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, November 11, 2026 | 5:00 PM | District Office Board Room, 300 Kostrometinoff Street, Sitka, AK 99835

Proposed Agenda

1. **November 11th Review Folder Instructions to Committee**
2. **Continued Review of the 4000s**
   2.a. (ADOPT) BP 4159_4259_4359 – ALL PERSONNEL - EMPLOYEE ASSISTANCE PROGRAMS(RL)
   2.b. (ADOPT) BP 4132_4232_4332 - ALL PERSONNEL - PUBLICATION OR CREATION OF MATERIALS(RL)
   2.c. BP-4161.1 Certificated Personnel - SICK LEAVE
   2.d. BP-4314 Management and Supervisory Personnel - Transfer_Reassignment (1)
3. **BP 4122 Certificated Personnel - Student Teachers**
4. **Individualized Education Program**
5. **Drug Testing Policy**
6. **Grading Policy**
7. **Intruders_Visitors on Campus (Threat Assessment Team)**

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.

Dawn Georgia

From: Dawn Georgia
Sent: Wednesday, November 4, 2026 2:54 PM
To: Roxann Gagner; Jessica Keaveny; Jamie Eells; Amanda Johnson; Laura Rogers; Kat Richards; Keith Shelton; Paul Rioux; Deidre Jenson
Cc: Kathy Forrester; Phil Burdick
Subject: November 11th Policy Committee

Good afternoon!

Here is the link to the November 11th Policy Committee review folder:

November 11th

- Tyler and Megan will join us to go over the changes to the current drug testing policy.
- There are just a few more policies in the 4000s folder for us to go over.
- The Grading Committee has forwarded suggested language changes to our current grading policy.

Threat Assessment Team policy – this may take some work. Here is a message from Deidre regarding its review:

We are planning on doing training in January related to risk assessment teams. Prior to that training, we need to make sure our board policies align with the procedures we are developing. Our current Visitors on Campus policy focuses on welcoming visitors, while the model Intruders on Campus policy provides more direction on visitor registration, staff responsibilities, and responding to safety concerns. The Policy Committee should review both to ensure that this policy reflects what we need it to. Here are my questions for the policy committee:

- Are there policies elsewhere that speak to visitors and that welcoming approach?
- What questions does the committee have regarding risk assessment teams?
- Then we just need to work through our normal review process.

See you next week!

Gunalchéesh!
Dawn Georgia
Executive Administrative Assistant
Sitka School District
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Sitka, AK 99835
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WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

BP 4159/4259/4359 – ALL PERSONNEL - EMPLOYEE ASSISTANCE PROGRAMS

Note: The following **optional** policy may be revised or deleted as desired to reflect district philosophy, needs and resources.

The School Board supports the well-being of all employees and recognizes the benefit to the school system and students of a healthy workforce. The Board also recognizes that school district employees may have personal ~~problems~~ issues which can have detrimental effects upon job performance and student safety. Many personal ~~problems~~ issues are easier to resolve when they are addressed early, before they reach disabling proportions. The School Board encourages employees to seek help when such ~~problems~~ issues exist and to take advantage of the resources that are available to assist them.

Employees shall have confidential access to information about community resources that address personal problems. This information shall be available, on a voluntary basis, to all employees, spouses and dependents.

(cf. 4020 - Drug and Alcohol-Free Workplace)

Management and supervisory staff shall be knowledgeable about the district's employee assistance program. When there are indications of declining performance, attendance problems, or on-the-job behavioral problems, supervisors shall consult with the Superintendent or designee to explore the resolution of such problems.

Note: The federal Americans with Disabilities Act, Section 104 states that an employee who uses drugs or who is an alcoholic may be held to the same job performance standards as held for other employees, even if any unsatisfactory performance is related to the drug use or alcoholism. Section 104 also states that an employer cannot discriminate against an individual who has successfully completed a supervised drug rehabilitation program or an employee who is currently participating in a supervised rehabilitation program and no longer engaging in drug use. The following optional paragraph clarifies that although participation in the assistance program is risk-free, the district reserves the right to discipline in accordance with its existing policies and procedures.

Participation in the assistance program will not jeopardize the employee's employment or career advancement, nor will it protect the employee from disciplinary action for substandard job performance.

(cf. 4115~~/4215/4315~~ - Evaluation/Supervision)
(cf. 4215 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision
(cf. 4118~~/4218~~ - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
Revised 12/2025
9/92

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

BP 4132/4232/4332 - ALL PERSONNEL - PUBLICATION OR CREATION OF MATERIALS

The School Board recognizes the importance of creating a work environment that encourages employee innovation in creating and developing high-quality materials to improve student achievement and the efficiency of district operations.

(cf. 4119.21/4219.21/4319.21 – Codes of Ethics)

(cf. 6162.6 - Use of Copyrighted Materials)

The Superintendent or designee shall oversee the development of instructional materials, computer programs, and other copyrightable materials by employees, independent contractors, and consultants. An employee, independent contractor, or consultant shall notify the Superintendent or designee of his/her intent to publish or register a work developed in whole or in part within the scope of his/her employment.

Instructional materials, computer programs, and other copyrightable materials developed by an employee within the scope of his/her employment shall be the property of the district.

(cf. 3523 – E-mail)

(cf. ~~4040 - Employee Use of District Information Technology~~ 4170/4210/4370 District Issued Portable Technology)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 – Library/Media Centers)

If an employee has developed copyrightable material during both work and non-working hours, and the work was within the scope of his/her employment, the Superintendent or designee shall negotiate a contract with the employee to protect the district's right as to the ownership or partial ownership of the copyright.

(cf. 3312 - Contracts)

The Superintendent or designee shall ensure that any contract with an independent contractor or consultant contains a provision specifying the district's right to ownership of the copyright of any work produced by the contractor or consultant for the district.

The Superintendent or designee may secure copyrights in the name of the district for all copyrightable works developed by the district. All royalties or revenues from these copyrights shall be used for the benefit of the district.

Legal Reference:

UNITED STATES CODE

17 U.S.C. 101-122 Subject matter and scope of copyright

17 U.S.C. 201 Copyright ownership and transfer

~~*Adoption Date: 3/19*~~*Revised 12/2025*

9/92

AASB Policy Reference Manual

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 unpaid 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.

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

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~~ may approve or deny the participation of a host teacher's sponsorship of a student teacher. ~~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.

BP 6159 INDIVIDUALIZED EDUCATION PROGRAM

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.

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

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

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....

Commented [DG2R1]: The model policy has the identical note.

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

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

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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

SITKA SCHOOL DISTRICT

BP 5131.61

HIGH SCHOOL ASAA-SANCTIONED STUDENT ACTIVITIES ALCOHOL, TOBACCO, NICOTINE, AND OTHER DRUG TESTING

SELECTED SCOPE: ASAA-SANCTIONED ACTIVITIES ONLY | Working draft for Policy Committee review - Not adopted

Policy/Regulation	BP 5131.61	**Option**	ASAA-SANCTIONED ONLY
Adopted	_____	**Revised**	_____

Purpose

The Sitka School District recognizes the importance of promoting the health, safety, and well-being of students participating in school-sponsored activities. The District establishes an alcohol, tobacco, nicotine, and other drug testing program to support students in maintaining a substance-free lifestyle; deter the use of alcohol, nicotine, tobacco, and other drugs; provide students with an additional reason to resist peer pressure to use such substances; and encourage students who may be experiencing substance-use concerns to seek appropriate assistance and support.

The District further recognizes that students participating in school-sponsored activities represent Sitka High School and the Sitka School District and that the use or possession of alcohol, nicotine products, tobacco products, electronic smoking devices, controlled substances, or other prohibited substances may adversely affect student health, safety, judgment, performance, and the well-being of others.

Scope

This policy applies to Sitka High School students participating in interscholastic sports or activities sanctioned by the Alaska School Activities Association (ASAA) and subject to ASAA's Tobacco, Alcohol and Controlled Substance requirements.

The specific activities subject to this policy shall be determined in accordance with current ASAA rules and participation requirements.

Participation, Consent, and Authorization for Testing

Participation in activities covered by this policy is a privilege. As a condition of participation, students shall comply with this policy and Administrative Regulation 5131.61, including participation in the District random testing program.

Prior to participation in a covered activity, the student and, when the student is under 18 years of age, the student's parent or legal guardian shall provide written authorization permitting the District to conduct testing in accordance with this policy and Administrative Regulation 5131.61.

A student who does not provide the required authorization shall not be eligible to participate in activities covered by this policy until the required authorization is provided.

Students and parents or legal guardians shall receive notice of this policy, the accompanying administrative regulation, and the requirements of the testing program prior to signing the District testing authorization. The program notice may be incorporated into the signed District authorization form, which is separate from the ASAA Play for Keeps acknowledgment.

A student who refuses or fails to submit to a properly authorized test shall be subject to the eligibility requirements and consequences established in Administrative Regulation 5131.61.

Prohibited Conduct and Testing Authority

Students covered by this policy are prohibited from possessing, using, or distributing alcohol, tobacco products, nicotine products, electronic smoking devices, controlled substances, or other prohibited substances as defined in Administrative Regulation 5131.61.

As a condition of participation in covered activities, students shall be subject to random testing for alcohol, nicotine, controlled substances, and other substances identified in Administrative Regulation 5131.61.

The Superintendent or designee shall establish procedures governing the testing program, including the substances tested, methods of testing, random selection procedures, specimen collection, review and confirmation of test results, and appropriate exceptions for legally prescribed medications or other lawful therapeutic use.

Testing shall be conducted in a manner designed to protect student privacy, maintain the integrity and accuracy of the testing process, and ensure the confidentiality of test results.

Confidentiality and Use of Test Results

Information obtained through the District testing program, including test results, shall be treated as confidential student information and disclosed only as permitted or required by law and to individuals with a legitimate need to know for purposes of administering this policy.

Test results obtained solely through the random testing program shall be used for determining eligibility to participate in covered activities and for providing appropriate student support and intervention. A positive test result, by itself, shall not result in an academic penalty or disciplinary action unrelated to participation in covered activities.

Nothing in this policy limits the District authority to impose discipline under other applicable Board policies or school rules when a student's possession, use, distribution, or other conduct independently constitutes a violation of those policies or rules.

Results obtained solely through random testing shall not be disclosed to law enforcement or juvenile authorities except as required by law.

Violations, Consequences, and Student Support

A positive on-site screening result shall be considered presumptive until the student and parent/legal guardian have had the opportunity to request laboratory confirmation of the same original specimen within 24 consecutive hours following documented notification, as provided in Administrative Regulation 5131.61. If laboratory confirmation is not timely requested, the presumptive positive result may be treated as final under the regulation.

A final positive test under the District testing program constitutes a District BP/AR 5131.61 violation. A reportable ASAA TAD violation shall also be established and reported when the District determines that the evidence meets the prohibited-use, possession, or distribution criteria of the current ASAA TAD policy.

Violations of this policy shall result in appropriate consequences affecting participation in covered activities. Consequences shall be progressive and shall emphasize student accountability, education, intervention, and the opportunity to return to participation when established requirements have been satisfied.

The District shall provide procedures for notifying students and parents or legal guardians of violations and shall provide students an opportunity to respond to or explain a test result before activity eligibility consequences are imposed.

Where applicable, consequences shall meet or exceed eligibility requirements established by ASAA.

Specific consequences, educational or intervention requirements, conditions for return to participation, procedures for subsequent violations, and appeal procedures shall be established in Administrative Regulation 5131.61.

