations from SNEP, STA, ANB/ANS, Shee Atika Native Corporation, and School District administrators.*

The District Office shall prepare the qualified applications for the interview process. A completed application, at least unofficial transcripts, and resume, are required for a certificated candidate to be considered for an interview. Each interviewing committee shall determine the profile of the intended successful candidate, using their understanding of what will be expected of the position. The interviewing committee shall review applications, using E 4111 (a) as a selection guide. This guide is intended to assist the committee members in their review and is not intended to be a mandatory point scoring guide. Each interviewing committee shall determine the profile of the intended successful candidate, using their understanding of what will be expected of the position.

Commented [DG2]: Requirements for a candidate to be considered for an interview are different for certified vs. classified staff.

Following the review of the applications, the interviewing committee shall recommend the person(s) to be interviewed, and interviews will be scheduled as is appropriate. After interview(s) is/are complete, the interviewing committee shall recommend a candidate that, in the committee's opinion, best meets the hiring criteria for the position. If the interviewing committee believes that two candidates are equal in qualifications, the candidate who shows greater cultural sensitivity toward the mix of ethnic groups represented in the student population, as demonstrated by the candidate's training and experience, will be the preferred choice. The principal or director, with the interview committee's input, will recommend to the superintendent the top candidate prior to offering a position to the candidate. ~~Final decision rests with the superintendent and the Sitka School Board.~~ The principal or director shall transmit the recommendation in writing to the Superintendent together with a list of the committee members and the candidates interviewed. Final decision rests with the superintendent and the Sitka School Board.

If the Superintendent approves the principal's or director's selection of a candidate for a *classified* position, the Superintendent or the Superintendent's designee shall transmit an offer of employment to the chosen candidate. If the Superintendent approves the principal's or director's selection of a candidate for a *certified* position, the Superintendent or Superintendent's designee shall transmit an offer of employment to the chosen candidate subject to approval of the Board. If the chosen candidate declines the position, the Superintendent may ask the principal or director, with the interview committee's input to recommend another candidate, in which case the applicable approval process specified above shall be repeated. The principal or director shall be responsible for notifying unsuccessful interview candidates of the District's final decision. The office of the Superintendent will notify all other unsuccessful candidates.

If the Superintendent rejects the committee's recommendation, the Superintendent may request the principal or director, with the interview committee's input to recommend another candidate or may reopen the screening or interview process, as the Superintendent deems appropriate.

The Superintendent is authorized to vary from the procedure prescribed by this regulation when, in the Superintendent's judgment, the best interests of the District require departure from these procedures.

The District shall require CPR and First Aid as a condition of employment if stated on the job description. CPR and First Aid certification must be obtained within 30 days of hire or employment will be terminated.

Legal Reference

Alaska Statute

[14.20.020](#) *Requirements for issuance of certificate*

Implementation Date: April 7, 1998

Implementation Date: March 1, 1999

Revision Date: August 10, 1999

Revision Date: April 2, 2003

Revision Date: April 3, 2007

Revision Date: May 17, 2007

Sitka School District

BP 4111/4211/4311 ~~Certificated/Classified~~ All Personnel - RECRUITMENT AND SELECTION

The district seeks to employ the best available candidate for each open position, taking into account the needs of the district's educational program as a whole. The Superintendent or designee shall develop recruitment and selection procedures to ensure that every effort is made to find and hire fully qualified ~~teachers~~ staff for all classrooms, which include:

1. Assessment of the district's needs and development of appropriate hiring criteria for each position.
2. Development of job descriptions which accurately portray the position including requirements that ~~a teacher~~ an employee be qualified in accordance with federal and state law.
3. Dissemination of vacancy announcements as needed to ensure an appropriate pool of candidates for the position.
4. Screening procedures which will identify best qualified candidates for interviews.
5. Interview procedures that will produce additional information regarding a candidate's suitability for a position.

Staff members involved in the selection process shall recommend only those candidates who meet all qualifications established by law and the Board for a particular position. Nominations for employment shall be based upon appropriate screening devices, interviews, observations, recommendations from previous employers and any requirements of applicable collective bargaining agreements.

No inquiry shall be made regarding age, race, color, religion, sex or national origin of persons proposed for or seeking employment. Questions regarding disability shall be asked only when directly related to the job and as permitted by law

Before considering the hire of ~~a certificated staff member~~ an applicant who is currently under contract in another district, the Superintendent or designee will require the ~~certificated staff~~ to provide written documentation that he/she: (1) has made an effort to secure a release from the employing district thirty calendar days prior to the employing district's first contract day; or, (2) has secured a written release from the employing district.

