



Southeast Island School District Superintendent Report October 2024

Goals:

- **Collaboration:** Strengthen and maintain a collaborative relationship with the Board of Education and the school district team.
 - **Public Trust:** Build public trust and confidence by establishing open, honest communication and fostering positive connections across our communities.
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Engagements

- **Sept 23:** McKinney-Vento Homeless Conference
- **Sept 24:** School Wellness & Safety Conference
- **Sept 27:** PHlight Club
- **Sept 30:** Value-Up with Mike Donahue
- **Oct 2:** HS Wrestling Season Kickoff
- **Oct 2-3:** Parent-Teacher Conferences
- **Oct 8:** Harvest Day - Coffman Cove
- **Oct 23:** SISD HS Volleyball Scrimmage - Thorne Bay
- **Oct 24:** MS Boys Basketball - Thorne Bay
- **Oct 22-24:** Brightways Training with Beth Buchanan mentoring new teachers
- **Oct 24-26:** August Franzen Presentation & Climbing Wall Training

Upcoming Events

- **Nov 1:** MS Boys Basketball - Hydaburg
- **Nov 2:** MS Girls Basketball - Craig
- **Nov 4-6:** HS Volleyball Seeding Tournament - Gustavus
- **Nov 8:** SISD Inservice - Thorne Bay School
- **Nov 7-10:** AASB Conference & Student Leadership Institute
- **Nov 8:** MS Boys Basketball - Klawock
- **Nov 9:** MS Girls Basketball - Thorne Bay
- **Nov 8-9:** HS Wrestling - Ketchikan
- **Nov 15:** CPI Training / PBIS - Klawock Generations Building
- **Nov 18-19:** MS Basketball Island Tournament - Klawock
- **Nov 21-23:** HS Volleyball Regionals - Kake

- **Nov 22-23:** HS Wrestling - Sitka
 - **Nov 26-29:** Thanksgiving Break
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News / Legislative Update

- **Youth Risk Behavior Survey** - Scheduled for the second semester (*attached*).
- **Cell Phone Use:** Resolution 09-2024 (*attached*).
- **Staffing Changes:** The Coffman Cove teacher has submitted a resignation with a final workday of November 8th. Kerri Carl and Robbin Perkins will share the position for the remainder of the school year.
- **Alaska House Bill 230 (HB230):** Enacted in 2024, HB230 addresses teacher certification and retention, focusing on:
 - **Retired Teacher Certification:** Allows retired teachers to serve as long-term substitutes for up to 165 consecutive days.
 - **Out-of-State Experience Recognition:** Eliminates the cap on out-of-state experience for salary considerations.
 - **Teacher National Board Certification:** Includes provisions for board certification benefits.

Although HB230 provides avenues to enhance teacher recruitment and retention, it does not address increases in the Base Student Allocation (BSA) or provide infrastructure support, requiring SISD to seek other funding for infrastructure needs.

- Staff have been completing their ALICE Training.
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Shout-Outs

- **Completion of 1st Quarter:** A successful milestone as we progress in the school year.
- **Special Education Team:** Recognition for their commitment to providing compliant and effective services for SISD students through weekly meetings and collaborative feedback.
- **Safety & Wellness Conference:** Thank you to Lisa Cates, Amy Killian, Robbin Perkins, and the team for attending and bringing back valuable insights for district-wide application.
- **Fall Assessments:** The completion of MAP and mClass assessments allows us to shape RTI/MTSS plans tailored to student needs.
- **Student-Run Concessions:** Amanda Blankenship and her class have transformed the concessions stand into a profitable, educational experience, teaching real-world business skills.
- **Harvest Day - Coffman Cove:** A productive day led by Brandy Prefontaine and the Coffman Cove team, showcasing student leadership.
- **School Photos:** AK Campus Photo successfully completed school photos; retakes will be scheduled.
- **Mixed 6 Volleyball Team:** Naukati, Kasaan, and Thorne Bay teams have shown great collaboration, with 14 students participating.