Student Assistance and Self-Referral

The Board recognizes that the purpose of this policy includes encouraging students to make healthy decisions and to seek assistance when they are experiencing difficulty with alcohol, nicotine, tobacco, or other drug use.

Students are strongly encouraged to voluntarily seek assistance from a parent or legal guardian, school administrator, counselor, or other appropriate school employee before a violation is identified through testing or other means.

The District shall establish a self-referral process that provides students who voluntarily seek assistance with access to appropriate education, intervention, counseling, cessation resources, or other supports. To the extent permitted by applicable ASAA requirements and law, the self-referral process should encourage students to seek assistance without fear that requesting help will, by itself, result in additional punitive consequences.

A student must self-refer before being notified of selection for testing and before the District has otherwise identified or begun investigating a possible violation in order to qualify for protections or alternatives available through the self-referral process.

Specific self-referral procedures, eligibility requirements, interventions, and the relationship between self-referral and activity eligibility consequences shall be established in Administrative Regulation 5131.61.

Administration of the Testing Program

The Superintendent or designee shall develop and maintain Administrative Regulation 5131.61 to implement this policy.

The administrative regulation shall establish procedures necessary to ensure that the testing program is fair, reliable, confidential, and consistently administered, including procedures addressing students and activities subject to testing; random selection; substances included in the testing panel; specimen collection and student privacy; screening and laboratory confirmation; review of lawful medications or therapeutic use; notification of test results; refusal or failure to test; attempted manipulation of a specimen or the testing process; appeals; consequences and requirements for return to participation; student education and intervention; self-referral; and maintenance and confidentiality of records.

The Superintendent or designee may modify testing procedures as necessary to reflect changes in law, testing technology, professional standards, vendors, or ASAA requirements, provided such procedures remain consistent with this policy.

Cross References

- BP 5131 - Conduct
- BP 5131.6 - Alcohol and Other Drugs
- BP 5144 - Discipline
- BP 5145.12 - Search and Seizure

Legal References

- Vernonia School District 47J v. Acton, 515 U.S. 646 (1995)
- Board of Education of Independent School District No. 92 of Pottawatomie County v. Earls, 536 U.S. 822 (2002)

Review note: *Legal review is recommended before final adoption, particularly as to scope, confirmation procedures, confidentiality, and the relationship between local consequences and ASAA requirements.*

SITKA SCHOOL DISTRICT

AR 5131.61

HIGH SCHOOL ASAA-SANCTIONED STUDENT ACTIVITIES ALCOHOL, TOBACCO, NICOTINE, AND OTHER DRUG TESTING

SELECTED SCOPE: ASAA-SANCTIONED ACTIVITIES ONLY | Working draft for Policy Committee review - Not adopted

Policy/Regulation	AR 5131.61	**Option**	ASAA-SANCTIONED ONLY
Adopted	_____	**Revised**	_____

Review note: This regulation is accompanied by the District Testing Procedures, Approved Testing Panel, and District Testing Authorization Form. Final equipment/laboratory compatibility, legal review, and staff training must be completed before implementation.

Covered Students, Activities, and Enrollment in the Testing Pool

Covered Students and Activities

All Sitka High School students participating in interscholastic sports or activities sanctioned by the Alaska School Activities Association (ASAA) and subject to ASAA's Tobacco, Alcohol and Controlled Substance requirements are subject to the District random alcohol, nicotine, and other drug testing program.

Covered activities shall be determined according to current ASAA rules and participation requirements. The Superintendent or designee shall maintain a current list of activities covered by this regulation.

Enrollment in the Testing Pool

Before beginning official participation in a covered activity, the student and, if the student is under 18 years of age, the student's parent or legal guardian shall complete the District testing authorization form.

A student shall enter the random testing pool upon beginning official participation in a covered activity and shall remain in the testing pool only for the duration of active participation in that activity. For purposes of this regulation, active participation begins with the first official practice, meeting, or other participation date established for the activity and ends when the activity concludes or the student formally withdraws or is permanently removed.

A student participating in more than one covered activity shall remain continuously in the testing pool while actively participating in one or more covered activities.

Students who join a covered activity after the activity has begun shall enter the testing pool immediately upon becoming a participant and completing all required authorization.

A student remains in the testing pool while listed as an active participant, including during periods of temporary injury, absence, or temporary activity ineligibility, unless the student formally withdraws from or is permanently removed from all covered activities.

A student who formally withdraws from all covered activities shall be removed from the testing pool. Withdrawal after the student has been notified of selection for testing does not cancel the student's obligation to complete the test and does not prevent application of consequences for refusal, failure to test, or another violation occurring before withdrawal.

The principal or designee shall ensure that the testing pool is kept current and accurately reflects active participants.

Consent, Authorization, and Notice

Annual Testing Authorization

Before participating in a covered activity for the first time during each school year, the student and, if the student is under 18 years of age and not otherwise legally authorized to consent on the student's own behalf, the student's parent or legal guardian shall complete the District Alcohol, Nicotine, and Other Drug Testing Authorization Form.

The authorization shall remain in effect for the remainder of the school year unless revoked in writing. A student whose authorization is revoked shall immediately become ineligible to participate in activities covered by BP and AR 5131.61.

A student shall be eligible for random selection only while actively participating in a covered activity. Completion of the annual authorization does not place a student in the random testing pool during periods when the student is not participating in a covered activity.

If a student subsequently begins another covered activity during the same school year, a new authorization form is not required unless the District has materially revised the authorization or testing requirements.

Notice to Students and Families

Before the testing authorization is signed, the District shall provide the student and parent or legal guardian access to BP 5131.61, AR 5131.61, the District Testing Procedures, the Approved Testing Panel, and information explaining the District testing program. The program notice may appear in the signed District authorization form, provided it contains all information listed below and is delivered before signing.

Notice shall include, at a minimum:

- the students and activities subject to the testing program;
- the period during which a student is included in the random testing pool;
- the substances included in the testing program, including nicotine and alcohol;
- the random selection and testing process;
- student privacy and confidentiality protections;
- the process for reviewing a presumptive positive result and requesting laboratory confirmation;
- the consequences of a final positive result;
- the consequences of refusing or failing to complete a required test or attempting to alter, substitute, or manipulate a specimen or test;
- the District student assistance and self-referral process; and
- procedures for questions, review, or appeal of a testing decision.

Students and parents or legal guardians shall be informed that the District random testing period and the period during which ASAA TAD requirements apply are different. Random testing under this regulation occurs only while a student is actively participating in a covered activity. ASAA TAD requirements apply during the time period established by current ASAA rules, including periods when the student is not currently in season or in the District random testing pool.

ASAA Play for Keeps Requirements

The District testing authorization is separate from the ASAA Play for Keeps orientation and Student/Parent/Legal Guardian TAD Acknowledgment. Students and parents or legal guardians shall annually complete applicable ASAA Play for Keeps orientation and acknowledgment requirements as required for eligibility. Completion of the District testing authorization does not replace those requirements.

Random Selection and Frequency of Testing

Weekly Random Testing

Random testing shall be conducted weekly while one or more covered activities are in season.

Each week, five percent (5%) of the students in the active testing pool shall be randomly selected for testing. When five percent of the active testing pool does not result in a whole number, the number selected shall be rounded up to the next whole student.

For purposes of calculating the weekly testing pool, each student shall be included only once, regardless of whether the student is simultaneously participating in more than one covered activity.

All students participating in covered activities at the time of the weekly selection shall be combined into a single Sitka High School testing pool. Selection shall not be conducted separately by team, sport, activity, grade level, gender, or other subgroup.

Random Selection Process

Students shall be selected using a documented random method designed to provide each student in the active testing pool an equal opportunity for selection.

The Superintendent or designee, or a contracted testing provider acting on behalf of the District, shall administer the random selection process in a manner that:

- includes all students who are members of the active testing pool at the time of selection;
- prevents any individual involved in the selection process from intentionally selecting or excluding a particular student;
- protects the confidentiality of student identities before notification; and
- permits the District to document that the selection was conducted randomly and consistently.

Selection for testing during one week does not remove a student from the testing pool or reduce the student's likelihood of selection during a subsequent week. A student may be randomly selected more than once during a season, including in consecutive testing periods, if selected through the established random process.

No student shall be exempted from a random selection because the student has previously tested during the same activity season or school year.

Notification of Selection

Students selected for testing shall be notified privately and as close as reasonably practicable to the time the specimen is to be collected.

The identity of students selected for testing shall be disclosed only to District personnel, testing personnel, and other individuals who have a legitimate need to know in order to administer the testing program.

Once notified of selection, a student shall report for testing as directed and shall remain under appropriate supervision until the testing process is completed.

Absence or Unavailability

A student's legitimate absence or other circumstance beyond the student's control at the time of testing shall not, by itself, constitute a refusal to test.

A student who was randomly selected but is unavailable at the scheduled testing time shall remain selected and shall complete the test as soon as reasonably practicable upon returning or becoming available, provided the student remains an active participant in a covered activity.

A student who has been notified of selection may not avoid the testing requirement by withdrawing from an activity, leaving school without authorization, or otherwise making themselves unavailable for testing. Such conduct shall be addressed under the refusal or failure-to-test provisions of this regulation.

Testing Panel and Scope of Testing

Testing Panel

The District shall utilize urine testing to screen students selected through the random testing program for alcohol, nicotine, controlled substances, and other prohibited substances or their metabolites.

The testing panel shall include, at a minimum, alcohol or its metabolites, including ethyl glucuronide (EtG); nicotine or its metabolites, including cotinine (COT); marijuana/THC; amphetamines and methamphetamine; cocaine; opioids and other narcotics; fentanyl; benzodiazepines; and other controlled or prohibited substances included in the District approved testing panel.

The District may also test for additional controlled substances, synthetic drugs, designer drugs, or other prohibited substances when included in the testing system approved by the Superintendent or designee.

The Superintendent or designee may periodically modify the specific testing panel to reflect changes in testing technology, patterns of substance use, professional recommendations, or availability of testing products, provided that alcohol, nicotine, and marijuana/THC remain included in the testing program unless otherwise directed by the Board.

Specific screening devices, manufacturers, testing thresholds, and laboratory cutoff levels shall be established through District Testing Procedures and the Approved Testing Panel and shall not be required to be listed in this regulation. The District may use a primary test cup and a supplemental cotinine dipstick on separate portions of the same urine specimen, provided the specimen remains suitable for laboratory confirmation.

Prescription Medication and Lawful Therapeutic Use

Students shall not be required to disclose prescription medications to school personnel prior to random testing.

When a presumptive positive screening result may reasonably be attributable to a medication lawfully prescribed to the student, the student and parent or legal guardian shall be provided an opportunity to submit appropriate documentation for confidential review.

A test result attributable to the student's lawful use of a medication prescribed for that student shall not constitute a violation of BP or AR 5131.61.

A positive nicotine or cotinine result shall constitute a nicotine violation unless, prior to the student's notification of selection for testing, the student is participating in a documented nicotine-cessation or other legitimate therapeutic plan recognized by the District.

Initial Screening Result

The District on-site testing device constitutes an initial screening test. A negative screening result shall require no further action under this regulation.

A positive or otherwise non-negative on-site screening result shall be considered a presumptive positive result and shall be communicated confidentially to the student and the student's parent or legal guardian.

Unless laboratory confirmation is timely requested as provided in this regulation, a presumptive positive screening result shall be treated as final for purposes of BP and AR 5131.61 and shall initiate the applicable local activity-eligibility and, when applicable, TAD process.

Optional Laboratory Confirmation

Following a presumptive positive screening result, the student or parent/legal guardian may request laboratory confirmation of the same original specimen.