Note: A subject-matter expert teacher, holding a limited certificate issued by the Department, may be employed to teach subjects in which the person has satisfied the education or experience requirements set out in state statute [AS 14.20.022](#). Before a school district determines whether to hire a person as a subject-matter expert teacher, the school district must administer a competency examination. Additionally, once a subject-matter expert teacher is hired, the district must provide a mentor who is an experienced teacher for the subject-matter expert teacher for at least the first year of the subject-matter expert teacher's employment in the school district. A person

Commented [DG1]: From AASB: This update clarifies language regarding inquiries into protected information when hiring. It also authorizes the board to delegate the authority to make classified hires to the superintendent. This policy merges the previous BP 4211 into a single policy.

Commented [DG2]: Change to 'applicant'?

employed as a subject-matter expert teacher under this section is considered a certificated employee for purposes of the teachers' retirement system. Finally, employment as a subject-matter expert teacher counts as employment for purposes of acquiring tenure; however, a person holding a subject-matter expert limited teacher certificate is not entitled to tenure until the person receives a teacher certificate under [AS 14.20.022](#).

Note: [A.S. 14.20.020](#) requires coursework in Alaska studies and multicultural education or cross-cultural communications in order to be eligible for a teacher certificate. Effective June 30, 2017, [A.S. 14.20.020](#) also requires training on alcohol and drug related disabilities, sexual abuse and sexual assault awareness and prevention, dating violence and abuse awareness and prevention and suicide prevention in order to be eligible for a teacher certification. [A.S. 14.20.035](#) requires districts to give preference to applicants who demonstrate training or experience that indicates sensitivity to traditions and cultures represented in the student population. This is not a local hire preference.

In evaluating applicants, preference shall be given to those applicants who can demonstrate training and experience that indicates sensitivity to the traditions and cultures represented in the student population, as required by law.

The District's recruitment and selection procedures shall comply with all applicable requirements of state and federal anti-discrimination laws.

(cf. 4030 - Nondiscrimination in Employment)

(cf. ~~4111.1/4211.1/4311.1~~ - Affirmative Action)

(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

(cf. 4112.8/~~4212.8/4312.8~~ - Employment of Relatives)

Certified candidates shall be offered positions by the Superintendent or designee subject to Board approval. No certified person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee. The Board shall be presented with the Superintendent or designee's recommended candidate who may be ~~selected~~-approved or rejected by the Board. If the candidate is rejected, the Superintendent or designee shall recommend subsequent candidates until the Board approves someone to fill the position. The School Board has authority over the employment of all employees, however, the Board may delegate the Superintendent or designee the authority to make staff hires without prior board approval. If such authority is delegated, the Superintendent or designee shall notify the Board of all hires at a regularly scheduled Board meeting.

(cf. 10000 Concepts and Roles)

(cf. 2120 Superintendent of Schools)

Legal Reference:

ALASKA STATUTES

[14.08.111](#) Duties (regional school boards)

[14.14.090](#) Additional duties

[14.20.010](#) Teacher Certificate Required

[14.20.022](#) Subject-matter expert limited teacher certificate

[14.20.035](#) Evaluation of training and experience

[14.20.100](#) Unlawful to require statement of religious or political affiliation

[14.20.110](#) Penalty for violation of [AS 14.20.100](#)

ALASKA ADMINISTRATIVE CODE

[4 AAC 04.210.04.212](#) and [06.899](#)(6) Highly Qualified Teachers and Objective Uniform Standards

[6 AAC 30.810](#) Employer records

[6AAC 30.840](#) Retention of records

Adoption Date: December 5, 1995

Revision Date: February 2, 1999

Revision Date: February 14, 2002

Revision Date: August 19, 2003

Revision Date: May 5, 2005

Revision Date: March 6, 2017

Sitka School District

BP 5040 STUDENT NUTRITION AND PHYSICAL ACTIVITY

Note: This policy was developed by the State of Alaska Obesity Prevention and Control Program and the Alaska Department of Education & Early Development Child Nutrition Program and meets all federal requirements for Local School Wellness Policies. It is intended to provide a framework for developing a wellness policy. The policy adopted by your School Board must be developed with the involvement of the identified advisory group discussed in Section A.

Commented [DG1]: ChatGPT suggests:

+Align AR 5040 with BP 5040, particularly the food-marketing provisions.

+Confirm the food standards and cultural-food exception with the district's food-service leadership and Alaska DEED Child Nutrition Programs.