- **HS Wrestling and MS Basketball:** With five high school wrestlers and ten middle school basketball players, SISD sports programs are off to a strong start.
 - **Parent and Student Grade Access:** Thanks to Everett Cook for ensuring streamlined access to grades.
 - **August Franzen’s Climbing Presentation and Training:** An enriching experience in the Thorne Bay Gym, combining adventure storytelling and hands-on climbing wall training for students, staff, and the community.
 - **Grant Acquisitions:** Appreciation to Astrid Cook and her team for securing three significant grants, including:
 - **COPS Grant:** Focused on school safety, funding for electronic door locks, cameras, communication, and security improvements.
 - **Infrastructure Grant:** Funding for emergency equipment like generators, cots, go-bags, and communication systems for all campuses.
 - **Alternative Energy Grant:** For Whale Pass and Port Alexander campuses, supporting sustainability initiatives.
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Conclusion

The Southeast Island School District continues to build on collaboration, community engagement, and student-centered initiatives. Thank you for your support and commitment to our district's mission and the ongoing success of our students and staff.

2025 Alaska High School Youth Risk Behavior Survey

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to improve health education for young people like yourself.

The answers you give will be kept private. No one will know what you respond. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help.

1. How old are you?
 - A. 12 years old or younger
 - B. 13 years old
 - C. 14 years old
 - D. 15 years old
 - E. 16 years old
 - F. 17 years old
 - G. 18 years old or older
2. What is your sex?
 - A. Female
 - B. Male
3. In what grade are you?
 - A. 9th grade
 - B. 10th grade
 - C. 11th grade
 - D. 12th grade
 - E. Ungraded or other grade
4. What is your race and/or ethnicity? **(Select one or more responses.)**
 - A. American Indian or Alaska Native
 - B. Asian
 - C. Black or African American
 - D. Hispanic or Latino
 - E. Middle Eastern or North African
 - F. Native Hawaiian or Pacific Islander
 - G. White

5. How tall are you without your shoes on?
 Directions: Write your height in the shaded blank boxes. Fill in the matching oval below each number.

Example

Height	
Feet	Inches
5	7
③	⑩
④	①
●	②
⑥	③
⑦	④
	⑤
	⑥
	●
	⑧
	⑨
	⑩
	⑪

6. How much do you weigh without your shoes on?
 Directions: Write your weight in the shaded blank boxes. Fill in the matching oval below each number.

Example

Weight		
Pounds		
1	5	2
①	①	①
●	①	①
②	②	●
③	③	③
	④	④
	●	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨

The next 5 questions ask about safety.

7. How often do you wear a seat belt when **riding** in a car driven by someone else?
 - A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always
8. During the past 30 days, how many times did you **ride** in a car or other vehicle **driven by someone who had been drinking alcohol**?
 - A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times
9. During the past 30 days, how many times did you **drive** a car or other vehicle **when you had been drinking alcohol**?
 - A. I did not drive a car or other vehicle during the past 30 days
 - B. I drove a car or other vehicle, but not when I had been drinking alcohol
 - C. 1 time
 - D. 2 or 3 times
 - E. 4 or 5 times
 - F. 6 or more times
10. During the past 30 days, how many times did you **drive** a car or other vehicle **when you had been using marijuana** (also called pot or weed)?
 - A. I did not drive a car or other vehicle during the past 30 days
 - B. I drove a car or other vehicle, but not when I had been using marijuana
 - C. 1 time
 - D. 2 or 3 times
 - E. 4 or 5 times
 - F. 6 or more times

11. During the past 30 days, on how many days did you **text or e-mail** while **driving** a car or other vehicle?
 - A. I did not drive a car or other vehicle during the past 30 days
 - B. I drove a car or other vehicle, but did not text or e-mail while driving
 - C. 1 or 2 days
 - D. 3 to 5 days
 - E. 6 to 9 days
 - F. 10 to 19 days
 - G. 20 to 29 days
 - H. All 30 days

The next 7 questions ask about violence-related behaviors and experiences.