The request must be made within 24 consecutive hours after documented notification of the presumptive positive result to the parent or legal guardian (or directly to a student legally authorized to act on the student's own behalf). The District shall document the date, time, and method of notification, and shall provide a written/electronic method for making a timely request outside school-office hours.

If laboratory confirmation is requested, the original specimen shall be secured, sealed, and transmitted using established chain-of-custody procedures to a qualified laboratory for confirmatory testing.

If the laboratory confirms the presumptive positive result, the student or parent/legal guardian shall be responsible for the reasonable cost of the laboratory confirmation.

If the laboratory does not confirm the presumptive positive result, the District shall be responsible for the cost, the result shall be treated as negative, and no violation shall be recorded based on that test.

If laboratory confirmation is requested within the established timeframe, the final determination of a violation shall be held pending receipt of the laboratory result. If laboratory confirmation is not requested within 24 consecutive hours after documented notification, the presumptive positive screening result shall be accepted as final for purposes of this regulation, subject to the review and appeal rights provided herein.

Specimen Collection, Privacy, and Chain of Custody

Testing Site and Personnel

The District shall designate an appropriate location for specimen collection that provides reasonable privacy for students while allowing the District to maintain the integrity of the testing process.

Testing shall be administered by trained District personnel, qualified testing-provider personnel, or other individuals authorized by the Superintendent or designee.

Individuals administering the testing program shall be trained in District collection procedures, use of approved testing devices, specimen validity, chain-of-custody requirements, student privacy, confidentiality, and procedures for addressing an invalid, adulterated, substituted, or otherwise questionable specimen.

Verification of Student Identity

Prior to collection, the test administrator shall verify the identity of the student selected for testing and document the student identity and the date and time of collection using District testing records.

Student Privacy

Urine specimens shall be provided in a private restroom, stall, or other appropriate private collection area.

District personnel shall not directly observe the student producing the urine specimen as part of routine collection under this program.

The testing process shall be conducted using the least intrusive procedures reasonably necessary to ensure the integrity and accuracy of the specimen.

Before providing a specimen, the student may be required to:

- remove or secure outer garments such as coats or jackets;
- leave bags, backpacks, purses, containers, and similar personal belongings outside the collection area;
- empty or secure items from pockets when reasonably necessary to protect the integrity of the collection;
- wash and dry their hands; and
- comply with other reasonable collection-site safeguards established in the District Testing Procedures.

These procedures shall be implemented in a manner that respects student dignity and privacy.

Collection and Specimen Validity

The student may randomly select an unused, sealed, approved collection cup from a collection of available cups; the test administrator shall not assign or steer the student toward a particular cup. The test administrator shall verify that the selected cup is appropriate, sealed, and undamaged, and shall follow the manufacturer and District procedures for identification and opening. After providing the specimen, the student shall return it directly to the test administrator before flushing the toilet, washing their hands, or otherwise leaving the collection process.

To the extent practicable, the specimen shall remain within the student's view while initial identification and screening procedures are completed.

The test administrator shall evaluate the specimen in accordance with District Testing Procedures, including appropriate checks of specimen temperature, volume, appearance, and other indicators of specimen validity.

The District may utilize specimen-validity measures incorporated into the approved testing device or otherwise available through the testing process. Such measures may include temperature, creatinine, specific gravity, pH, oxidants or other adulterants, and other scientifically recognized indicators of specimen validity.

A specimen that is dilute or otherwise outside an expected validity range shall not automatically be considered a positive test or an act of tampering. When a specimen cannot be considered valid or suitable for testing, the student may be required to provide another specimen in accordance with District Testing Procedures.

Inability to Provide a Sufficient Specimen

A student's inability to immediately provide a sufficient urine specimen shall not, by itself, constitute refusal to test.

The student shall remain available for testing and shall be given a reasonable opportunity to provide an adequate specimen in accordance with District Testing Procedures.

An unjustified failure to remain available, intentional delay, or failure to comply with reasonable collection instructions may constitute a refusal or failure to test.

Preservation of a Presumptive Positive Specimen

When the initial on-site screening result is negative, the specimen may be disposed of in accordance with District Testing Procedures.

When the initial on-site screening result is presumptive positive, the same original specimen shall be secured and preserved for at least the 24-hour laboratory-confirmation request period in accordance with manufacturer, laboratory, chain-of-custody, storage, and safety requirements. The sample shall remain available for timely shipment if confirmation is requested.

If laboratory confirmation is timely requested, the same original specimen shall be packaged and transmitted to the qualified laboratory in accordance with District Testing Procedures.

Chain of Custody and Security

The District shall maintain procedures sufficient to document the collection, handling, storage, transfer, and disposition of specimens used in the testing program. Chain-of-custody documentation shall identify, as applicable:

- the student from whom the specimen was collected;
- the date and time of collection;
- the individual conducting the collection;
- identification of the specimen;
- the initial screening result;
- each individual taking custody of a presumptive positive specimen;
- storage and transfer of a specimen sent for laboratory confirmation; and
- final disposition of the specimen.

Specimens and testing records shall be secured against unauthorized access.

Refusal, Failure to Test, and Testing-Protocol Violations

Obligation to Complete Testing

Once a student has been notified that the student has been randomly selected for testing, the student shall comply with the testing process and reasonable instructions of the test administrator until the testing process is completed.

A student may not avoid a selected test by withdrawing from an activity, leaving the testing location without authorization, intentionally delaying the testing process, or otherwise making themselves unavailable for testing.

Refusal or Failure to Test

The following constitute a refusal or failure to test when not supported by a legitimate reason accepted by the principal or designee:

- expressly refusing to provide a required specimen;
- failing to report for testing after notification;
- leaving the testing process before completion without authorization;
- intentionally delaying or obstructing the testing process;
- failing to remain available while attempting to provide a sufficient specimen;
- refusing to comply with reasonable collection or specimen-validity procedures; or
- engaging in conduct intended to prevent completion of a valid test.

A refusal or failure to test constitutes a violation of BP and AR 5131.61 and shall result in the full local activity-eligibility consequence established in this regulation, with no reduction, forgiveness, self-reporting reduction, or early return to practice.

A refusal or failure to test shall not, standing alone, be reported as an ASAA TAD violation unless the circumstances independently establish a violation of applicable ASAA Tobacco, Alcohol and Controlled Substance requirements.

Invalid or Questionable Specimen

A specimen that is dilute, outside expected validity parameters, insufficient in volume, or otherwise unsuitable for reliable screening shall not automatically constitute a positive test or testing violation.

When a specimen is determined to be invalid or unsuitable, the student shall be required to provide a new specimen as soon as reasonably practicable.

Repeated invalid specimens may result in additional review and collection safeguards but shall not, by themselves, establish intentional misconduct.

Adulteration, Substitution, or Manipulation

Intentional conduct designed to defeat or interfere with the testing process constitutes a violation of BP and AR 5131.61. Such conduct includes intentionally:

- substituting another person's urine or another substance for the student's specimen;
- adding a substance to a specimen;
- altering or attempting to alter specimen temperature or validity;
- using a device, chemical, or other means intended to defeat the test;
- tampering with a testing device, specimen, seal, or testing record; or
- otherwise manipulating or attempting to manipulate the collection or testing process.

A determination of intentional adulteration, substitution, or manipulation constitutes a District BP/AR 5131.61 violation regardless of the result of any subsequent test and shall receive the full local consequence at the corresponding local offense level, with no reduction or early return to practice.

Administrative Determination

The principal or designee shall make the determination that a student refused testing, failed to test, or intentionally interfered with the testing process after considering the circumstances and providing the student an opportunity to explain. The student and parent/legal guardian shall be notified of the determination and the applicable activity-eligibility consequence.

Consequences and Return to Participation

Determination of a Violation

A violation is considered established when:

- a presumptive positive screening result is accepted without a timely request for laboratory confirmation;
- a requested laboratory confirmation confirms the presumptive positive result;
- the District determines that a student refused or failed to complete required testing without a legitimate reason; or
- the District determines that a student intentionally adulterated, substituted, manipulated, or attempted to defeat the testing process.

When laboratory confirmation is timely requested, a final violation determination shall be held until the laboratory result is received.

A final positive random test constitutes a District BP/AR 5131.61 violation. It constitutes an ASAA TAD violation when the District determines that the evidence also establishes prohibited possession, use, or distribution under applicable ASAA rules, and shall then be reported and administered in accordance with those rules.

Local Consequence Schedule for Positive Random Tests

The local consequence schedule below reflects the Sitka High School Tobacco, Alcohol and Drug Offense Summary Chart in the SHS TAD Violation Policy - Handbook Appendix A. A positive random test does not qualify as a self-reported violation merely because the student acknowledges use after selection or testing.

Local Offense Level	Base Suspension	Reduction / Practice Provision for Positive TAD-Type Violation
1st	20 calendar days from all participation	Current local policy allows 50% forgiveness after 10 calendar days with Student and Parent completion of the 1st-offense ASAA Educational Component and 10 hours of pre-approved community service. Any separate self-report reduction is governed by the current SHS TAD policy.
2nd	45 calendar days from all participation	No forgiveness of calendar-day suspension. Current local policy allows return to practice, but not competition, after 10 calendar days with required educational component and 20 hours of pre-approved community service.
3rd	180 calendar days from all participation	No forgiveness. Current local policy allows return to practice, but not competition, after 30 calendar days with required educational component and 30 hours of pre-approved community service.
4th or subsequent	1 calendar year from all participation	No forgiveness. Current local policy allows return to practice, but not competition, after 60 calendar days with required educational component.

Refusal, Failure to Test, or Intentional Tampering

A refusal or failure to test, intentional adulteration or substitution of a specimen, or other intentional attempt to defeat the testing process shall receive the same full local suspension period applicable at the student's corresponding District BP/AR 5131.61 offense level: 20 calendar days for the first local offense; 45 calendar days for the second local offense; 180 calendar days for the third local offense; and one calendar year for the fourth or subsequent local offense.

No reduction, forgiveness, self-reporting reduction, or early return to practice shall be available for a refusal, failure to test, adulteration, substitution, or intentional attempt to defeat the testing process.

The student must remain completely ineligible for practices, competitions, performances, travel, meetings, and other participation in covered activities for the full suspension period.

Completion of educational, counseling, community-service, or intervention requirements may be required as a condition of reinstatement but shall not shorten the suspension period.

A testing-process violation shall count toward the student's cumulative District BP/AR 5131.61 violation history. It shall not, standing alone, constitute or be reported as an ASAA TAD violation unless separate evidence establishes conduct prohibited by ASAA TAD rules.

Beginning of Suspension

A suspension shall begin on the first calendar day following the District final determination that a violation occurred. If the student is not actively participating in a covered activity when the consequence is imposed, the suspension shall begin on the first day of practice or participation in the student's next covered activity. Calendar-day suspensions shall continue to run in accordance with applicable Sitka High School and ASAA eligibility rules.

School-Sponsored Travel

A positive random test, by itself, shall not establish that prohibited conduct occurred during school-sponsored travel.

Enhanced consequences for a TAD violation occurring during school-sponsored travel shall apply only when the District separately determines that the possession, use, or distribution occurred during school-sponsored travel. Such conduct shall be addressed under the Sitka High School TAD Violation Policy and other applicable District disciplinary rules.

Return to Participation

A student may return to participation after:

1. completing the applicable suspension period or qualifying reduction for a positive TAD-type violation;
2. completing all applicable educational, community-service, assessment, counseling, cessation, or other reinstatement requirements;
3. satisfying applicable ASAA eligibility requirements; and
4. receiving clearance from the principal or designee.