+Establish a documented process for annual public notice, stakeholder participation, records retention, and the triennial assessment.

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore the School District will provide environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating, physical, and subsistence activity.

The School Board understands that:

1. Teaching about food and nutrition should support students in both the local community and other community contexts.
2. Traditional knowledge of food and harvesting teaches values and skills to all Alaskan students.
3. Food nutrition should link students positively to their cultures and ways of life in Alaska or countries of origin.
4. Tribal governments and tribal members have extensive indigenous nutrition, scientific, resource management, and legal knowledge about harvesting foods.
5. Offering subsistence and local food harvesting opportunities contributes to nutritional health, but also supports cultural identity, improved physical and mental health, and deepens students understanding of an ecosystem.
6. Familiar and cultural foods can create cultural safety and contribute to a positive learning environment.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education, school meal, and local food programs.

(cf. 1020 – Youth Services)

A. Planning and Periodic Review by Stakeholders

The school district and when appropriate individual schools within the district will create or work with an existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The school district will permit and encourage the participation of students, parents, food service personnel, School Board members, school administrators, school health professionals, physical education teachers, local SNAP-Ed coordinators and other interested community members in the advisory group. The district will promote opportunities to participate in the advisory group at least once a year through parent and stakeholder communication, which may include newsletters, public announcements, web-postings, parent communication, etc.

The school district will provide the advisory group with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies and nutrition and physical activity goals. Goals will be based on available scientific evidence for improving school nutrition and physical activity programs. Goals and progress toward achievement will be presented to the School Board on an annual basis.

School districts will add in a pathway during planning to submit a local foods nutritional plan and an opportunity to determine how donated local foods can meet with occupational health and safety regulations.

(cf. 1000 – Concepts and Roles)

B. Nutrition

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. ([7 C.F.R. Parts 210](#) and [220](#)). To the extent practicable, all schools in the district will participate in available federal school meal programs. Effective January 1, 2028, as part of its breakfast and lunch program, the District may not serve a food or beverage that contains any of the following color additives certified by the United States Food and Drug Administration under [21 U.S.C. 379e](#):

1. red dye 3 (U.S. Chemical Abstracts Service no. 16423-68-0);

2. red dye 40 (U.S. Chemical Abstracts Service no. 25956-17-6);
3. yellow dye 5 (U.S. Chemical Abstracts Service no. 1934-21-0);
4. yellow dye 6 (U.S. Chemical Abstracts Service no. 2783-94-0);
5. blue dye 1 (U.S. Chemical Abstracts Service no. 3844-45-9);
6. blue dye 2 (U.S. Chemical Abstracts Service no. 860-22-0); or
7. green dye 3 (U.S. Chemical Abstracts Service no. 2353-45-9).

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

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

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

Foods and beverages will not be offered as a reward for students' performance or behavior.

Schools will provide free potable water in the place where meals are served and elsewhere throughout the school buildings.

When practicable, Alaska farm and fish products will be utilized in meals and snacks.

Schools will encourage all students to participate in federal school meal programs and protect the identity of students who eat free and reduced priced meals.

Schools will encourage all students to eat healthy and nutritious meals within the school dining environment and will, to the extent practicable, involve students in menu planning.

To the extent practicable, schools will schedule lunch as close to the middle of the school day as possible. Schools are encouraged to provide opportunities for mid-morning or mid-afternoon healthy snack breaks.

Schools will limit food and beverage marketing on campus to the promotion of foods and beverages that meet the National School Lunch Act, Nutritional Guidelines for All Foods Sold in Schools.

Schools will work to provide age-appropriate nutrition education as part of the health and physical education curricula that respects and integrates the cultural practices of students. Schools will provide opportunities for students to practice nutrition and harvesting skills both inside and outside the school setting. The District will seek to provide evidence-based nutrition education curricula and intergenerational knowledge on local foods that fosters lifelong healthy eating behaviors integrated into comprehensive school health education.

To the extent practicable:

1. Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.
2. Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators, local advisory group, and teachers.
3. Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, on field trips, cafeterias, outreach programs and other school-based activities.
4. Nutrition education shall be taught by a certified/licensed health education teacher, and should include input and guest instruction by a locally endorsed Elder or culture bearer.
5. Schools will strive to establish or support opportunities to learn about local plants, harvesting, hunting and gardening to provide students with experiences in planting, harvesting, preparing, serving and tasting healthy, nutritious and Alaskan foods.