12. During the past 30 days, on how many days did you carry **a weapon** such as a gun, knife, or club **on school property**?
 - A. 0 days
 - B. 1 day
 - C. 2 or 3 days
 - D. 4 or 5 days
 - E. 6 or more days
13. How long would it take for you to get a loaded gun that is ready for you to fire **without a parent or other adult's permission or supervision**? The gun could be yours or someone else's and it could be located in your home or car or someone else's home or car.
 - A. I could not get a gun that is ready to be fired
 - B. Less than 10 minutes
 - C. 10 or more minutes, but less than 1 hour
 - D. 1 or more hours, but less than 4 hours
 - E. 4 or more hours, but less than 24 hours
 - F. 24 or more hours

14. During the past 12 months, how many times were you in a **physical fight on school property**?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or 7 times
 - F. 8 or 9 times
 - G. 10 or 11 times
 - H. 12 or more times
15. Have you ever been physically forced to have sexual intercourse when you did not want to?
- A. Yes
 - B. No
16. During the past 12 months, how many times did **anyone** force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times
17. During the past 12 months, how many times did **someone you were dating or going out with** force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)
- A. I did not date or go out with anyone during the past 12 months
 - B. 0 times
 - C. 1 time
 - D. 2 or 3 times
 - E. 4 or 5 times
 - F. 6 or more times

18. During the past 12 months, how many times did **someone you were dating or going out with** physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)
- A. I did not date or go out with anyone during the past 12 months
 - B. 0 times
 - C. 1 time
 - D. 2 or 3 times
 - E. 4 or 5 times
 - F. 6 or more times

The next 2 questions ask about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

19. During the past 12 months, have you ever been bullied **on school property**?
- A. Yes
 - B. No
20. During the past 12 months, have you ever been **electronically** bullied? (Count being bullied through texting, Instagram, Facebook, or other social media.)
- A. Yes
 - B. No

The next question asks about hurting yourself on purpose.

21. During the past 12 months, how many times did you do something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times

The next 4 questions ask about sad feelings and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life.

22. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?
A. Yes
B. No
23. During the past 12 months, did you ever **seriously** consider attempting suicide?
A. Yes
B. No
24. During the past 12 months, did you make a plan about how you would attempt suicide?
A. Yes
B. No
25. During the past 12 months, how many times did you actually attempt suicide?
A. 0 times
B. 1 time
C. 2 or 3 times
D. 4 or 5 times
E. 6 or more times

The next 5 questions ask about cigarette smoking.

26. Have you ever smoked a cigarette, even one or two puffs?
A. Yes
B. No
27. How old were you when you first smoked a cigarette, even one or two puffs?
A. I have never smoked a cigarette, not even one or two puffs
B. 8 years old or younger
C. 9 or 10 years old
D. 11 or 12 years old
E. 13 or 14 years old
F. 15 or 16 years old
G. 17 years old or older

28. During the past 30 days, on how many days did you smoke cigarettes?
A. 0 days
B. 1 or 2 days
C. 3 to 5 days
D. 6 to 9 days
E. 10 to 19 days
F. 20 to 29 days
G. All 30 days
29. During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?
A. 0 days
B. 1 day
C. 2 days
D. 3 days
E. 4 days
F. 5 days
G. 6 days
H. 7 days
30. How much do you think people risk harming themselves (physically or in other ways), if they smoke one or more packs of **cigarettes** per day?
A. No risk
B. Slight risk
C. Moderate risk
D. Great risk

The next 5 questions ask about electronic vapor products, such as JUUL, Vuse, NJOY, Elf Bar, or Esco Bars. Electronic vapor products include e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens.

31. Have you ever used an electronic vapor product?
A. Yes
B. No
32. During the past 30 days, on how many days did you use an electronic vapor product?
A. 0 days
B. 1 or 2 days
C. 3 to 5 days
D. 6 to 9 days
E. 10 to 19 days
F. 20 to 29 days
G. All 30 days



RESOLUTION OF THE ALASKA STATE BOARD OF EDUCATION AND EARLY DEVELOPMENT

in support of Resolution on Restricting the Use of Cellular Devices During School Hours

Resolution 09-2024

Whereas the alarming effects of the use of electronic communication devices, specifically cellphones, on students' ability to maintain attention and engagement in classrooms, negatively impacting their capacity to gain and retain knowledge, as evidenced by research from the Malaysian Online Journal of Educational Technology (2017), which found that students distracted by mobile phones performed significantly worse on learning assessments compared to those without such distractions; and