A student serving a consequence for refusal, failure to test, adulteration, substitution, or intentional testing manipulation must complete the entire suspension before returning to either practice or competition.

Student Assistance, Self-Referral, and Self-Reporting

Request for Assistance

A student may voluntarily seek assistance from a parent or legal guardian, school administrator, counselor, or other appropriate school employee regarding concerns about alcohol, nicotine, tobacco, or other drug use.

A student's request for assistance, by itself, shall not constitute a violation of BP or AR 5131.61.

The District shall make reasonable efforts to connect a student seeking assistance with appropriate education, counseling, cessation resources, assessment, or other support.

Self-Referral Before Testing

A student who wishes to seek assistance through the District self-referral process must do so before:

- being notified that the student has been selected for random testing;
- providing a specimen under this regulation;

- the District receiving information establishing or reasonably indicating a possible violation; or
- the District beginning an investigation of a possible violation.

Once any of the circumstances above has occurred, a student may still request assistance and support, but the request shall not prevent the testing process or applicable consequences from proceeding.

Disclosure of an Actual Violation

A request for assistance does not automatically establish that a student has committed a violation.

When a student voluntarily reports conduct that constitutes an actual violation of applicable District or ASAA requirements, the violation shall be handled according to the applicable consequence and self-reporting provisions.

Under the current Sitka High School TAD Violation Policy, District administration may reduce a first-offense suspension when a student self-reports a personal alcohol or drug violation within 48 hours of the incident. Self-reporting may only be considered to reduce a first offense. Any self-reporting reduction shall be applied as provided in the current SHS TAD Violation Policy.

A self-reported violation shall continue to count toward the student's cumulative violation history.

No Self-Referral After Selection

A student may not avoid or reduce the consequences of random testing by attempting to self-refer after being notified of selection for testing.

A student who has been selected shall complete the required test. A subsequent request for counseling, treatment, cessation support, or other assistance shall be encouraged but shall not alter the testing result or applicable consequence except as otherwise expressly provided by District or ASAA policy.

Nicotine Cessation and Therapeutic Plans

A student who is participating in a legitimate nicotine-cessation or therapeutic program should notify an appropriate District administrator of the existence of the plan before being selected for random testing.

The student shall not be required to disclose unnecessary medical information. Documentation sufficient to verify the existence of the plan may be required.

A nicotine or cotinine result consistent with a documented cessation or therapeutic plan established before selection for testing shall be reviewed according to District Testing Procedures and shall not automatically constitute a violation.

Notification, Review, Laboratory Confirmation, and Appeal

Notification of a Presumptive Positive or Other Alleged Violation

When an on-site screening produces a presumptive positive result, or when the District believes a student has refused testing, failed to complete testing, or intentionally interfered with the testing process, the principal or designee shall notify the student and at least one parent or legal guardian as soon as reasonably practicable. The notification shall include:

- the nature of the presumptive positive result or alleged testing violation;
- the applicable consequence if the result or violation becomes final;
- the student opportunity to provide an explanation or relevant information;
- the right to request laboratory confirmation of a presumptive positive result;
- the 24-hour timeframe and cost responsibility for laboratory confirmation; and
- the right to appeal a final District determination.

Opportunity to Explain

Before a final determination is made, the student and parent/legal guardian shall be given an opportunity to provide information relevant to the result or alleged violation, including documentation of a lawfully

prescribed medication or therapeutic plan; information concerning collection or testing irregularities; information explaining an alleged refusal or failure to test; or other information reasonably related to the determination.

Prescription or medical information shall be handled confidentially and disclosed only to individuals with a legitimate need to review it.

Participation While Laboratory Confirmation Is Pending

Upon a presumptive positive screening result, the student shall be temporarily withheld from participation in covered activities pending expiration of the 24-hour laboratory-confirmation request period or, when laboratory confirmation is timely requested, receipt of the laboratory result.

If the result becomes a final positive, days during which the student was temporarily withheld shall be credited toward the applicable suspension period.

If laboratory testing does not confirm the result, the student shall be restored to eligibility as soon as reasonably practicable, and the temporary withholding shall not be recorded as a violation or suspension.

Final Determination

The principal or designee shall make the initial District determination that a violation has occurred after considering the screening result, any requested laboratory confirmation, and information provided by the student or parent/legal guardian. The student and parent/legal guardian shall be notified of the determination and the applicable consequence.

For a final positive test, the District shall make any required report to ASAA in accordance with current ASAA procedures.

Appeal of a Final Determination

The student or parent/legal guardian may appeal a final determination under BP and AR 5131.61 by submitting a written request to the Superintendent or designee within three (3) calendar days of receiving notice of the determination.

The appeal may challenge whether the student was properly subject to testing; whether testing or collection procedures were materially followed; whether a screening or laboratory result was properly interpreted; whether a legitimate medication or therapeutic explanation was improperly rejected; whether conduct constituted refusal, failure to test, or intentional manipulation; the student's assigned local offense level; or whether the applicable consequence was correctly imposed.

The appeal shall not be used to reduce a consequence that is mandatory under this regulation or applicable ASAA requirements merely on the basis of hardship or disagreement with the established penalty.

The Superintendent or designee shall review the relevant records and provide the student and parent/legal guardian an opportunity to present information supporting the appeal. The Superintendent may appoint an administrator or other qualified individual who was not directly responsible for the initial determination to assist in reviewing the appeal.

A written decision shall be provided as soon as reasonably practicable. The Superintendent or designee may affirm, reverse, or modify the determination when necessary to correct an error in the application of BP or AR 5131.61.

Unless otherwise directed by the Superintendent or designee, filing an appeal shall not automatically restore eligibility after a final violation determination. If an appeal results in reversal of the violation, the student shall immediately regain eligibility and the violation shall be removed from the student's District testing history.

Confidentiality, Records, and Access to Testing Information

Confidentiality

All information obtained through the District random testing program shall be treated as confidential student information. Testing information shall be disclosed only to the student, the student's parent or legal guardian when applicable, and District personnel or other individuals who have a legitimate need to know in order to administer BP and AR 5131.61, determine activity eligibility, provide student support, or comply with applicable law or ASAA requirements.

Access to Test Results

Access to specific testing information may include, as appropriate:

- the principal or administrative designee responsible for administering the testing program;
- the Superintendent or designee when necessary for review or appeal;
- personnel responsible for collecting or administering a test;
- laboratory or testing-provider personnel;
- personnel responsible for maintaining required District or ASAA eligibility records; and
- other individuals whose access is necessary to implement this regulation or protect the health or safety of the student.

Coaches, advisors, and activity sponsors ordinarily need only be informed of the student's eligibility status and, when appropriate, the anticipated date of return to participation. They shall not ordinarily be provided the identity of the substance detected, laboratory results, medication information, or other confidential testing details unless such disclosure is reasonably necessary to administer eligibility requirements or protect health or safety.

Medical and Prescription Information

Information provided regarding prescription medications, nicotine-cessation treatment, or other lawful therapeutic use shall be handled with particular care and shall be disclosed only to individuals who require the information to evaluate the test result or administer the testing program.

ASAA Reporting

When a final positive test constitutes an ASAA Tobacco, Alcohol and Controlled Substance violation, the District shall report the violation and related eligibility information to ASAA as required by current ASAA rules and procedures. A District testing-process violation that does not independently establish prohibited possession, use, or distribution, including a refusal or tampering standing alone, shall not be reported to ASAA as a TAD violation.

Law Enforcement

Testing results obtained solely through the District random testing program shall not be provided to law enforcement or juvenile authorities except when disclosure is required by law, court order, or other legally enforceable process. Nothing in this provision prevents the District from responding separately to possession, distribution, or other conduct observed or discovered independently of the random testing process in accordance with applicable District policy and law.

Testing Records

The District shall maintain records sufficient to document administration of the testing program, including as applicable:

- annual testing authorization;
- membership in the active testing pool;
- random selection;
- collection and testing documentation;
- screening results;

- laboratory-confirmation results when requested;
- notices provided to students and parents/legal guardians;
- final violation determinations;
- appeals and appeal decisions;
- District BP/AR 5131.61 violation history;
- ASAA TAD violation history when applicable; and
- completion of reinstatement requirements.

Testing records shall be maintained securely and with access restricted to authorized personnel. Testing records shall be maintained separately from routine academic records to the extent reasonably practicable.

District and ASAA Violation Histories

The District shall distinguish between (1) District BP/AR 5131.61 violations, which include final positive tests, refusal or failure to test, and intentional manipulation of the testing process; and (2) ASAA TAD violations, which include violations required to be reported and tracked under applicable ASAA rules. A District testing-process violation may affect the student's local progressive consequence level even when the incident does not constitute an ASAA TAD violation.

Retention and Destruction

Records shall be retained for the period necessary to administer cumulative District consequences, applicable ASAA eligibility requirements, appeals, and other legal or administrative obligations. District Testing Procedures shall establish specific record-retention and secure-destruction requirements consistent with applicable student-record laws and District record-retention schedules.

Program Administration, Staff Training, and Annual Review

Program Responsibility

The Superintendent or designee shall be responsible for overall administration of the District random alcohol, nicotine, and other drug testing program. The Sitka High School principal or administrative designee shall be responsible for the day-to-day implementation of the program, including:

- maintaining an accurate roster of students in the active testing pool;
- ensuring that students enter and leave the testing pool in accordance with this regulation;
- conducting or overseeing the weekly random selection of five percent (5%) of active participants;
- coordinating specimen collection and initial screening;
- ensuring appropriate notification of students and parents/legal guardians;
- maintaining required testing and eligibility records;
- coordinating laboratory confirmation when requested;
- determining and documenting violations;
- administering applicable activity-eligibility consequences;
- completing required ASAA reporting; and
- protecting the confidentiality of testing information.

The principal may assign specific duties to trained District personnel or contracted testing personnel but remains responsible for ensuring that the program is administered consistently with BP 5131.61, this regulation, and District Testing Procedures.

District Testing Procedures

The Superintendent or designee shall develop and maintain written District Testing Procedures governing operational implementation of the testing program. The procedures shall address, at a minimum:

- approved testing devices and testing vendors;
- the specific substances and metabolites included in the Approved Testing Panel;
- screening cutoff levels and, where applicable, laboratory confirmation standards;

- maintenance of the active testing pool and weekly random-selection procedures;
- student notification and reporting to the testing location;
- collection-site preparation and student privacy, including prohibition against routine direct observation;
- minimum specimen requirements and specimen-validity checks;
- procedures for insufficient, dilute, invalid, or questionable specimens;
- administration and interpretation of on-site screening devices;
- handling, sealing, preservation, and storage of presumptive positive specimens during the 24-hour confirmation-request period;
- chain-of-custody requirements, packaging, and shipment to a qualified laboratory when confirmation is requested;
- laboratory-confirmation procedures;
- documentation of prescription medication or legitimate therapeutic use and nicotine-cessation plans;
- notification of students and parents/legal guardians;
- confidentiality, record retention, and secure destruction;
- procedures for refusal, tampering, substitution, or other attempts to circumvent testing;
- appeal documentation; and
- staff responsibilities at each stage of the testing process.

District Testing Procedures may be modified by the Superintendent or designee as necessary to reflect changes in testing technology, vendors, professional standards, law, or District operations, provided that such changes remain consistent with BP and AR 5131.61.

Approved Testing Panel

The Superintendent or designee shall maintain a written Approved Testing Panel identifying the substances or metabolites screened through the District testing program.

The panel shall include alcohol or its metabolites; nicotine or its metabolites, including cotinine; marijuana/THC; and the other controlled or prohibited substances approved by the District.