(cf. 0210 – Goals for Student Learning)

(cf. 3550 – Food Service)

(cf. 3551 – Food Service Operations)

(cf. 3552 – Regular Lunch Program)

(cf. 3553 – Free and Reduced Price Meals)

(cf. 3554 – Other Food Sales)

C. Mandatory Physical Activity

Pursuant to [AS 14.30.360](#), a district shall establish guidelines for schools in the district to provide opportunities during each full school day for students in grades kindergarten through 8 for a minimum of 90 percent of the daily amount of physical activity recommended for children and adolescents in the physical activity guides by the Centers for Disease Control and Prevention. The time provided for physical activity may involve physical education classes and unstructured physical activity, such as recess. The district shall adopt guidelines that allow students to be excused from physical activity due to medical and health and safety reasons, such as inclement weather.

Note: Section D: Physical Activity and Section E: Physical Education are optional policies that provide physical education and physical activity goals that meet the requirements of state and federal law. The District's policies may differ from Sections D and E provided the policies meet the requirements of [AS 14.30.360](#), as described in Section C: Mandatory Physical Activity Guidelines.

D. Physical Activity

All students in grades kindergarten through eight will be provided with at least 54 minutes each day of physical activity. This time may be accumulated throughout the school day and may include physical education, recess and classroom based activities. Whenever possible, all students shall be given opportunities for physical activity through a range of programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Elementary students will be provided at least 20 minutes each day of structured, active recess. Classroom based physical activity is encouraged and counts toward the 54 minute requirement as long as it does not replace recess.

When practicable, recess shall be scheduled before lunch periods and take place outdoors.

Indoor and outdoor facilities shall be available so that physical activity is safe and not dependent on the weather. Physical activity equipment shall be age-appropriate, inviting, and available in sufficient quantities for all students to be active. Equipment shall be inspected regularly (at least weekly) for safety and replaced when needed.

Using physical activity as punishment, or withholding physical activity/physical education time as a means of discipline, is prohibited.

The district/school will promote strategies/events designed to generate interest in and support active transport to school (walking school busses, 'bicycle trains' Walk/Bike to School Day, Safe Routes to School Programs).

Schools are encouraged to negotiate mutually acceptable and fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

(cf. 1330 – Community use of school facilities)

E. Physical Education

Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

To the extent practicable, all schools will provide daily physical education opportunities for all students. All elementary students will be provided at least:

Option 1: the National Association for Sport and Physical Education (NASPE) recommendation of 150 minutes of physical education per week, for the entire school year.

Option 2: ____ minutes (determined by district capacity) of physical education per week, for the entire school year.

Middle and high school students shall be provided at least:

Option 1: the National Association for Sport and Physical Education (NASPE) recommendation of 225 minutes of physical education per week, for the entire school year.

Option 2: ____ minutes (determined by district capacity) of physical education per week, for the entire school year.

All elementary and middle-school students will be required to participate in physical education for all years of enrollment in school. All high school students shall be required to participate in physical education for one full year. Physical education shall be exclusive of health education and shall be available for all four years of high school. Each district/school will adopt a physical education curriculum that aligns with the Alaska State Standards for Physical Education for grades K-12, with grade level benchmarks. The curriculum shall be reviewed in accordance with the regular curriculum review and adoption schedule of the District.

F. Communication with Parents

The district/school will regularly, at least annually, inform and update the public, including students, parents, and the community, about the content, implementation of, and progress towards goals in this policy. Parents will be actively notified through email or other notification processes and provided access to this policy and all subsequent reports and updates.

The district must make available to the public the wellness policy, including any updates to and about the wellness policy, at least annually. The district must also make available the 3 year assessment described in Section G, including progress toward meeting the goals of the policy.

The district/school will support the efforts of parents to provide a healthy diet and daily physical activity for their children. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards. The district will provide parents & the public with information on healthy foods that meet the requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School, and ideas for policy compliant foods for vending, concessions, a la carte, student stores, classroom parties and fundraising activities

The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support the efforts of parents to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information through a website, newsletter, or other take-home materials, special events, or physical education homework.

(cf. 6020 – Parent Involvement)

G. Monitoring, Compliance and Evaluation

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies and administrative regulations. Administrative regulations may be developed to ensure that information will be gathered to assist the School Board and district in evaluating implementation of these policies and to ensure that necessary documentation is maintained in preparation for the triennial administrative review conducted by Child Nutrition Programs, Department of Education & Early Development.

The Superintendent or designee will designate one or more persons to be responsible for ensuring that each school within the district complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with district nutrition and physical activity goals.

The School Board will receive an annual summary report on district-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the district nutrition and physical activity goals, based on input from the schools within the district. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel, and will be made available to the public.