Whereas the documented increase in inappropriate behaviors, including cyberbullying, harassment, and the dissemination of inappropriate content, facilitated by the unregulated use of cellular devices in school settings, with data from the Cyberbullying Research Center (2023) showing that 31% of students have experienced cyberbullying and that the availability of mobile phones during school hours can exacerbate these incidents; and

Whereas multiple states, including but not limited to Alabama, Connecticut, Indiana, Minnesota, Delaware, Georgia, Pennsylvania, Arkansas, Louisiana, South Carolina, Arizona, Florida, Ohio, and Oklahoma, have instituted programs, pilot programs, or recommended the restriction or limitation of cellphone use in public schools to combat these issues and foster a more focused learning environment; and

Whereas while restricting the use of cellular devices is necessary to protect the educational experience, it is equally important to ensure that parents and guardians can contact their children through traditional school communication methods in cases of wellness checks, medical concerns, or emergencies; and

Whereas the growing body of research indicating that excessive use of cellphones during school hours can contribute to mental health issues, such as anxiety, social isolation, and increased stress among students, with a study published in the Canadian Medical Association Journal (2020) linking frequent mobile phone use with heightened symptoms of anxiety and depression among teenagers; and

Whereas the implementation of such restrictions should prioritize maintaining an open line of communication between students and their families during legitimate emergency situations;



Let it be resolved that the State Board of Education hereby:

1. **Encourages** all educators, administrators, and relevant school entities to recognize and address the negative impacts of cellphone use in classrooms on students' learning, social development, and overall well-being, supported by findings from Computers in Human Behavior Reports (2021), which demonstrate that banning mobile phones in schools resulted in improved learning, particularly among low-achieving students; and
2. **Calls for the development** of a comprehensive model policy to be written by the Department of Education and Early Development prohibiting the use of cellular phones and other electronic communication devices during class hours, except in cases of emergency or when explicitly allowed by an instructor for educational purposes; and
3. **Urges** Alaska's local school district governing boards to formally review and consider implementing such policies, with clear guidelines for disciplinary measures in cases of non-compliance; and
4. **Requests** that all staff members in supervisory roles, including teachers, administrators, and support personnel, actively enforce the policy, if adopted, and ensure that students adhere to the restrictions, while also providing clear alternatives for emergency communication with families; and
5. **Encourages** the establishment of designated times and spaces, such as lunch breaks or specific periods, where students may responsibly use their cellular devices under appropriate supervision, recognizing the importance of balancing restrictions with students' need for personal communication; and
6. **Further recommends** local school boards to periodically review the effectiveness of the policy by conducting surveys among students, parents, and faculty, as well as analyzing its impact on student performance, classroom behavior, and mental health outcomes, adjusting the policy as needed. A longitudinal study from the American Psychological Association (2019) supports this review, indicating that students in schools with cellphone restrictions showed lower levels of stress and higher levels of academic achievement; and
7. **Supports** providing professional development for educators on managing the integration of technology in a way that enhances learning while minimizing distractions, and offering students guidance on responsible digital habits. Research from Pew Research Center (2018) found that students who received education on responsible phone usage were better able to self-regulate their device use, improving focus and reducing distractions in class.



Be it further resolved that the Department of Education and Early Development should support:

- All individuals in a supervisory or administrative capacity to uphold and enforce this policy, if adopted.
- Exceptions for medical conditions or other specific needs will be accommodated upon formal request.
- Schools communicating clearly with parents and guardians about alternative methods to contact their children during school hours for emergencies or urgent situations.

This resolution is proposed in the interest of fostering an environment conducive to learning, safety, and the holistic development of students, supported by substantial research demonstrating the positive impact of restricting cellular device usage during school hours.

References:

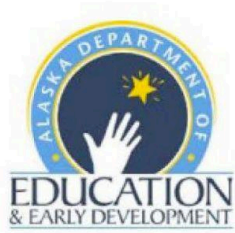
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Lorri Van Diest
Second Vice Chair, State School Board of Education

10.09.2024

Date