The Approved Testing Panel shall identify, as appropriate, the substance or drug class; commonly used testing abbreviation; substance or metabolite detected; screening methodology; screening cutoff level; laboratory-confirmation methodology or standard when applicable; and relevant limitations of the screening test.

The specific testing device or manufacturer may be changed administratively without amendment of this regulation, provided the replacement testing system meets the requirements of BP and AR 5131.61 and the District Testing Procedures.

Training of Testing Personnel

District employees involved in specimen collection, testing, student notification, interpretation of screening results, or maintenance of testing records shall receive appropriate training before performing those responsibilities. Training shall include, as applicable:

- requirements of BP and AR 5131.61;
- student privacy, dignity, and confidentiality;
- operation of approved screening devices;
- specimen collection and specimen-validity procedures;
- chain of custody;
- the distinction between a negative result and a presumptive positive result;
- procedures for optional laboratory confirmation;
- lawful medication and therapeutic-use considerations;
- recognizing possible specimen adulteration or substitution;
- procedures for refusal or inability to provide a specimen;
- required documentation;

- student and parent notification; and
- applicable activity eligibility and ASAA TAD requirements.

Personnel shall receive updated training when testing equipment, procedures, or applicable requirements materially change.

Testing Equipment and Laboratory Services

The District shall use screening devices and laboratory services appropriate for the purposes of the testing program.

Before approving a testing device or laboratory service, the Superintendent or designee shall consider reliability, available drug and metabolite panels, specimen-validity capabilities, confirmation options, chain-of-custody requirements, storage and shipping requirements, and other relevant professional or operational considerations.

A laboratory used for confirmation shall employ an appropriately specific confirmatory method and shall provide documentation sufficient for the District to determine whether the presumptive positive screening result was confirmed.

Annual Program Review

At least annually, the Superintendent or designee shall review the testing program to determine whether its procedures remain appropriate, reliable, and consistent with District policy and applicable ASAA requirements. The annual review should include the approved testing panel; available testing technology; substances of concern among students; screening and confirmation procedures; collection and privacy practices; training needs; testing frequency and administration; laboratory and vendor performance; confidentiality and recordkeeping practices; and changes to ASAA Tobacco, Alcohol and Controlled Substance requirements.

Any recommended change that would alter the fundamental scope or purpose of BP 5131.61 shall be referred to the Board for consideration.

Review note (not part of proposed regulation): Local consequence provisions remain based on the SHS TAD Violation Policy - Handbook Appendix A (Updated Fall 2018). Confirm alignment with the current District handbook and the 2026-27 ASAA Play for Keeps requirements, especially ASAA's calendar-month suspension minimums and requirements for reporting qualifying violations.

Current policy (BP 5121):

~~The School Board believes that students and parents/guardians have the right to receive an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level, not in relation to the work of other students in one particular class.~~

~~Assessment should be based on impartial, consistent observation of the quality of the student's performance and his/hertheir mastery of proficiency in course content and objectives. as demonstrated through performance based assessment.~~

New suggestion:

The School Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.

Each school shall establish a uniform grading system that shall be outlined in the school handbook reviewed annually to inform students and parents/guardians how academic performance will be evaluated in the classroom and how learning will be communicated to parents and students.

Commented [DJ1]: and "communicates learning to the parents and students." Based off our executive summary...

A teacher shall base a student's grades solely on the quality of the student's academic work and his/her mastery of course content based on district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.

The District will provide annual K-12 alignment with grading policy professional development. Administrators are responsible for providing annual calibration within their school.

Model Policy

BP 3515.2 INTRUDERS ON CAMPUS

The School Board is committed to keeping the schools safe from intruders and requires all visitors to register upon coming on campus.

The principal or designee shall promptly expel from school premises any individual he/she thinks might disrupt normal school operations, threaten the health and safety of students or staff, or cause property damage.

The principal or designee shall ensure that all staff members know what action to take when they observe strangers on school grounds and when and how to get help from law enforcement authorities.

(cf. 1250 - Visits to the Schools)

(cf. 3515 - School Safety and Security)

(cf. 4158 - Employee Security)

(cf. 5131.4 - Campus Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

9/92

AASB Policy Reference Manual

Commented [DG1]: SSD BP 3515.2 is Visitors on Campus - we need to update ours to the model policy or the Valdez policy - Intruders on Campus

Commented [JK2]: register/sign in?

BP 3515.2 Intruders on Campus

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School administrators may request through the Superintendent that any individual, that in their judgment is disruptive and refuses to leave the premises, be trespassed from the building. Once the Superintendent has been informed of the request, the building principal shall call law enforcement to request the trespass notice. The length of the trespass notice shall be as short as is necessary

(cf. 1250 - Visits to the Schools)

(cf. 3515 - School Safety and Security)

(cf. 4158 - Employee Security)

(cf. 5131.4 - Campus Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Commented [DG1]: Valdez added this paragraph to the model policy.

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BP 3515.2 VISITORS ON CAMPUS

Commented [DG1]: We should change our policy to match Valdez or AASB Model Policy.

The School Board welcomes and encourages parents, educators and other interested members of the community to visit the schools and view the educational program. The Superintendent or designee shall establish procedures to facilitate visits, to prevent the disruption of the educational program, and to protect the health and safety of students and staff.

The Superintendent, the building principals, and their designees each possess the authority to prohibit the entry of any person on the property of this district or to expel any person from district property when there is reason to believe the presence of the person on district property would be disruptive to or otherwise impair the district's program. If any person refuses to leave district property after having been requested to do so pursuant to this policy, district personnel are authorized to request assistance from local law enforcement officials in order to remove the person.

(cf. 1250 - Visits to the Schools)

(cf. 3515 - School Safety and Security)

(cf. 4158 - Employee Security)

(cf. 5131.4 - Campus Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Adoption Date: August 1, 1995

Revision Date: November 4, 2013

VALDEZ CITY SCHOOLS
THREAT ASSESSMENT GUIDEBOOK

The Valdez School District is committed to providing a safe environment where students and staff work together for the educational, social, and extra-curricular advancement of all. While the school district embraces A.L.I.C.E., a response strategy designed to increase survivability during an armed assailant event, the district is unequivocally committed to violence and threat assessment prevention as well.

Threat assessment is a violence prevention strategy that involves: (a) identifying threats to commit a violent act, (b) determining the seriousness of the threat, and (c) developing intervention plans that protect potential victims and address the underlying problem or conflict that caused the threatening behavior. The team approach to threat assessment aids in understanding the *bigger picture* for a given event or circumstance through appropriate information sharing. It also facilitates the differentiation between an actual threat and a non-threat.

It is vital to understand Threat Assessment Teams do not embody disciplinary action (discipline may be consequential, but it is not the primary purpose). The focus is on helping individuals, conflict resolution, and safety. This is accomplished by identifying, assessing, and managing known threats in a timely manner. Nothing in this policy precludes school district personnel from acting immediately to address an imminent or active threat.

The Superintendent or his/her designee shall, in conjunction with the Valdez Police Department, establish Threat Assessment Teams to oversee known district-wide and specific school-level threats, or other known threats that may have an effect or influence upon the Valdez School District, staff, or students. Working together demonstrates that, threat assessment is not solely a function of the police department or of the Valdez City School district independently; it is an overarching community partnership for student and staff safety.

Valdez City Schools (VCS) threat assessment teams and policies are modeled after best-practices and guidelines established by the United States Board of Education, the Virginia Department of Criminal Justice Services: Virginia Center for School and Campus Safety, and the United States Secret Service. VCS threat assessment teams are also orchestrated to address local needs and concerns as well.

The establishment and employment of these teams shall conform to Alaska state statute, to include but not be limited to:

1. AS 47.12.310 Agency Records
2. AS 47.12.315 Public Disclosure of Information in Agency Records Relating to Certain Minors
3. AS 14.33.120 School Disciplinary and Safety Program
4. AS 14.33.130 Enforcement of Approved Program; Additional Safety Obligation
5. AS 14.33.140 Civil Liability For Enforcing Disciplinary and Safety Program

Likewise, the following Valdez City School Board policies shall apply:

1. BP 1410 Interagency Cooperation For Student And Staff Safety
2. BP 3515 School Safety and Security
3. BP 3515.2 Intruders on Campus
4. BP 4158/4258/4358 Employee Security
5. BP 4157/4257/4357 Employee Safety

All VCS staff employed or contracted by the Valdez City School District shall report a known threat as soon as is reasonably possible to the appropriate building principal, superintendent, or to another administrator. Known threats shall also be reported to the Valdez Police Department as soon as is reasonably possible. The school district shall provide training to educate staff on what constitutes a threat. Parents, students, and other community members are also highly encouraged to report any known threat to the appropriate building principal and/or to the police department. Reference shall be made in the student handbook on reporting.

School-level team construction shall include, at minimum, when available:

1. Building principal or his/her designee (In case of absence, the inclusion of the next higher building principal is also an option, especially when transition is upcoming. I.E. for a middle school threat, the high school principal would be contacted if the GMS principal or his designee is unavailable.)
2. Building school counselor (or other school counselor if unavailable)
3. Valdez Police Department representative (School Resource Officer preferable)
4. Others as needed and invited

District team level construction shall include, at minimum, when available:

1. Superintendent
2. HHES, GMS, and VHS building principals
3. HHES, GMS, and VHS School Counselors
4. Valdez Police Department representative(s) (School Resource Officer preferable)
5. Others as needed and invited

Other team members *as needed and invited* include:

1. Director of Special Education when special education students are involved
2. Office of Child Services representative(s) – State of Alaska
3. Juvenile Probation Officer
4. Providence Valdez Counseling Center (VCS appropriate therapist)
5. Prince William Sound Community College representative
6. Parents/Guardians
7. Student(s)

8. Victim/Perpetrator representation (The victim and the perpetrator and their respective families should not meet at the same time. The two groups may meet together later; however, the first meeting should not include both.)
9. Other individuals having viable and credible information specific to the threat as needed

Threat assessment is a multidisciplinary team approach (MDT). Team meetings may be convened in a tiered manner similar to Response to Intervention (RTI). The MDT meets to be initially informed on the threat and to create a plan to address the threat utilizing further team meetings as needed. Other team members may be added to both initial and successive team meetings in order to sufficiently address a threat. The building principal or the Superintendent acts as the MDT coordinator. School counselors may act as a secretary for documentation purposes.

The teams will assess and intervene with individuals whose behavior may pose a threat to the safety of school staff or students. Groups or people the TAT would meet about, once a threat has been identified, include:

A. Students: current, former, and prospective
B. Employees: current, former, and potentially prospective
C. Parents/guardians of students
D. Persons who are (or have been) in relationships with faculty, staff or students
E. Contractors, vendors or other visitors
F. Unaffiliated persons

If the threat involves a VCS staff member on another staff member, non-reporting staff members may, in certain circumstances, be excused from applicable team meetings in an effort to provide continued and unbiased support to staff. (i.e. school counselors would not sit a staff on staff TAT meeting).

The district team shall meet once per quarter. Individual school teams shall meet monthly. District and School teams shall meet in addition to quarterly or monthly as needed. Although not mandated in this guidebook, teams may also meet when school is not in session as necessary or requested.

It is important to recognize that the MDT is a group of people who are highly trained in their own field. There is no requisite formal training needed to begin. The teams should come together however, to *practice* using their individual skills as a team. Practice should occur at least once a quarter, and may occur at a pre-scheduled monthly meeting. The MDT will document and retain the practice content of the quarterly meetings. Practice should include:

1. Table-Top Exercises
2. Legal Training (AK Legislation, laws governing dissemination/use of juvenile criminal justice related information, etc.)
3. Lessons learned

There are three types of threats the MDT would address: Transient, substantive, and worrisome behaviors.