The district must conduct an assessment of wellness policy every 3 years, at a minimum. The assessment must determine: compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy. The policy must be updated as appropriate.

Legal Reference:

UNITED STATES CODE

Richard B. Russell National School Lunch Act, [42 U.S.C. 1751-1769j](#)

Child Nutrition Act of 1996, [42 U.S.C. 1771-1793](#)

CODE OF FEDERAL REGULATIONS

[7 C.F.R. Parts 210](#) and [220](#), National School Lunch Program and Breakfast Program

FEDERAL REGISTER

Nutrition Standards for All Foods Sold in Schools ("Smart Snacks in School"), Vol. 78, No. 125, Part II, Department of Agriculture (2013)

ALASKA STATUTES

[AS 14.30.360](#) Health education curriculum; physical activity guidelines

[AS 14.03.087](#) Prohibited food additives

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9/92

AASB Policy Reference Manual

E 5040(1) STUDENT NUTRITION AND PHYSICAL ACTIVITY

RICHARD B. RUSSELL NATION SCHOOL LUNCH ACT

SEC. 9A. [ø42 U.S.C. 1758b](#) LOCAL SCHOOL WELLNESS POLICY.

(a) IN GENERAL.— Each local educational agency participating in a program authorized by this Act or the Child Nutrition Act of 1966 ([42 U.S.C. 1771](#) *et seq.*) shall establish a local school wellness policy for all schools under the jurisdiction of the local educational agency.

(b) GUIDELINES.—The Secretary shall promulgate regulations that provide the framework and guidelines for local educational agencies to establish local school wellness policies, including, at a minimum,—

- (1) goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness;
- (2) for all foods available on each school campus under the jurisdiction of the local educational agency during the school day, nutrition guidelines that—
 - (A) are consistent with sections 9 and 17 of this Act, and sections 4 and 10 of the Child Nutrition Act of 1966 ([42 U.S.C. 1773](#), [1779](#)); and
 - (B) promote student health and reduce childhood obesity;
- (3) a requirement that the local educational agency permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the local school wellness policy;
- (4) a requirement that the local educational agency inform and update the public (including parents, students, and others in the community) about the content and implementation of the local school wellness policy; and
- (5) a requirement that the local educational agency—
 - (A) periodically measure and make available to the public an assessment on the implementation of the local school wellness policy, including—

(i) the extent to which schools under the jurisdiction of the local educational agency are in compliance with the local school wellness policy;

(ii) the extent to which the local school wellness policy of the local educational agency compares to model local school wellness policies; and

(iii) a description of the progress made in attaining the goals of the local school wellness policy; and

(B) designate 1 or more local educational agency officials or school officials, as appropriate, to ensure that each school complies with the local school wellness policy.

(c) LOCAL DISCRETION.—The local educational agency shall use the guidelines promulgated by the Secretary under subsection (b) to determine specific policies appropriate for the schools under the jurisdiction of the local educational agency.

Added 4/2014

9/92

AASB Policy Reference Manual

AR 5040 STUDENT NUTRITION AND PHYSICAL ACTIVITY

PLANNING AND PERIODIC REVIEW; REPORTING

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

NUTRITION

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

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

Nutrition Guidelines:

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

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

Nutrition and Dining Environment Goals

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

PHYSICAL EDUCATION

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

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

- (a) Physical education shall be taught by a certified/endorsed physical education teacher.
- (b) Physical education teachers shall receive annual professional development specific to physical education content.

(c) Physical education equipment shall be age- appropriate, inviting, and available in sufficient quantities for all students to be able to participate. Equipment shall be inspected regularly for safety and replaced when needed.

(d) At least 50% of physical education class time should be spent in moderate to vigorous physical activity.

PHYSICAL ACTIVITY

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

Physical Activity Goals

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

(a) Schools shall encourage families to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

(b) Schools shall provide adequate training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.

(c) Schools shall encourage, promote and conduct physical activities that involve families, students, school staff and the community, including safe walking or biking to school.

OTHER SCHOOL-BASED ACTIVITIES

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

Communication Goals

(a) The school district shall encourage and provide opportunities for parents, staff, teachers, school administrators, students, nutrition service professionals and community members to serve as role models in practicing

healthy eating and being physically active, both in the school environment and at home.

(b) The district, to the extent possible, shall provide information and outreach materials about community food programs and other Food and Nutrition Service (FNS) programs such as Food Stamps, the Child Nutrition Program, and Women, Infants and Children (WIC) to students and parents.

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

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AASB POLICY REFERENCE MANUAL

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