Transient Threat (These threats would not always warrant a full team meeting. Intervention should be appropriate, and the situation documented.)

1. Non-genuine expression
2. Non-enduring intent to harm
3. Temporary feelings of anger
4. Tactic in argument
5. Intended as joke or figure of speech
6. Resolved on scene or in office (time-limited)
7. Ends with apology, retraction, or clarification

Substantive Threat (These are threats the team will meet on.)

1. Specific and plausible details such as a specific victim, time, place, and method
2. Repeated over time or conveyed to differing individuals
3. Acts involving planning, substantial thought, or preparatory steps
4. Recruitment or involvement of accomplices
5. Invitation for an audience to observe threat being carried out
6. Physical evidence of intent to carry out threat (e.g., lists, drawings, written plan, social media and other "electronica")
7. Anonymous reports of threat to staff, student, affiliated persons, or district property

Worrisome Behaviors (These threats the team may or may not meet on.)

1. Unusual social distancing or isolation of subjects from peers and family members
2. Sullen or depressed behavior from an otherwise friendly and positive person
3. Out of context outbursts of verbal or physical aggression
4. Increased levels of agitation, frustration and anger
5. Confrontational, accusatory or blaming behavior
6. An unusual interest in or fascination with weapons; and/or
7. Fixation on violence as means of addressing a grievance
8. Sudden changes in normative behaviors (i.e. drastic changes in grades, participation in prohibited substances, and increases in law enforcement contacts among others)

When the team meets, and a credible threat is discussed, the team shall assign the incident a number (i.e. TAT18-000). The team shall document the findings, and any actions or proposed actions taken, into a digital record until the circumstance is closed by the team. All documentation will be maintained by the principal or his/her designee. The digital record shall be housed on Power School and may only be accessed by: a building principal, the Superintendent, a law enforcement representative (preferably the SRO), and a school counselor. Records are eligible for FERPA storage.

Prior to any release of information outside of the MDT, a proprietary *Request/Release of Information* form shall be submitted by the requesting party and will contain the following information:

1. The name of the requesting party or organization; including a hand signature
2. The name of the subject(s) or threat requested with the approximate date of the threat
3. A detailed reason for the request
4. The MDT incident(s) case number
5. Three authorization signatures from: the building principal and/or Superintendent, a law enforcement representative (preferably the SRO), and a school counselor

The school board recognizes the importance of cooperation and collaboration amongst MDT members, inclusive of the *process*, for the collective safety and overall healthy climate of the school district. As a result, MDT members shall participate in an annual review of the Threat Assessment Team's collaborative efficacy. This may be accomplished as simply as implementing an anonymous annual survey amongst the members. Although most issues can be resolved through effective interpersonal communication, unresolved concerns related to specific MDT members or the process may also be brought to the attention of the Superintendent. The MDT shall provide the school board with an annual report.

The report will be generated at the conclusion of each school year and will contain the following information:

1. The total number of documented threats addressed by the team
2. The total number of documented threats per school building
3. The total number of documented district-level threats
4. The total number of documented threats per calendar month
5. The total number of unresolved threats
6. The annual MDT efficacy review
7. Documentation that describes the quarterly team practices

No member of the MDT may disclose any information or use such information for any purpose other than evaluating threats to students, school personnel, and others associated with the Valdez School District. Upon a preliminary determination that a student, staff member, or other community member directly or indirectly affecting the Valdez School District poses a threat of violence or physical harm to self or others, the team shall immediately report its determination to the Administrative team, as well as law enforcement (as needed).

No member of the MDT shall disclose any criminal history record information or health information obtained pursuant to this policy or otherwise use, share, or disseminate any record of an individual beyond the purpose for which such disclosure was made to the TAT.

Prior to team meetings, all participants will have a signed disclosure form on file governing the use and/or dissemination of information acquired, discussed, utilized, or shared within the bounds of the MDT. Signed disclosure forms are valid for one calendar year and shall be renewed annually. The school board may review signed MDT disclosure forms to ensure each team member is accountable and current for the privacy of those involved and to protect the school district. School Board members may not be apprised of specifics regarding student involvement until, or at the time, it may be necessary for school board members to initiate disciplinary action on behalf of a student.

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AS 47.12.310. Agency Records.[juvenile information disclosure to schools and the public regarding significant health, safety, and welfare concerns]

(a) Except as specified in AS 47.12.315 , 47.12.320, and (b) - (g) of this section, all information and social records pertaining to a minor who is subject to this chapter or AS 47.17 prepared by or in the possession of a federal, state, or municipal agency or employee in the discharge of the agency's or employee's official duty, including driver's license actions under AS 28.15.185 , are privileged and may not be disclosed directly or indirectly to anyone without a court order.
(b) A state or municipal agency or employee [**shall**] disclose
(1) information regarding a case to a federal, state, or municipal law enforcement agency for a specific investigation being conducted by that agency;
(2) [**appropriate information**] regarding a case to
(A) a guardian ad litem appointed by the court;
(B) a person or an agency requested by the department or the minor's legal custodian to provide consultation or services for a minor who is subject to the jurisdiction of the court under this chapter as necessary to enable the provision of the consultation or services;
(C) [**school officials**] as may be necessary to protect the safety of the minor who is the subject of the case and the safety of school students and staff or to enable the school to provide appropriate counseling and supportive services to meet the needs of a minor about whom information is disclosed;
(D) a governmental agency as may be necessary to obtain that agency's assistance for the department in its investigation or to obtain physical custody of a minor;
(E) a law enforcement agency of this state or another jurisdiction as may be necessary for the protection, rehabilitation, or supervision of any minor or for actions by that agency to protect the public safety;
(F) a victim or to the victim's insurance company as may be necessary to inform the victim or the insurance company about the arrest of the minor, including the minor's name and the names of the minor's parents, copies of reports, or the disposition or resolution of a case involving a minor;
(G) the state medical examiner under AS 12.65 as may be necessary to perform the duties of the state medical examiner;
(H) foster parents or relatives with whom the child is placed by the department as may be necessary to enable the foster parents or relatives to provide appropriate care for the child who is the subject of the case, to protect the safety of the child who is the subject of the case, and to protect the safety and property of family members and visitors of the foster parents or relatives;
(I) the Department of Law or its agent for use and subsequent release if necessary for collection of an order of restitution on behalf of the recipient;
(J) the Violent Crimes Compensation Board established in AS 18.67.020 for use in awarding compensation under AS 18.67.080 ; and
(K) a state, municipal, or federal agency of this state or another jurisdiction that has the authority to license adult or children's facilities and services.
(3) to the University of Alaska under the Alaska higher education savings program for children established under AS 47.14.400 information that is necessary to support the program, but only if the information released is maintained as a confidential record by the University of Alaska.
(c) [**A state or municipal law enforcement agency**]
(1) shall disclose information regarding a case that is needed by the person or agency charged with making a preliminary investigation for the information of the court under this chapter;

(2) may disclose to the public information regarding a criminal offense in which a minor is a suspect, victim, or witness if the minor is not identified by the disclosure;
(3) [**may disclose to school officials**] information regarding a case as may be necessary to protect the safety of school students and staff or to enable the school to provide appropriate counseling and supportive services to meet the needs of a minor about whom information is disclosed;
(4) [**may disclose to the public**] information regarding a case as may be necessary to protect the safety of the public; and
(5) may disclose to a victim or to the victim's insurance company information, including copies of reports, as necessary for civil litigation or insurance claims pursued by or against the victim.
(d) Upon request of a victim, the department shall make every reasonable effort to notify the victim as soon as practicable, by telephone or in writing, when a delinquent minor is to be released from placement in a juvenile facility under AS 47.12.120 (b)(1). The notice under this subsection must include the expected date of the delinquent minor's release, the geographic area in which the delinquent minor is required to reside, and other pertinent information concerning the delinquent minor's conditions of release that may affect the victim.
(e) A person may authorize the department to release information to the military or to a prospective employer about the existence of a delinquency adjudication against that person under this chapter and the offense on which it was based.
(f) The department may release to a person with a legitimate interest information relating to minors not subject to the jurisdiction of the court under this chapter. The department shall adopt regulations governing the release of information and identifying a sufficient legitimate interest.
(g) [**The department and affected law enforcement agencies shall work with school districts**] and private schools to develop procedures for the disclosure of information to school officials under (b)(2)(C) and (c)(3) of this section. The procedures must provide a method for informing the principal or the principal's designee of the school the student attends as soon as it is reasonably practicable.
(h) Notwithstanding (c)(3) of this section, a state or municipal law enforcement agency is not required to notify the appropriate school official of a school district or school under (c) of this section if the agency determines that notice would jeopardize an ongoing investigation.
(i) A state or municipal agency, other than a state or municipal law enforcement agency, or authorized employee may disclose to the public information regarding a case as may be necessary to protect the safety of the public provided the disclosure is authorized by regulations adopted by the department.
(j) In this section, "school" means a public or private elementary or secondary school.
(k) A person who discloses confidential information in violation of this section is guilty of a class B misdemeanor.

AS 47.12.315. Public Disclosure of Information in Agency Records Relating to Certain Minors. [applies to juveniles charged into juvenile court for specific crimes]

(a) Notwithstanding AS 47.12.310 , when an agency takes action under AS 47.12.040(a)(1) to adjust a matter, or when under AS 47.12.040 (a)(2) the court directs the agency to adjust the matter, the agency

(1) [**shall, for a minor who is at least 13 years of age at the time of commission of the offense, disclose to the public**] the name of the minor, the name or names of the parent, parents, or guardian of the minor, the action required by the agency to be taken by the minor under AS 47.12.060 to adjust the matter, and information about the offense exclusive of information that identifies the victim of the offense, if the minor was, under AS 47.12.020 , previously alleged to be a delinquent minor on the basis of the minor's commission of at least one offense and, on the basis of that allegation, a state agency has, under AS 47.12.040 (a), been asked to make a preliminary inquiry to determine if any action on that matter is appropriate, and, if the minor is alleged to be a delinquent minor on the basis of the minor's commission of another offense, exercise of agency jurisdiction is based on the minor's alleged commission of that other offense, and that other offense is one of the following:

(A) a crime against a person that is punishable as a felony;
(B) a crime in which the minor employed a deadly weapon, as that term is defined in AS 11.81.900 (b), in committing the crime;
(C) arson under AS 11.46.400 - 11.46.410;
(D) burglary under AS 11.46.300 ;
(E) distribution of child pornography under AS 11.61.125 ;
(F) promoting prostitution in the first degree under AS 11.66.110 ; or
(G) misconduct involving a controlled substance under AS 11.71 involving the delivery of a controlled substance or the possession of a controlled substance with intent to deliver, other than an offense under AS 11.71.040 or 11.71.050; and

(2) [**may, for a minor who is at least 13 years of age at the time of commission of the offense, disclose to the public**] the name of the minor, the name or names of the parent, parents, or guardian of the minor, the action required by the agency to be taken by the minor under AS 47.12.060 to adjust the matter, and information about the offense exclusive of information that identifies the victim of the offense [**if the minor has knowingly failed to comply with all terms and conditions required of the minor by the agency to adjust the matter under AS 47.12.060(b).**]

(b) [**The department shall publicly disclose the name of a minor**], the name or names of the minor's parent, parents, or guardian, and the alleged offense exclusive of information that identifies the victim of the offense, and, when available, the outcome of proceedings before the court [**if, under AS 47.12.040 (a)(1)(B) or AS 47.12.040 (a)(2), the department files with the court a petition seeking adjudication of the minor as a delinquent based on**]

(1) the minor's alleged commission of an offense, the minor was at least 13 years of age at the time of commission of the offense, and the minor has knowingly failed to comply with all the

terms and conditions required of the minor by the department or imposed on the minor in a court order entered under AS 47.12.040 (a)(2) or 47.12.120;

(2) the minor's alleged commission of an offense set out in this paragraph and the minor was at least 13 years of age at the time of commission of the offense; the provisions of this paragraph apply to the minor's commission of

(A) a crime against a person that is punishable as a felony;
(B) a crime in which the minor employed a deadly weapon, as that term is defined in AS 11.81.900 (b), in committing the crime;
(C) arson under AS 11.46.400 - 11.46.410;
(D) burglary under AS 11.46.300 ;
(E) distribution of child pornography under AS 11.61.125 ;
(F) promoting prostitution in the first degree under AS 11.66.110 ; or
(G) misconduct involving a controlled substance under AS 11.71 involving the delivery of a controlled substance or the possession of a controlled substance with intent to deliver, other than an offense under AS 11.71.040 or 11.71.050; or

(3) the minor's alleged commission of a felony and the minor was 16 years of age or older at the time of commission of the offense when the minor has previously been convicted or adjudicated a delinquent minor based on the minor's commission of an offense that is a felony.

(c) If, under AS 47.12.060 (a), the agency determines that a matter should be dismissed or if, under AS 47.12.120 (c), the court finds that a minor is not delinquent and dismisses the case against the minor, the minor may request the department to disclose information about the matter or the case to the public. If the minor makes a request under this subsection, the department shall disclose to the public information about the disposition of the matter or case under AS 47.12.060(a) or 47.12.120(c), as appropriate, exclusive of information that identifies the victim of the alleged offense.

(d) When required by this section to disclose information,

(1) the department or other agency may not disclose the name of an out-of-home care provider with whom the minor was living at the time the minor was alleged to have committed the offense if the minor had been placed in out-of-home care with that provider on other than a permanent or long-term basis; in this paragraph, "out-of-home care provider" means an agency or person, other than the child's legal parents, with whom a child who is in the custody of the state under AS 47.10.080(c)(1) or (3), 47.10.142, or AS 47.14.100 (c) is currently placed; "agency or person" includes a foster parent, a relative other than a parent, a person who has petitioned for adoption of the child, and a residential child care facility;

(2) if the department or other agency maintains the information to be disclosed by electronic means that can be recovered from a computer data base, the department or agency may disclose the information in that medium.

(e) The department or an agency may not release information about a minor under this section if the offense allegedly committed by the minor on which the information is based occurred before January 1, 1998. The authority to release information under this section is limited to five years from the date the department or other agency is first required or authorized to make the disclosure. However, the limitation of this section does not apply if the department or other agency determines that during the five-year period the minor

(1) has knowingly failed to make all restitution payments required of the minor by AS 47.12.060 (b) or 47.12.120(b)(4); or

(2) has committed a crime punishable as a felony.

(f) When disclosure is required under this section, the department may petition the court for an order prohibiting the disclosure. The court may grant the petition if, on the basis of information presented in the petition or at an in camera hearing held on the petition, the court finds that

(1) the crime was an isolated incident and the minor does not present any further danger to the public; or

(2) the victim agrees that disclosure is inappropriate.

(g) In this section, when disclosure of information is dependent on the minor's previous conviction or adjudication as a deliquent, or on the minor's failure to comply with all terms and conditions required of or imposed on the minor, the department or other agency required to make the disclosure shall consider the minor's previous conviction or delinquency adjudication, or a term or condition required or imposed on the minor, that occurred before September 2, 1997, but may not consider a conviction or adjudication that occurred or a term or condition that was required or imposed earlier than five years before September 2, 1997.

AS 14.33.120. School Disciplinary and Safety Program.

(a) [**Each governing body shall adopt a written school disciplinary and safety program**.] The program required under this subsection must include written
(1) standards for student behavior and safety that reflect community standards and that include, at a minimum, basic requirements for respect and honesty; standards required under this paragraph must be developed and periodically reviewed with the collaboration of members of each school, parents, teachers, and other persons responsible for the students at a school; a governing body may require that standards developed under this paragraph be consistent for all schools in an attendance area or the district;
(2) standards relating to when a teacher is authorized to remove a student from the classroom for
(A) failure to follow student behavior and safety standards; or
(B) behavior described under AS 14.30.045 (1) or (2);
(3) [**procedures for notifying teachers of dangerous students consistent with**] AS 47.12.310 (b);
(4) standards relating to when a teacher, teacher's assistant, or other person responsible for students is authorized to use reasonable and appropriate force to maintain classroom safety and discipline as described under AS 11.81.430 (a)(2);
(5) policies necessary to comply with provisions of state and federal law, including 20 U.S.C. 1400 - 1485 (Individuals with Disabilities Education Act);
(6) standards to address needs of students for whom mental health or substance abuse may be a contributing factor to noncompliance with the school disciplinary and safety program;
(7) policies for implementing a student conflict resolution strategy, including the nonviolent resolution or mediation of conflicts and procedures for reporting and resolving conflicts;
(8) procedures for periodic review and revision of the school disciplinary and safety program.
(b) A school district shall report information relating to school district disciplinary and safety programs as required by the department, including incidents of disruptive or violent behavior.

AS 14.33.130. Enforcement of Approved Program; Additional Safety Obligations.

(a) [**A teacher, a teacher's assistant, a principal, or another person responsible for students may not be terminated or otherwise subjected to formal disciplinary**] action for lawful enforcement of an approved school disciplinary and safety program, including behavior standards, adopted under AS 14.33.120 .
(b) A teacher, a teacher's assistant, a principal, or another person responsible for students who
(1) receives information about a student under AS 47.12.310 (b) [**or receives information that may affect the safety of students or staff shall notify the student's teacher or a school administrator**]; and
(2) in the course of employment, observes a student committing a crime shall report the crime to the local law enforcement agency; in this paragraph, "crime" has the meaning given in AS 11.81.900 .

AS 14.33.140. Civil Liability For Enforcing Disciplinary and Safety Program.

[**A teacher, a teacher's assistant, a principal, or another person responsible for students is not liable for civil damage**] resulting from an act or omission (1) arising out of enforcement of an approved school disciplinary and safety program adopted under AS 14.33.120 ; and (2) arising out of and in the course of employment unless the act or omission constitutes gross negligence or reckless or intentional misconduct.

Article 04. HARASSMENT, INTIMIDATION, AND BULLYING

BP 1410 Interagency Cooperation For Student And Staff Safety

Note: [**State law allows the sharing of information between law enforcement agencies and school districts**] when a student has committed, or been the victim of, a serious crime. Law enforcement and youth service agencies are authorized to disclose information to a school district as may be necessary to protect the safety of school students and staff and [**this information should be disclosed as soon as it is reasonably practicable.**] The Board should work with the appropriate youth services or law enforcement agencies in the community to develop procedures for the disclosure of information to school officials. By January 1, 2001, districts must have procedures in place for notifying teachers of dangerous students when information is received from law enforcement or other agencies. [**In addition, the Board should direct the development of procedures for ensuring the confidentiality of this information once it is received by the district.**]

[**Students and staff have a right to feel safe and secure within the school environment. The Board recognizes that a safe school environment can be furthered by cooperation between the district and other agencies, including law enforcement.** The district will actively facilitate such cooperation, including the sharing of criminal information as allowed by law. **The Superintendent or designee shall work with appropriate agencies for the sharing of information as may be necessary to protect the safety of school students and staff.**]

A teacher, teacher's assistant, principal, or other person responsible for students' who receives information about a student that may affect the safety of students or staff, including information from other agencies, shall disclose such information in accordance with the procedures developed by the Superintendent.

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

Staff members who, in the course of their employment, observe a student committing a crime shall report the crime to local law enforcement. The staff member shall also immediately report the crime to their immediate Supervisor, who shall then notify the Superintendent.

Programs and activities designed to enrich District curriculum and to develop and promote good citizenship and a healthy attitude toward law enforcement agencies and officials will be encouraged by the District. Law enforcement participation in such programs and activities is encouraged.

Law enforcement officials may enter school facilities if a crime has been committed on district property or to investigate matters concerning staff and students upon request initiated by either agency officials or by district administrators.

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

(cf. 3515 - School Safety and Security)

(cf. 5125 - Student Records)

(cf. 5142 - Safety)

Legal References:

ALASKA STATUTES

11.81.900 Definitions

14.12.150-14.12.170 Regional Resource Centers

14.33.120 School Disciplinary and Safety Program

14.33.130 Enforcement of Approved Program, Additional Safety Obligations

47.12.310 Agency Records

47.12.315 Public Disclosure of Information in Agency Records Relating to Certain Minors

47.10.093 Disclosure of Agency Records

47.10.090 and 47.12.300 Court Records

Revised 9/2000

BP 3515 School Safety and Security

[**The School Board is fully committed to preventing violence and crime on school grounds**.] The Superintendent and staff shall strictly enforce district policies and regulations related to crime, campus disturbances, campus intruders, student safety, student conduct and student discipline.

(cf. 3514 - Environmental Safety)

(cf. 3515.2 - Intruders on Campus)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131 - Student Conduct)

(cf. 5131.4 - Campus Disturbances)

(cf. 5131.5 - Vandalism)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5142 - Student Safety)

(cf. 5144 - Discipline)

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

(cf. 6114 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee shall establish procedures for securing records and funds and for protecting buildings against vandalism and burglary during non-business hours. The Superintendent or designee also shall investigate ways that school grounds can be made more secure.

The Board encourages staff, parents/guardians and students at each school to work with local law enforcement agencies and other interested parties in developing a comprehensive school safety plan which includes strategies for preventing crime and violence on school premises.

BP 3515.2 Intruders on Campus

The School Board is committed to keeping the schools safe from intruders and requires all visitors to register upon coming on campus.

The principal or designee shall promptly expel from school premises any individual he/she thinks might disrupt normal school operations, threaten the health and safety of students or staff, or cause property damage.

[**The principal or designee shall ensure that all staff members know what action to take when they observe strangers on school grounds and when and how to get help from law enforcement authorities**.]

School administrators may request through the Superintendent that any individual, that in their judgment is disruptive and refuses to leave the premises, be trespassed from the building. Once the Superintendent has been informed of the request, the building principal shall call law enforcement to request the trespass notice. The length of the trespass notice shall be as short as is necessary

(cf. 1250 - Visits to the Schools)

(cf. 3515 - School Safety and Security)

(cf. 4158 - Employee Security)

(cf. 5131.4 - Campus Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

BP 4158/4258/4358 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. The following language is based upon guidelines found in AS 11.81.430, a statute authorizing reasonable nondeadly force by a teacher; and 4 AAC 07.900, which excludes certain reasonable and necessary physical restraint from the definition of corporal punishment. Additionally, the law provides that a teacher, teacher's assistant, a 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. Finally, 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 No Child Left Behind Act of 2001.

[**An employee may use reasonable force when necessary to protect himself/herself]** from attack, to protect another person, to quell a disturbance threatening physical injury to others, to move through a crowd to reach a potentially dangerous situation or to obtain possession of weapons or other dangerous objects on or within the control of a student.

(cf. 5144 - Discipline)

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

Employees shall promptly report any student attack, assault or threat against them to the Superintendent or designee. The employee and the principal or other immediate supervisor both shall promptly report such instances to the appropriate local law enforcement agency.

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

Legal References:

ALASKA STATUTES

11.81.430 Justification, use of force, special relationships

11.81.900 Definitions

14.33.120-.140 School disciplinary and safety program

ALASKA ADMINISTRATIVE CODE

4 AAC 07.010-4 AAC 07.900 Student rights and responsibilities

UNITED STATES CODE

Elementary and Secondary Education Act, 20 U.S.C. §§ 2361-2368, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Revised 1/03

ADOPTED: JUNE 2005

BP 4157/4257/4357 Employee Safety

The School Board believes that safety is every employee's responsibility. The Board expects all employees to use safe work practices and [**to report and correct any unsafe conditions**] which may occur. Supervisors shall constantly promote safety and correct any unsafe work practice through education, training and enforcement.

No employees shall be required to work under unsafe or hazardous conditions or to perform tasks, which endanger their health, safety, or well-being. Working conditions and equipment shall be maintained in compliance with standards prescribed by federal, state, and local laws and regulations. All employees are expected to report all unsafe or hazardous conditions immediately to their supervisor.

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

(cf. 4158/4258/4358 - Employee Security)

ADOPTED: JUNE 2005

Dawn Georgia

From: Dawn Georgia
Sent: Wednesday, October 22, 2025 3:23 PM
To: Deidre Jenson
Cc: Benjamin White; Laura Rogers
Subject: RE: Board Policy (Valdez/SSD)
Attachments: E 3515_e1_6_14_2018 Valdez Threat Assessment Guidebook.pdf

I compared board policies for Valdez and SSD. They are nearly identical with a few exceptions.

- BP 1410 - Interagency Cooperation for Student and Staff Safety – Valdez and SSD are identical. SSD has an AR for this policy, Valdez does not.
- BP 3515 – School Safety and Security – nearly identical. The Valdez policy has an extra sentence regarding keeping school grounds secure. Both Valdez and SSD have an AR for this BP – both very similar. Valdez has E 3515 – Threat Assessment Guidebook (attached here)
- BP 3515.2 – Intruders on Campus – SSD's policy needs to be changed. It is currently "Visitors on Campus." I'm going to give it to the Policy Committee to change it to match the Valdez or AASB Model policy.
- BP 4157 – Employee Safety – Valdez and SSD are identical
- BP 4158 – Employee Security – Valdez and SSD are identical

Dawn

From: Deidre Jenson <jensond@sitkaschools.org>
Sent: Wednesday, October 22, 2025 11:22 AM
To: Dawn Georgia <georgiad@sitkaschools.org>
Subject: Re: Board Policy

Thanks, I have not done that and I'm guessing Ben and Laura did not either.

Gunalchéesh, Háw'aa,Thank you,

Deidre Jenson, Ed.D.

Superintendent

Sitka School District

Work: 907-621-8082

Cell: 218-242-0938

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From: Dawn Georgia <georgiad@sitkaschools.org>
Sent: Wednesday, October 22, 2025 11:19 AM
To: Deidre Jenson <jensond@sitkaschools.org>
Subject: RE: Board Policy

I'll compare the Valdez policies with ours.

Dawn

From: Dawn Georgia
Sent: Wednesday, October 22, 2025 11:18 AM
To: Deidre Jenson <jensond@sitkaschools.org>
Subject: RE: Board Policy

Have you compared the Valdez policies with the same SSD policies? I'm wondering if our policies need to be updated to align with theirs.

There is a discrepancy in our board policies – SSD's BP and AR 3515.2 is *Visitors on Campus*. The Valdez and AASB model BP 3515.2 is *Intruders on Campus*. When I searched SSD's manual for "Intruders", several policies come up with BP 3515.*2 Intruders on Campus as a cross reference* even though that is not in our policy manual. We should look at this with policy committee.

Dawn

From: Deidre Jenson <jensond@sitkaschools.org>
Sent: Tuesday, October 21, 2025 9:30 AM
To: Dawn Georgia <georgiad@sitkaschools.org>
Cc: Laura Rogers <rogersla@sitkaschools.org>; Benjamin White <whiteb@sitkaschools.org>
Subject: Board Policy

We need to put Threat Assessment teams on our board policy list on BP's to add.
Attached is a screenshot of different policies and state Statutes. It is focused on students more than crises. We can talk more, but if you can do some initial investigations.

Gunalchéesh, Háw'aa,Thank you,

Deidre Jenson, Ed.D.
Superintendent
Sitka School District
Work: 907-621-8082
Cell: 218-242-0938

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disclosure, copying, distribution or use of the contents of this information is prohibited. If you have received this email in error, please notify the sender immediately by "reply to sender only" message and destroy all electronic and hard copies of communication, including attachments.

- **The establishment and employment of these teams shall conform to Alaska state statute, to include but not be limited to:**
- 1. AS 47.12.310 Agency Records
- 2. AS 47.12.315 Public Disclosure of Information in Agency Records Relating to Certain Minors
- 3. AS 14.33.120 School Disciplinary and Safety Program
- 4. AS 14.33.130 Enforcement of Approved Program; Additional Safety Obligation
- 5. AS 14.33.140 Civil Liability For Enforcing Disciplinary and Safety Program.
- **Family Educational Rights and Privacy act (FERPA) 34 CFR Part 99 – Subpart D:**
- 1. 99.31 Prior consent not required for information disclosure in certain circumstances
- 2. 99.36 Information disclosure for health and safety purposes
- 3. 99.38 Information disclosure and the juvenile justice system
- **Likewise, the following Valdez City School Board policies shall apply:**
- 1. BP 1410 Interagency Cooperation For Student And Staff Safety
- 2. BP 3515 School Safety and Security
- 3. BP 3515.2 Intruders on Campus
- 4. BP 4158/4258/4358 Employee Security
- 5. BP 4157/4257/4357 Employee Safety.

Threat Assessment and Safety Protocol

1. Policy Purpose and Scope

- **Objective**: The goal of this policy is to establish a clear and formal protocol for identifying, assessing, and managing threats to the safety and well-being of students, staff, and the wider school community. This includes addressing violent behaviors, credible threats, concerning warning signs, and potential risks, ensuring that all actions taken align with the values of community, safety, and respect in a rural Alaskan setting.
- **Legal Basis**: In compliance with Alaska State Law and the Revised Statutes, specifically RSA 193 E:6, this policy establishes the need for a multidisciplinary approach to threat assessment that aligns with both local and state regulations. The district recognizes the importance of maintaining a safe school environment and facilitating appropriate interventions when needed.

2. Threat Assessment Team (TAT) Composition

- **Core Team Members**:
    - Superintendent or designee
    - School Principal or Administrator
    - School Counselor or Mental Health Professional
    - Local Law Enforcement (e.g., village constable or State Trooper liaison)
    - Health and Safety Coordinator
- **Additional Team Members** (as needed):
    - Special Education Teachers, Behavioral Support Specialists, Emergency Management Personnel, and, if applicable, Community Health Workers or traditional knowledge keepers.
- **Rationale**: Given the size and unique characteristics of rural Alaskan communities, the team will integrate local resources such as village elders, health workers, and community leaders who play a central role in maintaining cultural and social well-being. The team will work closely with local authorities, agencies, and organizations to provide holistic support.

3. Threat Identification and Referral

- **Identification**: Threats may be reported by anyone in the school or broader community, including staff, students, parents, or local residents. Reports can be

based on direct observations, verbal or written threats, social media, or behaviors that cause concern.

- **Referral Process**: All threats should be reported immediately to the school principal or designated safety officer. Once a report is received, the information should be documented and shared with the Threat Assessment Team (TAT) for further investigation and management. Given the rural nature of the district, the process will ensure that communication is efficient and appropriate for the setting.

4. Assessment Process

- **Initial Triage**: The TAT will meet as soon as possible, ideally within 24 hours of the referral, to determine the level of threat. Threats will be classified as:
    - **Non-credible**: No immediate action required, but monitored.
    - **Concerning**: Requires intervention, possibly involving counseling, increased supervision, or community engagement.
    - **Imminent**: Immediate action needed, including emergency measures and law enforcement involvement.
- **Information Gathering**: The TAT will collect relevant data, including student behavior history, disciplinary records, and any cultural context that might inform the situation. This may involve consultations with local community leaders or health workers who have insight into the student's environment.
- **Evaluation**: The TAT will utilize a problem-solving, evidence-based approach to evaluate risk and determine appropriate responses. In cases requiring additional expertise, external resources such as Alaska State Troopers or mental health professionals will be consulted.

5. Response and Intervention

- **Risk Level Determination**:
    - **Low / Non-Credible**: No immediate threat, but keep records and monitor.
    - **Moderate / Concerning**: Interventions will include counseling, development of behavior plans, parental involvement, and increased supervision. Community-based interventions may be considered if appropriate.
    - **High / Imminent**: If a threat is deemed high or imminent, immediate action will be taken, including lockdowns, contacting law enforcement, and referring the student to mental health professionals.

- **Communication Protocols**:
    - **Internal Communication**: Notify relevant staff, district leadership, and, if necessary, neighboring school districts or agencies.
    - **Parents/Guardians**: Families will be informed as appropriate, adhering to privacy regulations and school policies.
    - **External Agencies**: Only the necessary information will be shared with law enforcement or emergency services, in line with FERPA and district policies.

6. Documentation and Confidentiality

- **Documentation**: All reports, decisions, and interventions will be thoroughly documented, ensuring that records are timestamped and securely stored. Given the small size of the district, it is critical to maintain confidentiality and limit access to sensitive information.
- **Confidentiality**: All records relating to threat assessments will be labeled "Confidential: Limited Release Information." FERPA, Alaska State laws, and local policies will be followed strictly, ensuring that privacy is maintained throughout the process.

7. Sanctions and Re-entry

- **Student Re-entry Plan**: If a student presents an ongoing risk, a tailored re-entry plan will be created, incorporating counseling, behavior monitoring, safety contracts, and additional supports. The student's cultural background will be considered in the development of the plan.
- **Graduated Disciplinary Measures**: Disciplinary actions will be consistent with district policies and will range from verbal warnings to suspension, depending on the severity of the threat. Each case will be handled on an individual basis, with the focus on rehabilitation and support for the student.

8. Training and Professional Development

- **Annual Training**: All TAT members, as well as staff, will receive annual training, including:
    - Recognizing and responding to threats (using models like CSTAG)
    - Legal requirements and reporting obligations
    - De-escalation techniques, mental health first aid, and cultural competency

- **Scenario-Based Drills**: In addition to theoretical training, scenario-based drills will be conducted, especially for high-risk situations that might require a coordinated community response.

9. Review and Continuous Improvement

- **Debriefs and Evaluations**: After each incident, the TAT will conduct a debrief to evaluate the effectiveness of the response. This feedback will be shared with staff, law enforcement, and community partners to improve future processes.
- **Annual Review**: The policy and protocols will be reviewed annually by the TAT, in consultation with community stakeholders, to ensure they reflect best practices and meet the evolving needs of the district. Adjustments will be made as necessary to improve response strategies and keep the school community safe.

Additional Notes for Rural Alaskan Context:

- **Cultural Considerations**: Given the unique cultural aspects of rural Alaskan communities, the policy should emphasize culturally sensitive approaches. In some communities, elders or traditional knowledge keepers may offer valuable perspectives in resolving conflicts or managing potential threats.
- **Geographic Barriers**: Communication and intervention strategies should be mindful of the geographic barriers that may exist. The district may want to incorporate technology or distance learning tools to facilitate timely responses, especially if the school is isolated or lacks immediate access to outside support